A STUDY OF THE RELATIONSHIPS BETWEEN SELF-PERCEIVED INVOLVEMENT IN DETERMINING COLLEGE POLICIES AND SELF-REPORTED SUPPORT OF THOSE POLICIES AMONG FACULTY IN A MULTI-UNIT COMMUNITY COLLEGE DISTRICT

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This is to certify that the

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ABSTRACT

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SELF-PERCEIVED INVOLVEMENT IN DETERMINING COLLEGE POLICIES
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By

Elizabeth Rosemary Redstone

This study was an analysis of the factors that are significant predictors of the degree to which faculty members self-report support of institutional policy in a multi-unit community college district. The study was undertaken primarily to help community college administrators reduce the possibility of adversary relationships developing by identifying factors which might be emphasized to increase faculty support of institutional policy.

Procedures

The study involved sending out questionnaires to 376 full-time faculty members who were employed by an arbitrarily selected multi-unit, urban based, community college district. The questionnaire consisted of three parts. Part I was concerned with: (1) the degree of support indicated by faculty members for twenty-two selected policies; (2) the degree of perceived faculty participation in initiating or changing the selected policies; and (3) the degree of perceived administrative responsiveness to faculty participation and faculty professional concerns. Part II was concerned with an attempt to identify a faculty profile which would distinguish between those faculty members who are more supportive of policy and those who are less supportive of policy.

Part III was concerned with the demographic factors of: respondent's discipline area, experience, involvement in college affairs, education, professional license, sex and age.

Conclusions

1. The faculty member's perception of the degree of participation in initiating and changing policy is a significant predictor of support for policy.

2. The faculty member's perception of administrative responsiveness to participation and to the professional concerns of the faculty is a significant predictor of support indicated for policy.

3. The degree of faculty cohesion is a significant predictor of support indicated for policy except for Campus 3.

4. The degree of faculty intimacy is a significant predictor of support indicated for policy except for Campus 3.

5. The degree of faculty control is a significant predictor of support indicated for policy for Campus 2 and the District but not for Campus 1 and Campus 3.

6. The degree of faculty stratification is not a significant predictor of support indicated for policy.

7. The number of years employed in the District is not a significant predictor of support indicated for policy except for Campus 1.

8. Total teaching experience is not a significant predictor of support at the campus level but it is at the district level.

9. Each campus differs significantly on the degree of support indicated for policy. That is, the mean for Campus 2 is greater than the mean for either Campus 1 or 3, and the means for Campus 1 and 3 are statistically equal.

10. There is a significant difference between campuses on the degree of perceived participation in initiating and changing policy. That is, the mean for Campus 2 is greater than the mean for either Campus 1 or 3, and the means for Campus 1 and 3 are statistically equal.

11. There is a significant difference between campuses in the degree of administrative responsiveness. That is, the mean for Campus 2 is greater than the mean for Campus 1, and the mean for Campus 1 is greater than the mean for Campus 3.

12. There is a significant difference between campuses in the degree of faculty cohesion. That is, the mean for Campus 1 is less than the mean for either Campus 2 or 3, and the means for Campus 2 and 3 are statistically equal.

13. There is no significant difference between campuses in the degree of faculty intimacy.

14. There is no significant difference between campuses in the degree of faculty control.

15. There is no significant difference between campuses in the degree of faculty stratification.

16. There is a significant difference between campuses on the length of employment in the district. That is, the mean for Campus 3 is less than the mean for either Campus 1 or 2, and the means for Campus 1 and 2 are statistically equal.

17. There is a significant difference between campuses on the average number of hours devoted to Campus committee work during 1972-1973. That is, the mean for Campus 3 is greater than the mean for either Campus 1 or 2, and the means for Campus 1 and 2 are statistically equal.

18. There is a significant difference between campuses on the number of professional association meetings attended during 1972-1973. That is, the mean for Campus 1 is greater than the mean for either Campus 2 or 3, and the means for Campus 2 and 3 are statistically equal.

19. There is a significant difference between campuses in the age of faculty members. That is, the faculty members of Campus 1 are older than the faculty members of Campus 2 and 3, and the faculty members of Campus 2 and 3 are statistically the same age.

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By

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INTRODUCTION

Educational Significance

In the tumultuous 60's, the authority of the educational establishment was challenged at all levels, not only by students, but by other segments of the system. It was during this period that the community college achieved its greatest growth. Consequently, the autocratic style of its administrators, a relic of its early ties with secondary education, was challenged. The faculty requested more participation in the decision-making process. When their request was denied by some administrators, the more militant faculty members demanded and won the legal right to collective bargaining. Now nothing was a prerogative of the administrator: everything was negotiable, or so it seemed to the administrator caught up in collective bargaining.

When the bargaining unit was defined as required by law, the lines between faculty and administrators were tightly drawn. The negotiation of master contracts tended to raise the barriers even higher.

In such a rigid system, interaction (communication) between groups becomes difficult. Or, in the terminology of social systems theory, the boundaries of subsystems (groups) become impenetrable except at the interface. Whatever interaction occurs, occurs between spokesmen for each group, thereby causing the groups to drift further apart. The wider the chasm, the greater the feelings of mistrust because first-hand knowledge of the other group's members or activities is not available.

The greater the feelings of mistrust, the more likely an adversary

relationship will develop. By definition, an adversary relationship is a win-lose relationship. But no matter who wins or loses, in an interdependent system such as the educational system, the jockeying for position throws the entire system out of equilibrium. Thus energy that could have been expended to improve the system must be used to regain lost equilibrium.

Much can be done, though, to eliminate the factors that give rise to an adversary relationship if educational administrators are knowledgeable about the theories of social systems and participative management.

Social Systems Theory

Briefly, the theory of social systems maintains that society is a large social system which is composed of many subsystems. Some of these subsystems are called organizations. Organizations are also composed of many social subsystems called departments, divisions, or branches, which are themselves composed of social subsystems. The ultimate social subsystem is the individual.

> . . .a social system is a system of the actions of individuals, the principal units of which are roles and constellations of roles. It is a system of differentiated action, organized into a system of differentiated roles (Havelock, 1971: 2-25).

Generally, a system may be thought of merely as a set of components which act with and upon one another to bring about a state of balance or interdependence. Therefore, any change in the position or behavior of a particular component induces change in varying degrees in all other elements of the system.

Systems may be static or dynamic. In a dynamic system, the components push and shove at one another, displace each other, or force

changes in each other in a pattern of action and reaction that maintains a dynamic equilibrium.

Nearly all systems in the real world that can be identified and examined are likely to be open systems (not self contained). Open systems contain both dynamic and unstatic components which are themselves open systems. Open systems are dependent upon and interrelated with multiple-system environments.

Every social system receives inputs (human, man-made, natural resources) and generates outputs (messages, services, products.) The output of one social system may be the input of another social system or the feedback (answer) to an input. Feedback is the mechanism through which man seeks to regulate the output of the system.

Each social system develops a set of internally shared norms, attitudes, and values which create a distinct identity for the organization within a larger, multi-organizational, multi-system, multi-person environment (Havelock, 1971). This value system clearly delineates the boundaries of the social system; "insiders" from "outsiders," "family" from "not family." Any interaction between social groups, therefore, takes place at the boundary or interface. If two, or more social groups are formally connected by messages to form a greater system, linkage has occurred.

PURPOSE OF THE STUDY

In this study, a multi-unit social system will be studied; namely, a multi-unit community college district. This multi-unit system is composed of three major subsystems; regionally located, semi-autonomous campuses. The three major subsystems (campuses) are further divided

into three faculty subsystems which are further divided into divisions, departments, and faculty organizations, and eventually divided into individual faculty members.

Since all three campuses are linked together by uniform district policies, it is possible to determine the degree to which the three faculty subsystems influence the support which faculty members have for administrative policy.

In a dynamic, social system ". . .any change in the position or behavior of a particular element induces change in varying degrees in all other elements of the system." (Richardson, et al. 1973: 3). Therefore, a change in the degree of faculty participation in initiating and changing policy should lead to a change in the degree of support of policy. But, does it? If it does, to what degree? These are two questions which this study will attempt to answer.

Since the community college developed with elements of both the secondary school and the university, Hemphill's four factors which seem to distinguish clearly between the university faculty and the public school faculties have been selected to describe the community college faculty, and to attempt to answer the question: Is there a faculty profile that is supportive of policy?

Finally, there should be demographic characteristics of faculty members that the administrator can recognize as leading to support of policy. This study will attempt to identify these characteristics.

STATEMENT OF THE PROBLEM

This study will attempt to answer the following questions pertaining to an urban based, multi-unit community college district:

1. Does faculty participation in initiating and changing policies lead to faculty support of those policies:

2. Is there a faculty profile which distinguishes between those faculty members who are supportive of policy and those who are less supportive of policy?

3. Are there identifiable demographic characteristics of faculty members that the administrator can identify as leading to support of policy?

More specifically, this study deals with the following selected variables as they relate to faculty support or non-support of institutional policies.

1. Faculty self-descriptions as measured by

    A. Control
    B. Intimacy
    C. Stratification
    D. Viscidity (cohesion)

2. The demographic variables of

    A. Sex
    B. Age
    C. Educational level
    D. Discipline identification
    E. Professional license holder
    F. Teaching experience
        1. Two-year college
        2. University or four-year college
        3. Secondary
        4. Total

3. The participative variables of

    A. Involvement in college affairs
        1. Campus committees
        2. All-college committees
        3. Student activities

    B. Involvement in professional activities
        1. Meetings attended
        2. Offices held

4. The perception variables of

   A. Amount of input the faculty had in initiating and changing policies

   B. Administrative responsiveness
      1. Department Head
      2. Dean

   C. Impact of participation
      1. Campus
      2. District

DELIMITATIONS OF THE PROBLEM

The following delimitations were established for this study:

1. The study was delimited to one, multi-unit community college district located in a large metropolitan area and composed of three regional campuses which were established in 1963, 1966, and 1971. The selected multi-unit community college district may not be representative of other multi-unit community college districts.

2. The study included only full-time faculty members of each campus who were eligible for membership in the campus Faculty Senate. Part-time faculty members were not included because they do not have formal opportunities to participate in decision making, nor do they have opportunities for extensive personal contact with the full-time faculty.

3. The data were gathered by means of a forced-choice questionnaire which limited the scope of responses.

4. Responses were limited to a particular moment in time during the spring quarter of 1973. No allowance was made for the dynamics of change in perception or support over time.

5. Responses were limited to those individuals who were willing to answer and return the questionnaire.

6. The study does not include personality characteristics of the individual which are not related to the institution.

HYPOTHESES

1. The degree to which faculty members perceive participation (input) in initiating and changing policies is a significant predictor of the degree to which faculty members indicate support of policy.

2. The degree to which faculty members perceive administrative responsiveness is a significant predictor of the degree to which faculty members indicate support of policy.

3. The degree of faculty cohesiveness is a significant predictor of the degree to which faculty members indicate support of policy.

4. The degree of faculty intimacy is a significant predictor of the degree to which faculty members indicate support of policy.

5. The degree of faculty control is a significant predictor of the degree to which faculty members indicate support of policy.

6. The degree of faculty stratification is a significant predictor of the degree to which faculty members indicate support of policy.

7. The number of years a faculty member has been employed in the district is a significant predictor of the degree to which he will indicate support of policy.

8. Total teaching experience is a significant predictor of the degree to which faculty members indicate support of policy.

9. There is a significant difference between the degree of support indicated for policy by faculty members of each campus.

DEFINITIONS

The following terms are defined according to their usage throughout this study:

Multi-unit community college district: A community college district operating two or more campuses within its district under one governing board, with each campus having a separate site administrator.

Campus President: Site administrator

Faculty: All full-time faculty who are eligible for membership in the Faculty Senate.

Faculty Senate: A voluntary organization of all full-time faculty members, counselors, librarians, nurses and quasi-administrators who teach a minimum of eighteen quarter hours per year. The faculty governing body for each campus.

Participation: Both formal input (by serving on campus or district committees) and informal input (voluntary written or oral communication to any administrator whether acknowledged by the administrator or not.)

All-college committee: A district committee composed of representatives from each campus and from the district office.

Campus committee: Membership restricted to local campus faculty members and administrators.

Socialization: The process by which all new members of the faculty learn the value system, the norms, and required behavior patterns of the district and of the local campus.

Control: The degree to which the faculty regulates the behavior of individuals while they are functioning as faculty members.

Intimacy: The degree to which members of the faculty are mutually acquainted with one another and are familiar with the most personal details of one another's lives.

Stratification: The degree to which the faculty orders its members into social hierarchies.

Viscidity (cohesion): The degree to which members of the faculty function as a unit.

FOCUS OF STUDY

The primary focus of this study was to determine the extent to which the self-perceived involvement of faculty in determining college policies is related to support of those policies in a multi-unit, urban-based community college district. More specifically, it was hypothesized that the more involved the faculty members perceived themselves to be in the decision making process, the more support they would indicate for selected policies as implemented.

It was anticipated that the study would help community college administrators to develop a more positive rapport with the faculty, thereby reducing the possibility that adversary relationships might develop.

The secondary focus of this study was to determine if a faculty (group) profile exists which would distinguish between those faculty members who are more supportive of policy and those who are less supportive of policy. It will identify selected variables which the administrator might strengthen through various administrative procedures such as hiring, in-service training, and opportunities for informal as well as formal socialization. It was also anticipated that the identification of such variables would better enable the faculty to understand its strengths and weaknesses.

The third focus of the study was to identify demographic factors that the administrator can recognize as co-related to support of policy.

The fourth and final focus of this study was to point out that there are unique factors in each unit of a multi-unit community college district which help to determine unit support of district policy. Recognition of these differences should lead to a reappraisal of the degree

of campus autonomy feasible.

It was not the purpose of this study to suggest in any way that unquestioning support of policy is desirable in a dynamic, viable community college.

RELATED RESEARCH

Organizational Climate

Organizational climate is "the set of characteristics that describe an organization and that (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization." (Forehand and von Haller Gilmer, 1964: 362).

Climatic variation may be assessed either directly or indirectly. For this study, the indirect method of assessment through participants' perceptions is used. This method of assessment is supported by Likert's (1961) interaction-influence mode. This model assigns central importance to organizational characteristics (structure, objectives, supervisory practices) as they are perceived by individuals.

Halpin's (1966) Organizational Climate Description Questionnaire (OCDQ), which utilizes sixty-four Likert-type items, identifies six organizational climates found in elementary schools. They are the open, the autonomous, the controlled, the familiar, the paternal, and the closed.

The College Characteristics Index (CCI), (Pace and McFee, 1960) which assesses a range of dimensions of college climate, states in the rationale that perceptions are based upon experience that is both more extensive and more involved than that of outside observers.

Hemphill has also developed a set of scales for measuring dimensions of group performance. The characteristics which pertain to the group as a unit are size, viscidity, homogeneity, flexibility, stability, permeability, polarization, autonomy, intimacy and control: and the characteristics that pertain to the member relation to the group are position, participation, potency, hedonic tone, and dependency. The four factors which seem to distinguish clearly between the university faculty and the public school faculties have been selected to describe the community college faculty in this study. They are control, stratification, viscidity (cohesion), and intimacy. (See definitions on page 8).

Participation in Decision-Making Process

A major emphasis of recent social action programs, management consultants and educational administrators has been participation: the inclusion and active involvement of individuals who are affected by decisions in the decision-making process.

The stress on participation is usually based upon the notion that people who are involved in the decision-making process will be more committed toward implementing the decision than those who are not involved. Considerable research has been conducted to establish the validity of this theory.

The best known studies pertaining to participation in the social science field are the works of Kurt Lewin (1963) and associates. These studies were carried out to determine how best to influence housewives to use certain meat items that they normally would reject. The results seemed overwhelming. Housewives who were involved in a group discussion and group decision-making process about the importance of eating the

"undesirable" food used it much more than those who heard a lecture on the topic. The process of discussion and arriving at a decision were considered to be the major factors (Havelock, 1971).

Edith Bennet Pelz (1955) reproduced the Lewin experiment in a highly controlled laboratory experiment. Although her study supported Lewin's general findings, her results showed that group discussion by itself was not directly related to the decision to participate. The decision to participate depended upon (1) the perceived consensus among their peers and (2) the fact that they had made a decision to participate.

The Lewin and Pelz findings have also been supported by studies in the field of education. Lin, et al., (1966) report that "teachers who are involved in decisions related to innovations are more pre-disposed to adoption. Uffelman, "states that involvement in the development of programs is directly related to their acceptance." (Havelock, 1971: 5-3).

Limitations of Participation

Participation in the decision-making process does not always bring about positive results. It will not succeed in situations where:

1. The invitation to participate is perceived as an invitation to discuss (rubber stamp) commitments which have already been made. (Gregg, 1964).

2. Other aspects of the environment conflict with the effect it is supposed to produce (Coch and French, 1963).

3. The decision to start participation was essentially non-participative (Strykker, 1956).

4. Outside experts are invited in by top management when they are not requested by lower management (Strykker, 1956).

5. The focus for decision making is focused on insignificant matters (Shultz, 1969).

Furthermore, the opportunity to participate is not highly prized by people who:

1. Do not feel that the opportunities are legitimate for the role they are playing (Barnard, 1938).

2. Find their major interests and satisfaction outside the job (Simon, 1960).

3. Have basic personality characteristics which disincline them toward decision-making or asserting themselves in groups (Vroom, 1960).

4. Define their role on the job as that of critic (Carvell, 1970).

ASSUMPTIONS OF THE STUDY

The following assumptions were made for the purposes of this study:

1. That reality is in the eye of the beholder (perceiver). Or, in other words, what an individual perceives to be true, is true.

2. That there is some faculty involvement in initiating and changing policies.

3. That the findings of the study will identify the factors that are related to faculty support of policy.

4. That if more attention needs to be given to the social systems and participative management concepts to reduce the possibility of adversary relationships developing, community college administrators will respond positively.

ORGANIZATION OF THE STUDY

The organization of the study is as follows:

Chapter 1--An introduction to the study and a review of related research.

Chapter 2--A review of literature concerned with the problem under investigation.

Chapter 3--The development and use of the instrument utilized in gathering the data, the pilot run of the instrument, and the methodology employed in collecting and analyzing the data, and the statistical analysis used.

Chapter 4--An analysis of the data compiled from the returned questionnaires.

Chapter 5--A summary of findings, conclusions, and recommendations.

Chapter 2

REVIEW OF LITERATURE

"The idea of participation as a principle of organization is not a new one. It has its roots, after all, in the ageless democratic idea." (Shultz, 1969: 47). It is expressed in the democratic emphasis on the dignity of the individual and on the worth of freely stated opinions before a decision is made.

Nevertheless, it has only been recently that the concept of employee participation has been accepted as legitimate in the management of business and industry and even more recently into the administrative function of the educational system. Although faculty, student, parent and citizen committees have a long and distinguished history, their principal function was to "advise" rather than to "determine" policy. Today, the trend seems to be toward full partnership of all groups in the administration of educational systems. Consequently, it is necessary to understand the basic tenets of participative management.

An analysis follows of several managerial concepts that evolved into participative management. The chapter begins with a brief explanation of traditional management and continues with a discussion of the influence the human relations movement had on the development of participative management theory. Maslow's "Hierarchy of Needs" and Herzberg's* "Job

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*Although Herzberg's methodology has been challenged by behaviorists, phenomonologists uphold it. Since a major assumption of this study is that what an individual perceives to be true is true, the controversy surrounding Herzberg's work does not affects its applicability to this study.

Satisfiers" and "Job Dissatisfiers" are discussed. Both theories were expanded upon and incorporated into the participative management theories of McGregor, Likert, and Scanlon.

Since participative management emphasizes group as well as individual participation, the social science concept of groups will be discussed as well as the specialized group known as a committee. "Since groups profoundly affect perception," (Hicks, 1972: 161) the chapter concludes with a brief discussion of the psychology of perception.

MANAGEMENT THEORY

Until the 1920's, the only theory of management was the traditional theory that maintains that work is inherently distasteful to most people so what they do is not as important as what they earn. It also maintains that few workers want or can handle work which requires creativity, self-direction or self-control.

During the 1920's and 1930's social scientists laid the theoretical groundwork to displace, but not completely supplant, the "image of the average organization member as a mechanical, economic unit" (Miles, et al., 1969: 47) with the image of the average member as a man striving to satisfy higher order needs than money through participation in the decision-making structure of the organization. It was the Hawthorne studies, conducted by Elton Mayo (1960) in 1923-26 and 1927-32 at the Hawthorne plant of the Western Electric Company, that triggered what became known as the human relations movement.

Mayo's studies found that social influences were more significant in increasing production than either physical factors or changes in pay, and that workers react to change in terms of the meaning change had for them.

> The meaning a worker assigned to a change depended upon his social conditioning (values, hopes, fears), derived from his family and group connections outside the work environment, and upon his social situation at work, in which group pressures determined attitudes and sentiments (Filley and House, 1969: 22).

Therefore, management should be more concerned with what makes man tick, with problems of informal organizations, and with problems of communication, participation, and understanding.

The human relations movement drew heavily upon the work of A. H. Maslow (1965), whose theory of motivation stresses two fundamental premises:

1. Man always wants something, but what he wants depends upon what he has. Only an unsatisfied need (want), therefore, can influence his behavior (motivate).

2. Man's needs are arranged in a hierarchy of importance. Once a lower order need is satisfied, another higher order need emerges and demands satisfaction.

Maslow hypothesizes five classes of needs and their order of potency as follows:

1. Physiological - Hunger, thirst and sex
2. Safety - Security and protection from physical harm
3. Belongingness and Love - Affection, acceptance, friendship
4. Esteem - Self-Esteem and Esteem from others
5. Self-Actualization - Becoming what one is capable of becoming

While Maslow's need hierarcy does not provide a complete understanding of human motivation or the means to motivate people, it does provide an excellent starting point because it has a great deal of common-sense validity. Organizations have been extremely successful in satisfying lower-level needs but not so successful in satisfying higher

level needs.

Frederick Herzberg (1966) studied need satisfaction of engineers and accountants and concluded that there are two major factors: motivational factors, which are job-centered, and maintenance factors, which are "peripheral to the job itself and more related to the external environment of work." (Donnelly, et al., 1971: 142)

Motivational factors include: recognition, feelings of accomplishment and achievement, opportunity for advancement and potential for personal growth, responsibility, a sense of job and individual importance, new experiences, and challenging work. These factors correspond closely to what Maslow termed self-actualization or the need to become what one is capable of becoming. If these factors are present, positive attitudes and motivation may occur.

Maintenance or hygiene factors include: wages, fringe benefits, physical working conditions, and overall company policy and administration. These factors correspond to the lower two hierarchs of Maslow; and if present, can prevent dissatisfaction but cannot bring about positive attitudes. For "when employees are highly motivated, they have a high tolerance for dissatisfaction arising from the peripheral factors (maintenance or hygiene). However, the reverse is not true." (Donnelly, et al., 1971: 142)

Douglas McGregor (1960) also studied workers' needs and in his Theory Y makes the following assumptions about what employees want from their work and what management's attitude should be toward trying to satisfy employee desires:

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organization problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partly utilized.

The assumptions of Theory Y, in addition to placing the onus on management to seek the collaboration of workers, "also encourage creativity and the sharing of responsibility for planning and obtaining the objectives of the organization." (Carvell, 1970: 109). It assumes that when the goals of the worker are the same as the goals of the organization, the worker will work harder to attain them.

By participating in the planning of change, an employee has a stake in the success of that change. In general, the available evidence indicates that a solution worked out by a group is more acceptable to it than a solution imposed on it by a supervisor; but, participation in planning change or resolving problems carries the implication of responsibility for the implementation of the agreed upon solution. Therefore, "some people do not wish to participate because it might diminish their effectiveness as critics of the solution." (Carvell, 1970: 206).

If employees feel that nothing is accomplished by participating, the organization is better off with no participation since it would appear that management was just going through the motions in an attempt to stimulate cooperation. In order for participation to be effective, Flippo (1971) maintains that the following prerequisites must be met:

1. sufficient time
2. adequate ability and interest on the part of the participants
3. rational requirement of structures and systems
4. lack of the necessity for secrecy
5. reasonable security for the participant

Participation is one of Likert's (1961) basic commandments in his linking-pin theory. "He sees men and managers linked in search of common goals--goals understood and embraced by supervisors and subordinates at all levels in the organizational hierarcy." (Hutchinson, 1971: 348). Likert sees groups linked together in the hierarchy with the supervisor serving as the linking pin, since he holds membership in the group that he leads as well as in the higher order group of supervisors. Therefore, the group and not the individual is charged with the responsibility of meeting goals; and since the groups are interlocked with each other, unity of objectives is achieved throughout the organization.

Although there are many studies that document fantastic increases in production through the use of total participation, the Norwegian Shoe investigators, French, Israel, and As, warn that "the effects of participation hold only for subjects who experience only as much participation 'as they consider right and proper' and that the effects of participation increase with decreasing resistance to the methods adopted by management to assure participation." (Heyel, 1972: 524). Therefore, participation should be encouraged only in matters which the employees feel are within their jurisdiction.

Joseph N. Scanlon, a leading advocate of participation as a basic principle of organization maintains that "the average worker is able to make and, given the right kind of circumstances, wants to make important contributions to the solution of production problems."

(Shultz, 1969: 480). Therefore, if management is willing to discuss real problems and to cheerfully accept suggestions that promise to be productive, each individual would then feel the obligation to work for the best interests of the organization.

A more recent approach to participative management is Management by Objectives, as formulated by Peter Drucker (1954). MBO seeks to integrate the company's need to clarify and achieve its profit and growth goals with the manager's need to contribute and develop himself.

> Management by Objectives tells a manager what he ought to do. The proper organization of his job enables him to do it. But it is the spirit of the organization that determines whether he will do it. It is the spirit that motivates, that calls upon a man's reserves of dedication and effort, that decide whether he will give his best or do just enough to get by (Humble, 1970: Preface)

Therefore, Schleh, (1961) following Drucker's lead, recommends that objectives be set for personnel all the way down to the foreman and salesman and, in addition, to staff people.

To effectively use management by objectives, the superior and the subordinate must meet to discuss and jointly establish attainable goals for the subordinate and then mutually evaluate the subordinate's performance in terms of the established goals. If this is done consistently, then the employee's morale and attitude toward the company will improve, he will contribute more to the attainment of the company goals, and he will be less anxious about where he stands with his superior.

SOCIAL GROUP THEORY

Although the Hawthorne studies of the 1920's pointed out the importance of the work group's influence over its members, it has only been recently that the focus has shifted from the individual to the

group in organizations. The impetus seems to be a result of Likert's linking-pin theory which points out that an organization functions best when its personnel function as members of highly effective work groups instead of as individuals.

According to Wadia, a group is "a collection of individuals, sharing certain norms, who are striving toward individual need satisfaction through the attainment of a common goal." (Wadia, 1968: 144). Thus, norms are usually established by a group as a means of accomplishing its goals; and over time, the group develops in addition to rather clear-cut behavioral norms, set ideologies and rules. Because people tend to adopt group standards unconsciously, "groups profoundly affect perception. That is, the very way one sees or understands events is greatly determined by his group experience." (Hicks, 1972: 161).

According to Cribbins (1972) a group is characterized by a greater or lesser degree of attraction among its members, internal cohesion, interdependence, ability of the members to affect and influence one another, exclusiveness, and shares values, objectives and interests. "The greater the interpersonal attraction among the members of a group, the greater the power of the group over the group members." (Collins and Guetzkow, 1964: 129).

Groups have been categorized by Fiedler (1960) as interacting, coacting, and counteracting. "The designation depends upon whether the members have a face-to-face relationship, work relatively independently of each other, or are opposed and yet must reconcile conflicting viewpoints." (Cribben, 1972: 93).

Warren (1969) categorizes groups into consensual, diffuse, and job-specific which are distinguished by variations in

1. face-to-face association
2. diffuse and unspecialized interaction
3. relative permanence or stability of membership
4. mutual identification

Stability and mutual identification predominate in the consensual peer group. "Because of homogeneity of interests, cohesiveness becomes a product of the initial composition of the consensual peer group." (Warren, 1969: 546). Consequently a sense of subjective unity is created, thereby eliminating the need for frequent contact or an elaborate socialization process.

"Extensive interaction of peer group members in informal, off-the-job contacts characterizes the diffuse peer group." (Warren, 1969: 546). Unlike the consensual peer group, homogeneity of background and interests are not requisites for membership in the group. Therefore, the rewards of social participation accelerates the socialization process.

Job-specific peer groups are characterized by face-to-face association. Interaction within the work context is more frequent than off-the-job socializing. "Stability of membership is less likely, and identification occurs only as a mutual recognition of a shared formal status, not as a commitment or a sense of unity." (Warren, 1969: 547).

Hemphill (1956) characterizes groups by dimensions and identifies fifteen which pertain either to the group as a unit (size, viscidity, homogeneity, flexibility, stability, permeability, polarization, autonomy, intimacy, and control) or the members relation to the group (position, participation, potency, hedonic tone, and dependence.)

In a sample composed of descriptions supplied by 130 members of the faculty of a liberal arts college, Hemphill found that this sample differed from those composing the entire standard population as follows:

(Hemphill, 1956: 15-16).

1. More of the members of the college department regard their groups as heterogeneous and few regard their departments as homogeneous.

2. More members describe their departments as involving a relatively high degree of Participation than regard their department as low in Participation.

3. College departments are seen by most members as low on the Permeability dimension. Very few members describe college departments above average on Permeability.

4. More members of the college department describe their groups as relatively high in importance to them than see their groups as unimportant.

5. More members of the department described their groups as relatively low on Control than describe them as high in this respect.

6. College departments appear to more of their members to be highly stratified with marked emphasis on rank and status differences than to be low on the dimension Stratification.

7. There is a tendency for college faculty members to regard their departments as relatively low on teamwork, cohesion, and freedom from dissension (Viscidity) rather than the opposite.

8. There are fewer department members who describe their groups as low in pleasantness (Hedonic Tone) than in the standard population.

In another sample consisting of descriptions of school staffs supplied by 320 public school teachers, Hemphill found that they differed from the standard population as follows: (1956: 21-23).

1. The school unit is seen to exercise moderately high control over the conduct of the teachers (Control).

2. The unit is described as relatively less intimate than other groups in the standard population (Intimacy).

3. The school unit is seen to be moderately difficult to join as a staff member (Permeability).

4. The teachers regard the school unit as relatively important to them as a group (Potency).

5. The school unit is seen to be a relatively autonomous group by teachers.

6. The school unit is regarded by teachers to be relatively heterogeneous in membership.

7. The school is seen by the teachers as a relatively stable group with little turnover or change in its basic characteristics.

8. There is a tendency for the teachers to regard their group as requiring considerable Participation but with little emphasis on Stratification.

In comparing the two studies, the characteristics of control, stratification, cohesion and intimacy seem to clearly distinguish between college faculty members and public school teachers. Therefore, it would seem logical that they also distinguish between a third group of teachers, community college teachers, who are between the public school teachers and the liberal arts college faculty members.

Characteristic	College	Public School
Control	Relatively low	Moderately high
Stratification	Highly stratified	Little stratification
Cohesion	Relatively low	More low than high
Intimacy	More high than low	Relatively less intimate

Figure 1: Comparison of Selected Characteristics Between College Faculty Members and Public School Teachers

Source: Hemphill, Group Dimensions: A Manual for their Measurement

No matter how specific groups are defined or categorized, all new members of the group must learn the value system, the norms, and the required behavior patterns. This process is called socialization. The extent of the socialization required depends upon the new member's prior socialization. If he has

> . . .clearly anticipated the norms of the organization he is joining, the social process merely involved a reaffirmation of these norms through various communication channels, the personal example of key people, and direct instruction from supervisors, trainers, and informal coaches. (Schein, 1961: 102).

But, if he "comes with values and behavior patterns that are out of line with those expected by the organization, then the socialization process involves a destructive or unfreezing phase." (Schein, 1961).

The success of the socialization depends, of course, upon the initial motivation of the entrant to join the group and the degree the group can hold the new member captive during the period of socialization, i.e., boot camp for new soldiers and management training for new managers.

Most of the subtle values of the organization, such as what is taboo, how the boss really wants things done, etc., are transmitted during the group socialization process. "Of course, sometimes the values of the immediate group are sometimes out of line with the value system of the organization as a whole and are thereby passed on to the new member. . ." (Schein, 1961: 106) rather than the value system of management.

The entire socialization process is geared to the development of commitment and loyalty to the group. Once a member is committed he becomes his own agent of socialization by internalizing the norms of the group. He then feels guilty if he does not conform to the prevailing norms. In addition to avoiding feelings of guilt by conforming, he may also gain social approval.

Of the three possible responses to socialization:

1. Rejection of all values and norms. (Rebellion)
2. Acceptance only of pivotal values and norms; rejection of all others. (Creative individualism)

3. Acceptance of all values and norms. (Conformity) (Schein, 1961).

The second response is the only acceptable one for a vital, progressive group. For a bureaucratic organization or for a group interested in maintaining the status quo, the third response is ideal.

THE COMMITTEE

A committee is a formal group, and may be defined as "two or more persons appointed by their immediate superior for the purpose of acting or advising their superior about a subject that is not clearly within the competence of any of them." (O'Donnell, 1972: 381). This definition implies that the superior does not sit in on the committee meetings.

Committees are usually relatively formal bodies, with a definite structure and specific responsibilities and authority as well as a more or less fixed membership.

Most authorities agree that "the one time when a committee can be legitimately used--and the only circumstances in which its use can be justified--is when it can do a better job than a single member." (O'Donnell, 1972: 382). This means that the net effect must be superior as to cost, time, decisiveness, justice, and sound judgment, and that there is no regularly, established position that can carry out the responsibility.

People become members of committees through:

1. Appointment by superiors
2. Selection either formally or informally by other committee members
3. Election either formally or informally
4. Volunteering
5. Right of office or job contact

Whether the committee member sees "participation in the committee as a means or an end, it can potentially serve needs classified as either task or social." (Filley and House, 1969: 329).

	Social Needs	Task Needs
Committee as Means	Status of Membership	Control of Environment Better Wages
Committee as Ends	Security Participation	Leadership Control Problem Solving

Figure 2: Reasons Why Committee is Attractive to Members

Source: Filley and House, Managerial Process and Organizational Behavior, p. 329.

Back (1951) has shown in an experimental study that the source of attraction to a group (committee) affects group behavior. In groups constructed on the basis of personal attraction, members engaged in long, pleasant conversations, and were highly influenced by the opinions of other members. Those members oriented toward prestige acted cautiously, engaging in fairly short discussions, and were careful not to antagonize each other and thereby lose status. Those oriented toward task accomplishment completed the task quickly and efficiently, keeping their discussion relevant to the work.

Among the major benefits enjoyed by management by using committees are those pertaining to synergy (the sum of the whole is greater than the sum of the individual parts); to enforced participation in the planning of change so that there will be group pressure created to

implement the change with a minimum of resistance; and to communicating information. Increasingly, though, "the size of the group seems to limit the extent to which individuals want to communicate." (Filley and House, 1969: 385).

In order to make the most effective use of committees according to Allen (1972), be sure that:

1. Committees have a clearly stated purpose
2. Members of the committee are carefully selected and have equal status
3. Chairman understands his proper role
4. There is adequate preparation for the committee meeting
5. Committee is of the proper size (between 5 and 9 members)
6. A logical procedure is followed in conducting the meeting
7. Adequate follow up is necessary
8. Work of the committee is consistently evaluated

PERCEPTION THEORY

Perception, according to Ruch, "is an active process, midway along a continuum from direct sensing to thinking, by which we organize and give meaning to the information we receive through our senses." (1967: 332). "It is the immediate result of contact with the environment." (Bartley, 1972: 225).

Through perception we are able to maintain a stable environment despite the multitude of constantly changing sensory stimuli, and to fill in the gaps by interpreting a "series of fragments as a whole when sensory data are incomplete." (Ruch, 1967: 332).

How accurately we interpret (perceive) the information (stimuli)

depends upon the situation and the state of the person receiving the sensation. In addition, certain "social and cultural factors encourage the development of certain perceptions and render the development of others less likely. . . .Success or failure may also affect perception." (Ruch, 1967: 333). Also, there is "evidence of perceptual defense against stimuli with socially unacceptable connotations. Direct social suggestion can also influence what we see." (Ruch, 1967: 333).

Perception relies heavily upon past experience to determine into which category one places new sensations or information. Through association inference, one learns that certain signs are associated with certain forms of behavior, thereby, making it possible to build up a whole framework of sign-expectancies (categories) that can be used as a framework in perceiving and acting toward others. But, "when one is confronted with a situation in which present categories do not seem adequate, one either develops new categories to handle the information or tries to twist the information until it fits an existing category." (Watson, 1972: 10). "The categories into which individual place sensations and which they use to interpret stimuli from the environment are called concepts." (Watson, 1972: 18).

Since it is not possible for the human nervous system to attend to everything, by necessity, perception is selective. Therefore, "depending upon the motivation currently acting upon the perceiver and the goals he is attempting to accomplish, his perception will selectively attend to the stimuli and sensation available." (Watson, 1972: 10).

How accurately an individual perceives anything can only be inferred from the individual's report of what he has seen. However, perception may be distorted by perceiver inattention or because:

1. persons are influenced by considerations they are unable to identify

2. difficult perceptual judgments are sometimes distorted by irrelevant cues

3. emotional factors enter into abstract or intellectual judgments

4. people tend to rely on favorable sources of information more than unfavorable or unknown sources

5. it is unlikely that anyone facing a decision is able to identify all the factors on which his judgment are based, and even if he isaware of them, he finds it difficult to estimate how much weight he gives to each. (Costello, 1963)

or according to Filley and House, "even when we are perceiving on the basis of the obvious cues, it is quite likely that we are responding as well to less obvious cues, also inherent in the situation." (1969: 115).

In conclusion, Solley and Murphy accurately summarize the literature on perception when they conclude that:

> As a process, perception can best be conceptualized as an instrumental act which structures stimulation. As an act, it can be analyzed into stages, such as a preparatory stage consisting of expectancy and attending, a sensory reception state, a trial-and-check state, and a final structuring stage. These stages do not exist as isolated units but merge and intertwine in the process. (1960: 33).

SUMMARY

Chapter 2 has been designed to accomplish the following purposes: (1) to identify the theoretical framework upon which participative management is based, (2) to examine in detail the concepts of participative management including (a) the role social group theory plays in the successful implementation of participative management, and (b) the role of the committee, and (3) to briefly examine the effect perception has on the success or failure of participative management in practice.

CHAPTER 3

PROCEDURES

The purpose of this chapter is to discuss the sources of data, to describe the research instrument (questionnaire), the sampling technique, the population, and the statistical tools utilized to determine the extent to which the self-perceived involvement of faculty members in determining college policies is related to support of those policies in a multi-unit community college district.

SOURCES OF DATA

The data summarized in this study were compiled from the 222 usable questionnaires returned by the sample of 376 full-time faculty members who were employed by a large, multi-unit (three campus), urban based, community college district.

To determine whom should be considered full-time faculty, each campus' definition of eligibility for membership in the campus faculty senate was used.

THE QUESTIONNAIRE

The questionnaire utilized in this study was composed of three parts. Part I was concerned with the degree of self-perceived participation the faculty had in initiating or changing 22 selected policies and the degree to which the faculty member supported the selected policies as currently implemented. An additional section pertaining to the perceived degree of faculty participation in <u>implementing</u> the selected policies had been

contemplated, but was removed as a result of difficulties participants experienced during the pilot run of the questionnaire (N=10) in distinguishing between "input in initiating and changing policies" and "input in implementing policies." The original nine point scale was also reduced to a five point scale upon the recommendation of the participants in the pilot run.

There was also included in Part I questions pertaining to the faculty's perception of administrative responsiveness to professional concerns of the faculty and to the faculty's perception of the impact the faculty participation had upon policy formation.

A tentative list of 22 policies was assembled and a panel of experts, faculty members from two of the three campuses involved in the study, were requested to: (1) read the list of policies, (2) add any policies they considered equally or more important, and (3) to rank order the entire list of policies. Since no additional policies were suggested by two or more jurors, and since there was no consensus as to the order of importance, the original list of 22 policies was maintained. At the suggestion of the guidance committee, four forms of Part I were circulated with the policies scrambled to assure randomization of responses. Scrambling was accomplished by dividing the 22 policies into two groups of five and two groups of six and then arranged so that each group appeared in all four possible positions on the questionnaire.

Part II of the questionnaire was an attempt to identify a faculty profile which would distinguish between those faculty members who are more supportive of policy and those who are less supportive of policy. It consisted of selected questions, used by permission of the author,

from Hemphill's The Group Dimension Descriptions Questionnaire. The questions were selected from the dimensions of control, intimacy, stratification and viscidity (cohesion) since these dimensions seemed to distinguish between faculty members of a liberal arts college and public school teachers. Therefore, it seemed probable that since community college teachers are somewhere in between the four-year college teacher and the public school teacher in the educational hierarchy, these dimensions might also characterize collumunity college faculty members. Although all questions pertaining to a specific dimension were listed together on the questionnaire, no indication was given as to groupings or what might be considered a "correct" response. The instructions simply said that "the following questions are intended to obtain your perception of the faculty." At the suggestion of the participants in the pilot run of the questionnaire, the order of scoring was reversed in Part II to be consistent with the order of scoring in Part I.

Part III of the questionnaire consisted of personal (demographic) factors pertaining to: discipline area, experience, faculty involvement in college affairs, professional involvement, education, professional license (certification), sex and age. No changes were made in Part III after the pilot run of the questionnaire.

All responses during the pilot run of the questionnaire were marked on "marked sensed" answer forms; but at the suggestion of the participants in the pilot run, the scoring scale was printed next to the questions on the final form of the questionnaire.

After the questionnaire was sufficiently refined and approved, it was prepared for mailing to the 376 full-time faculty members selected

for the study. A questionnaire and cover letter (Appendix A) were sent via campus mail to all full-time faculty members of campus 1 and 2 as defined by the various faculty senates, and hand delivered by the president of the faculty senate on campus 3. All returns were made via campus mail to the Office of the Executive Vice President, attention of the author.

SELECTING THE SAMPLE

A multi-unit, urban based, community college district was arbitrarily selected for the study. Although the study of a single, multi-unit, urban based, community college district does not allow statistical generalizations to be made to other multi-unit, urban based community college districts, it may provide an acceptable basis for the design of future studies of multi-unit community college districts.

DESCRIPTION OF THE POPULATION

The population of this study consisted of all the full-time faculty members employed by a multi-unit, urban based community college district. The faculty members were employed on three regionally located, semi-autonomous campuses. Each campus had a president and a full complement of supporting and teaching staff.

The three campuses had been established over a period of ten years: Campus 1 in 1963, Campus 2 in 1966, and Campus 3 in 1971. Consequently, some faculty members had taught at two or more campuses during their tenure on the faculty.

Table 1 illustrates the number of campuses involved in the study,

the number of full-time faculty members for each campus, the number of responses for each campus, and the percentage of responses for each campus. The totals, of course, indicate the same information for the district.

Table 1

NUMBER OF CAMPUSES, NUMBER OF FULL-TIME FACULTY MEMBERS, NUMBER OF RESPONDENTS AND PERCENTAGE OF RESPONDENTS BY CAMPUS AND BY DISTRICT

Campus	Number of Faculty Members	Number of Faculty Members Responding	Percent of Respondents by Campus	Campus Responses as a Percent of District Responses
1	224	120	53.6%	54.1
2	126	82	65.1	36.9
3	26	20	76.9	9.0
District	376	222	59.0	100.0

STATISTICAL ANALYSIS

The information from the returned questionnaires was transferred to "marked sense" score sheets. The score sheets were read by the computer and transferred to 80-column computer cards. The cards were then processed through the Computer Laboratory facilities at Michigan State University.

The CISSR - PACKAGE (Computer Institute for Social Science Research) was utilized to compute means, standard deviations, and correlations among the variables. All correlations were corrected for attenuation (freed from error).

PACKAGE was also used to perform (1) multiple groups (2) square root (3) decomposition and (4) ordering analyses upon the resulting correlation matrix.

Univariate regression analysis was performed to determine the relative contribution of each independent variable to the dependent variable. The level of significance for the rejection of the hypotheses of no significance was set at the .05 level.

Product moment correlations were used to determine whether the significant relationships were positive or negative.

Analysis of variance was used to determine whether there was a significant difference between the campuses studied. If a significant difference was found, Scheffe Post-Hoc comparisons were utilized to locate the difference.

COMPOSITE PROFILE OF FULL-TIME FACULTY MEMBER

Table 2 on the following page illustrates the frequency count and percentage of response for the demographic factors of sex, age, education, length of service as a full-time member of the faculty, and discipline area for each campus. The totals for all factors illustrate demographic factors for the district.

The typical respondent was male, between the ages of 35 and 44 who had a masters degree and had been employed by the district for approximately five years. His discipline area varied by campus with Humanities being represented in the upper 50 percent for all campuses.

Of the 41 percent of the faculty that did not respond to the questionnaire, there is no evidence to indicate that they differ from those who did respond except in their decision to participate in the study.

Table 2

COMPOSITE PROFILE OF FULL-TIME FACULTY MEMBERS

Category	Campus 1 Freq.	Campus 1 Percent	Campus 2 Freq.	Campus 2 Percent	Campus 3 Freq.	Campus 3 Percent	District Freq.	District Percent
Sex								
Female	49	40.8	27	32.9	7	35.0	83	37.4
Male	68	56.7	52	63.4	12	60.0	132	59.5
Unreported	3	2.5	3	3.7	1	5.0	7	3.1
Total	120	100.0	82	100.0	20	100.0	222	100.0
Age								
24 or less	3	2.5	1	1.2	0	0.0	4	1.8
25 to 34	29	24.2	33	40.2	9	45.0	71	32.0
35 to 44	39	32.5	20	24.4	8	40.0	67	30.2
45 to 54	32	26.7	20	24.4	2	10.0	54	24.3
55 to 64	12	10.0	4	4.9	1	5.0	17	7.7
65 or more	3	2.5	1	1.2	0	0.0	4	1.8
Unreported	2	1.6	3	3.7	0	0.0	5	2.2
Total	120	100.0	82	100.0	20	100.0	222	100.0
Education								
Less than BA/BS	2	1.7	1	1.2	1	5.0	4	1.8
BA/BS	15	12.5	3	3.7	1	5.0	19	8.6
MA/MS	84	70.0	65	79.3	16	80.0	165	74.3
EdD/PhD	17	14.2	10	12.2	2	10.0	29	13.1
Unreported	2	1.6	3	3.6	0	0.0	5	2.2
	120	100.0	82	100.0	20	100.0	222	100.0

Table 2 (continued)

Category	Campus 1 Freq.	Campus 1 Percent	Campus 2 Freq.	Campus 2 Percent	Campus 3 Freq.	Campus 3 Percent	District Freq.	District Percent
Length of Employment								
0 to 1 year	11	9.2	10	12.1	7	35.0	28	12.6
2 years	8	6.6	12	14.6	5	25.0	25	11.3
3 years	11	9.2	7	8.5	1	5.0	19	8.6
4 years	11	9.2	11	13.4	3	15.0	25	11.3
5 years	11	9.2	10	12.2	2	10.0	23	10.4
6 years	10	8.3	7	8.5	1	5.0	18	8.1
7 years	23	19.2	16	19.5	0	0.0	39	17.4
8 years	20	16.6	4	4.8	1	5.0	25	11.3
9 years	11	9.2	3	3.6	0	0.0	14	6.3
10 years	4	3.3	2	2.4	0	0.0	6	2.7
Total	120	100.0	82	100.0	20	100.0	222	100.0
Discipline Area								
Technology	20	16.7	6	7.3	2	10.0	28	12.6
Humanities	18	15.0	10	12.2	6	30.0	34	15.4
Health & P.E	6	5.0	4	4.9	4	20.0	14	6.3
Business	11	9.2	13	15.9	1	5.0	25	11.3
Language Arts	5	4.2	11	13.4	3	15.0	19	8.6
Behavioral Sci	8	6.6	7	8.5	2	10.0	17	7.7
Math & Science	18	15.0	11	13.4	1	5.0	30	13.5
Hist, Geology & Poly Sci	6	5.0	3	3.7	0	0.0	9	4.0
Counselors, Lib & Nurse	13	10.8	8	9.8	1	5.0	22	9.9
Nursing	14	11.7	7	8.5	0	0.0	21	9.4
Unreported	1	0.8	2	2.4	0	0.0	3	1.3
Total	120	100.0	82	100.0	20	100.0	222	100.0

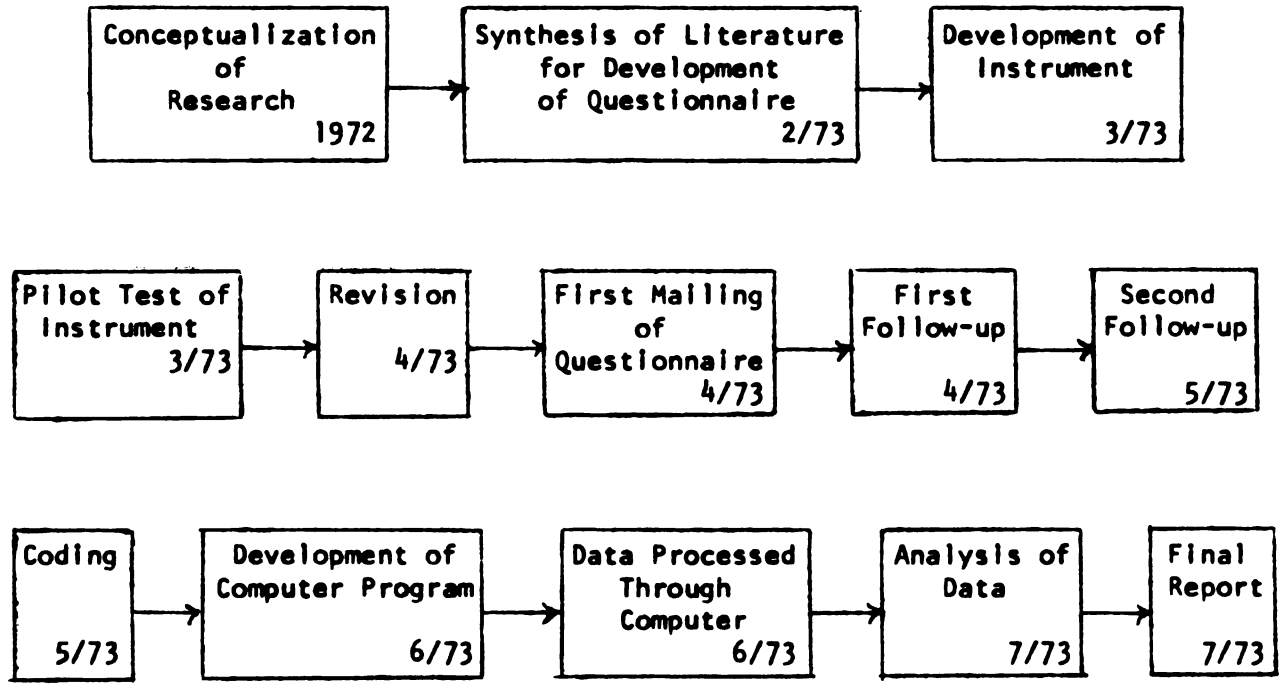

Figure 3. Flow Chart of Procedural Steps and Dates.

SCHEMATIC TIME TABLE OF ACTIVITIES IN STUDY

Figure 3 above provides a graphic illustration of the more important activities and time sequences involved in the completion of the study.

Chapter 4

THE FINDINGS: ANALYSIS OF THE RESPONSES OF FACULTY MEMBERS

The purpose of this chapter is to present an analysis of the responses of the 222 full-time faculty members who participated in the study.

The chapter presents an analysis of the effect of the independent variables upon the degree to which faculty members indicate support of policy. Correlations were computed among the variables, and univariate regression analysis was used to determine the relative contribution of each independent variable to the dependent variable (support of policy). The regression matrix and tables of means for the variables are in appendix C and D.

Analysis of variance was used to determine significant differences between campuses. When a significant difference was found, Scheffe's post-hoc comparisons were used to determine where the differences existed.

Product moment correlations were utilized to determine the degree of significance of relationships, and a .05 level of significance was utilized throughout the study.

Tables of means and frequency counts for demographic variables are in appendix E.

Since this is a descriptive study, no direction or causation is implied.

Initiating and Changing Policy

Table 3 illustrates the relative contribution of the degree of perceived participation (questions 23 through 44, appendix A) in initiating and changing policy and the degree to which faculty members indicate support of policy. Using regression analysis and a .05 level of significance, it was found that the degree to which faculty members perceive participation in initiating and changing policy is a significant predictor of self-reported support of policy.

Although any value from 0.000 to 0.05 would have been significant, all of the values were at the extreme lower end of the range, <0.005. This means that there are less than 5 chances in 1000 that the hypothesis that the degree to which faculty members perceive participation in initiating and changing policy is a significant predictor of the degree to which faculty members indicate support of policy should be rejected.

Table 3

PREDICTION FROM PERCEIVED PARTICIPATION TO DEGREE OF SUPPORT INDICATED FOR POLICY

College	df	Beta Weight	Standard Error of Beta	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.682	.049	3.07	192.343	<0.005*
Campus 1	1/118	.611	.072	3.92	70.378	<0.005*
Campus 2	1/80	.653	.084	3.95	59.690	<0.005*
Campus 3	1/18	.840	.127	4.41	43.470	<0.005*

*Significant at the .05 level.

Administrative Responsiveness

Table 4 illustrates the relative contribution of the degree to which faculty members perceive administrative responsiveness (questions 45 through 48) and the degree to which faculty members indicate support of policy. Using regression analysis and a .05 level of significance, it was found that the degree to which faculty members perceive administrative responsiveness is a significant predictor of the degree to which faculty members self-reported support of policy.

Although any value from 0.005 to 0.05 would have been significant, all of the values were at the extreme lower end of the range, <0.005 and 0.006. This means that there are less than 5 chances in 1000 and less than 6 chances in 1000 that the hypothesis that the degree to which faculty members perceive administrative responsiveness is a significant predictor of the degree to which faculty members indicate support of policy should be rejected.

Table 4

PREDICTION FROM PERCEIVED ADMINISTRATIVE RESPONSIVENESS TO DEGREE OF SUPPORT INDICATED FOR POLICY

College	df	Beta Weight	Standard Error of Beta	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.498	.058	3.07	72.861	<0.005*
Campus 1	1/118	.426	.083	3.92	26.240	<0.005*
Campus 2	1/80	.444	.100	3.95	19.743	<0.005*
Campus 3	1/18	.590	.190	4.41	9.659	0.006*

*Significant at the .05 level

Faculty Cohesion

Table 5 illustrates the relative contribution of the degree of faculty cohesiveness (questions 70 through 79) and the degree to which faculty members indicate support of policy. Using regression analysis and a .05 level of significance, it was found that the degree of faculty cohesion is a significant predictor of the degree to which faculty members self-reported support of policy for the District and for Campus 1 and Campus 2 but not for Campus 3. In other words, although any value from 0.000 to 0.05 would have been significant, the values for the District, Campus 1 and Campus 2 were at the extreme lower end of the range, <0.005, 0.009 and 0.004 respectively. This means that there are 5 chances in 1000, 9 chances in 1000, and 4 chances in 1000 that the hypothesis should be rejected for the District, Campus 1 and Campus 2. The significant level for Campus 3 was 0.50 which means that there is 1 chance out of 2 that the hypothesis should be rejected for this particular Campus. Therefore, the hypothesis that faculty cohesion is a significant predictor of the degree to which faculty members indicate support of policy is supported* for three out of the four groups.

Faculty Intimacy

Table 6 on the following page illustrates the relative contribution of the degree of faculty intimacy (questions 55 through 66) and the

*There is no statistical evidence to reject the hypothesis. Whenever the word supported is used in this study, it means that there is no statistical evidence to reject the hypothesis.

Table 5

PREDICTION FROM DEGREE OF FACULTY COHESION

TO DEGREE OF SUPPORT INDICATED FOR POLICY

College	df	Beta Weight	Standard Error of Beta	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.319	.063	3.07	25.078	<0.005*
Campus 1	1/118	.238	.089	3.92	7.116	.009*
Campus 2	1/80	.313	.106	3.95	8.689	.004*
Campus 3	1/18	.214	.230	4.41	.466	.500

*Significant at the .05 level.

Table 6

PREDICTION FROM DEGREE OF FACULTY INTIMACY

TO DEGREE OF SUPPORT INDICATED FOR POLICY

College	df	Beta Weight	Standard Error of Beta	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.209	.065	3.07	10.145	0.002*
Campus 1	1/118	.182	.090	3.92	4.069	0.046*
Campus 2	1/80	.235	.108	3.95	4.710	0.033*
Campus 3	1/18	.039	.235	4.41	0.028	0.860

*Significant at the .05 level.

degree to which faculty members indicate support of policy. Using regression analysis and a .05 level of significance, it was found that the degree of faculty intimacy is a significant predictor of the degree to which faculty members self-reported support of policy for the District and for Campus 1 and Campus 2, but not for Campus 3. In other words, although any value from 0.000 to 0.05 would have been significant, the values were 0.002, 0.046 and 0.033 for the District, Campus 1 and Campus 2 respectively. This means that there are 2 chances in 1000, 46 chances in 1000, and 33 chances in 1000 respectively, that the hypothesis should be rejected for these three groups. For Campus 3 though, the significant level was 0.860 which means that there are 86 chances in 1000 that the hypothesis should be rejected for this Campus. Therefore, the hypothesis that the degree of faculty intimacy is a significant predictor of the degree to which faculty members indicate support of policy is supported for three out of the four groups.

Faculty Control

Table 7 on the following page illustrates the relative contribution of the degree of faculty control (questions 49 through 54) and the degree to which faculty members self-reported support of policy. Using regression analysis and a .05 level of significance, it was found that the degree of faculty control is a significant predictor of the degree to which faculty members indicate support of policy for the District and for Campus 2 but not for Campus 1 or Campus 3. Although any value from 0.000 to 0.05 would have been significant, the values were 0.002 and 0.004 for the District and Campus 3. This means that for these two groups there are 2 chances in 1000 and 4 chances in 1000 that the hypothesis should be rejected. For Campus 1 and Campus 3 the significant values

were .105 and .908 respectively. For these groups then there are 105 chances out of 1000 and 908 chances out of 1000 that the hypothesis should be rejected. Therefore, the hypothesis is supported for the District and Campus 2 but not for Campus 1 and Campus 3.

Table 7

PREDICTION FROM DEGREE OF FACULTY CONTROL TO DEGREE OF SUPPORT INDICATED FOR POLICY

College	df	Beta Weight	Standard Error of Beta	Tabled F Value	Computed F Value	Sign. Level
District	2/219	-.210	.065	3.07	10.245	0.002*
Campus 1	1/118	-.148	.091	3.92	2.665	0.105
Campus 2	1/80	-.317	.106	3.95	8.960	0.004*
Campus 3	1/18	-.027	.235	4.41	0.013	0.908

*Significant at the .05 level.

Faculty Stratification

The contribution of faculty stratification cannot be tested because the data contained no variance on the variable. (See table of means in appendix D.)

Number of Years Employed

Table 8 on the following page illustrates the relative contribution of the number of years faculty members were employed in the district and the degree to which faculty members self-reported support of policy.

Using regression analysis and a .05 level of significance, it was found that the number of years employed is a significant predictor of the degree of faculty support indicated for policy for Campus 1 only. Although any value from 0.000 to 0.05 would have been significant, the value for Campus 1 was 0.003. This means that for this campus only, there are 3 chances in 1000 that the hypothesis should be rejected. But for the other three groups where the values were 0.058, 0.856, and 0.500, this means that there are 58 chances in 1000, 856 chances in 1000 and 500 chances in 1000 that the hypothesis should be rejected. Therefore, for these three groups, District, Campus 2 and Campus 3, the hypothesis that the number of years faculty members were employed in the district is a significant predictor of the degree of faculty support indicated for policy is rejected.

Table 8

PREDICTION FROM NUMBER OF YEARS EMPLOYED TO DEGREE OF SUPPORT INDICATED FOR POLICY

College	df	Beta Weight	Standard Error of Beta	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.127	.066	3.07	3.638	0.058
Campus 1	1/118	.270	.088	3.92	9.297	0.003*
Campus 2	1/80	.020	.111	3.95	0.033	0.856
Campus 3	1/18	.158	.232	4.41	0.466	0.500

*Significant at the .05 level.

Total Teaching Experience

Table 9 illustrates the relative contribution of total teaching experience and the degree of self-reported faculty support of policy. Using regression analysis and a .05 level of significance, it was found that total teaching experience is a significant predictor of the degree of faculty support indicated for policy for the District only. The significant level for the District was 0.015 which means that there are 15 chances in 1000 that the hypothesis should be rejected. For the individual campuses, the hypothesis is rejected at significant levels of 0.067, 0.119, and 0.064 respectively. This means that there are 67 chances in 1000, 119 chances in 1000 and 64 chances in 1000 that the hypothesis should be rejected. Therefore, for these three campuses, total teaching experience is not a significant predictor of faculty support indicated for policy.

Table 9

PREDICTION FROM TOTAL TEACHING EXPERIENCE TO DEGREE OF SUPPORT INDICATED FOR POLICY

College	df	Beta Weight	Standard Error of Beta	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.162	.066	3.07	5.993	0.015*
Campus 1	1/118	.167	.090	3.92	3.407	0.067
Campus 2	1/80	.173	.110	3.95	2.480	0.119
Campus 3	1/18	.421	.213	4.41	3.892	0.064

*Significant at the .05 level.

Differences Between Campuses in Degree of Support

Table 10 illustrates the variance between campuses regarding the degree of support indicated for policy. Using analysis of variance and a .05 level of significance, a significant difference was found to exist between campuses. Although any value from 0.00 to 0.05 would have been significant, the actual significant level was <0.005. This means that there are less than 5 chances in 1000 that there is no difference between campuses in the degree of support indicated for policy.

Table 10

ANALYSIS OF VARIANCE FOR DEGREE OF SUPPORT

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	5417.014	2	2708.507	3.07	10.524	<0.005*
Within	56358.305	219	257.343			
Total	61775.319	221				

*Significant at the .05 level.

Since a significant difference was found to exist between campuses on the degree of support indicated for policy, post-hoc comparisons were made using the Scheffe method. In the Scheffe method, comparisons or contrasts are significant when the confidence interval does not include zero. For example, for the first comparison shown in Table 11 on the following page, the confidence interval is given as -9.94 ± 5.694. This means that the difference between the means for Campus 1 and Campus 2 is some number less than zero and that it probably lies between -15.634 and

-4.246 ninety-five (95) times out of 100.

The post-hoc comparisons indicate that the mean for Campus 2 differs from both the means for Campus 1 and Campus 3 and from the average of the two means on the degree of support indicated for policy. There is no difference in the means for Campus 1 and Campus 3 on this factor.

Table 11

SCHEFFE POST-HOC COMPARISON OF MEANS FOR SUPPORT OF POLICY

Contrasts	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	$- 9.940 \pm 5.694$	SIG
$\bar{X}_1 - \bar{X}_3$	$+ 1.717 \pm 9.600$	NS
$\bar{X}_2 - \bar{X}_3$	$+ 11.658 \pm 9.913$	SIG
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	$- 4.112 \pm 6.142$	NS
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	$+ 10.800 \pm 6.504$	SIG
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	$- 6.687 \pm 9.333$	NS

Differences Between Campuses in the Degree of Self-Perceived Participation in Initiating and Changing Policy

Table 12 on the following page illustrates the variance between campuses regarding the degree of self-perceived participation in initiating and changing policy. Using analysis of variance and a .05 level of

significance, a significant difference was found to exist between campuses. Although any value from 0.00 to 0.05 would have been significant, the actual significant level was < 0.005. This means that there are 5 chances in 1000 that the degree of self-perceived participation in initiating and changing policy is not different between campuses.

Table 12

ANALYSIS OF VARIANCE TABLE FOR DEGREE OF SELF-PERCEIVED PARTICIPATION

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	6531.661	2	3265.830	3.07	13.960	$<0.005^*$
Within	51232.685	219	233.939			
Total	57764.346	221				

*Significant at the .05 level.

Since a significant difference was found to exist between campuses, post-hoc comparisons were made using the Scheffe method. Table 13 on the following page, gives the results of the post-hoc comparisons on the degree of self-perceived participation. The post-hoc contrasts indicate that the mean for Campus 2 differs from both the means for Campus 1 and Campus 3 and from the average of the two means on the degree of self-perceived participation in initiating and changing policy. There is no difference in the means for Campus 1 and Campus 3 on this factor.

Table 13

SCHEFFE POST-HOC COMPARISON OF MEANS FOR SELF-PERCEIVED PARTICIPATION IN INITIATING AND CHANGING POLICY

Contrasts	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	$- 11.388 \pm 2.190$	SIG
$\bar{X}_1 - \bar{X}_3$	$- 1.192 \pm 9.153$	NS
$\bar{X}_2 - \bar{X}_3$	$+ 10.196 \pm 9.451$	SIG
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	$- 5.700 \pm 5.856$	NS
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	$+ 10.792 \pm 6.201$	SIG
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	$- 4.502 \pm 8.898$	NS

Differences Between Campuses Regarding Self-Perceived Administrative Responsiveness

Table 14 illustrates the variance between campuses regarding self-perceived administrative responsiveness. Using analysis of variance and a .05 level of significance, a significant difference was found to exist between campuses. Although any value from 0.00 to 0.05 would have been significant, the actual significance was <0.005. This means that there are less than 5 chances in 1000 that there is no difference between campuses in self-perceived administrative responsiveness.

Since a significant difference was found to exist between campuses, post-hoc comparisons were made using the Scheffe method. Table 15 gives

Table 14

ANALYSIS OF VARIANCE TABLE FOR DEGREE OF ADMINISTRATIVE RESPONSIVENESS

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	256.750	2	128.375	3.07	16.698	<0.005*
Within	1683.596	219	7.687			
Total	1940.346	221				

*Significant at the .05 level.

the results of the post-hoc comparison. The post-hoc contrasts indicate that the means for all three campuses differ on the degree of perceived administrative responsiveness. It also indicates that the mean for Campus 2 differs from the average of the means for Campus 1 and Campus 3, and that the mean for Campus 3 differs from the average of the means for Campus 1 and Campus 2.

Difference in Degree of Faculty Cohesion Between Campuses

Table 16 on the following page illustrates the variance between campuses regarding the degree of faculty cohesion. Using analysis of variance and a .05 level of significance, a significant difference was found to exist between campuses. Although any value from 0.00 to 0.05 would have been significant, the actual significant level was <0.005. This means that there are less than 5 chances in 1000 that there is no difference between campuses regarding the degree of faculty cohesion.

Table 15

SCHEFFE POST-HOC COMPARISON OF MEANS FOR DEGREE OF ADMINISTRATIVE RESPONSIVENESS

Contrast	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	$- 1.593 \pm .981$	SIG
$\bar{X}_1 - \bar{X}_3$	$+ 2.058 \pm 1.762$	SIG
$\bar{X}_2 - \bar{X}_3$	$+ 3.651 \pm 1.713$	SIG
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	$+ .233 \pm 1.060$	NS
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	$+ 2.622 \pm 1.121$	SIG
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	$- 2.854 \pm 1.611$	SIG

Table 16

ANALYSIS OF VARIANCE TABLE FOR DEGREE OF FACULTY COHESION

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	1553.049	2	776.524	3.07	17.700	<0.005*
Within	9569.729	219	43.697			
Total	11122.779	221				

*Significant at the .05 level.

Since a significant difference was found to exist between campuses on the degree of faculty cohesion, post-hoc comparisons were made using Scheffe's method. Table 17 gives the results of the post-hoc comparisons.

Table 17

SCHEFFE POST HOC COMPARISON OF MEANS FOR DEGREE OF FACULTY COHESIONS

Contrast	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	$- 5.471 \pm 2.346$	SIG
$\bar{X}_1 - \bar{X}_3$	$- 4.509 \pm 3.955$	SIG
$\bar{X}_2 - \bar{X}_3$	$+ .962 \pm 4.084$	NS
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	$- 4.990 \pm 2.530$	SIG
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	$+ 3.217 \pm 2.680$	SIG
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	$+ 1.774 \pm 3.845$	NS

The post-hoc contrasts indicate that the mean for Campus 1 differs from the means for Campus 2 and 3 for faculty cohesion. It also differs from the average of the means for Campus 2 and Campus 3. In addition, the means for Campus 2 differs from the average of the means for Campus 1 and Campus 3 on the degree of faculty cohesion.

Differences Between Campuses in Degree of Faculty Intimacy

Table 18 illustrates the variance between campuses regarding the degree of faculty intimacy. Using analysis of variance and a .05 level of significance, no significant difference was found to exist in the degree of faculty intimacy between campuses.

Table 18

ANALYSIS OF VARIANCE TABLE FOR DEGREE OF FACULTY INTIMACY

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	99.348	2	49.674	3.07	2.674	.071
Within	4067.029	219	18.570			
Total	4166.378	221				

Differences Between Campuses in Degree of Faculty Control

Table 19 on the following page illustrates the variance between campuses regarding the degree of faculty control. Using analysis of variance and a .05 level of significance, no significant difference was found to exist in the degree of faculty control between campuses.

Differences Between Campuses on Demographic Variables

As illustrated in Tables 20 through 22, the variables of 2 through 16 (except 6 which is constant) explain 57.1% of the variance for the District, 56.0% for Campus 1, 53.0% for Campus 2 and 92.6% for Campus 3.

Table 19

ANALYSIS OF VARIANCE TABLE FOR DEGREE OF FACULTY CONTROL

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	38.368	2	19.184	3.07	1.514	.222
Within	2774.117	219	12.667			
Total	2812.486	221				

But if only variables 2, 3, 4, 5, 7, 9, and 13 are considered, then 54.2% of the variance is explained for the District, 50.1% for Campus 1, 49.4% for Campus 2, and 76.3% for Campus 3. Therefore, the demographic variables of 8, 10, 11, 12, 14, 15, and 16 account for less than 3% of the variance for Campus 1, less than 4% of the variance for Campus 2, and more than 16% of the variance for Campus 3.

Since the inclusion of the demographic variables regardless of their contribution to the overall regression just missed being significant for all three campuses and the district (Table 22), it was decided to perform an analysis of variance for the individual demographic questions (questions 81 through 96 on the questionnaire, Appendix A) rather than grouping questions as was done in the regression equation.

Comparing single questions through analysis of variance, it was found that there were significant differences between campuses for questions 81, 86, 91 and 93. Scheffe's post-hoc comparisons were then made to determine where the differences existed. The analysis of variance tables and the Scheffe post-hoc tables for these questions (vari-

Table 20

VARIABLE NUMBER, DESCRIPTION OF VARIABLE AND QUESTIONS INCLUDED IN THE VARIABLE FOR UNIVARIATE REGRESSION

Variable Number	Description	Questions
0	Support of Policy	1 - 22
2	Self-Perceived Participation in Initiating and Changing Policy	23 - 44
3	Perceived Administrative Responsiveness	45 - 48
4	Faculty Control	49 - 54
5	Faculty Intimacy	55 - 62
6	Faculty Stratification	63 - 69
7	Faculty Cohesion	70 - 79
9	Length of Employment	81
13	Total Teaching Experience	85
8	Discipline Area	80
10	Experience in another two-year college	82
11	Experience in a four-year college or university	83
12	Secondary experience	84
14	Hours devoted to Committee Work	86 - 89
15	Hours devoted to Student Activities	90
16	Activities in Professional Associations	91 - 92

Table 21

SIGNIFICANCE FOR OVERALL REGRESSION EQUATION USING VARIABLES

2, 3, 4, 5, 7, 9, 13

College	df	R^2	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.542	3.07	36.219	<0.005*
Campus 1	1/118	.501	3.92	16.098	<0.005*
Campus 2	1/80	.494	3.95	10.346	<0.005*
Campus 3	1/18	.763	4.41	5.534	0.005*

*Significant at the .05 level

Table 22

SIGNIFICANCE FOR OVERALL REGRESSION EQUATION USING VARIABLES

2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

College	df	R^2	Tabled F Value	Computed F Value	Sign. Level
District	2/219	.571	3.07	19.687	<0.005*
Campus 1	1/118	.560	3.92	9.543	<0.005*
Campus 2	1/80	.530	3.95	5.537	<0.005*
Campus 3	1/18	.926	4.41	4.511	0.053

*Significant at the .05 level.

ables are given. All other data pertaining to demographic variables are included in Appendix E.

Table 23

ANALYSIS OF VARIANCE FOR LENGTH OF SERVICE AS A FULL-TIME MEMBER OF THE FACULTY

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	168.987	2	84.493	3.07	12.841	<0.005*
Within	1441.012	219	6.379			
Total	1610.000	221				

*Significant at the .05 level.

Differences Between Campuses on Question 81

Table 23 above illustrates the differences between campuses on the length of service as a full-time member of the faculty. Since a significant difference was found at the <0.005 level, Scheffe post-hoc comparisons were made to determine where the differences existed. Table 24 on the following page gives the results of the comparisons. The comparisons indicate that the mean for Campus 3 differs from the means for Campus 1 and Campus 2 and from the average of the two means for the length of service as a full-time member of the faculty. In addition, the mean for Campus 1 differs from the average of the means for Campus 2 and Campus 3 on this factor.

Table 24

SCHEFFE POST-HOC COMPARISON OF MEANS FOR LENGTH OF SERVICE AS A FULL-TIME MEMBER OF THE FACULTY

Contrast	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	+ 1.040 ± 1.465	NS
$\bar{X}_1 - \bar{X}_3$	+ 2.950 ± 2.351	SIG
$\bar{X}_2 - \bar{X}_3$	+ 1.910 ± 1.584	SIG
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	+ 1.995 ± .981	SIG
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	+ .435 ± 1.039	NS
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	- 2.430 ± 1.490	SIG

Differences Between Campuses on Question 86

Table 25 illustrates the differences between campuses on the average number of hours spent per week on campus committees during 1972-1973. Since a significant difference was found at the <0.005 level, Scheffe post-hoc comparisons were made to determine where the differences existed. Table 26 on the following page gives the result of the comparisons. The post-hoc contrasts indicate the means for Campus 1 and Campus 2 do not differ on the number of hours expended per week on campus committees. All other contrasts which involve Campus 3 indicate

Table 25

ANALYSIS OF VARIANCE FOR AVERAGE NUMBER OF HOURS SPENT PER WEEK ON CAMPUS COMMITTEES DURING 1972-1973

Source of Variance	Sum of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	334.036	2	167.018	3.07	15.510	<0.005*
Within	2358.147	219	10.767			
Total	2692.184	221				

*Significant at the .05 level

Table 26

SCHEFFE POST-HOC COMPARISON OF MEANS FOR AVERAGE NUMBER OF HOURS SPENT PER WEEK ON CAMPUS COMMITTEES DURING 1972-73

Contrast	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	+ .259 ± 1.164	NS
$\bar{X}_1 - \bar{X}_3$	- 4.158 ± 1.963	SIG
$\bar{X}_2 - \bar{X}_3$	- 4.417 ± 2.026	SIG
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	- 1.949 ± 1.256	SIG
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	- 2.338 ± 1.329	SIG
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	+ 4.288 ± 1.908	SIG

that the mean for Campus 3 differs from all other means. Or in other words, Campus 3 spends more time per week on campus committees than do the other two campuses separately or averaged together.

Differences Between Campuses for Question 91

Table 27 illustrates the differences between campuses on the number of professional association meetings attended during 1972-1973. Since a significant difference was found at the .028 level, Scheffe post-hoc comparisons were made to determine where the differences existed. Table 28 on the following page gives the result of the comparisons. The post-

Table 27

ANALYSIS OF VARIANCE FOR NUMBER OF PROFESSIONAL MEETINGS ATTENDED DURING 1972-1973

Sources of Variance	Sums of Squares	df	Mean Squares	Tabled F Value	Computed F Value	Sign. Level
Between	149.933	2	74.966	3.07	3.631	.028*
Within	4521.237	219	20.644			
Total	4671.171	221				

*Significant at the .05 level.

hoc contrasts indicate that the mean number of professional association meetings attending during 1972-1973 for Campus 2 does not differ from the mean number for Campus 3 nor from the average of the means for Campus 1 and Campus 3. It does indicate that mean for Campus 1 differs from

the mean for Campus 2 and Campus 3 and from the average of the two means. In other words, Campus 1 faculty members attended more professional association meetings during 1972-1973 than did the faculty members of Campus 2 and Campus 3. They also attended more meetings than the average of Campus 2 and Campus 3.

Table 28

SCHEFFE POST-HOC COMPARISON OF MEANS FOR NUMBER OF PROFESSIONAL ASSOCIATION MEETINGS ATTENDED DURING 1972-73

Contrast	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	+ 1.338 ± .611	SIG
$\bar{X}_1 - \bar{X}_3$	+ 2.400 ± 1.036	SIG
$\bar{X}_2 - \bar{X}_3$	+ 1.062 ± 1.071	NS
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	+ 1.869 ± .660	SIG
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	- .138 ± .700	NS
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	- 1.731 1.009	SIG

Differences Between Campuses for Question 93

Table 29 illustrates the differences in age between campuses. Since a significant difference was found at the .048 level, Scheffe post-hoc comparisons were made to determine where the differences existed. Table

Table 29

ANALYSIS OF VARIANCE FOR AGE

Sources of Variance	Sums of Squares	df	Means Square	Tabled F Value	Computed F Value	Sign. Level
Between	7.948	2	3.974	3.07	3.087	.048*
Within	281.889	219	1.287			
Total	289.837	221				

*Significant at the .05 level

30 gives the results of the comparisons. The post-hoc contrasts indicate that mean age for Campus 1 differs from the mean age for Campus 2 and Campus 3 and from the mean age for the average of Campus 2 and 3. The mean age for Campus 2 differs from the mean age for Campus 1 and from the average of the means for Campus 1 and Campus 3.

Table 30

SCHEFFE POST-HOC COMPARISON OF MEANS FOR AGE

Contrast	Confidence Interval	Significance
$\bar{X}_1 - \bar{X}_2$	- .359 $\pm$ .078	SIG
$\bar{X}_1 - \bar{X}_3$	- .450 $\pm$ 1.108	SIG
$\bar{X}_2 - \bar{X}_3$	+ .091 $\pm$ 1.108	NS
$\bar{X}_1 - \frac{\bar{X}_2 + \bar{X}_3}{2}$	+ .405 $\pm$ .078	SIG
$\bar{X}_2 - \frac{\bar{X}_1 + \bar{X}_3}{2}$	- .134 $\pm$ .078	SIG
$\bar{X}_3 - \frac{\bar{X}_2 + \bar{X}_1}{2}$	- .270 $\pm$ 1.108	NS

SUMMARY

Tables 31 and 32 and Figure 4 briefly summarize the findings of the study.

Table 31

SUMMARY OF HYPOTHESES TESTED

Variable	District	Campus 1	Campus 2	Campus 3
Perceived Participation in Initiating and Changing Policy	SIG	SIG	SIG	SIG
Perceived Administrative Responsiveness	SIG	SIG	SIG	SIG
Faculty Cohesion	SIG	SIG	SIG	NS
Faculty Intimacy	SIG	SIG	SIG	NS
Faculty Control	SIG	NS	SIG	NS
Faculty Stratification	NS	NS	NS	NS
Years of Employment in District	NS	SIG	NS	NS
Total Teaching Experience	SIG	NS	NS	NS

Table 32

SUMMARY OF DIFFERENCES BETWEEN CAMPUSES

Variable	Significance
Support of Policy	SIG
Perceived Participation in Initiating and Changing Policy	SIG
Perceived Administrative Responsiveness	SIG
Faculty Cohesion	SIG
Faculty Intimacy	NS
Faculty Control	NS
Faculty Stratification	NS

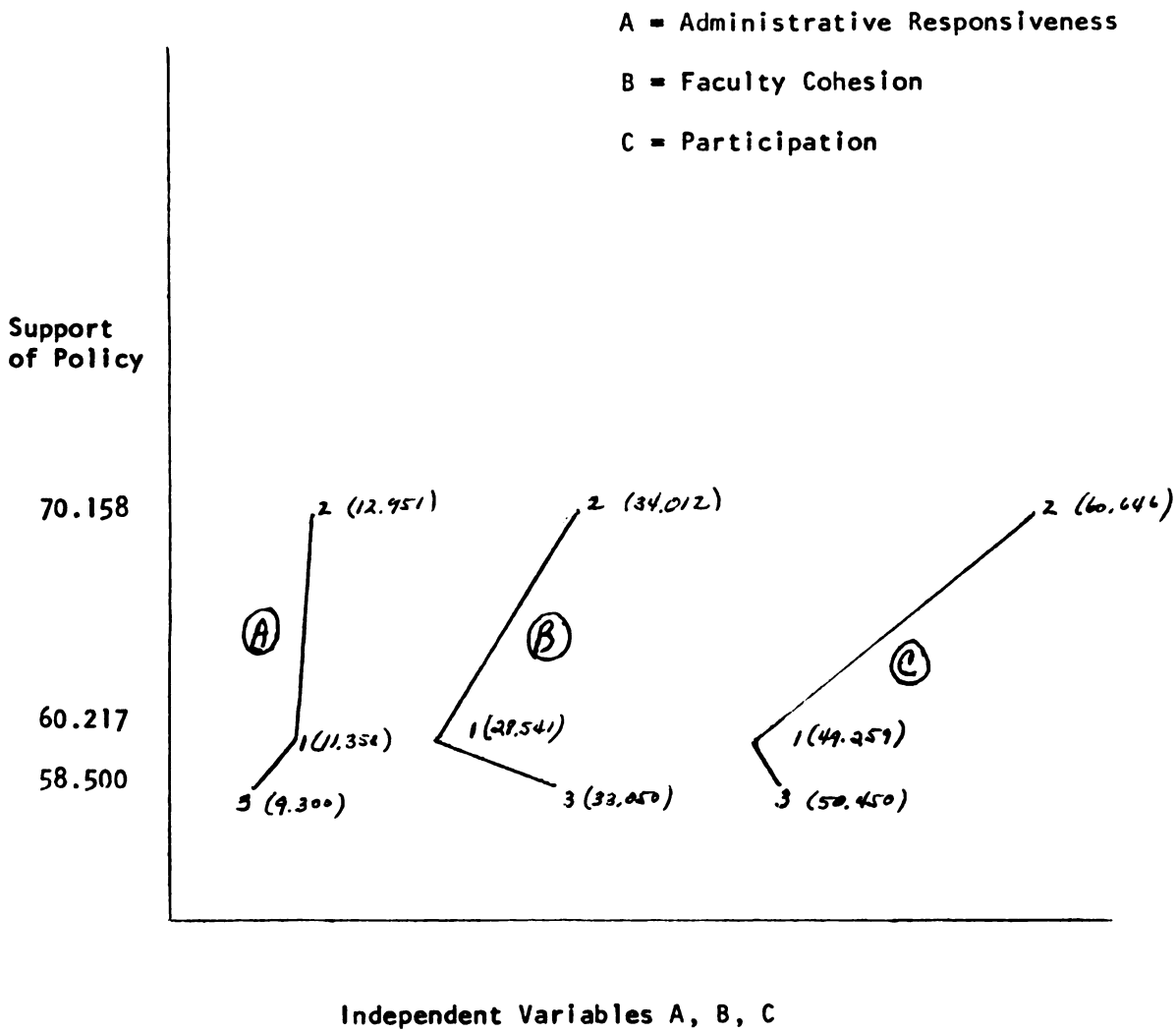

Figure 4: Summary of Post-Hoc Comparisons*

*NOTE: A illustrates the relationship between administrative responsiveness and support of policy for the three campuses. It shows that Campus 2 reported greater perceived administrative responsiveness (12.951 compared to 11.358 for Campus 1 and 9.300 for Campus 3) and greater support of policy (70.158 compared to 60.217 for Campus 1 and 58.500 for Campus 3).

B illustrates the relationship between degree of faculty cohesion and support of policy, and C illustrates the relationship between degree of perceived participation and support of policy.

Chapter 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

PURPOSE OF THE STUDY

This study was an analysis of the factors that are significant predictors of the degree to which faculty members indicate support of institutional policy in a multi-unit community college district. The study was undertaken primarily to help community college administrators reduce the possibility of adversary relationships developing by identifying factors which might be emphasized to increase faculty support of institutional policy.

Hypotheses of the Study

The following hypotheses were tested:

1. The degree to which faculty members perceive the participation (input) they had in initiating and changing policies is a significant predictor of the degree to which faculty members indicate support of policy.

2. The degree to which faculty members perceive administrative responsiveness is a significant predictor of the degree to which faculty members indicate support of policy.

3. The degree of faculty cohesiveness is a significant predictor of the degree to which faculty members indicate support of policy.

4. The degree of faculty intimacy is a significant predictor of the degree to which faculty members indicate support of policy.

5. The degree of faculty control is a significant predictor of the degree to which faculty members indicate support of policy.

6. The degree of faculty stratification is a significant predictor of the degree to which faculty members indicate support of policy.

7. The number of years a faculty member has been employed in the district is a significant predictor of the degree to which he will indicate support of policy.

8. Total teaching experience is a significant predictor of the degree to which faculty members indicate support of policy.

9. There is a significant difference between the degree of support indicated for policy by faculty members of each campus.

PROCEDURES FOR THE STUDY

Sources of Data

The data involved in this study were compiled from the 222 usable questionnaires returned by the arbitrarily selected sample of 376 full-time faculty members who were employed by a multi-unit, urban based, community college district.

The Questionnaire

The questionnaire consisted of three parts. Part I was concerned with: (1) the degree ("complete support," "mostly support," "some support," "little support," "no support," "no policy extant") of support indicated by faculty members for 22 selected policies; (2) the degree ("a great deal," "fairly much," "some," "comparatively little," "none," "no policy extant") of perceived faculty participation in

initiating or changing the selected policies; and (3) the degree ("a great deal," "fairly much," "some," "comparatively little," "none") of perceived administrative responsiveness to faculty participation and faculty professional concerns.

Part II was concerned with an attempt to identify a faculty profile which would distinguish between those faculty members who are more supportive of policy and those who are less supportive of policy. Selected questions from Hemphill's, The Group Dimension Descriptions Questionnaire, were used by permission of the author.

Part III was concerned with the demographic factors of: respondents's discipline area, experience, involvement in college affairs, education, professional license, sex and age.

Selecting the Sample

A multi-unit, urban based, community college district was arbitrarily selected for the study.

Statistical Analysis

The CISSR - PACKAGE computer program was utilized to compute means, standard deviations and correlations among the variables. Univariate regression was used to determine the relative contribution of each independent variable to the dependent variable, and analysis of variance was used to determine differences between campuses. When significant differences were found between campuses, Scheffe post-hoc comparisons were utilized to locate the differences.

SUMMARY OF FINDINGS

1. The faculty member's perception of the degree of participation in initiating and changing policy is a significant predictor of support indicated for policy.

2. The faculty member's perception of administrative responsiveness to participation and to the professional concerns of the faculty is a significant predictor of support indicated for policy.

3. The degree of faculty cohesion is a significant predictor of support indicated for policy except for Campus 3.

4. The degree of faculty intimacy is a significant predictor of support indicated for policy except for Campus 3.

5. The degree of faculty control is a significant predictor of support indicated for policy for Campus 2 and the District but not for Campus 1 and Campus 3.

6. The degree of faculty stratification is not a significant predictor of support indicated for policy.

7. The number of years employed in the District is not a significant predictor of support indicated for policy except for Campus 1.

8. Total teaching experience is not a significant predictor of support at the campus level but it is at the district level.

9. Each campus differs significantly on the degree of support indicated for policy. That is, the mean for Campus 2 is greater than the mean for either Campus 1 or 3, and the means for Campus 1 and 3 are statistically equal.

10. There is a significant difference between campuses on the degree of perceived participation in initiating and changing policy. That is,

the mean for Campus 2 is greater than the mean for either Campus 1 or 3, and the means for Campus 1 and 3 are statistically equal.

11. There is a significant difference between campuses in the degree of administrative responsiveness. That is, the mean for Campus 2 is greater than the mean for Campus 1, and the mean for Campus 1 is greater than the mean for Campus 3.

12. There is a significant difference between campuses in the degree of faculty cohesion. That is, the mean for Campus 1 is less than the mean for either Campus 2 or 3, and the means for Campus 2 and 3 are statistically equal.

13. There is no significant difference between campuses in the degree of faculty intimacy.

14. There is no significant difference between campuses in the degree of faculty control.

15. There is no significant difference between campuses in the degree of faculty stratification.

16. There is a significant difference between campuses on the length of employment in the district. That is, the mean for Campus 3 is less than the mean for either campus 1 or 2, and the means for Campus 1 and 2 are statistically equal.

17. There is a significant difference between campuses on the average number of hours devoted to Campus committee work during 1972-1973. That is, the mean for Campus 3 is greater than the mean for either Campus 1 or 2, and the means for Campus 1 and 2 are statistically equal.

18. There is a significant difference between campuses on the number of professional association meetings attended during 1972-1973. That is, the mean for Campus 1 is greater than the mean for either Campus 2 or 3, and the means for Campus 2 and 3 are statistically equal.

19. There is a significant difference between campuses in the age of faculty members. That is, the faculty members of Campus 1 are older than the faculty members of Campus 2 and 3, and the faculty members of Campus 2 and 3 are statistically the same age.

DISCUSSION

The principle that is evident from the results of this study is that the faculty member's perception influences at least his oral support of policy as evidenced in the questionnaire. Those faculty members who saw themselves as having greater involvement in initiating and changing policy also indicated the greater support of policy. Those faculty members who felt the administration was responsive to their involvement and to their professional needs, indicated the greater support of policy. Those faculty members who perceived the faculty as a unit rather than as a collection of individuals "doing their own thing" (cohesion), indicated the greater support of policy. Those faculty members who considered other faculty members as friends (intimacy) rather than as acquaintances or associates, indicated the greater support of policy. Those faculty members who considered their actions to be a reflection of the group's objectives and norms (control), indicated the greater support of policy.

Therefore, the administrator who seeks support of policy, must be cognizant of the validity of the old saying, "actions speak louder than words," or in psychological terminology, "non-verbal cues refute verbal cues."

In terms of the findings of this study, if faculty members feel that nothing is accomplished by the many hours devoted to campus and

district committees, then it would be better to do away with the committee system until such time as the faculty feels (perceives) the administration is really interested in their advice and counsel. In other words, it is the quality of participation that counts and not the quantity. It is the feeling of influence that is important and not the number of faculty committees in existence.

In order to influence anyone, there must be a certain degree of trust. But trust is a learned reaction resulting from interaction on a face-to-face basis. Therefore, the more opportunities the administrator and the faculty have to meet informally, the more knowledge each has of the other, which in turn might allow a feeling of trust to develop. The more trust, the more likely solicited and unsolicited advice will be valued by both parties.

Likert's theory that an organization functions best when its personnel function as members of groups instead of individually, is supported by this study. The faculty that showed the greatest cohesion, which was defined as the degree to which faculty members function as a unit, also indicated the greatest support of policy. Therefore, it would seem that the more "united" a faculty, the more supportive it can be. If this is true, then it would seem to indicate that both the faculty and the administration must promote a feeling of unity within the faculty. This could be done by extensive formal socialization (indoctrination) by the faculty senate to develop commitment and loyalty to the group.

Of course, the more one values membership in the group, the more one is willing to subjugate autonomy to the good of the group, and the greater the power of the group over the actions of its members. A very

cohesive faculty could be a threat to the administration under conditions of distrust or when it chose to move in opposition to the administration.

Campus 2, the only campus where control was a significant predictor of support, also showed the highest degree of cohesion, intimacy and support in addition to perceiving the greatest amount of participation in initiating and changing policy and in administrative responsiveness. Therefore, the study seems to support the group theory that the greater the control the group has over its members, the more power the group has to influence its members' perceptions and the world outside the group. Therefore, if the faculty wishes to increase its influence on the district as a whole, it must increase its control over its own members.

Although intimacy was a significant predictor of support indicated for policy for two out of the three campuses involved in the study, and for the district as a whole, there was no significant difference between campuses in the degree of intimacy. This is a peculiar finding considering that:

Campus 1 is 10 years old and has a faculty of over 224, the majority of whom have been with the district for over 5 years. It is also a campus with no place for the faculty to get together informally. Consequently, most faculty members rarely see or know anyone outside of their department. Contributing to the anonymity of the faculty, is the fact that many prefer to eat in their office rather than in the public dining room. Little effort is made to promote social interaction among the faculty by either the faculty organization or by the administration.

Campus 2 is 7 years old and has a faculty of over 82, the majority of whom have been with the district for over 4 years. Although Campus 2 at present has an informal area officially reserved for faculty and

staff in the dining room, the faculty members have always congregated wherever space was available. Even those members who bring their lunch, eat with the group. Several formal social gatherings are sponsored each year by the faculty organization.

Campus 3 is in its second year with a faculty of approximately 26 most of whom have been with the district just under two years. Its faculty members spend more time on campus committees than do either of the other faculties. And, as one faculty member expressed it, they live in each other's pocket. Apparently, there can be too much togetherness which is just as bad as too little.

Apparently from the above capsule descriptions, community college faculty members fit Warren's definition of a job specific peer group where interaction within the work context is more frequent than off-the-job associations and identification occurs only as a mutual recognition of shared status and not as a commitment or a sense of unity.

This theory of recognition of shared status is supported by the findings of this study. Stratification, the degree to which the faculty orders its members into status hierarchies, was found to be constant for all campuses and for the district.

Finally, the study found that demographic variables contribute little to the support of policy even though there was a significant difference between campuses on four demographic variables.

Although not a hypothesis of this study, the study seems to indicate that perhaps there is an optimum size for a community college. Campus 2 seems to be optimum if one considers that all of the variables hypothesized as significant predictors of support were significant 100% of the time only for Campus 2 and the District. Therefore, it would seem that

for optimum support of policy, a community college district should avoid either extreme in size.

To summarize, the study:

1. Supports the hypothesis that the more involved faculty members perceive themselves to be in the decision making process, the more support they would indicate for selected policies as implemented.

2. Identifies a faculty profile that distinguished between those faculty members who are more supportive of policy and those who are less supportive of policy.

3. Refutes the theory that demographic factors, at least those used in this study, are co-related to support of policy.

4. Supports the theory that unique factors in each college influences the amount of support indicated for policy.

RECOMMENDATIONS

1. Community College administrators from department heads up should become more cognizant of the image they project to the faculty for it can be their greatest asset as well as their worst liability. Once a feeling of distrust creeps in, the effective days of the administrator are numbered.

2. Community College leaders should become familiar with the techniques of effective participative management and conversely with the limitations of participation.

3. Judicious use of committees should be initiated by the administration to limit the feeling of "what's the use" and to encourage the feeling of really influencing policy. Possibly a few select committees might be given policy making status rather than advisory status.

4. Community College leaders should become familiar with the intricacies of social systems theory if they desire a harmonious and a well managed college.

5. Community College faculty organizations should be encouraged to develop into viable organizations, which will under conditions of mutual trust, encourage support of policy. To facilitate the development of the faculty organization, facilities should be set aside where the faculty may congregate informally and thus alleviate some ofthe feeling of anonymity and isolation. In addition, the president of the faculty organization should be given the time and secretarial facilities to perform his administrative responsibilities.

6. More attention should be paid to the formal process of socialization by both the administration and the faculty organization if faculty control, cohesion and intimacy are to be encouraged.

7. Further research of community college districts should be undertaken to determine whether the factors that were significant predictors of support for an urban based, arbitrarily selected, community college district are also significant predictors for other types of community college districts.

8. Additional research might also include such variables, which were not included in this study, as: size of individual campuses, location of district as well as location of each campus, financial base of the district, power base (whether it is an autonomous system or state controlled), power structure including tall versus flat organizations, rate of administrative and faculty turnover, faculty morale, degree of outside influences upon the district and each college, and legally recognized faculty organizations versus the unofficial organization.

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APPENDIX A

April 6, 1973

Dear colleague

There has been much discussion recently in the professional journals regarding faculty participation. On the community college level, though, little is known about the characteristics of the faculty who do or do not participate or their perception of how important their participation is. The purpose of the attached questionnaire is to try to answer these questions.

The questionnaire is divided into three sections and will take less than thirty minutes to answer. The first part asks the degree to which you support policies as presently implemented and your opinion of how much input (participation) the faculty had in initiating or changing the policies. The second part asks your perception of the faculty, and the third part requests personal data.

Please mark all answers in the space provided on the questionnaire and return the completed questionnaire to the address printed on the attached sheet. Will you also sign the card and return it separately so that complete confidentiality may be maintained while at the same time allowing any necessary follow up.

Your prompt response will be greatly appreciated.

Sincerely

Elizabeth Redstone

Elizabeth Redstone

NOTE: If you do not know what the policy is or how much participation the faculty had in initiating or changing the policy, please mark no policy extant.

QUESTIONNAIRE

Part I

PERSONAL SUPPORT OF POLICY

Please indicate the degree to which you support the following policies as currently implemented by circling the appropriate response.

KEY: (5) Completely support
(4) Mostly support
(3) Some support
(2) Little support
(1) No support
(0) No policy extant

1.	Recruitment and selection of faculty	5 4 3 2 1 0
2.	Recruitment and selection of administrators	5 4 3 2 1 0
3.	Non-reappointment of faculty	5 4 3 2 1 0
4.	Promotion of faculty	5 4 3 2 1 0
5.	Awarding of tenure to faculty	5 4 3 2 1 0
6.	Method of arriving at faculty compensation	5 4 3 2 1 0
7.	Method of assigning teaching responsibilities	5 4 3 2 1 0
8.	Method of settling grievances	5 4 3 2 1 0
9.	Determination of number of preparations per year	5 4 3 2 1 0
10.	Determination of faculty load	5 4 3 2 1 0
11.	Determination of committee assignments	5 4 3 2 1 0
12.	Determination of committee responsibilities and authority	5 4 3 2 1 0
13.	Hiring of spouses and blood relatives	5 4 3 2 1 0
14.	Outside employment or consulting by faculty	5 4 3 2 1 0
15.	Initiation of new degree programs	5 4 3 2 1 0
16.	Deletion and/or changes in existing degree programs	5 4 3 2 1 0
17.	Experimentation or innovation in instructional methods	5 4 3 2 1 0
18.	Determination of degree requirements	5 4 3 2 1 0

19. Criteria for admission of students to specific programs 5 4 3 2 1 0

20. Remedial or developmental assistance for students 5 4 3 2 1 0

21. Academic probation and dismissal of students 5 4 3 2 1 0

22. Student representation on college committees 5 4 3 2 1 0

INITIATING AND CHANGING POLICY

Please indicate the amount of input (participation) the faculty had in your opinion in initiating or changing the following policies by circling the appropriate response.

KEY:
(5) A great deal
(4) Fairly much
(3) Some
(2) Comparatively little
(1) None
(0) No policy extant

23. Recruitment and selection of faculty 5 4 3 2 1 0

24. Recruitment and selection of administrators 5 4 3 2 1 0

25. Non-reappointment of faculty 5 4 3 2 1 0

26. Promotion of faculty 5 4 3 2 1 0

27. Awarding of tenure to faculty 5 4 3 2 1 0

28. Method of arriving at faculty compensation 5 4 3 2 1 0

29. Method of assigning teaching responsibilities 5 4 3 2 1 0

30. Method of settling grievances 5 4 3 2 1 0

31. Determination of number of preparations per year 5 4 3 2 1 0

32. Determination of faculty load 5 4 3 2 1 0

33. Determination of committee assignments 5 4 3 2 1 0

34. Determination of committee responsibilities and authority 5 4 3 2 1 0

35. Hiring of spouses and blood relations 5 4 3 2 1 0

36. Outside employment or consulting by faculty 5 4 3 2 1 0

37. Initiation of new degree programs 5 4 3 2 1 0

38. Deletion and/or changes in existing degree programs 5 4 3 2 1 0

39. Experimentation or innovation in instructional methods 5 4 3 2 1 0

40. Determination of degree requirements 5 4 3 2 1 0

41. Criteria for admission of students to specific programs 5 4 3 2 1 0

42. Remedial or developmental assistance for students 5 4 3 2 1 0

43. Academic probation and dismissal of students 5 4 3 2 1 0

44. Student representation on college committees 5 4 3 2 1 0

ADMINISTRATIVE RESPONSIVENESS

Please indicate your opinion of the following by circling the appropriate response.

KEY: (5) A great deal
(4) Fairly much
(3) Some
(2) Comparatively little
(1) None

45. What effect does faculty input (participation) have in determining policies for the campus? 5 4 3 2 1

46. What effect does faculty input (participation) have in determining policies for the district? 5 4 3 2 1

KEY: (5) Extremely responsive
(4) Very responsive
(3) Responsive
(2) Slightly responsive
(1) Not responsive

47. How responsive is your department head to the professional concerns of the faculty? 5 4 3 2 1

48. How responsive is your dean to the professional concerns of the faculty? 5 4 3 2 1

Part II

FACULTY DIMENSIONS

The following questions are intended to obtain your perception of the faculty. Faculty, for this purpose, is defined as all full-time members of the faculty who are eligible for membership in the faculty senate on your campus.

KEY: (5) Definitely true
(4) Mostly true
(3) Both true and false
(2) Mostly false
(1) Definitely false

49. The faculty has well understood, but unwritten, rules concerning conduct 5 4 3 2 1

50. Faculty members fear to express their real opinions 5 4 3 2 1

51. The faculty works under close supervision 5 4 3 2 1

52. Only certain kinds of ideas may be expressed freely within the faculty group 5 4 3 2 1

53. A faculty member has to think twice before speaking in a faculty senate meeting 5 4 3 2 1

54. The members of the faculty are subject to strict discipline 5 4 3 2 1

55. Each faculty member's personal life is known to other members 5 4 3 2 1

56. Members of the faculty lend each other small amounts of money 5 4 3 2 1

57. A faculty member has the chance to get to know all other faculty members 5 4 3 2 1

58. Faculty members are not in close enough contact to develop likes or dislikes for one another 5 4 3 2 1

59. Members of the faculty do small favors for one another 5 4 3 2 1

60. Each member of the faculty knows all other members by their first names 5 4 3 2 1

61. Members of the faculty are personal friends 5 4 3 2 1

62. Certain faculty members discuss personal affairs among themselves 5 4 3 2 1

63. The opinions of all members of the faculty are given equal weight by other members of the faculty 5 4 3 2 1

64. The officers of the faculty senate hold a higher status than other members 5 4 3 2 1

65. The older members of the faculty (in length of service) are granted special privileges 5 4 3 2 1

66. The faculty senate is controlled by the actions of a few members 5 4 3 2 1

67. Every member of the faculty enjoys the same privileges 5 4 3 2 1

68. Certain problems are discussed only among the officers of the faculty senate 5 4 3 2 1

69. Each member of the faculty has as much power as any other member 5 4 3 2 1

70. There are two or three members of the faculty who generally take the same side on any group issue 5 4 3 2 1

71. Certain faculty members are hostile to other members 5 4 3 2 1

72. There is constant bickering among faculty members 5 4 3 2 1

73. Certain faculty members have no respect for other faculty members 5 4 3 2 1

74. Certain members of the faculty are considered uncooperative 5 4 3 2 1

75. There is a constant tendency toward conniving against one another among parts of the faculty 5 4 3 2 1

76. Members of the faculty work together as a team 5 4 3 2 1

77. There are tensions between subgroups which tend to interfere with the faculty's activities 5 4 3 2 1

78. Certain faculty members appear to be incapable of working as part of the group 5 4 3 2 1

79. There is an undercurrent of feeling among faculty members which tends to pull the faculty apart 5 4 3 2 1

Part III

PERSONAL DATA

In answering questions 80 and 93 to 96, please circle the appropriate answer. For all other questions, please write in the appropriate answer.

80. Discipline area (please circle)

1 Humanities	6 Math and Science
2 Health and Physical Educ.	7 History, Geography, Political Science
3 Business	8 Counselors, Librarians, College Nurse
4 Language Arts	9 Nursing
5 Behavioral Sciences	10 Technologies

81. Length of service as a full-time member of the faculty _____

82. Length of service as a full-time member of the faculty at another two-year college _____

83. Length of service as a full-time member of the faculty at a four-year college or university _____

84. Length of service as a full-time member of the faculty at the secondary level _____

85. Total teaching experience _____

86. Average number of hours spent per week on campus committees and on senate work during 1972-1973 _____

87. Average number of hours spent per week on all-college committees during 1972-1973 _____

88. Average number of hours spent per week on campus committees and on senate work during 1971-1972 _____

89. Average number of hours spent per week on all-college committees during 1971-1972 _____

90. Average number of hours spent per week on volunteer, unpaid student activities such as sponsoring clubs, chaperoning activities, etc., during the last two years (1971-1973) _____

91. Number of professional association meetings attended during the 1972-1973 academic year _____

92. Number of offices held in professional associations during the last two years (1971-1973) _____

93. Age (please circle)
    (1) 24 or less
    (2) 25-34
    (3) 35-44
    (4) 45-54
    (5) 55-64
    (6) 65 or more

94. Sex (please circle)
    (1) Female
    (2) Male

95. Education (please circle)
    (1) Less than BA/BS
    (2) BA/BS
    (3) MA/MS
    (4) EdD/PhD

96. Professional license (please specify if answer is yes)
    (1) Yes
    (2) No

APPENDIX B

SCORING WEIGHTS FOR QUESTIONS 49 THROUGH 79

For questions 49-57, 59-62, 64-66, 68, 76:

Response	Weight
Definitely true	5
Mostly true	4
Both true and false	3
Mostly false	2
Definitely false	1

For questions 58, 63, 67, 69, 70-75, 77-79:

Response	Weight
Definitely true	1
Mostly true	2
Both true and false	3
Mostly false	4
Definitely false	5

APPENDIX C

MULTIPLE GROUPS PROGRAM

Group	Questions Included
Support of Policy	1 through 22
Participation in Initiating and Changing Policy	23 through 44
Administrative Responsiveness	45 through 48
Control	49 through 54
Intimacy	55 through 62
Stratification	63 through 69
Cohesion	70 through 79
Experience	81 through 85
College Involvement	86 through 90
Professional Association Activities	91, 92
Miscellaneous	80, 93, 94, 95, 96
Cohesion (limited)	71, 72, 73, 74, 75, 77, 78, 79
Impact on Campus	45
Impact on District	46
Responsiveness of Department Heads	47
Responsiveness of Dean	48
Administrative Responsiveness for Campus	45, 47, 48
Hours devoted to Campus Committees	86, 88
Hours devoted to District Committees	87, 89
Number of years Employed in District	81
Number of years Secondary Experience	84
Number of years Four-year College Experience	83

STANDARD SCORE COEFFICIENT ALPHAS

88 90 60 65 65 65 87 31 69 59 -39 90 100 100 100 100

48 54 57 100 100 100

GROUP 511 has a negative alpha; its communality has been set to 1.00.

FACTOR INTERCORRELATIONS AND LOADING MATRIX

COMMUNALITY IN THE DIAGONAL

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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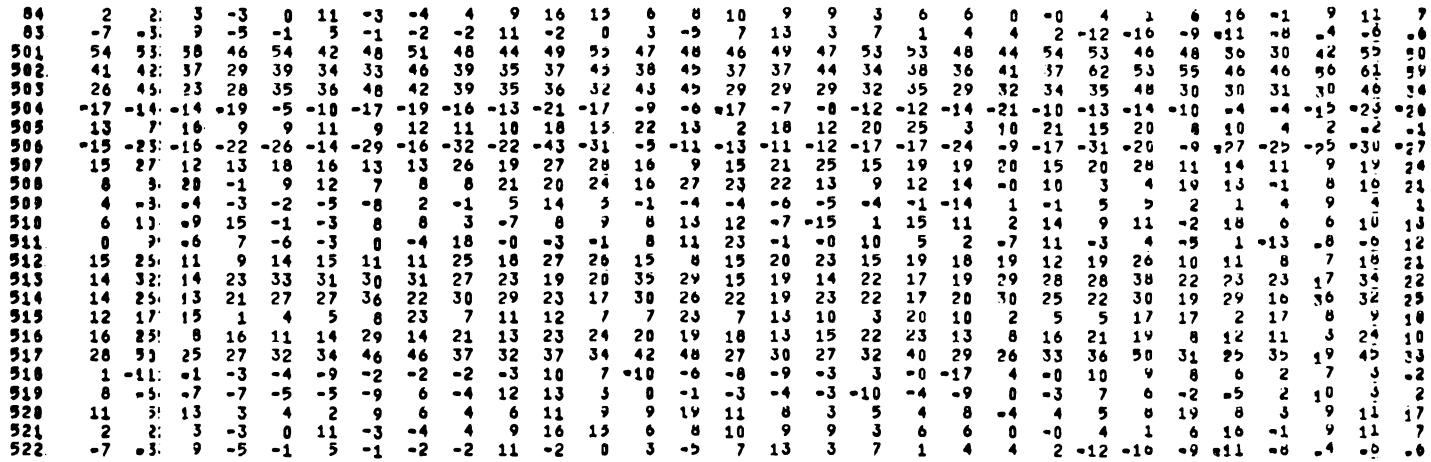

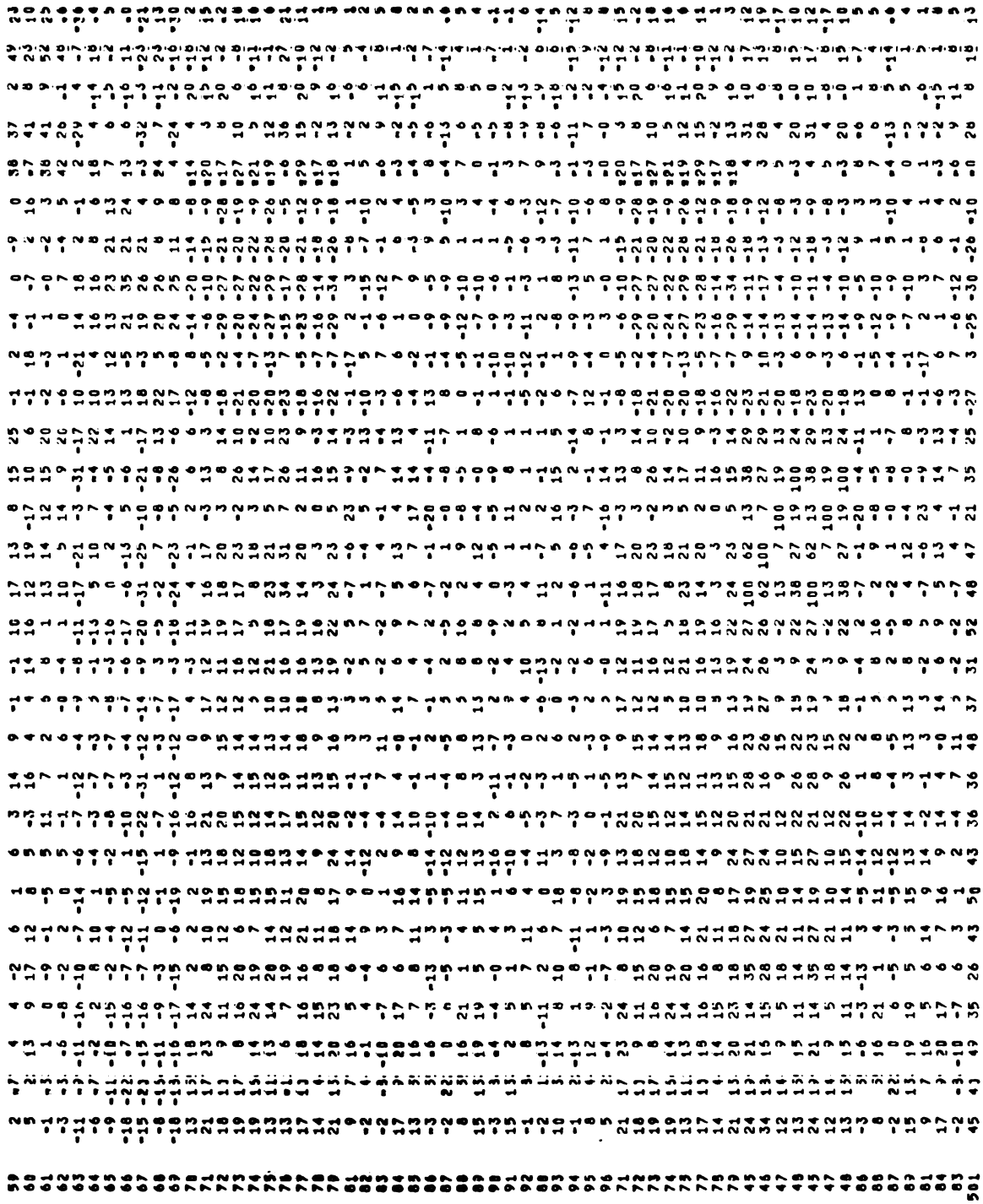

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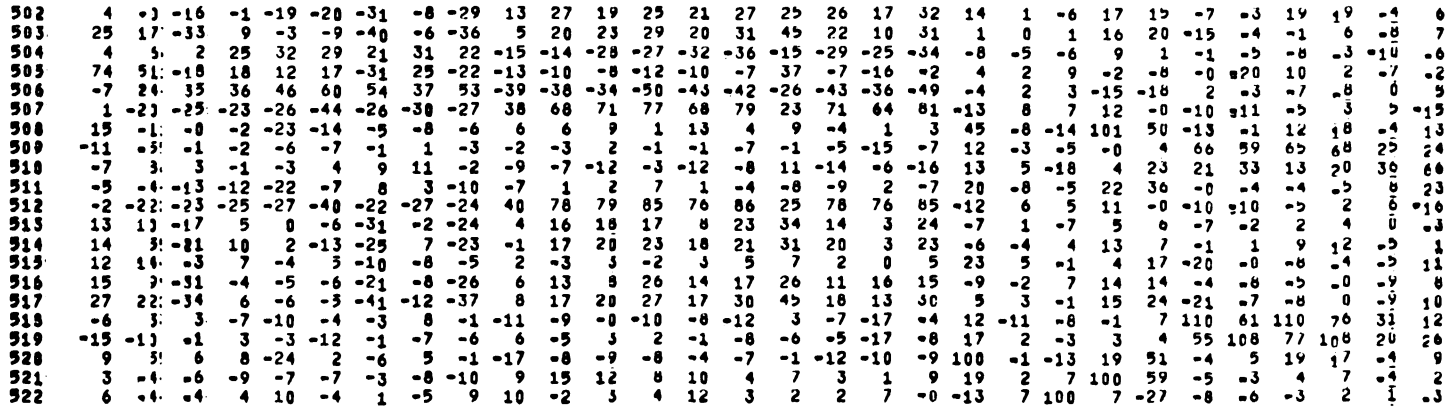

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24	48	-14	20	-20	28	4	5	11	4	26	38	30	17	19	50	9	6	8	1	-16
25	30	-1	8	-9	11	19	2	-2	-5	10	22	19	17	8	31	8	-2	19	6	-9
26	30	-4	10	-27	14	13	1	18	1	11	23	29	2	12	25	6	-5	8	16	-11
27	31	-4	4	-25	11	-1	4	6	-13	8	23	16	17	11	35	2	2	3	-1	-8
28	30	-13	2	-25	9	8	9	6	-8	7	17	36	8	3	19	7	10	9	9	-4
29	46	-23	-2	-30	19	16	4	10	-6	18	34	32	9	24	45	3	3	11	11	-6
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35	44	-23	-2	-11	22	13	-4	6	6	21	35	28	18	14	45	-9	0	6	6	6
36	38	-15	9	-9	18	25	5	11	0	17	27	24	21	11	39	6	1	14	7	3
37	32	-1	-3	-17	22	23	6	7	6	22	19	25	10	14	29	6	8	9	16	1
38	35	-3	10	-11	20	12	-6	-11	-2	20	27	24	10	15	35	-1	1	14	9	2
39	35	-7	2	-23	25	7	4	1	0	22	21	21	12	22	36	-0	8	-2	14	-4
40	37	-15	14	-22	20	5	-1	-3	-6	17	28	16	9	20	43	7	-1	-1	4	7
41	40	-29	5	-14	19	9	4	-2	-1	19	23	26	15	22	41	8	6	3	-0	11
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47	20	-1	3	-5	3	28	-13	10	3	2	13	7	100	19	89	-23	-3	23	4	-1
48	51	-3	18	-32	24	14	-9	7	15	21	38	27	19	100	105	-8	-7	-9	14	7
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54	-21	54	-8	28	-32	-7	6	-8	-1	-29	-18	-13	-3	-12	-22	8	5	-8	6	-1
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57	39	1	55	-19	16	1	-8	-13	-9	11	31	28	4	20	37	0	-14	-2	-2	9
58	3	-27	7	-15	22	-11	7	-19	-18	19	10	6	-8	-0	1	7	8	-6	-15	11

502	63	-23	8	-39	36	24	8	12	-0	34	44	44	20	26	62	10	12	14	17	-6
503	100	-15	31	-37	37	22	-8	9	6	32	98	91	64	85	166	-13	1	1	16	1
504	-16	10	14	51	-40	-5	-10	-13	-4	-39	-9	-8	-10	-8	-18	-8	-7	-8	9	-6
505	31	14	100	0	-7	3	-6	-5	-16	-12	25	21	3	18	30	8	-14	4	-2	9
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508	22	-5	3	-18	7	100	4	15	37	6	-2	8	28	14	27	-1	13	90	107	42
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510	9	-15	-5	6	-12	15	43	100	36	-14	1	1	10	7	12	27	41	13	4	-18
511	6	-4	-16	-17	-3	37	-2	36	100	-1	-2	-4	3	15	11	-3	-7	20	22	-5
512	32	-39	-12	-58	111	6	-6	-14	-1	100	21	25	2	21	30	-12	-7	-12	11	5
513	98	-9	25	-23	25	-2	-1	1	-2	21	100	62	13	38	101	-4	2	-7	5	-7
514	91	-3	21	-20	27	8	6	1	-4	25	62	100	7	27	65	6	10	-6	13	4
515	64	-1	3	-5	3	28	-13	10	3	2	13	7	100	19	89	-23	-3	23	4	-1
516	85	-3	18	-32	24	14	-9	7	15	21	38	27	19	100	105	-8	-7	-9	14	7
517	166	-13	30	-40	35	27	-16	12	11	30	101	65	89	105	100	-23	-5	5	15	-1
518	-13	-3	8	-4	-12	-1	137	27	-3	-12	-4	6	-23	-8	-23	100	106	12	-1	-8
519	1	-7	-14	-9	-6	13	131	41	-7	-7	2	10	-3	-7	-5	106	100	17	3	-3
520	1	-5	4	-4	-13	90	12	13	20	-12	-7	-6	23	-9	5	12	17	100	19	-13
521	16	-9	-2	-15	12	107	-0	4	22	11	5	13	4	14	15	-1	3	19	100	7
522	1	-5	9	3	7	42	-5	-18	-5	5	-7	4	-1	7	-1	-8	-3	-13	7	100

MULTIPLE GROUPS PROGRAM

Group	Questions Included
A. Support	
1. Employment policies for faculty	3, 5, 6, 13
2. Academic policies pertaining to Students	15, 16, 17, 18, 19
3. Employment policies for administrators	2, 8
4. Committees	11, 12
5. Faculty Load	7, 9, 10
B. Input	
1. Employment policies for faculty	25, 27, 28, 35
2. Committees	33, 34
3. Faculty Load	29, 31, 32
4. Academic policies pertaining to Students	37, 38, 39, 40, 41
5. Employment policies for administrators	24, 30

STANDARD SCORE COEFFICIENT ALPHAS

70 74 59 71 59 67 79 73 78 65

FACTOR INTERCORRELATIONS AND LOADING MATRIX

COMMUNALITY IN THE DIAGONAL

	3	5	6	13	15	16	17	18	19	2	8	11	12	7	9	10	25	27	28	35	33	34	29	31	32	37	38	39	40	41
3	32	43	36	26	12	27	22	22	35	39	31	33	40	24	20	22	49	16	26	15	25	23	27	13	7	20	12	16	19	24
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7	24	42	31	8	9	3	12	28	24	33	35	24	25	19	33	20	11	14	27	-3	11	10	48	29	21	20	12	21	13	27
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10	22	23	8	19	22	25	19	18	22	14	33	36	33	20	43	30	15	2	24	7	19	19	23	40	40	24	22	25	20	21
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501	57	73	71	46	30	33	27	26	40	51	40	41	41	43	43	32	60	40	53	45	38	27	54	29	26	33	25	16	10	34
502	39	25	16	43	56	72	67	63	45	35	25	33	42	29	42	35	34	20	22	22	38	22	37	33	28	54	52	39	38	46
503	53	49	39	26	24	23	13	33	43	66	66	44	47	51	32	36	40	43	26	23	33	32	41	28	33	25	35	24	40	41
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	24	31	501	502	503	504	505	506	507	508	509	510
3	22	24	57	39	53	49	38	46	29	22	26	35
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12	30	24	41	42	47	75	39	25	55	33	43	38
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25	49	43	50	34	40	26	28	70	33	37	31	63
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501	35	27	100	51	69	55	68	86	40	52	36	44
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506	60	57	86	43	57	28	42	100	53	70	52	85
507	39	41	40	37	40	68	36	53	100	65	70	57
508	30	53	52	47	49	45	86	70	65	100	68	62
509	29	37	35	71	53	52	54	52	70	68	100	47
510	70	71	44	54	96	41	47	83	57	62	47	100

APPENDIX D

GROUP VARIABLE NUMBER, DESCRIPTION OF VARIABLE AND QUESTIONS INCLUDED IN GROUP FOR ANALYSIS OF VARIANCE

Variable Number	Description	Questions
1	Support of Policy	1 - 22
2	Self-Perceived Participation in Initiating and Changing Policy	23 - 44
3	Perceived Administrative Responsiveness	45 - 48
4	Faculty Control	49 - 54
5	Faculty Intimacy	55 - 62
6	Faculty Stratification	63 - 69
7	Faculty Cohesion	70 - 79
9	Length of Employment in District	81
13	Total Teaching Experience	85
8	Discipline Area	80
10	Experience in Another Two-Year College	82
11	Experience in Four-Year College or University	83
12	Secondary Experience	84
14	Hours Devoted to Committee Work	86 - 89
15	Hours Devoted to Student Activities	90
16	Activities in Professional Assns.	91 - 92

RANGE AND GROUP MEANS FOR VARIABLES

Variable	Campus 1		Campus 2		Campus 3		District	
	Range	Mean	Range	Mean	Range	Mean	Range	Mean
1	21 - 98	60.217	27 - 108	70.153	7 - 96	58.500	7 - 108	63.734
2	0 - 84	49.258	25 - 91	60.646	18 - 75	50.450	0 - 91	53.572
3	4 - 18	11.358	0 - 18	12.951	3 - 14	9.300	0 - 18	11.761
4	7 - 26	15.883	0 - 22	15.024	9 - 20	15.900	0 - 26	15.567
5	13 - 30	21.091	6 - 32	22.487	12 - 32	22.150	6 - 32	21.702
6	462 -462	462.000	462 -462	462.000	462 -462	462.000	462 -462	462.000
7	10 - 46	28.541	17 - 54	34.012	17 - 44	33.050	10 - 54	30.968
8	0 - 9	4.191	0 - 9	4.268	1 - 9	5.100	0 - 9	4.301
9	0 - 10	5.650	0 - 10	4.609	0 - 8	2.700	0 - 10	5.000
10	0 - 25	.600	0 - 3	.109	0 - 12	.750	0 - 25	.432
11	0 - 19	1.875	0 - 10	.939	0 - 8	1.350	0 - 19	1.481
12	0 - 30	3.341	0 - 25	3.731	0 - 12	2.850	0 - 30	3.441
13	0 - 9	2.808	0 - 9	2.402	0 - 5	1.850	0 - 9	2.572
14	0 - 45	6.850	0 - 45	7.353	0 - 40	14.000	0 - 45	7.680
15	0 - 26	1.916	0 - 25	1.634	0 - 30	2.350	0 - 30	1.851
16	91 -101	91.600	91 - 95	91.439	91 - 93	91.500	91 -101	91.531

APPENDIX E

RANGE AND MEANS FOR DEMOGRAPHIC VARIABLES

Variable	Campus 1		Campus 2		Campus 3		District	
	Range	Mean	Range	Mean	Range	Mean	Range	Mean
1	0 - 10	5.650	0 - 10	4.610	0 - 8	2.700	0 - 10	5.000
2	0 - 25	.600	0 - 3	.110	0 -12	.750	0 - 25	.432
3	0 - 19	1.875	0 - 10	.939	0 - 8	1.350	0 - 19	1.482
4	0 - 30	3.342	0 - 25	3.732	0 -12	2.850	0 - 30	3.441
5	0 - 9	2.808	0 - 9	2.402	0 - 5	1.850	0 - 9	2.572
6	0 - 18	1.942	0 - 10	1.683	0 -30	6.100	0 - 30	2.221
7	0 - 30	1.592	0 - 10	1.695	0 -15	2.650	0 - 30	1.725
8	0 - 15	1.992	0 - 15	1.915	0 -10	3.100	0 - 15	2.063
9	0 - 10	1.325	0 - 20	2.061	0 - 8	2.150	0 - 20	1.671
10	0 - 26	1.917	0 - 25	1.634	0 -30	2.350	0 - 30	1.851
11	0 - 30	4.350	0 - 30	3.012	0 - 9	1.950	0 - 30	3.640
12	0 - 10	.600	0 - 4	.439	0 - 2	.500	0 - 10	.532
13	0 - 6	3.200	0 - 6	2.841	2 - 5	2.750	0 - 6	3.027
14	0 - 2	1.542	0 - 2	1.598	1 - 3	1.700	0 - 3	1.577
15	0 - 4	2.933	0 - 4	2.951	1 - 4	2.950	0 - 4	2.941
16	0 - 2	1.592	0 - 2	1.634	0 - 2	1.600	0 - 2	1.608

ANALYSIS OF VARIANCE TABLE FOR ALL DEMOGRAPHIC QUESTIONS

Question	Variable	Computed F*	Significant
81	2	12.841	<0.005
82	3	1.554	.214
83	4	2.244	.108
84	5	.277	.758
85	6	2.513	.083
86	7	15.510	<0.005
87	8	.897	.409
88	9	1.494	.227
89	10	1.836	.162
90	11	.263	.768
91	12	3.631	.028
92	13	.576	.563
93	14	3.087	.048
94	15	.787	.456
95	16	.017	.983
96	17	.155	.856

*Tabled F value for all variables is 3.07

FREQUENCY COUNT AND PERCENTAGES FOR QUESTIONS 81 THROUGH 96

FOR CAMPUS 1

NUMBER OF CASES READ 120 DROPPED 0 AND RETAINED 120

VARIABLE 1 **Years Full-time Member of Faculty**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	1	.833	1	.833
1	10	8.333	11	9.167
2	8	6.667	19	15.833
3	11	9.167	30	25.000
4	11	9.167	41	34.167
5	11	9.167	52	43.333
6	10	8.333	62	51.667
7	23	19.167	85	70.833
8	20	16.667	105	87.500
9	11	9.167	116	96.667
10	4	3.333	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	5.650	2.6239	0

VARIABLE 2 Years at another two-year College

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	107	89.167	107	89.167
1	2	1.667	109	90.833
2	1	.833	110	91.667
3	3	2.500	113	94.167
4	2	1.667	115	95.833
5	1	.833	116	96.667
6	1	.833	117	97.500
7	1	.833	118	98.333
8	1	.833	119	99.167
25	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	.600	2.6263	0

VARIABLE 3 Years full-time member faculty 4-year college

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	82	68.333	82	68.333
1	5	4.167	87	72.500
2	2	1.667	89	74.167
3	5	4.167	94	78.333
4	7	5.833	101	84.167
5	3	2.500	104	86.667
6	4	3.333	108	90.000
7	1	.833	109	90.833
8	2	1.667	111	92.500
9	4	3.333	115	95.833
10	1	.833	116	96.667
15	2	1.667	118	98.333
16	1	.833	119	99.167
19	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.875	3.7068	0

VARIABLE 4 **Years full-time faculty secondary**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	65	54.167	65	54.167
1	6	5.000	71	59.167
2	5	4.167	76	63.333
3	8	6.667	84	70.000
4	4	3.333	88	73.333
5	3	2.500	91	75.833
6	5	4.167	96	80.000
7	4	3.333	100	83.333
8	2	1.667	102	85.000
9	5	4.167	107	89.167
10	2	1.667	109	90.833
11	2	1.667	111	92.500
12	1	.833	112	93.333
13	1	.833	113	94.167
15	1	.833	114	95.000
16	1	.833	115	95.833
17	1	.833	116	96.667
20	1	.833	117	97.500
21	1	.833	118	98.333
25	1	.833	119	99.167
30	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	3.342	5.5738	0

VARIABLE 5 **Total Teaching Experience**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	15	12.500	15	12.500
1	21	17.500	36	30.000
2	25	20.833	61	50.833
3	24	20.000	85	70.833
4	10	8.333	95	79.167
5	13	10.833	108	90.000
6	5	4.167	113	94.167
7	2	1.667	115	95.833
9	5	4.167	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	2.808	2.1666	0

VARIABLE 6 Hrs pr week campus committees 1972-73

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	42	35.000	42	35.000
1	30	25.000	72	60.000
2	17	14.167	89	74.167
3	11	9.167	100	83.333
4	7	5.833	107	89.167
5	5	4.167	112	93.333
6	2	1.667	114	95.000
8	1	.833	115	95.833
9	1	.833	116	96.667
10	1	.833	117	97.500
11	1	.833	118	98.333
15	1	.833	119	99.167
18	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.942	2.8530	0

VARIABLE 7 Hrs pr week all-college committees 1972-73

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	67	55.833	67	55.833
1	21	17.500	88	73.333
2	11	9.167	99	82.500
3	5	4.167	104	86.667
4	3	2.500	107	89.167
5	6	5.000	113	94.167
6	1	.833	114	95.000
7	1	.833	115	95.833
9	2	1.667	117	97.500
10	1	.833	118	98.333
20	1	.833	119	99.167
30	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.592	3.7248	0

VARIABLE 8 Hrs pr week campus committes 1971-72

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	54	45.000	54	45.000
1	20	16.667	74	61.667
2	11	9.167	85	70.833
3	8	6.667	93	77.500
4	6	5.000	99	82.500
5	5	4.167	104	86.667
6	8	6.667	112	93.333
7	1	.833	113	94.167
8	2	1.667	115	95.833
9	2	1.667	117	97.500
10	2	1.667	119	99.167
15	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.992	2.9000	0

VARIABLE 9 **Hrs pr week all-college committees 1971-72**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	71	59.167	71	59.167
1	14	11.667	85	70.833
2	14	11.667	99	82.500
3	6	5.000	105	87.500
4	2	1.667	107	89.167
5	3	2.500	110	91.667
6	3	2.500	113	94.167
7	2	1.667	115	95.833
8	2	1.667	117	97.500
9	2	1.667	119	99.167
10	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.325	2.2758	0

VARIABLE 10 **Hrs pr week volunteer student activities**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	57	47.500	57	47.500
1	22	18.333	79	65.833
2	17	14.167	96	80.000
3	7	5.833	103	85.833
4	3	2.500	106	88.333
5	2	1.667	108	90.000
6	3	2.500	111	92.500
9	1	.833	112	93.333
10	6	5.000	118	98.333
18	1	.833	119	99.167
26	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.917	3.6658	0

VARIABLE 11 **Professional Assoc. meetings attended 1972-73**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	16	13.333	16	13.333
1	23	19.167	39	32.500
2	20	16.667	59	49.167
3	14	11.667	73	60.833
4	7	5.833	80	66.667
5	9	7.500	89	74.167
6	8	6.667	97	80.833
8	3	2.500	100	83.333
9	5	4.167	105	87.500
10	2	1.667	107	89.167
12	4	3.333	111	92.500
15	5	4.167	116	96.667
16	1	.833	117	97.500
18	1	.833	118	98.333
20	1	.833	119	99.167
30	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	4.350	4.9885	0

VARIABLE 12 **Professional Offices Held 1971-73**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	80	66.667	80	66.667
1	20	16.667	100	83.333
2	15	12.500	115	95.833
3	4	3.333	119	99.167
10	1	.833	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	.600	1.2050	0

VARIABLE 13 **Age**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	2	1.667	2	1.667
1	3	2.500	5	4.167
2	29	24.167	34	28.333
3	39	32.500	73	60.833
4	32	26.667	105	87.500
5	12	10.000	117	97.500
6	3	2.500	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	3.200	1.1639	0

VARIABLE 14 **Sex**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	3	2.500	3	2.500
1	49	40.833	52	43.333
2	68	56.667	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.542	.5484	0

VARIABLE 15 **Education**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	2	1.667	2	1.667
1	2	1.667	4	3.333
2	15	12.500	19	15.833
3	84	70.000	103	85.833
4	17	14.167	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	2.933	.6949	0

VARIABLE 16 **Professional license**

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	1	.833	1	.833
1	47	39.167	48	40.000
2	72	60.000	120	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
120	1.592	.513	0

FREQUENCY COUNT AND PERCENTAGES FOR QUESTIONS 81 THROUGH 96

FOR CAMPUS 2

NUMBER OF CASES READ 82 DROPPED 0 AND RETAINED 82

VARIABLE 1

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	4	4.878	4	4.878
1	6	7.317	10	12.195
2	12	14.634	22	26.829
3	7	8.537	29	35.366
4	11	13.415	40	48.780
5	10	12.195	50	60.976
6	7	8.537	57	69.512
7	16	19.512	73	89.024
8	4	4.878	77	93.902
9	3	3.659	80	97.561
10	2	2.439	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	4.610	2.5712	0

VARIABLE 2

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	78	95.122	78	95.122
1	1	1.220	79	96.341
2	1	1.220	80	97.561
3	2	2.439	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	.110	.5213	0

VARIABLE 3

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	62	75.610	62	75.610
1	4	4.878	66	80.488
2	5	6.098	71	86.585
3	2	2.439	73	89.024
4	2	2.439	75	91.463
5	2	2.439	77	93.902
6	1	1.220	78	95.122
7	1	1.220	79	96.341
8	2	2.439	81	98.780
10	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	.939	2.1219	0

VARIABLE 4

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	38	46.341	38	46.341
1	4	4.878	42	51.220
2	2	2.439	44	53.659
3	5	6.098	49	59.756
4	5	6.098	54	65.854
5	6	7.317	60	73.171
6	2	2.439	62	75.610
7	3	3.659	65	79.268
8	4	4.878	69	84.146
9	2	2.439	71	86.585
10	4	4.878	75	91.463
12	1	1.220	76	92.683
14	3	3.659	79	96.341
15	1	1.220	80	97.561
16	1	1.220	81	98.780
25	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	3.732	4.9939	0

VARIABLE 5

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	8	9.756	8	9.756
1	20	24.390	28	34.146
2	21	25.610	49	59.756
3	16	19.512	65	79.268
4	6	7.317	71	86.585
5	7	8.537	78	95.122
6	2	2.439	80	97.561
7	1	1.220	81	98.780
9	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	2.402	1.7488	0

VARIABLE 6

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	27	32.927	27	32.927
1	24	29.268	51	62.195
2	10	12.195	61	74.390
3	9	10.976	70	85.366
4	4	4.878	74	90.244
5	4	4.878	78	95.122
6	2	2.439	80	97.561
9	1	1.220	81	98.780
10	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	1.683	2.0177	0

VARIABLE 7

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	35	42.683	35	42.683
1	19	23.171	54	65.854
2	9	10.976	63	76.829
3	8	9.756	71	86.585
4	1	1.220	72	87.805
5	3	3.659	75	91.463
6	1	1.220	76	92.683
7	1	1.220	77	93.902
8	2	2.439	79	96.341
10	3	3.659	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	1.695	2.4730	0

VARIABLE 8

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	34	41.463	34	41.463
1	17	20.732	51	62.195
2	14	17.073	65	79.268
3	2	2.439	67	81.707
4	3	3.659	70	85.366
5	4	4.878	74	90.244
6	1	1.220	75	91.463
8	3	3.659	78	95.122
9	1	1.220	79	96.341
10	2	2.439	81	98.780
15	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	1.915	2.8812	0

VARIABLE 9

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	41	50.000	41	50.000
1	11	13.415	52	63.415
2	11	13.415	63	76.829
3	7	8.537	70	85.366
4	1	1.220	71	86.585
5	1	1.220	72	87.805
6	2	2.439	74	90.244
7	1	1.220	75	91.463
8	2	2.439	77	93.902
9	1	1.220	78	95.122
12	1	1.220	79	96.341
15	2	2.439	81	98.780
20	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	2.061	3.7428	0

VARIABLE 10

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	47	57.317	47	57.317
1	16	19.512	63	76.829
2	9	10.976	72	87.805
3	2	2.439	74	90.244
5	4	4.878	78	95.122
9	1	1.220	79	96.341
20	2	2.439	81	98.780
25	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	1.634	4.2412	0

VARIABLE 11

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	20	24.390	20	24.390
1	13	15.854	33	40.244
2	16	19.512	49	59.756
3	14	17.073	63	76.829
4	5	6.098	68	82.927
5	4	4.878	72	87.805
8	3	3.659	75	91.463
9	1	1.220	76	92.683
10	2	2.439	78	95.122
12	2	2.439	80	97.561
13	1	1.220	81	98.780
30	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	3.012	4.2586	0

VARIABLE 12

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	60	73.171	60	73.171
1	12	14.634	72	87.805
2	7	8.537	79	96.341
3	2	2.439	81	98.780
4	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	.439	.8476	0

VARIABLE 13

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	3	3.659	3	3.659
1	1	1.220	4	4.878
2	33	40.244	37	45.122
3	20	24.390	57	69.512
4	20	24.390	77	93.902
5	4	4.878	81	98.780
6	1	1.220	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	2.841	1.1490	0

VARIABLE 14

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	3	3.659	3	3.659
1	27	32.927	30	36.585
2	52	63.415	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	1.598	.5635	0

VARIABLE 15

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	3	3.659	3	3.659
1	1	1.220	4	4.878
2	3	3.659	7	8.537
3	65	79.268	72	87.805
4	10	12.195	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	2.951	.7354	0

VARIABLE 16

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	3	3.659	3	3.659
1	24	29.268	27	32.927
2	55	67.073	82	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
82	1.634	.5558	0

FREQUENCY COUNT AND PERCENTAGES FOR QUESTIONS 81 THROUGH 96

FOR CAMPUS 3

NUMBER OF CASES READ 20 DROPPED 0 AND RETAINED 20

VARIABLE 1

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	2	10.000	2	10.000
1	5	25.000	7	35.000
2	5	25.000	12	60.000
3	1	5.000	13	65.000
4	3	15.000	16	80.000
5	2	10.000	18	90.000
6	1	5.000	19	95.000
8	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	2.700	2.130	0

VARIABLE 2

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	17	85.000	17	85.000
1	1	5.000	18	90.000
2	1	5.000	19	95.000
12	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	.750	2.6925	0

VARIABLE 3

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	12	60.000	12	60.000
1	3	15.000	15	75.000
2	1	5.000	16	80.000
4	1	5.000	17	85.000
5	2	10.000	19	95.000
8	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	1.350	2.3005	0

VARIABLE 4

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	9	45.000	9	45.000
1	1	5.000	10	50.000
2	1	5.000	11	55.000
3	2	10.000	13	65.000
4	1	5.000	14	70.000
5	1	5.000	15	75.000
6	2	10.000	17	85.000
7	1	5.000	18	90.000
8	1	5.000	19	95.000
12	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	2.850	3.4834	0

VARIABLE 5

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	3	15.000	3	15.000
1	8	40.000	11	55.000
2	3	15.000	14	70.000
3	2	10.000	16	80.000
4	3	15.000	19	95.000
5	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	1.850	1.4965	0

VARIABLE 6

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	1	5.000	1	5.000
1	2	10.000	3	15.000
2	4	20.000	7	35.000
3	3	15.000	10	50.000
4	3	15.000	13	65.000
5	2	10.000	15	75.000
6	1	5.000	16	80.000
10	1	5.000	17	85.000
15	1	5.000	18	90.000
20	1	5.000	19	95.000
30	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	6.100	7.4685	0

VARIABLE 7

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	6	30.000	6	30.000
1	1	5.000	7	35.000
2	4	20.000	11	55.000
3	4	20.000	15	75.000
4	3	15.000	18	90.000
5	1	5.000	19	95.000
15	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	2.650	3.3289	0

VARIABLE 8

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	5	25.000	5	25.000
2	5	25.000	10	50.000
3	3	15.000	13	65.000
4	2	10.000	15	75.000
5	1	5.000	16	80.000
6	2	10.000	18	90.000
8	1	5.000	19	95.000
10	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	3.100	2.7891	0

VARIABLE 9

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	8	40.000	8	40.000
1	2	10.000	10	50.000
2	2	10.000	12	60.000
3	4	20.000	16	80.000
4	1	5.000	17	85.000
5	1	5.000	18	90.000
8	2	10.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	2.150	2.5397	0

VARIABLE 10

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	10	50.000	10	50.000
1	3	15.000	13	65.000
2	4	20.000	17	85.000
3	2	10.000	19	95.000
30	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	2.350	6.5957	0

VARIABLE 11

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	5	25.000	5	25.000
1	6	30.000	11	55.000
2	3	15.000	14	70.000
3	3	15.000	17	85.000
4	1	5.000	18	90.000
5	1	5.000	19	95.000
9	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	1.950	2.1879	0

VARIABLE 12

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	14	70.000	14	70.000
1	2	10.000	16	80.000
2	4	20.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	.500	.8272	0

VARIABLE 13

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
2	9	45.000	9	45.000
3	8	40.000	17	85.000
4	2	10.000	19	95.000
5	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	2.750	.851	0

VARIABLE 14

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
1	7	35.000	7	35.000
2	12	60.000	19	95.000
3	1	5.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	1.700	.5712	0

VARIABLE 15

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
1	1	5.000	1	5.000
2	1	5.000	2	10.000
3	16	80.000	18	90.000
4	2	10.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	2.950	.6048	0

VARIABLE 16

CELL VALUE	NUMBER OF CASES IN CELL	PERCENT	CUMULATIVE NO. CASES IN CELL	CUMULATIVE PERCENT
0	1	5.000	1	5.000
1	6	30.000	7	35.000
2	13	65.000	20	100.000

NUMBER OF USED CASES	MEAN	STANDARD DEVIATION	NUMBER OF UNUSED CASES
20	1.600	.5982	0