

ROLE EXPECTATIONS FOR SELECTED COLLEGE  
AND UNIVERSITY PRESIDENTS

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY

Lawrence O. Nelson  
1960



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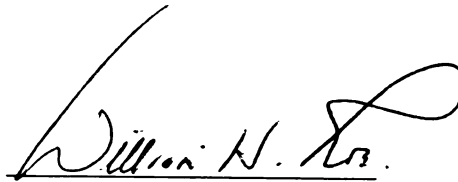
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Lawrence O. Nelson

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COLLEGE AND UNIVERSITY  
PRESIDENTS

by

Lawrence O. Nelson

AN ABSTRACT

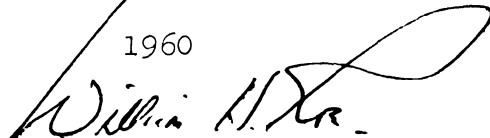
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ABSTRACT

### Purpose of the Study

The major purpose of the study was to identify and analyze the role expectations which incumbent presidents and board of control members held for the office, position, status of college or university president, and to compare these expectations to determine the possible convergence and divergence of the role expectations held by each of the groups of the study sample.

### Delimitations of the Study

The study was limited in scope and was confined to a regional area within the continental limits of the United States, on the Eastern Seaboard.

The incumbent college and university presidents included in the research all served as the chief administrative officer in the state controlled colleges or universities in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The board of control members included in the study were all members of boards of control for each of the same selected state colleges and universities.

The total population for the study consisted of twenty-six (26) college or university presidents and one hundred and four (104) board of control members.

Role expectations of incumbent presidents for the president's role were gathered through the use of a

LAWRENCE O. NELSON

ABSTRACT

questionnaire form and personal interviews. Role expectations for presidents were obtained from board of control members only by mail. The instrument used was a questionnaire, parallel in form to that used with the incumbent presidents.

### Procedure

Using the questionnaire method, a form was devised, based upon the model of Gross, Mason, and McEachern.<sup>1</sup> This model was refined and adapted for use with presidents and board of control members in higher education.

Questionnaires were mailed to one hundred and four (104) board of control members. Twenty-six incumbent presidents were contacted by mail and requested to arrange a convenient date for a personal interview. In addition, they were asked to complete a parallel questionnaire form.

The data collected through personal interview and mail were coded, punched onto cards for machine tabulation and analyzed electronically by the Michigan State Integral Computer (MISTIC) for significance, by the use of Chi-square. Reliability of items was tested by Hoyt's analysis of variance technique.

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<sup>1</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), pp. 331-340.

Findings

Of the one hundred and twenty (120) role expectation items on the questionnaire, the majority of incumbent presidents and board of control members held converging expectations for the role of college or university president on: forty-two (42) of fifty-six (56), personal qualities; twenty-three (23) of thirty-six (36) performances; eight (8) of twelve (12) participations; and seven (7) of sixteen (16) friendships items.

Divergence in role expectations was found among the majority of incumbent presidents and board of control members on: fourteen (14) of fifty-six (56) personal qualities; thirteen (13) of thirty-six (36) performances; four (4) of twelve (12) participations; and nine (9) of sixteen (16) friendships items.

Using Chi-square, a test of significance, nineteen (19) of the one hundred and twenty (120) role expectation items were revealed to have a  $\chi^2$  above 3.84 which would indicate the 5% level of significance and therefore capable of producing conflict in role expectations within the selected sample.

Reliability figures for each of the four sections of the questionnaire were as follows: Section I,  $r_{tt} = .85$ ; II, .78; III .75; IV .94, for the total instrument,  $r_{tt} = .91$ .

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To the memory of

GERDA HANSON NELSON

JOSEPHSON

an inspiring and devoted mother

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In the planning and execution of a research study many persons make contributions to the final results which often go unrecognized.

It is the author's desire that none of those who helped make this study a reality will be overlooked in these acknowledgments. If, however, someone is omitted from consideration here, it is hoped they will realize that their contributions were genuinely appreciated, if not specifically stated.

The author wishes first, to express his sincere gratitude for the inspiration and guidance of his doctoral committee, Dr. William H. Roe, Chairman; Dr. Stanley T. Gabis; Dr. Robert L. Hopper; and Dr. Max S. Smith, during the planning and progress of his entire program of studies.

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## CHAPTER I

### INTRODUCTION

#### Importance of the Study

The 1958-59 Education Directory<sup>1</sup> reported that within the continental limits of the United States, there are 1,957 institutions of collegiate level. Of this total number, 557 offer only programs of less than four years duration and are classified as community or junior colleges.<sup>2</sup> The remaining 1,400 offer programs of four years duration, and in many cases, programs of an advanced nature. Each of these colleges or universities receive their funds for operation and capital outlay from either private or public sources. This factor contributes to the diversity of American higher education.

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<sup>1</sup>United States Department of Health, Education, and Welfare, Office of Education, Education Directory, Part 3, Higher Education (Washington, D. C.: United States Government Printing Office, 1958), p. 8.

<sup>2</sup>This figure, however, does not include all junior college programs, for as the 1959 Junior College Directory published by the American Association of Junior Colleges, Washington, D. C., stated: "Listed among the 667 junior colleges are all institutions accredited by state departments of education or regional accrediting associations as definitely organized two-year colleges, extension centers of universities, or teachers colleges," p. 47.

In addition to diversity in support arrangements, these institutions are also diverse in their organizational and administrative structures. One factor which is similar for most of the fourteen hundred institutions of higher learning, however, is the fact that each of these has as its chief executive officer a person whose title or designation is that of president. This study is concerned with a portion of this latter group.

In 1940, Hughes<sup>1</sup> on the basis of a study of three hundred college and university presidents, reported the average length of office for this position as nine years, and that the annual turn-over was approximately ten per cent of the total number studied. Stoke,<sup>2</sup> writing in 1959 on the basis of national figures, estimated the average tenure of persons in the office of president to be four years. He also stated, in contrast to Hughes's earlier study, that currently, approximately three hundred and fifty or twenty per cent of these positions are vacated each year for various reasons. What is responsible for this decrease in the tenure of office and increase in the number of new presidents needed each year? Among the many reasons given for termination are retirement, illness, resignation, and dismissal. The latter two reasons, however, appear to be the main causes for this

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<sup>1</sup>R. M. Hughes, "A Study of University and College Presidents," School and Society, 51:317-320, 1940.

<sup>2</sup>Harold W. Stoke, The American College President (New York: Harper and Brothers Publishers, 1959), pp. 17-18.

increasing yearly toll of college and university chief executive officer terminations. Although figures are unavailable due to inadequate research in this field, it appears reasonable to assume that many of the resignations are due to movement on the part of the incumbent to another position. The major reason the remainder of this group terminate their positions or are dismissed might be attributed to conflict with their governing board members relative to matters of personality, principle, or policy. It was in search of the possible areas of conflict in expectation between incumbent presidents and board of control members that this study was directed.

#### Background for the Study

Over the past twenty-three years, writers in sociology, social psychology, and cultural anthropology have developed the concept of role to explain the personal and behavioral characteristics of persons in various institutional positions of society.

The basic elements of this concept can be found in the 1936 work of Linton.<sup>1</sup> Since that time Newcomb,<sup>2</sup> Parsons,<sup>3</sup>

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<sup>1</sup>Ralph Linton, The Study of Man (New York: D. Appleton-Century Co., 1936).

<sup>2</sup>Theodore M. Newcomb, Social Psychology (New York: Dryden Press, 1951).

<sup>3</sup>Talcott Parsons, The Social System (Glencoe, Illinois: The Free Press, 1951).

and other scholars have refined the original concept and broadened the perspective of role.

During the past few years this concept has gained considerable attention from writers analyzing various roles in the field of education. Distinguished in this area are the works of Brookover,<sup>1</sup> Getzels and Guba,<sup>2</sup> and Gross, Mason and McEachern.<sup>3</sup> Each of their works have proved enlightening in regard to educational roles, but in addition, their efforts have uncovered untold areas requiring additional research.

In 1958, Neal Gross, Ward S. Mason, and Alexander W. McEachern published the results of an extensive study into the school superintendency role.<sup>4</sup> The research which they described consisted of the use of various instruments and depth interviews with public school superintendents and school board members in regard to their respective expectations for the role of public school superintendent. The results of this study continued to add to the growing fund

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<sup>1</sup>Wilbur B. Brookover, A Sociology of Education (New York: American Book Company, 1955).

<sup>2</sup>Jacob W. Getzels, and Egon G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, Vol. 29 (1955), pp. 30-40.

<sup>3</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, Inc., 1958).

<sup>4</sup>Ibid.

of knowledge which educators and other social scientists have in the area of public school role expectancies. The situation in the field of higher educational role expectancies, however, is not as encouraging, even though the acquisition of such knowledge appears to be necessary and vital to a thorough understanding of incumbent relationships. It was in search of a contribution to this field that the present research design was developed and completed.

#### Statement of the Problem

On the basis of an exhaustive search of the available literature, the investigator found that the role of president in colleges and universities had not been studied with a view toward determining the expectations which incumbent presidents and board of control members held for this position. It was assumed that conflicts presently exist between incumbent presidents and board of control members in regard to the expectations each hold for the role of president. Also, that a study of this type would uncover these latent conflict areas and thereby aid each group, in their attempts to resolve differences. In addition to the discovery of hidden conflict areas, it was believed this study would uncover other areas requiring further research on higher education role expectancies.

The major purpose of this study, therefore, was to identify and analyze the role expectations which incumbent presidents and board of control members have for the office, position, or status, of college or university president, and

to compare these expectancies to determine the possible convergence and divergence of the role expectations each hold.

Once the role expectations which incumbent presidents and board of control members have for the office of college or university president are determined, we may then determine the implications such findings have for graduate preparation programs and the entire concept of higher educational administration.

#### Definition of Terms

In order to clarify pertinent terms for the reader and limit their interpretation to this study, the following definitions are presented:

President or incumbent president, means the chief executive officer of a four year state controlled college or university.

Board of control, means the duly elected or properly appointed lay body which determines policy for governing the activities of a four year state controlled college or university. For the purposes of this study the body may be designated as board of trustees or state board of education.

Board member or board of control member, means the duly elected or properly appointed member of a four year state college or university board of control.

College or university, means those four year public institutions of higher education which are governed by a state board of control.



The remaining definitions essential to a role study are from Explorations in Role Analysis:<sup>1</sup>

Position or office, shall be understood to mean the location of an individual or class of individuals in a system of social relationships.

Expectation, means an evaluative standard applied to an incumbent of a position.

Role, a set of expectations applied to an incumbent of a particular position.

Role behavior, means an actual performance of an incumbent of a position which can be referred to an expectation for an incumbent of that position.

Role attribute, means an actual quality of an incumbent of a position which can be referred to an expectation for an incumbent of that position.

Role congruency, means a situation in which an incumbent of a position and others perceive the same or highly similar expectations for a position.

Role divergency, means a situation in which the incumbent of a position and others perceive varying or highly different expectations for a position.

Role conflict, means any situation in which the incumbent of a position and his significant others hold completely opposite expectations for a role.

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<sup>1</sup>Gross, Mason, and McEachern, op. cit., pp. 67 and 248-249.

Intra-role conflict, shall be understood to mean the situation with which an individual is confronted if he perceives that others hold different expectations for him as the incumbent of a single position.

Inter-role conflict, shall be understood to mean the situation with which an individual is faced if he perceives that others hold different expectations for him as the incumbent of two or more positions.

#### Delimitations of the Study

This study was limited in scope and was confined to a regional area within the continental limits of the United States, on the Eastern Seaboard.

Selection of the region for this study was made on the basis of:

1. The proximity of colleges to each other.
2. The large number of similar institutions.
3. The wide range of years in office of presidents.
4. The possible uniformity of thinking among the potential respondents.

The incumbent college and university presidents included in this research all served in the chief administrative role in state controlled colleges or universities in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

The board of control members included in this study were all members of boards of control for each of the same selected state colleges and universities as the presidents.

The total population for the study consisted of twenty-six college or university presidents and one hundred and four board of control members.

Role expectations of incumbent presidents for the president's role were gathered through the use of a questionnaire form and personal interviews. Role expectations for presidents were obtained from board of control members by mail only. The instrument used was a questionnaire, parallel in form to that used with the incumbent presidents.

#### Procedure

Following wide reading in the field of higher educational administration and role theory the problem was determined and was refined in the study design. Next an instrument was developed which would provide responses designed to discover discrepancies in the role expectations of the two groups included in the study.

Using the questionnaire method, a form was devised, based upon the model of Gross, Mason, and McEachern.<sup>1</sup> This model was refined and adapted for use with presidents and board of control members in higher education.

Questionnaires were mailed to one hundred and four board of control members. Twenty-six incumbent presidents were contacted by mail and requested to arrange a convenient date for a personal interview. In addition to this they were asked to complete a parallel questionnaire form.

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<sup>1</sup>Ibid., pp. 331-340.

The data collected through personal interview and mail were coded, punched onto cards for machine tabulation, and analyzed electronically for significance.

A more complete description of the procedure followed will be provided in Chapter III. Results of the statistical analysis of items will appear in Chapter IV.

### Summary

This first chapter provides the groundwork for what follows in later chapters. Within these pages have been included, the importance of the study of role expectations held for selected college and university presidents.

The background of the problem explored the contributions of social scientists to the theory of role and how their pioneering has led to an application of this theory to roles in education.

The problem of the study was stated as: an attempt to obtain the role expectations of both incumbent presidents and board of control members in order to determine the convergence or divergence of their expectations for the president's role.

Definitions of the major terms used throughout the study were clarified.

A discussion of the necessary delimitations and the procedure used in the acquisition of data for analysis were presented.

Before providing definitive treatment of this data, the next chapter will present a review of the literature which prompted this effort.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### General Role Expectation Studies

A description of all of the role expectation studies which have been made in the past would be tiring to the reader, as well as, unnecessary to an understanding of the role concept. The writer will, therefore, limit this discussion to those contributions which he believes most adequately portray this concept.

One cannot carry on an intelligent discourse on the subject of role without first laying the foundations for this field of endeavor. Although other writers preceeded him in time, the contributions of Linton<sup>1</sup> appear to contain the essence of role concept which have been utilized by the majority of recent writers. In his 1936 work, The Study of Man, Linton provided a working definition of role which has been modified from time to time, yet remains basic. This viewpoint was stated by Bates when he wrote:

The concepts of social status or social position and social role are among the most widely used in social

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<sup>1</sup>Ralph Linton, The Study of Man (New York: D. Appleton-Century Co., 1936), Chapter VIII, and Ralph Linton, The Cultural Background of Personality (New York: D. Appleton-Century Co., 1945).



science. Since the time when they were formally introduced into the lexicon of social science by Professor Ralph Linton, they have been successively sharpened and clarified by various students of human behavior. For the most part, however, the model set by Linton has not been radically altered.<sup>1</sup>

Having acknowledged the indebtedness of most writers to Linton's definition of role, it is now possible to examine the contributions of other authors for their influence on this study.

Writers in the field of role concept have been many over the past years, however certain men are recognized for their basic contributions and this review will deal mainly with their works.

The contributions of Linton,<sup>2</sup> who has been mentioned previously, Newcomb,<sup>3</sup> and Parsons,<sup>4</sup> will be treated in regard to their definitions of three fundamental terms upon which this study was based: (1) status or position, (2) role, and (3) role prescriptions or expectations.

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<sup>1</sup>Frederick L. Bates, "Position, Role, and Status: A Reformulation of Concepts," Social Forces, XXXIV (1956), p. 313.

<sup>2</sup>Linton, The Cultural Background of Personality, op. cit.

<sup>3</sup>Theodore M. Newcomb, Social Psychology (New York: Dryden Press, 1950).

<sup>4</sup>Talcott Parsons, The Social System (Glencoe, Illinois: The Free Press, 1951).



Status or Position

Linton--a status is something static; it is a place in a structure, recognized by members of a society and accorded by them to one or more individuals.

Newcomb--a position is a part of an inclusive system of positions and carries with it definite prescriptions for behaving toward other persons in related positions.

Parsons--a status is an actor's position or location in the social system relative to other actors. It is in other words his place in the relationship system considered as a structure, that is a patterned system of parts.

Role

Linton--role refers to the sum total of the culture patterns associated with a particular status. It includes the attitudes, values, and behavior which society ascribes to any and all persons occupying a particular status. Role is the dynamic aspect of status.

Newcomb--a role is associated with a position and is the whole set of behaviors which are characteristic of all individuals who occupy that certain position. Roles and positions are inseparable. A position has no meaning without its accompanying role, and any given role applies only to persons who occupy a stated position in a stated group or society.

Parsons--a role is a functional aspect of a person's participation in a social system, it is what the actor does in his relations with others as seen in the context of its functional significance. In this aspect, each actor is oriented to other actors, and is therefore, acting or playing a role.

#### Role Prescriptions or Expectations

Linton--role expectations are the legitimate expectations of persons occupying a particular status with respect to the behavior toward them of persons in other statuses within the same system.

Newcomb--a prescribed role includes all the approved ways of carrying out the necessary functions required of the occupant of a position. All the behaviors included in a prescribed role are considered to be correct ways of carrying out the functions for which the position exists.

Parsons--defines role expectations as having two aspects. One of these are the expectations which concern and in part set standards for the behavior of the actor, who takes himself as the point of reference. He also recognizes there is a set of expectations relative to the probable reactions of others toward any person acting the same role.

#### Educational Role Studies

With these definitions as guideposts, it is now possible to analyze the contributions of other writers to



the specific field of role and role expectations in education. Among these are the works of Brookover, Getzels and Guba, and Gross, Mason, and McEachern. The first of these, Brookover,<sup>1</sup> has studied and written extensively on the role of teachers, as well as other areas of role. The next two authors, Getzels and Guba<sup>2</sup> have contributed to an investigation and evaluation of the administrative leadership role. The final group, consisting of Gross, Mason, and McEachern,<sup>3</sup> has completed and reported upon an extensive study concerned with the school superintendent's role.

Brookover, in his studies on various education roles, but particularly on teacher roles, has divided the role concept in the following way:

Actor--an individual and his particular personality brought to a situation (previous experience, needs, etc.)

Self-involvement--an actor's image of the ends anticipated from participation in the status. A projection of his self-image into the role.

General status--other's expectations of any actor in a broadly defined position, i.e. teachers.

Situational status--other's expectations of any actor in a particular situation.

Role--other's expectations of a particular actor in a particular situation.

Definition--an actor's definition of what he thinks others expect of him in a particular role.

<sup>1</sup>Brookover, A Sociology of Education, op. cit.

<sup>2</sup>Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), pp. 423-441.

<sup>3</sup>Gross, Mason, and McEachern, op. cit.



Behavior in interaction--an actor's behavior in interaction with others in which definition and role are continually redefined.<sup>1</sup>

In one of his studies, Brookover applied his concepts to the teacher role as a factor in pupil achievement.<sup>2</sup> Studying 66 teachers of United States History, in twelve north central Indiana county rural consolidated schools, he attempted to show that the progress of students in history over a sixty day period was dependent upon the social roles of teachers. Using the test records of 1,275 students before and after the sixty day period; and their responses to various role expectation items, he found a significant relationship between student gains in information and respect for the teachers academic ability. He also discovered that friendliness, helpfulness, and other evidences of congeniality were not associated with good teaching.

In terms of teacher roles, he concluded from his study that the traditional teacher-pupil relationship is one of conflict or struggle and that the students expect a teacher to assume and maintain the dominant role if interaction is to continue in an orderly fashion. In this way the student expects the teacher to force him to learn. If the teacher does not do this and assumes a permissive role, the pupil may be led to the assumption that learning is not desired or necessary in the latter situation.

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<sup>1</sup>Wilbur B. Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, Vol. 29 (September, 1955), p. 3.

<sup>2</sup>Wilbur B. Brookover, "The Social Roles of Teachers and Pupil Achievement," American Sociological Review, Vol. 8 (1943), pp. 389-393.

While the contributions of Getzels and Guba, to some degree overlap the work of the preceding authors, their approach to the role concept in administrative theory contains some basic differences.

In one of their studies Getzels and Guba studied role conflict among public school teachers.<sup>1</sup> Using an instrument based upon interview data they sought to measure feelings of role conflict in three teacher role areas: the socio-economic role, the citizen role, and their professional role. They submitted their questionnaire to 344 teachers in eighteen elementary and secondary schools in six systems. On the basis of rather small returns, 166 or approximately forty-eight per cent, they found that the teacher is defined by common core expectations and also by varying expectations which are a function of local school and community conditions. They also found that some expectations for the teacher's role are inconsistent with expectations connected with other roles the teacher occupies. This role conflict, they concluded, indicated that the teacher role does not integrate properly with the other roles the teacher must assume.

These two writers have also formulated a model pertinent to an understanding of the role concept, which shows two dimensions of social behavior. They define these dimensions

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<sup>1</sup>Getzels and Guba, "The Structure of Roles and Role Conflict in a Teaching Situation," Journal of Educational Sociology, Vol. 29 (1955), pp. 30-40.

as the nomothetic, or normative dimension of activity; and the idiographic, or personal dimension of activity in a social system.

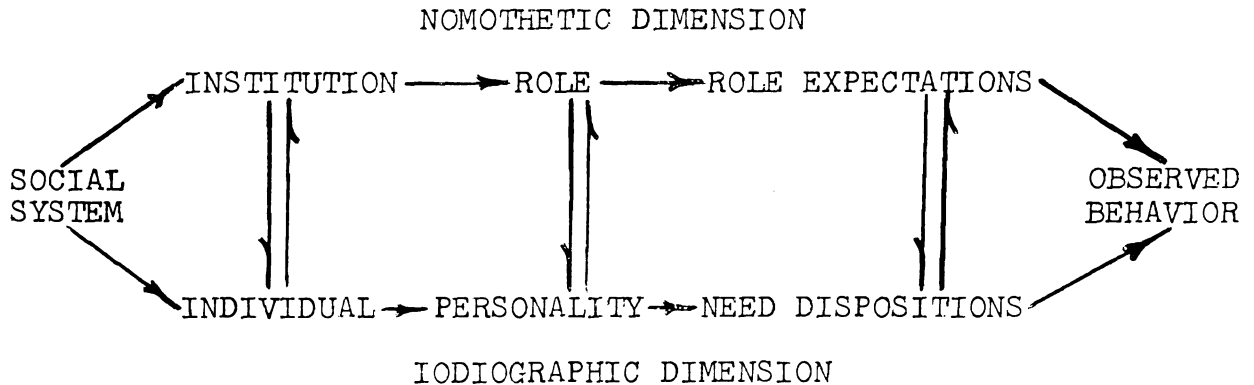


Figure 1. Getzels's and Guba's General Model Showing the Nomothetic and the Idiographic Dimensions of Social Behavior.<sup>1</sup>

These men believe such a model is necessary to show the personal characteristics which an individual brings to a role. For as they say: "An individual stamps the particular role he fills with the unique style of his own characteristic pattern of expressive behavior."<sup>2</sup>

As stated earlier, one of the most extensive studies of role expectations is that of Gross, Mason, and McEachern.<sup>3</sup> In the conduct of this study they used a questionnaire and interviews with 105 school superintendents and 508 school board members in an attempt to define the role expectations each group had for the school superintendent's role. In eight

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<sup>1</sup>Getzels and Guba, "Social Behavior and the Administrative Process," op. cit., p. 429.

<sup>2</sup>Ibid., p. 427.

<sup>3</sup>Gross, Mason, and McEachern, Explorations in Role Analysis, op. cit.



hour interviews they administered their questionnaire to each of the respondents and made use of Merton's technique of "focused interviews." As a result of their analysis of these data, they concluded that the conditions under which expectations are learned or taught and who defines them may be quite variable. They also concluded that:

1. An incumbent of a focal position may define what most of his rights and obligations are and an incumbent of a counter position may accept his definitions.
2. Incumbents of counter positions may define most expectations and an incumbent of the focal position may accept them.
3. Neither the incumbent of the focal or of the counter position may have well-defined expectations for each others behavior in their initial interaction and they may be eventually worked out through a trial and error process.
4. Some expectations may be learned prior to, and others during, position incumbency.

These authors have also supplied several models for role study as a result of their efforts. One of these has particular significance to the study under consideration and is presented in this study on the following page.

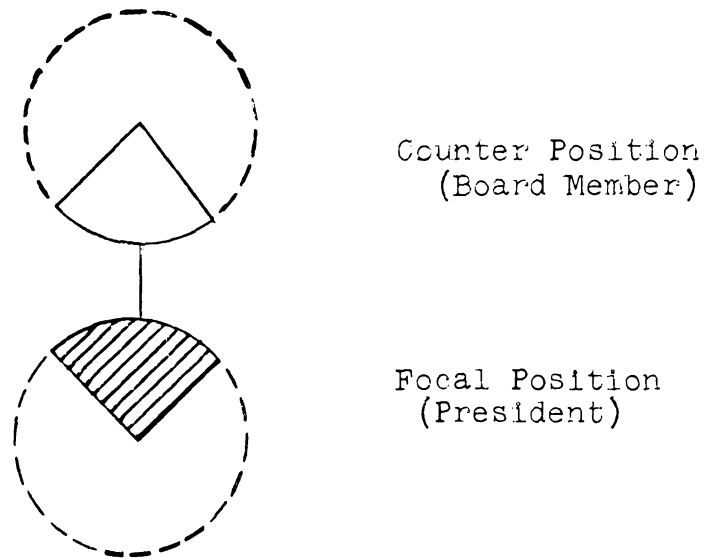


Figure 2. Gross, Mason, and McEachern Dyad Model  
Showing the Relationship of a Particular Position  
(Focal) to Only One Other Position (Counter).<sup>1</sup>

#### Related Role Research

Terrien,<sup>2</sup> in 1949 conducted an extensive study to test the hypothesis that an occupation could act to channel the role behavior of its adherents into a recognizable system both on and off the job. He selected the occupation of teaching and chose a sample of ten per cent from approximately 1,000 teachers in a city school system. Using depth interviews, he conducted an extensive inquiry into the activities, attitudes, goals, patterns of life organization, and beliefs of these teachers. He was able to substantiate the original hypothesis, that role behavior is channeled into systems, and that an occupational type is determined.

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<sup>1</sup>Gross, Mason, and McEachern, op. cit., p. 51.

<sup>2</sup>F. W. Terrien, "The Occupational Role of Teachers," Journal of Educational Sociology, 29:14-20, 1955.

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Bidwell<sup>1</sup> studied the role expectations of teachers toward administrators and their self-satisfaction. To test three hypotheses, a questionnaire was mailed to 368 teachers. There was a 53 per cent return. He also used focused interviews with a limited sample. This technique was used to obtain more detailed information and greater insight into the processes involved.

On the basis of the data collected, he found convergence of expectation and perceptions is accompanied by satisfaction in teaching, and divergence of the variables is accompanied by dissatisfaction.

Doyle's<sup>2</sup> study was concerned with the identification of role expectations which elementary teacher, public school administrators, school board members, and parents had for the elementary teacher's roles; the role expectations which teachers believed these groups held, and comparison of these various expectancies for convergence and divergence of the role expectations held.

Doyle found that the teachers involved in the study were tradition oriented and conformed to the patterns which the culture had defined for them. Analysis of his findings revealed teachers inclined to see themselves in harmony primarily with the administrators, to a lesser degree with school board members, and to a limited degree with the parents.

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<sup>1</sup>C. E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, XXIV (1955), pp. 41-47.

<sup>2</sup>Louis Andrew Doyle, "A Study of the Expectancies Which Elementary Teachers, Administrators, School Board Members and Parents Have of the Elementary Teacher's Roles" (unpublished Ed. D. thesis, Michigan State University, East Lansing, Michigan, 1956).

Nonnamaker<sup>1</sup> reported in 1959 the results of a study conducted with seven campus groups at Michigan State University on the role of the enrollment officer. Using a questionnaire with six sub-scales of ten items each, he sought the expectations which 189 enrollment officers, professional counselors, and students held for the enrollment officer's role.

He found no significant differences on the sub-scale concerning expectations for the enrollment officer to provide enrollment service. He concluded from his study that there was no one set of expectations for the enrollment officer at Michigan State University. He discovered, however, all groups of his random sample generally, expressed relatively high expectations for the enrollment officers' need to be familiar with enrollment information, his need to be familiar with information about enrollees, his need to be familiar with the University student personnel services, and expectations for the enrollment officer to perform student personnel services and services of a personal nature.

Each of the works of the authors reviewed here have helped to make advances in the development of a concept of role. Their attempts at definition have also contributed along with numerous other researchers, to a better understanding of the basic and relevant terms needed for the ultimate use of their ideas in a theoretical framework.

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<sup>1</sup>Eldon Ray Nonnamaker, "The Role of the Enrollment Officer at Michigan State University" (unpublished Ph.D. thesis, Michigan State University, East Lansing, Michigan, 1959).

## CHAPTER III

### PLANNING AND CONDUCTING THE STUDY

The main purpose of the investigation was to ascertain the role expectations held for selected college and university presidents. Two groups were studied in regard to their expectations for this role. One consisted of incumbent presidents serving the institutions of the sample. The second group was made up of board members who have the responsibility for controlling the administrative policies at these same institutions. The study was directed toward securing the expectations of each group, to determine the convergence and divergence of their expectations and to discover if present, areas of significant divergence which might lead to conflict.

#### General Methods

In the development and execution of this research problem on role expectations the following general methods were used. Initially, the writer's interest in problems of administration in higher education and the area of role analysis, were responsible for the selection of the study problem. After determining the field of study the author conducted an

intensive examination in the literature pertaining to role, administration, and research methods. As a result of this reading, it was determined that the study should be limited to the role expectations for the office of college or university president, held by incumbent presidents and board of control members. Concentration on this aspect, with the analysis of data directed toward the discovery of conflict areas, became the prime objective of the study design. It was believed that although conflict might exist between the groups to be studied, its observation would be difficult if not impossible. The decision was made, therefore, to use an instrument which might reveal conflict areas without the use of direct observation. Using this determination as a guide, the investigator proceeded to develop parallel questionnaire forms for use with presidents and board members. To provide additional depth, it was also decided to interview each president to obtain verbal responses to other questions related to role expectations.

For, as Jahoda has stated in Research Methods in Social Relations:

The interview is the more appropriate technique for revealing information about complex, emotionally-laden subjects or for probing beyond public attitudes to the more covert private sentiments. . . .

Not only is the interview often more effective than the questionnaire in producing permissive situations; it is also more versatile with respect to the atmosphere which can be created during the measuring situation.<sup>1</sup>

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<sup>1</sup>Marie Jahoda, and Others, Research Methods in Social Relations, Part One (New York: The Dryden Press, 1951, 6th Printing, 1958), p. 158.

### Development of the Instruments

Preparation for the development of the instruments for this study involved the following steps:

1. Literature in the area of social science methodology was examined to study various research techniques.
2. A careful study was made of the particular techniques of questionnaire construction and personal interview.

Lengthy lists of desirable and undesirable qualities and practices were developed, in an effort to include in the instruments, major areas which might uncover conflict between the respondent groups. Considerable editing and revising of these lists produced groups of items which seemed pertinent to role determination. It was at this time, that the writer discovered that many items similar to those to be used in this study had been included in the research on the school superintendents' role.<sup>1</sup> Since that study had previously tested its instruments in practice the investigator decided to use these as models and adapt them for use with college and university presidents, and board of control members. Refinement of the instruments for use on this research problem was accomplished without finding it necessary to discard any of the broad areas believed to be vital to the study.

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<sup>1</sup>Gross, Mason, McEachern, op. cit., pp. 331-340. The major areas of this study: Personal Qualities, Performances, Participations, and Friendships were in fact the same as those used by the authors.



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On this basis, two parallel forms were developed. One for use with college or university presidents, and one for use with board of control members. The final questionnaire forms used for the collection of data included the four areas of (1) personal qualities, (2) performances, (3) participations, and (4) friendships.

Members of a graduate seminar in research design analyzed both forms for clarity of terminology, layout, and order of items. Revisions followed suggestions made by this group. These revisions were re-evaluated by a group of the writer's colleagues. In addition, appraisal by several faculty members was also obtained.

The corrections and revisions suggested by these groups were incorporated into the last draft, after which the final copy emerged and was produced for use.

The interview questions for presidents covered each of the four areas defined earlier, in addition to questions on items of conflict and agreement. Appendix A contains a copy of the president questionnaire form and a list of the interview questions used. Appendix B provides a copy of the board of control member questionnaire form.

#### Basis for Sample Selection

Selection of the region for this study was made on the basis of:

1. The proximity of colleges to each other.
2. The large number of similar institutions.

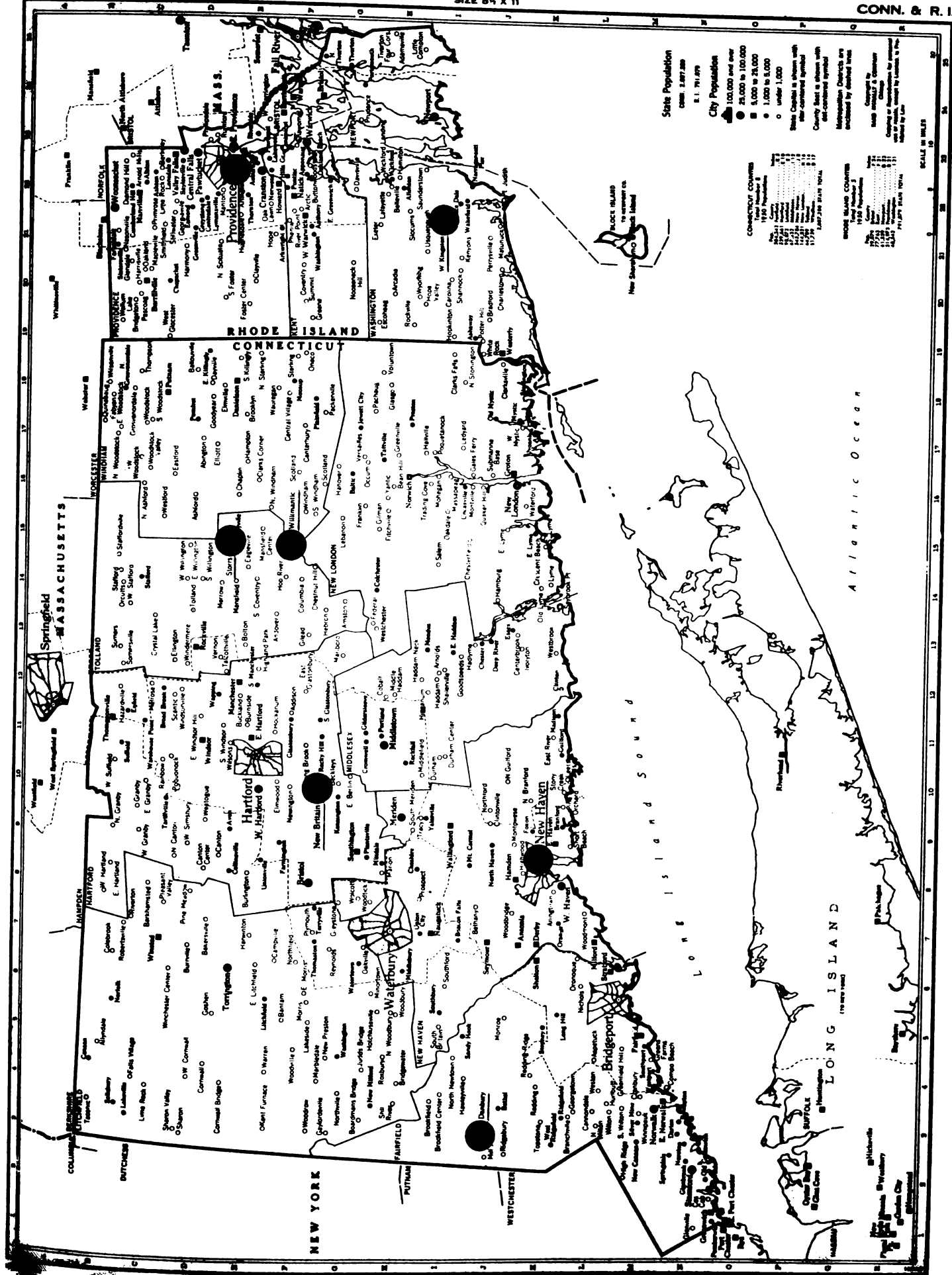
3. The wide range of years in office of presidents.
4. The possible uniformity of thinking among the potential respondents (i.e., a regional outlook).

With these conditions in mind, and in order to delimit the scope of the investigation and increase the relevance of the results obtained, criteria for selection of the sample limited the study to:

1. Only those colleges or universities which were controlled by a state board.
2. Only those colleges or universities which received at least fifty-one per cent of their income from state funds.
3. Only those colleges or universities which had a minimum enrollment of two hundred students and granted at least the bachelors degree (as of September, 1958).
4. Only those colleges or universities which were located in one of the six states, Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont.

On the basis of these criteria, each of the colleges and universities in New England were screened to determine whether they met the conditions for consideration in the study sample. When this appraisal was completed, twenty-six colleges or universities met all the criteria.

The geographic locations of the colleges and universities selected are shown in Figures 3-7. Appendix C lists the institutions included by state.



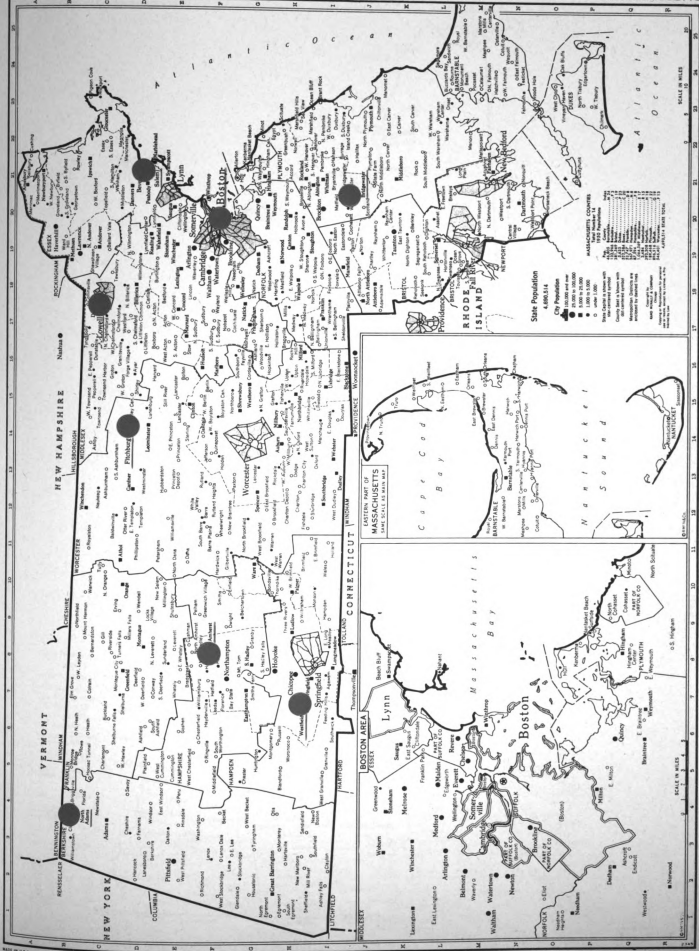




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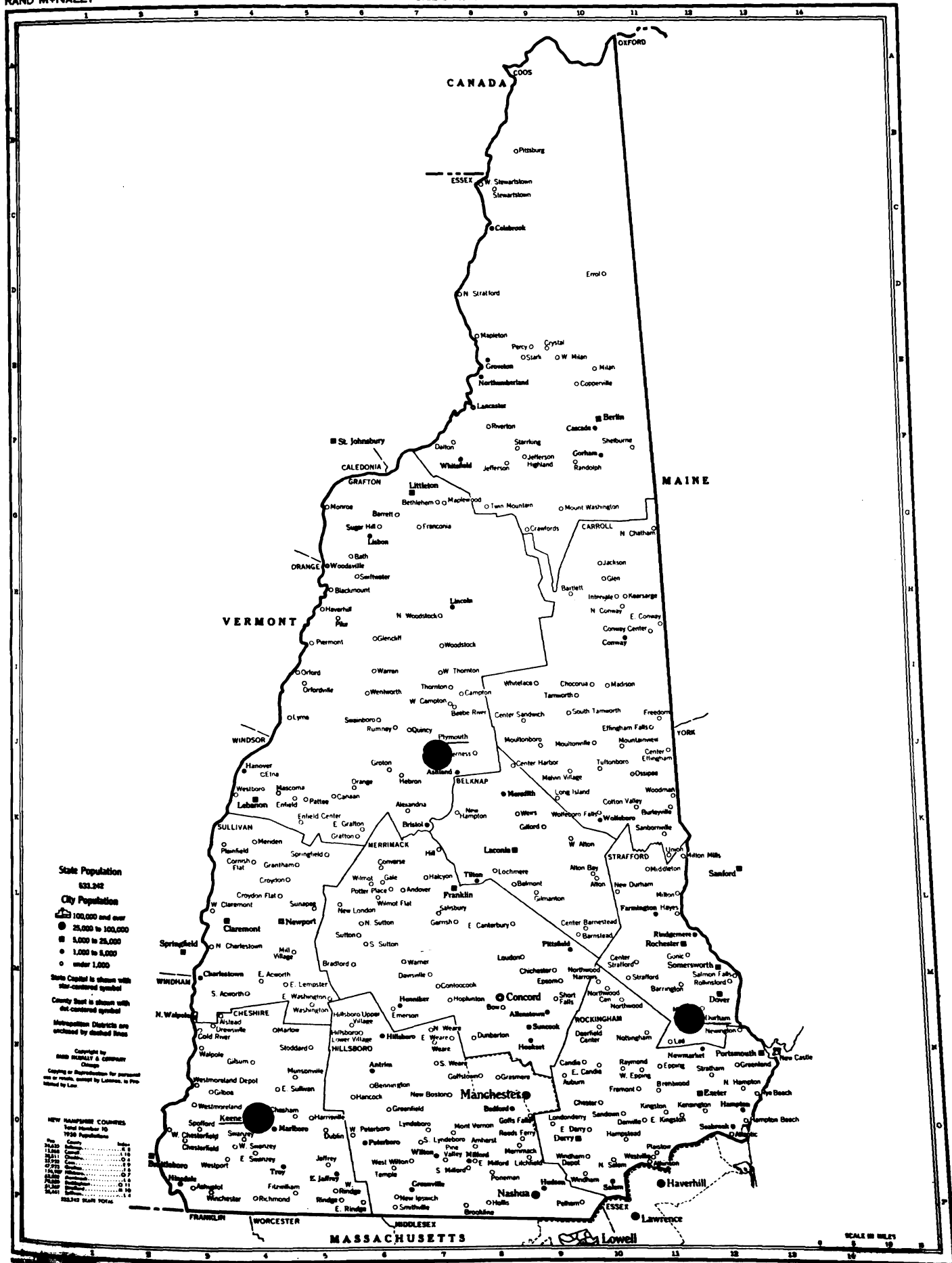
West Boston

Central Boston

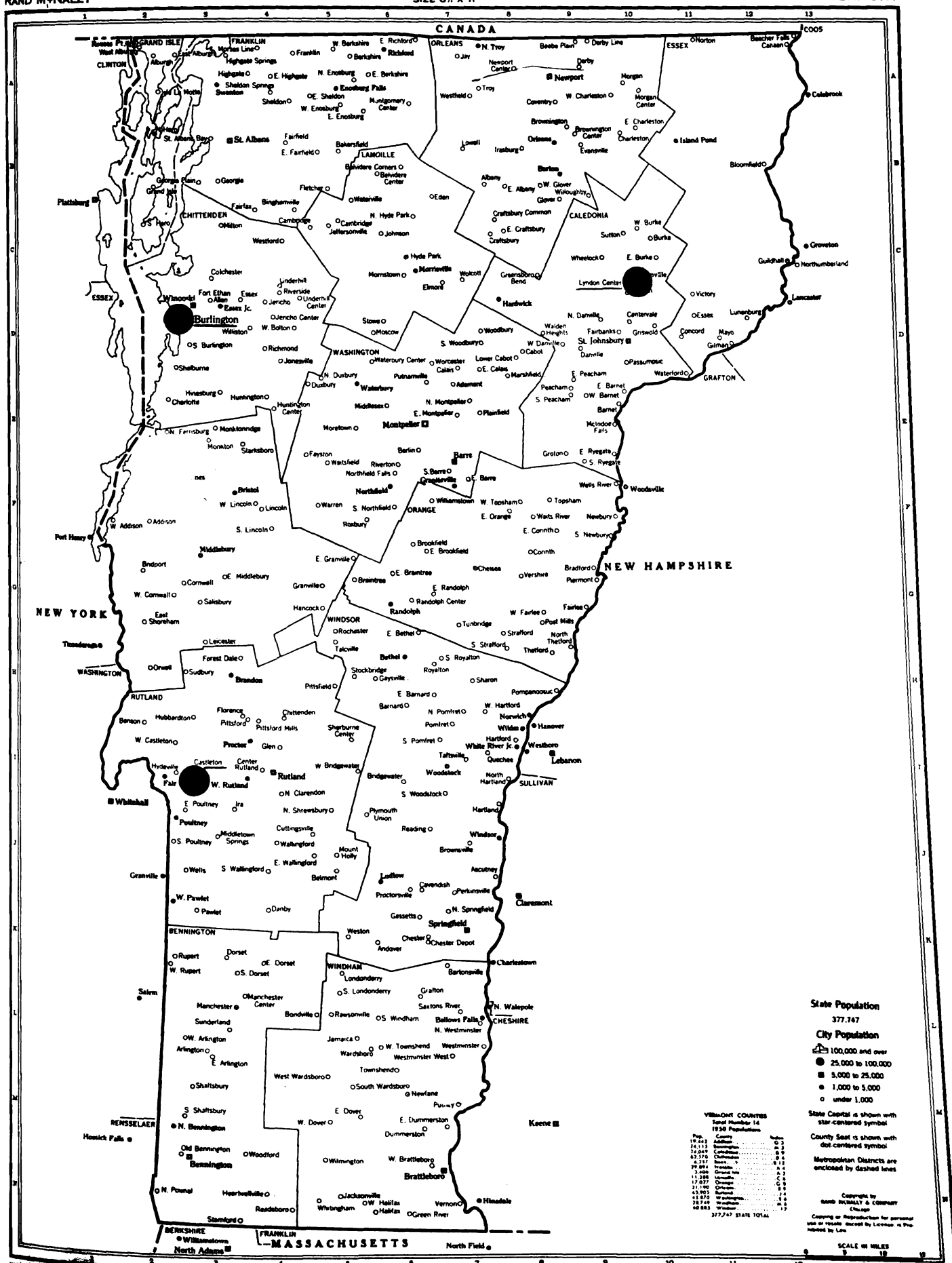
South Boston











### Conducting the Research

During the latter period of instrument development and printing, initial contacts were made by mail with the incumbent presidents in the selected sample. Each president was sent a personal letter over the signature of the author's guidance committee chairman, explaining the purpose and importance of the study and requesting his cooperation in two ways. He was asked to complete an enclosed appointment schedule form and to list the members of his board on the reverse side. This latter procedure was followed in order to obtain the most recent listing of board members. Enclosed with the letter and appointment schedule form was an air mail stamped return envelope. This technique was used to elicit attention and to develop a feeling of urgency on the part of the presidents for returning the form.

From the twenty-six original requests, sixteen replies were received setting tentative appointment dates and supplying board member's names and addresses. A short follow-up letter was sent to the remaining ten presidents who had not replied, indicating the need for their cooperation and suggesting that the investigator would contact them upon his arrival in New England.

In addition to these arrangements, a letter similar to that sent to the presidents was prepared and mimeographed for enclosure to the board of control members. Using the lists of names and addresses of board members supplied by

each president, envelopes were prepared containing: (1) a letter explaining the purpose and importance of the study and requesting their participation, (2) a board member form of the instrument, and (3) a stamped return envelope.

Before mailing, each form was designated by a code number to determine the extent of returns and to maintain a record of respondents. Because of the assumed high status of the individuals in the study sample, the written requests, in both instances, contained a time limitation. The board members were asked to devote thirty minutes to completing the instrument. The investigator requested one hour from each president for completing the instrument and interview. Appendix D provides copies of materials used for soliciting participation.

Materials of this type were mailed to one hundred and four board of control members. From this group, responses were returned by sixty-four board of control members or 61.5 per cent of the total sample. Of this number, it became necessary to disqualify four of the forms for inadequacy of response. Two arrived too late for data analysis. The number finally cleared for use in the analysis of the data was 56.7 per cent of the initial group.

From the appointment forms returned by the sixteen incumbent presidents, a tentative schedule of interviews was planned and each president was notified of the scheduled date of appointment.

Upon arrival in New England, the interviewer conducted a personal follow-up procedure by telephoning the ten incumbent presidents who had not responded, and requested time for a personal interview. In eight of the ten instances, he met with success. In the two cases remaining, the presidents voiced outright refusal to spend even a minimum amount of time in an interview insisting that they were too busy with other matters.

Without the benefit of these two cases, however, the total number of incumbent president questionnaire responses of twenty-four or 92.3 per cent attests to the high level of interest which this group held for the research effort.<sup>1</sup> Appendix E lists the incumbent presidents interviewed.

With the total number of twenty-four presidents scheduled for interviews the collection of data followed. Visits to the twenty-four colleges or universities were scheduled on a one a day basis, where possible, and the accumulation of data from presidents was completed in six weeks.

In each interview, the writer began establishing the necessary rapport, by stating the investigator's appreciation for the president's willingness to devote his time to the research problem. Following this preliminary opening, a review of the purpose and importance of the study was conducted. The president was then asked to complete the

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<sup>1</sup>"It is difficult to estimate in the abstract, what percentage of questionnaire responses is to be considered adequate or satisfactory." John W. Best, Research in Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959), p. 154.

questionnaire in the presence of the author. This provided opportunity to observe reactions, both silent and oral, to various questions and also to provide clarification of instructions, if needed. Immediately after each president had completed the form, usually in fifteen to twenty minutes, the investigator checked all items to be certain none had been left unanswered. He then began the verbal phase of the interview by explaining that the questions to be asked were concerned with the four areas covered by the questionnaire, plus one question on conflict and one on agreement. When this phase had been completed, additional queries were made concerning the future plans for the particular college or university.

It is interesting to note here, that although all interviews were completed within one hour, the time agreed upon, the resulting conversation regarding the study, caused the meetings to last a minimum of one hour and fifteen minutes to a maximum of three hours.

Following completion of the personal interviews and the receipt of the completed board member questionnaire forms, all of the data collected were coded by response on a scale of one to five. The one hundred and twenty answers of each respondent were transferred by hand punch to two decks of cards for machine tabulation. The punched cards were then processed by tabulation machines which produced a master sheet of responses on each item and the frequency of specific answers.

These data were then analyzed and grouped according to positive or negative value and then processed again for item analysis by the Michigan State Integral Computer (MISTIC) to determine the Chi-square for each item and the possible significance of items for the discovery of conflict. A complete presentation and analysis of all computations appears in the following chapter.

### Summary

In this chapter, the general methods used in the study have been presented, including the planning preliminary to the determination of the problem. A description of the steps taken in the development of the instruments used to obtain the desired information were discussed. The basis of sample selection was treated also. This section covered the criteria established for limiting the universe to a reasonable size and kind.

All of the formulations stated above were preliminary to the next description which dealt with the actual conduct of the study. Here were presented the detailed procedures used in soliciting participation by presidents and board members, for arranging appointment scheduling, and conducting the interviews. Finally, the tabulation and computation of data by machine methods was described. The results of these data collections and computations appear in Chapter IV.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Presentation of the Data

The data for this study were secured through the use of two methods. One, involved use of the questionnaire method with incumbent presidents and with board of control members. The second, made use of the interview method with incumbent presidents. In all cases, the incumbent presidents and board members, were associated with one of the selected twenty-four institutions of the study sample.

Board of control member responses were received from fifty-eight male and female respondents. The twenty-four incumbent president responses were gathered from twenty-three males and one female participant.

The study was aimed at the discovery of similarities or differences of expectations which incumbent presidents and board of control members held for the role of college or university president.

The questionnaire was constructed in a manner that would provide information relative to the four expectation areas of: (1) personal qualities, (2) performances, (3) participations, and (4) friendships.

Within each of these main areas the following data were included:

1. Personal data

Age, sex, race  
Marital status  
Political, religious preference  
Education, experience  
Personal habits  
Competencies  
Personal attributes  
Educational and administrative philosophy

2. Performance data

Administrative responsibilities  
Board relations  
Faculty relations  
Student relations  
Staff relations  
Public relations  
Professional responsibilities  
Personnel policies

3. Participations data

Faculty activities  
Student activities  
Professional associations  
Civic activities  
Political activities  
Religious activities  
Spouse involvement in activities  
Group organization activity

4. Friendship data

Individual board members  
College staff or students  
Organization leaders  
Education leaders  
Members of the press  
Individuals of economic importance  
Factional leaders

Analysis for convergence or divergence of expectation is reported in the following sections. In addition supporting evidence gained in the personal interviews is provided at the end of each section.

Significance of certain items in the discovery of possible conflict, convergence or divergence was determined from Chi-square. For this analysis the author has established these limits: items with a  $X^2$  of 0.00 to 2.00 are considered to be revealing convergence of expectations; items with a  $X^2$  of 2.01 to 3.83 are considered to be revealing divergence of expectation; items with a  $X^2$  of 3.84 or more are treated as significant to the possible discovery of conflict.

#### Analysis of the Data

Arrangement of all data analyzed, followed the same pattern. Each item from the instruments employed in the collection of expectation data was analyzed within the grouping pertaining to that item. Numbers of items as they appeared on the original instruments were retained to aid the reader in the identification of items on the questionnaires to be found in Appendixes A and B.

With each item listed, the responses of incumbent presidents and board of control members were reported in percentages for each of the groups studied. In addition, the Chi-square for each item was shown with particular attention directed to those with significance as possible items of conflict.

In the interest of brevity and clarity, the computations for Chi-square were not reproduced for each instance provided. The reader is directed to Appendix F for a more definitive treatment of the statistical results. Computations

for this study were obtained from machine analysis by the Michigan State Integral Computer (MISTIC). The manual formula which the computer utilized is as follows:

$$\chi^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

To illustrate the steps involved in Chi-square computation, one item of significance is presented as an example:

Item #4.		<u>MorSB</u> <sup>+</sup>	<u>MMNB</u> <sup>++</sup>
Church Member	IP*	11	13
	BM**	43	14

\*IP = Incumbent President Responses  
 \*\*BM = Board Member Responses  
 +MorSB = Must or Should Be Response  
 ++MMNB = May or May Not Be Response

Constructing a four cell table with this information one has:

<u>Item #4</u>	<u>MorSB</u>	<u>MMNB</u>	<u>TOTALS</u>
IP	11	13	24
BM	43	14	57
Totals	54	27	81n

Cell#	f <sub>o</sub>	f <sub>t</sub>	f <sub>t</sub>	f <sub>o</sub> -f <sub>t</sub>	(f <sub>o</sub> -f <sub>t</sub> ) <sup>2</sup>	$\frac{(f_o-f_t)^2}{f_t}$
1	11	$\frac{24 \times 54}{81}$	= 16.	-5	25	1.5625
2	13	$\frac{24 \times 27}{81}$	= 8.	5	25	3.1250
3	43	$\frac{57 \times 54}{81}$	= 38.	5	25	0.6578
4	14	$\frac{57 \times 27}{81}$	= 19.	-5	25	1.3157
						$\chi^2 = 6.6610$

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

Analysis of the 120 role expectation items used on the original instruments follows by sections. Reliability of the items was tested by Hoyt's analysis of variance technique by groups. Computations appear in Appendix H.

### Section I--Personal Qualities

To introduce this section on the president form of the questionnaire, this statement and question appeared:

Information: Imagine that you have accepted another position. Your board asks you to recommend someone for consideration as your successor. What kind of person would you recommend?

In order to provide similar information on the board member form this statement and question appeared:

Information: Imagine that your board had the task of hiring a new college or university president. Which of the following qualities would you look for in the new person?

These statements and questions were used on each form of the questionnaire to establish the proper "set" in respondents. The fifty-six Personal Qualities items were concerned with aspects of role expectation and were grouped for analysis in: Tables 1, Age; 2, Sex and Race; 3, Marital Status; 4, Political, Religious Preference; 5, Education, Experience; 6, Personal Habits; 7, Competencies, 8, Personal Attributes; and 9, Educational and Administrative Philosophy. In all tables the symbol (IP) refers to incumbent president and the symbol (BM) refers to board member. The data are reported as percentages. Should the reader desire the actual total response to each item, he is referred to Appendix G for that information.

Age.--Table I indicates a high degree of convergence between incumbent presidents and board of control members relative to expectations for the president's age. Items

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD  
OF CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED  
COLLEGE OR UNIVERSITY PRESIDENTS RELATIVE TO AGE

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
5. 60 Years of Age or Older $\chi^2 = 0.05$	IP BM	0 0	0 0			33.3 31.0		45.8 41.4		20.9 24.1		0 3.5	
1. 50 to 59 Years of Age $\chi^2 = 0.05$	IP BM	0 1.7	0 3.5			87.5 81.0		12.5 6.8		0 3.5		0 3.5	
35. 40 to 49 Years of Age $\chi^2 = 0.44$	IP BM	0 3.5	41.7 29.3			58.3 63.7		0 0		0 0		0 3.5	4
47. 30 to 39 Years of Age $\chi^2 = 0.32$	IP BM	0 0	0 3.5			91.7 79.3		8.3 10.3		0 1.7		0 5.2	
11. Under 30 Years of Age $\chi^2 = 3.75$	IP BM	0 0	0 1.7			37.5 15.5		58.3 62.2		4.2 18.9		0 1.7	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$$r_{tt} = .57$$

5, 1, 35, and 47 show very limited amounts of difference. In fact, both groups almost parallel each other in the expectations that; presidents SHOULD NOT be appointed after the age of 60; that the ages of 40 to 49 are considered most desirable for college or university presidents; and that the ages of 50 to 59, as well as 30 to 39, are acceptable to both groups.

The Chi-square for item 11 is not at the 5% level of significance and is not to be considered a conflict item. There is, however, sufficient divergence to call attention to the higher percentage of board member responses which were opposed to appointment of a president, under 30 years of age.

Sex.--Items 14 and 36, in Table 2, relating to the sex of presidents, are interesting. In the responses for male, the totals nearly equal one another. There appears to be a significant difference of opinion, however, between incumbent presidents and board members regarding the degree of importance that a president be a male. A higher proportion, nearly forty-five per cent of board members indicated a male, for college or university presidents as a MUST item. Incumbents, on the other hand, were more permissive on this item with less than twenty-one per cent considering male a MUST quality. Both groups converged in their expectations that the president either SHOULD NOT or MUST NOT be female. Approximately, one half of them also agreed that a female MAY

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD  
OF CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED  
COLLEGE OR UNIVERSITY PRESIDENTS RELATIVE TO SEX AND RACE

Number and Item	Sample IP {24} BM {58}	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent	
14. Male $\chi^2 = 4.16$	IP	20.8		45.9		33.3		0		0		0	
	BM	44.8		25.9		29.3		0		0		0	
36. Female $\chi^2 = 0.35$	IP	0		0		50.0		41.7		8.3		0	
	BM	0		0		41.4		36.2		18.9		3.5	
38. Negro $\chi^2 = 0.06$	IP	0		0		50.0		33.3		12.5		4.2	
	BM	1.7		0		46.6		29.3		18.9		3.5	
15. White $\chi^2 = 0.15$	IP	29.2		25.0		37.5		0		0		8.3	
	BM	34.5		29.3		36.2		0		0		0	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$$r_{tt} = -.68$$



OR MAY NOT be president. In the sample group of twenty-six presidents, twenty-five were male.

Race.--With one-half of the presidents and nearly one-half of the board members sharing the conviction on item 38 of Table 2 that a Negro MAY OR MAY NOT be a college or university president, the convergence of expectation is remarkably close. There is also convergence among the remaining fifty per cent of both groups that a Negro SHOULD NOT or MUST NOT be president of the selected colleges or universities of the study.

The responses for item 15 were nearly diametrically opposed to those of item 38. The fifty per cent of the MAY OR MAY NOT groups dropped in value, while the remainder of the respondents stated that the president of the selected college or university SHOULD or MUST be white.

Marital status.--All five items of Table 3 show convergence of expectations between presidents and board members of the sample on marital status.

The highest percentages of both agreed that a president; MUST or SHOULD be married; that he MAY OR MAY NOT be married with children; that he SHOULD NOT or MUST NOT be divorced; that he MAY OR MAY NOT be a widower; and that he MAY OR MAY NOT be single. On the final item, No. 29, thirty-seven per cent of the presidents and forty-five per cent of the board members did not expect a college or university president to be single.



PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO MARITAL STATUS

Number and Item	Sample IP (24) BM (58)	Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
2. Married $\chi^2 = 0.22$	IP BM	4.2 18.9	66.6 46.6	29.2 34.5		0 0		0 0		0 0	
53. Married with Children $\chi^2 = 0.46$	IP BM	0 0	20.8 27.6	79.2 70.7		0 0		0 0		0 1.7	
48. Divorced $\chi^2 = 0.10$	IP BM	0 0	0 0	45.8 41.4		54.2 46.6		0 10.3		0 1.7	
22. Widower $\chi^2 = 1.37$	IP BM	0 0	0 0	79.2 63.7		20.8 25.9		0 6.9		0 3.5	
29. Single $\chi^2 = 0.45$	IP BM	0 1.7	0 0	62.5 51.7		37.5 34.6		0 10.3		0 1.7	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .38$

Political preference.--On items 8 and 43, of Table 4, regarding the political affiliations of the president, both groups converged in their expectations. In both instances incumbent presidents and board members almost unanimously agreed that a president may be a member of either major political party.

Religious preference.--The three items, 41, 27, and 34, in Table 4, dealing with religious preference for presidents also shows considerable convergence of response. In all three cases, presidents and board members agreed that a president MAY OR MAY NOT be Catholic, Jewish, or Protestant.

Item 4 on church membership in this group represents a possible area of conflict. Although board members agreed with presidents that it is unimportant whether a person, in the presidency is Catholic, Jewish, or Protestant, they expected a president SHOULD or MUST be a church member. Incumbent presidents were more permissive in this matter with over fifty per cent stating that a president MAY OR MAY NOT be a church member, while less than twenty-three per cent of board members felt that he MAY OR MAY NOT.

Education.--Incumbent presidents and board members showed a high level of agreement in the expectation that a president MUST have a masters degree and SHOULD have a doctors degree as minimum education requirements. See Table 5.



CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR  
UNIVERSITY PRESIDENTS RELATIVE TO POLITICAL, RELIGIOUS PREFERENCE

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
8. Democrat $\chi^2 = 0.05$	IP BM	0 0	4.2 5.1	95.8 88.0	0 1.7	0 1.7	0 3.5						
43. Republican $\chi^2 = 1.77$	IP BM	0 0	0 6.9	95.8 91.4	4.2 0	0 0	0 1.7						
41. Catholic $\chi^2 = 0.27$	IP BM	0 0	0 0	91.6 86.4	8.4 8.6	0 3.5	0 1.7						50
27. Jewish $\chi^2 = 2.58$	IP BM	0 0	0 0	95.8 81.1	4.2 15.5	0 1.7	0 1.7						
34. Protestant $\chi^2 = 0.27$	IP BM	4.2 3.5	4.2 8.6	91.6 86.4	0 0	0 0	0 1.7						
4. Church Member $\chi^2 = 6.66$	IP BM	8.4 15.5	37.5 58.6	54.1 22.5	0 1.7	0 0	0 1.7						

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$$r_{tt} = .59$$

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO EDUCATION, EXPERIENCE

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Be	Per Cent	Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Response Per Cent
52. Have Masters Degree $X^2 = 0.28$	IP BM	62.5 55.2		25.0 25.9		12.5 17.2		0 0		0 0		0 1.7	
9. Have Doctors Degree $X^2 = 0.07$	IP BM	33.3 29.3		41.7 51.7		25.0 15.5		0 0		0 0		0 3.5	
23. Liberal Arts Background $X^2 = 0.63$	IP BM	0 13.8		33.3 27.6		62.5 55.1		4.2 0		0 0		0 3.5	51
20. Experienced Teacher $X^2 = 3.22$	IP BM	8.3 19.0		75.0 43.1		16.7 36.2		0 0		0 0		0 1.7	
31. Previous Success as an Educational Administrator $X^2 = 1.02$	IP BM	4.2 22.4		45.8 39.7		50.0 37.9		0 0		0 0		0 0	
44. Promoted from Local College Staff $X^2 = 7.77$	IP BM	0 0		0 0		66.7 91.4		33.3 8.6		0 0		0 0	

\* Value of  $X^2$  at the 5% level of significance is 3.84.

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
55. Person With Building Construction Experience $\chi^2 = 8.92$	IP	0	29.1			66.7		4.2		0		0	
	BM	1.7	3.5			93.1		0		0		1.7	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$$r_{tt} = .65$$



On the question concerning a liberal arts background, item 23, one-third of the presidents and two-fifths of the board members agreed that the president SHOULD be so educated. The remaining two-thirds of the incumbents and three-fifths of board members answered that he MAY OR MAY not be educated in the liberal arts.

Experience.--Divergence of expectation is evident in items 20, 44, and 55, in Table 5. The Chi-square for items 44 and 55 shows sufficient level of significance to produce possible conflict. Both groups of the sample favored a president with teaching experience, yet twenty per cent of incumbents felt more strongly than board members that it is a MUST or SHOULD item. One-third of incumbent presidents believed the president SHOULD NOT be promoted from the local college, while nine-tenths of board members believed it did not matter.

On the question of building construction experience, twenty-nine per cent of the presidents believed a president SHOULD have this quality, but only five per cent of the board members felt that this was needed by presidents.

Only one item in the experience group showed convergence of expectation. This was the item on administrative experience. Although converging with presidents on the responses available, board members tended to hold a slightly stronger expectation that presidents should have administrative experience, whereas the incumbents spread responses in the MUST, SHOULD, and MAY OR MAY NOT columns.

Personal habits.--On Table 6 the first item in this group, number 39, shows an especially high possibility of conflict between incumbent presidents and board members. The  $\chi^2$  of 14.16 for this item on the importance of an attractive personal appearance is significant. Chi-square tables indicate that this figure would be found at the .01 per cent level of significance. Fifty-four per cent of the incumbents stated that a president MAY OR MAY NOT have an attractive personal appearance, however, eighty-five per cent of the board members considered this a MUST or SHOULD item.

The next question in this group showed divergence within .03 of significance. On this item, seventy-nine per cent of board members expected the president to be conservative in his dress. Fifty-eight per cent of incumbents agreed with this group, while forty-two per cent believed the matter to be borderline.

Both board members and presidents agreed that smoking or drinking on the part of a president is relatively unimportant to the office. Item 24 showed an almost perfect convergence of one hundred per cent of both groups feeling that a president MAY OR MAY NOT be a smoker. The item on whether a president is expected to be a teetotaler was not strongly responded to either positively or negatively.

Competencies.--In all eight of the items grouped as competencies of presidents, in Table 7, incumbents and

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PERSONAL HABITS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Be	Per Cent	Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Per Cent
39. Attractive Personal Appearance $\chi^2 = 14.16$	IP BM	0 19.0		45.8 65.5		54.2 13.8		0 0		0 0		0 1.7	
26. Conservative in Dress $\chi^2 = 3.81$	IP BM	0 8.6		58.3 70.6		41.7 20.8		0 0		0 0		0 0	
24. Smoker $\chi^2 = 0.00$	IP BM	0 0		0 0		100.0 98.3		0 0		0 0		0 1.7	55
21. Teetotaler $\chi^2 = 0.22$	IP Bm	0 3.4		4.2 3.4		95.8 86.3		0 6.9		0 0		0 0	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .46$

board members held similar expectations for them. It is extremely interesting to see the relative equality of percentages of response. On items 16, 42, 6, 18, and 25, the figures are nearly identical; item 54 provided similar totals with the relative weights given to MUST be or SHOULD be reversed; item 37 regarding dynamic leadership was agreed upon by both groups as a desirable competency, with fifteen per cent of board members favoring the MUST be category.

The only divergence of expectation to be noted here occurs in relation to whether the president should be a person of intellectual brilliance. One-half of the board members believed that he SHOULD be with only one-third of incumbents sharing this view.

Personal attributes.--Table 8 provides a summary of responses to twelve items related to various personal attributes expected or not expected in presidents for the selected colleges or universities of the study.

Possible conflict items are two in number. These items, 12 and 13, have  $X^2$ 's of 11.97 and 4.14, respectively. Item 12 was responded to by sixty-nine per cent of the board members as expecting presidents to be personally ambitious. Seventy-one per cent of incumbents believed presidents MAY OR MAY NOT or SHOULD NOT be personally ambitious. With thirty-seven per cent of incumbents and sixty-two per cent of board members, presidents MUST be

CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO COMPETENCIES

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
16. Able to Express Ideas Clearly $\chi^2 = 0.01$	IP BM	75.0 74.1	25.0 25.9	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
54. Businesslike in Financial Affairs $\chi^2 = 1.83$	IP BM	54.2 38.0	41.6 62.0	4.2 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
37. Dynamic Leader $\chi^2 = 0.00$	IP BM	0 15.5	79.2 62.1	20.8 20.7	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	1.7 1.7
42. Works Well With People $\chi^2 = 0.03$	IP BM	62.5 60.0	37.5 40.0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
32. Person of Intellectual Brilliance $\chi^2 = 2.09$	IP BM	0 10.3	33.3 39.7	66.7 48.3	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	1.7 1.7
6. A Good Public Speaker $\chi^2 = 0.00$	IP BM	25.0 24.2	66.7 72.4	8.3 1.7	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	1.7 1.7

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
18. Skilled in Public Relations $\chi^2 = 0.80$	IP BM	29.2 39.7	58.3 46.5	12.5 13.8	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
25. Well Informed on Current Educational Practices $\chi^2 = 0.74$	IP BM	50.0 60.0	45.8 40.0	4.2 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .68$

CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PERSONAL ATTRIBUTES

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
3. Outspoken $\chi^2 = 0.49$	IP BM	16.7 1.7	29.2 34.5	45.8 48.3	8.3 12.0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	3.5 3.5
7. Imaginative $\chi^2 = 0.24$	IP BM	54.2 48.3	45.8 50.0	0 0	0 1.7	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
10. Practical $\chi^2 = 1.24$	IP BM	41.6 55.2	54.2 41.4	4.2 1.7	0 1.7	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
12. Personally Ambitious $\chi^2 = 11.97$	IP BM	0 12.1	29.2 55.2	50.0 19.0	20.8 6.8	0 0	0 0	0 0	0 0	0 0	0 0	0 0	5.2 5.2
13. Tactful $\chi^2 = 4.14$	IP BM	37.5 62.1	58.3 37.9	4.2 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
17. Easy-Going $\chi^2 = 0.32$	IP BM	8.3 1.7	4.2 12.1	41.7 31.0	33.3 37.9	12.5 12.1	0 0	0 0	0 0	0 0	0 0	0 0	5.2 5.2

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
19. Person of Vision $\chi^2 = 0.56$	IP BM	62.5 53.4	37.5 46.6	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
28. Persistent $\chi^2 = 0.97$	IP BM	33.3 22.4	58.3 69.0	4.2 5.2	4.2 1.7	0 0	0 0	0 0	0 0	0 0	0 0	0 0	1.7 1.7
30. Sense of Values $\chi^2 = 0.07$	TP BM	66.7 60.3	33.3 32.8	0 1.7	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	5.2 5.2
40. Vigorous $\chi^2 = 0.32$	IP BM	37.5 31.0	54.2 69.0	8.3 0	8.3 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
45. Scholarly $\chi^2 = 0.88$	IP BM	8.3 22.4	79.2 53.4	12.5 20.7	12.5 20.7	0 0	0 0	0 0	0 0	0 0	0 0	0 0	3.5 3.5
50. Persuasive $\chi^2 = 0.03$	IP BM	24.9 25.8	70.9 67.2	4.2 3.5	4.2 3.5	0 0	0 0	0 0	0 0	0 0	0 0	0 0	3.5 3.5

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .66$



tactful, item 13. Divergence and possible conflict results from the responses of both groups for this item.

The remaining ten items of this group provide a high level of agreement and, therefore, indicate convergence of expectations between groups represented in the sample.

Educational philosophy.--The final table in this section, Table 9, related to personal qualities presents some philosophical expectation considerations. On item 33, both groups sampled showed similar expectations. They agreed generally that a president MAY OR MAY NOT be educationally "conservative."

The expectation for whether he shall be educationally "progressive," provides the possibility of a conflict item. Number 51 had a  $X^2$  of 3.89 which is significant at the 5 per cent level. This resulted from weighing the sixty-two per cent of more determined board members responses against the more permissive responses of fifty-eight per cent of incumbents.

Administrative philosophy.--In items 46 and 56, of Table 9, a definite discrepancy in expectations appears. Both groups of the study generally agreed that presidents MUST or SHOULD be democratic in their administrations, item 46. On the next item, 56, one can discern the possibility of conflict. Seventy-nine per cent of the incumbent presidents believed a president SHOULD NOT or MUST NOT be authoritarian in his administration. Only fifty-eight per

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
 CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
 OR UNIVERSITY PRESIDENTS RELATIVE TO EDUCATIONAL, ADMIN-  
 ISTRATIVE, PHILOSOPHY

Number and Item	Sample IP {24} BM {58}	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
33. Educationally "Conservative" $\chi^2 = 1.01$	IP	0	4.2	58.3	37.5	0	3.5	0	1.7				
	BM	3.5	24.1	44.8	22.4								
51. Educationally "Progressive" $\chi^2 = 3.89$	IP	4.2	37.5	58.3	0	0	0	0	5.2				
	BM	5.2	56.9	24.1	8.6								
46. Democratic $\chi^2 = 0.17$	IP	20.8	41.7	33.3	4.2	0	0	0	0				
	BM	13.9	53.4	31.0	1.7								
56. Authoritarian $\chi^2 = 6.26$	IP	0	4.2	16.7	58.3	20.8	0	0	1.7				
	BM	1.7	10.3	37.9	34.5								
49. Person Who Believes in as Little Government as Possible $\chi^2 = 0.00$	IP	4.2	12.5	45.8	33.3	4.2	0	0	5.2				
	BM	0	20.7	37.9	20.7								

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .38$

cent of board members felt this way. The  $X^2$  of 6.26 attests to the significance this item may have for conflict.

The last item, 49, bears no significant difference of expectation, although the responses cover all ranges. The similarity of response of both groups indicates only a variance of response within the groups. This is definitely a permissive area. Whether a president is a person who believes in as little government as possible was relatively unimportant to the majority of the expectations of the group sampled.

Personal interview data.--In the interviews with each of the twenty-four incumbent presidents, the following question was posed, relative to Section I, Personal Qualities:

What three personal qualities do you feel are the most important for a college or university president to have?

The twelve personal qualities referred to most often and the frequency of response are shown here.

A president should have these personal qualities:

<u>Total Response</u>	<u>Quality</u>
{ 10 }	1. Intelligence
{ 10 }	2. Integrity
{ 7 }	3. Ability to work with others.
{ 7 }	4. Leadership ability.
{ 6 }	5. Physical vigor and vitality.
{ 6 }	6. Administrative experience.
{ 5 }	7. Vision and imagination.
{ 5 }	8. Educational conviction.
{ 4 }	9. Tolerance and be unprejudiced.
{ 4 }	10. High moral character.
{ 4 }	11. Skill in public relations.
{ 3 }	12. A confident personality.

One incumbent stated his third quality as, an interest in students.

Although a specific age was not stated by any of the respondents as an important personal quality, it is interesting to note here, that the age of incumbent presidents interviewed ranged from forty-one to sixty-six years. Their age at appointment to a presidency included: four in their early fifties; thirteen in the forty to forty-nine age group and seven in the thirty to thirty-nine age group. Of those who were appointed in their thirties, five were made president in the latter years of that category. The two remaining were appointed at thirty-five and thirty-one years of age. The former had been in office for twenty-four years and the latter for thirty years. The actual ages of this group corresponded to the expectations of board members and incumbents for this position.<sup>1</sup>

Years of experience among the total group of incumbent presidents ranged from zero to thirty years, a median tenure of nine and one-half years.

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<sup>1</sup>Table 1, p. 44.

## Section II, Performances

On both forms of the questionnaire, this question preceded the expectation items related to performances:

Information: What obligations do you feel a college or university president has to do or not do the following things?

The thirty-six items of this section have been grouped for analysis in Tables: 10, Administrative Responsibilities; 11, Board Relations; 12, Faculty Relations; 13, Student Relations; 14, Staff Relations; 15, Public Relations; 16, Professional Responsibilities; 17, Personnel Policies.

As stated in Section I, the symbol (IP) represents incumbent president and (BM) means board member.

Administrative responsibilities.--None of the six items in this area can be considered as possible conflict items. They do represent, however, several items of convergence and divergence of expectation. Items 7, 13, 30, and 31, shown in Table 10, are items with responses so similar in percentage, as to almost parallel each other. Possible divergence is observable in item 16, have on paper a long range campus building plan. Ninety-one per cent of the incumbent presidents considered this a MUST or SHOULD item. Those board members who supported this idea were seventeen per cent greater than incumbents at the MUST level, yet, they were thirty-six per cent less than incumbents at the SHOULD level.



CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR  
UNIVERSITY PRESIDENTS RELATIVE TO ADMINISTRATIVE RESPONSIBILITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
7. Responsibility for Subordinates Decisions $\chi^2 = 0.67$	IP BM	50.0 41.4	29.1 36.2	12.5 17.3	4.2 1.7	0 1.7	4.2 1.7	0 1.7	4.2 1.7	0 1.7	4.2 1.7	4.2 1.7	1.7
13. Secure Experts Help for Problems $\chi^2 = 0.85$	IP BM	8.3 15.5	62.5 62.1	29.2 17.3	0 1.7	0 0	0 1.7	0 0	0 0	0 0	0 3.4	0 3.4	0 3.4
16. Have Long Range Campus Plan $\chi^2 = 1.94$	IP BM	20.8 37.9	70.8 44.8	4.2 17.3	0 0	0 0	0 0	0 0	0 0	0 0	4.2 0	4.2 0	66
30. Have Long Range Educational Plan $\chi^2 = 0.31$	IP BM	16.7 20.7	70.8 56.9	12.5 15.5	0 0	0 0	0 0	0 0	0 0	0 0	0 6.9	0 6.9	6.9
31. Inspect Buildings Once a Year $\chi^2 = 0.48$	IP BM	33.3 29.3	50.0 43.1	16.7 20.7	0 1.7	0 0	0 1.7	0 0	0 0	0 0	0 5.2	0 5.2	5.2
34. Budget Plan Cost Factors Considered $\chi^2 = 2.92$	IP BM	4.2 0	0 5.2	8.3 22.4	54.2 50.0	33.3 12.1	54.2 50.0	33.3 12.1	0 10.3	0 10.3	0 10.3	0 10.3	10.3

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{ttt} = .42$

In the responses to number 34, that cost factors be given greater consideration than educational needs in budget planning; a higher proportion of incumbents disagreed with this view than did board members.

Board relations.--In Table 11, there are two items of convergence, one item of divergence, and one item of possible conflict in role expectation. Numbers 1 and 14 provide examples of agreement areas. On item 1, incumbent presidents and board members answers covered the range of responses available. In each choice there are similar percentages of response for both groups, with the majority favoring the MUST and SHOULD choices. Item 14, also, shows convergence of expectation. Here both groups agreed in higher proportions that presidents SHOULD NOT or MUST NOT take directions from individual board members. Divergence of expectations is evident in item 24, where seventy-one per cent of the board members advocated the presidents' encouragement of the formation of lay committees to help the board with problems. The incumbent presidents considered this more as a matter of choice as evidenced by the selection of the MAY OR MAY NOT column by forty-two per cent of their total group.

A possible area of conflict is disclosed in item 35. A twenty per cent greater number of incumbents than board members believed that presidents SHOULD NOT or MUST NOT



PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO BOARD RELATIONS

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Per Cent
1. Carry Out Decisions of Board He Believes Unsound $X^2_{2*} = 0.11$	IP BM	25.0 25.9		33.3 32.7		16.7 19.0		4.2 17.2		12.5 3.5		8.3 1.7	
14. Take Directions from Individual Board Members $X^2 = 0.43$	IP BM	0 0		4.2 1.7		12.5 12.1		33.3 43.1		50.0 41.4		0 1.7	8.3
24. Encourage Forma- tion of Lay Committee to Cooperate With Board on Problems $X^2 = 2.47$	IP BM	4.2 3.5		54.2 67.2		41.6 19.0		0 0		0 3.5		0 6.8	
35. Help Board Resist Faculty Demands for Higher Salaries $X^2 = 4.93$	IP BM	0 0		4.2 5.2		12.5 34.5		54.2 39.7		29.1 13.8		0 6.8	

\*Value of  $X^2$  at the 5% level of significance is 3.84.

$r_{tt} = .21$

help the board resist faculty demands for higher salaries.  
The  $\chi^2$  of 4.93, on this item, is 1.9 above the 5% level of significance.

Faculty relations.--The six statements on faculty relations were responded to by both groups, as Table 12 shows, in such a way that possible conflict, divergence, and convergence of expectation are revealed. Incumbent presidents believed in greater numbers that a president: SHOULD involve faculty in new staff selection; SHOULD encourage faculty members to discuss their problems with him; SHOULD make conscientious effort to involve faculty in new building planning; MUST help his faculty to get higher salaries; and SHOULD NOT make major changes without consulting the faculty.

A major portion of the board members agreed with the majority of incumbents that a president: SHOULD encourage faculty members to discuss their problems with him; SHOULD involve faculty in building planning; and SHOULD NOT make major changes without consulting the faculty. On items 18 and 28, the board members were less compulsive than the incumbent presidents and indicated divergent expectations. Possible conflict can be found on items 2 and 22. The  $\chi^2$  of 4.64 for item 2 points up the twenty-eight per cent differential between the MUST or SHOULD responses of incumbents and board members on whether president is expected to involve faculty in new staff

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FACULTY RELATIONS

Number and Item	Sample IP {24} BM {58}	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
2. Involve Faculty in New Staff Selection $X^2 = 4.64$	IP BM	8.3 10.3		70.8 41.4		20.9 31.0		0 10.3		0 3.5		0 3.5	
6. Encourage Faculty to Discuss Their Problems with Him $X^2 = 1.77$	IP BM	12.5 25.9		66.6 67.2		16.7 6.9		4.2 0		0 0		0 0	
9. Make Effort to Involve Faculty in Building Planning $X^2 = 1.80$	IP BM	29.2 15.6		66.6 67.2		4.2 12.0		0 1.7		0 0		0 3.5	
18. Defend Faculty When They Present Both Sides of Issues $X^2 = 2.59$	IP BM	62.5 41.4		33.3 44.8		4.2 10.3		0 0		0 0		0 3.5	
22. Help Faculty to Get Higher Salaries $X^2 = 8.08$	IP BM	54.2 20.7		45.8 62.1		0 12.0		0 0		0 0		0 5.2	

\*Value of  $X^2$  at the 5% level of significance is 3.84.

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Per Cent
28. Make Major Changes Without Consulting Faculty $\chi^2_* = 3.14$	IP BM	0 1.7		4.2 1.7		8.3 25.9		58.3 44.8		29.2 19.0		0 6.9	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .41$

selection. In item 22, all of the incumbent presidents stated their expectation that a president MUST or SHOULD help the faculty to get higher salaries. Although the majority of board members agreed with this expectation, the  $\chi^2$  of 8.08 represented the lack of conviction of the board member responses with only twenty per cent favoring the MUST response, while fifty-four per cent of incumbents made this choice.

Student relations.--Both incumbent presidents and board members expected presidents to use student committees to study problem areas and to make sincere efforts to encourage active student government. This information can be deduced by reference to Table 13, which follows. One can readily see that the percentage of expectation of board members and incumbent presidents is parallel in items 4 and 27 for a high degree of convergence on these items.

It is gratifying to discover that presidents and board members did not conflict in their expectations for presidents in the area of student relations. The ninety-eight per cent of incumbents who favored the encouragement of active student government by presidents reflected recognition on the part of incumbents, of the increasing responsibility which students will be expected to assume in the years ahead. Eighty-eight per cent of the board members were cognizant of this responsibility also.

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO STUDENT RELATIONS

Number and Item	Sample IP {24} BM {58}	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Per Cent
4. Use Student Committees to Study Problems $\chi^2_{*} = 0.06$	IP	4.2		58.3		37.5		0		0		0	
	BM	3.5		58.6		32.7		0		0		5.2	
27. Make Sincere Efforts to Encourage Active Student Government $\chi^2 = 1.52$	IP	33.3		62.5		4.2		0		0		0	
	BM	19.0		68.9		5.2		0		0		6.9	

73

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$$r_{tt} = .07$$

Staff relations.--Although not of sufficient significance to reflect conflict possibilities, items 20 and 29, of Table 14, show definite evidence of divergent expectations. Forty-four per cent of the incumbent presidents strongly believed that a president SHOULD NOT or MUST NOT eliminate from his staff any political liberals who might be accused of being "pinks" or "reds." Only thirty-three per cent of board members supported this view.

Item 29, on Table 14, reveals that fifty-eight per cent of incumbents oppose a president taking a neutral stand on issues. This surpassed the board member's total by twenty-five per cent.

Item 32 of the same table provides another agreement area with both groups differing only slightly in degree of expectation.

Public relations--. In this area, all five items on Table 15 show a high level of convergence of expectation. Board members and incumbent presidents responded in greater numbers to the expectation that a president: SHOULD keep his office open to all persons at all times; MUST NOT or SHOULD NOT "play up to" influential citizens; MAY OR MAY NOT speak to all major civic groups at least once a year; SHOULD establish regular channels of communication with the press; and MUST NOT or SHOULD NOT occasionally compromise with pressure groups.

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO STAFF RELATIONS

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Per Cent
20. Eliminate from Staff Political Liberals Accused of Being "Pinks" or "Reds" $\chi^2 = 3.02$	IP	0		4.2		37.5		33.3		20.8		4.2	
	BM	15.5		12.0		32.8		19.0		13.8		6.9	
29. Take Neutral Stand on Issues on Which College Community is Split $\chi^2 = 3.41$	IP	4.2		4.2		33.3		54.1		4.2		0	
	BM	6.9		6.9		44.8		29.3		3.5		8.6	
32. Avoid Involvement with Factional or Clique Groups on Staff $\chi^2 = 0.22$	IP	29.2		54.1		0		12.5		4.2		0	
	BM	51.7		31.0		1.7		5.2		5.2		5.2	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .57$



TABLE 15

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PUBLIC RELATIONS

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
3. Keep Office Open to All at All Times $\chi^2 = 0.44$	IP BM	16.7 15.6		37.4 46.5		16.7 25.9		25.0 10.3		4.2 1.7		0 0	
12. "Play Up To" Influential Citizens $\chi^2 = 0.47$	IP BM	4.2 1.7		4.2 8.6		33.3 39.7		29.2 29.3		29.2 20.7		0 0	
17. Speak to Major Civic Groups Once a Year $\chi^2 = 0.44$	IP BM	4.2 6.9		25.0 29.3		58.3 62.1		12.5 0		0 0		0 1.7	
21. Establish Regular Channels of Com- munication with Press $\chi^2 = 0.14$	IP BM	33.3 27.6		62.5 63.7		4.2 3.5		0 0		0 0		0 5.2	
26. Occasionally Compromise with Pressure Groups $\chi^2 = 0.23$	IP BM	0 5.2		20.8 13.8		33.3 37.9		41.7 24.1		4.2 13.8		0 5.2	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .06$

This last item also received a one-third response from both groups in the MAY OR MAY NOT column which indicated some uncertainty of direction, and a "decide each case as it arises" attitude.

Professional responsibilities.--One item of this group, in Table 16, presents the possibility of conflict in expectation between the two groups of the study. Number 10 of Section II, received seventy-nine per cent of incumbent president responses under the SHOULD do heading, while the combined total of fifty-one per cent of the board member responses were divided between the MUST or SHOULD categories. A twenty-eight per cent higher incumbent response provides the basis for a  $X^2$  of 9.72 and a possible area of conflict, at the 1% level of significance.

Items 8, 23, and 36, of the same table, show high degrees of convergence and similarity of expectation. Although, not significant as a conflict item, number 33 reveals a difference of expectation. The difference is illustrated by the 2.32 Chi-square and reflects the higher degree of compulsion shown by the incumbents' responses in the MUST column.

Personnel policies.--The last table of the performances section, number 17, is directed toward the presentation of five items of convergence. Board members and incumbent presidents generally held similar expectations

TABLE 16

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PROFESSIONAL RESPONSIBILITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent	
8. Cooperate with Researchers Who Attempt to Advance Knowledge in His Field $\chi^2 = 1.35$	IP BM	33.3 46.6		66.7 51.7		0 0		0 0		0 0		0 1.7	
10. Write Articles for IP Journals of Benefit to Others in Profession $\chi^2 = 9.72$	IP BM	0 6.9		79.2 34.5		20.8 58.6		0 0		0 0		0 0	78
23. Fight Against Attacks on Prin- ciples or Methods He Knows are Sound $\chi^2 = 0.43$	IP BM	62.5 51.7		33.3 39.7		4.2 1.7		0 1.7		0 0		0 5.2	
33. Work on Committees of State or National Groups in Higher Education $\chi^2 = 2.32$	IP BM	29.1 13.8		66.7 62.1		4.2 17.2		0 1.7		0 0		0 5.2	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 16--Continued

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
36. Read Most of the Professional Journals $\chi^2 = 0.00$	IP BM	12.5 3.5		45.8 50.0		37.5 37.9		4.2 0		0 0		0 8.6	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .52$

for the items shown. The direction of both groups were that a president: MUST or SHOULD make recommendations for appointment, promotion, or dismissal of subordinates on the basis of merit alone; MUST or SHOULD refuse to recommend the dismissal of a faculty member the public wants dismissed if he feels the complaint is invalid. Also, that he MUST NOT or SHOULD NOT give consideration to area feelings, in regard to race, religion, national origin, when filling vacant faculty positions; MUST or SHOULD seek able people for open faculty positions rather than considering only those who apply; and finally, MUST or SHOULD compile a list of the general characteristics desired in faculty members.

Personal interview data.--To obtain verbal responses on the performances section, the question stated below was asked of each of the twenty-four incumbent presidents interviewed:

What three performances do you feel are the most important for a college or university president to do?

In response, the individuals provided answers which generally centered on the following six performance areas:

1. Recruitment, retention, and in service development of a high quality faculty.
2. General administration of the college or university, with emphasis on budget preparation and acquisition of adequate finances.
3. Internal relations, development of high morale among faculty, students, and staff.
4. External relations, development, and continuation of favorable relations with alumni, and various constituent publics.

TABLE 17

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PERSONNEL POLICIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
5. Recommend for Appointment, Promotion, or Dismissal on Basis of Merit $\chi^2 = 1.26$	IP BM	37.5 27.6		41.7 37.9		12.5 17.2		8.3 13.9		0 1.7		0 1.7	
11. Refuse to Dismiss Faculty Member if He Feels Complaint is Invalid $\chi^2 = 2.09$	IP BM	66.7 48.3		33.3 39.7		0 6.9		0 1.7		0 1.7		0 1.7	
15. Considers Area Values of Race etc. When Filling Faculty Positions $\chi^2 = 2.20$	IP BM	8.3 3.5		25.0 27.6		8.3 27.6		33.4 27.6		25.0 12.0		0 1.7	
19. Seeks People for Positions Rather than Considering Only Who Apply $\chi^2 = 0.00$	IP BM	58.3 58.6		41.7 41.4		0 0		0 0		0 0		0 0	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 17--Continued

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Per Cent
25. Compile List of General Characteristics Desired in Faculty Members $\chi^2 = 1.14$	IP	16.6		50.0		29.2		4.2		0		0	
	BM	10.3		39.6		39.6		3.5		0		7.0	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .26$

5. Educational programming and building planning, including curriculum development and the maintenance of adequate academic standards.
6. Professional growth, for reasons of personal and institutional advancement.

Of lesser importance were responses pertaining to performances as interpreters to legislatures and as mediators between boards and faculty.

From this data it appears that the incumbent presidents of the selected sample viewed the presidents role to be that of:

- |              |                |
|--------------|----------------|
| 1. Staffer   | 4. Director    |
| 2. Planner   | 5. Coordinator |
| 3. Organizer | 6. Reporter    |

### Section III, Participations

Introductory to Section III, on Participations the following question was provided on both forms of the questionnaire:

Information: Which of the following kinds of organizational memberships or activities do you feel are appropriate for a college or university president?

Within this section, the respondents were expected to supply their beliefs concerning a president's participation in: Faculty Activities; Student Activities; Professional Associations; Civic Activities; Political Activities; Religious Activities; Spouse Involvement in Activities; Group Organizational Activity.

Results of the responses of incumbent presidents and board of control members to these areas are contained in



Tables 18-25. As stated previously, (IP) represents incumbent presidents and (BM) represents board members in all tables provided.

Faculty activities.--Table 18 shows that the largest percentage of incumbent presidents and board of control members of the study sample held similar expectations that a president SHOULD participate in faculty activities. The next largest percentage of responses for both groups were found in the MAY OR MAY NOT category. The  $X^2$  of 1.55 indicates a fairly high level of expectation convergence for the two groups studied.

Student relations.--Convergence of expectations in Table 19 of incumbent presidents and board members regarding this item is very evident. The low Chi-square of 0.01 indicates a high degree of expectation similarity. The major portion of both groups: fifty-four per cent of (IP) and forty-three per cent of (BM); agreed that a president SHOULD participate in student activities. The responses in the other categories were also closely allied.

Professional associations.--Board of control member's and incumbent president's replies, compiled in Table 20, on the question of participation in national organizations by college or university presidents provide complete agreement. Larger numbers of board members and incumbent presidents chose the SHOULD column for their response to this item.

TABLE 18

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PARTICIPATION IN  
FACULTY ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Per Cent
9. Participate in Affairs of Faculty Organization $\chi^2_{*} = 1.55$	IP	0		37.5		41.6		16.7		4.2		0	
	BM	6.9		44.8		31.1		13.8		1.7		1.7	
													85

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .75$   
for all participation  
items

TABLE 19

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PARTICIPATION IN  
STUDENT ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
12. Take an Active Part in Student Activities	IP BM	0	54.2	33.3	43.1	8.3	4.2	0	15.5	0	1.7	0	1.7
$\chi^2_* = 0.01$		8.6											

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .75$   
for all participation items

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TABLE 20

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PARTICIPATION IN  
PROFESSIONAL ASSOCIATIONS

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
5. Be Member of National Organizations in His Field	IP BM	33.3	58.4	8.3	65.5	0	0	0	0	0	0	5.2	5.2
$\chi^2_* = 1.63$		19.0				10.3							

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .75$   
for all participation items

The percentages of response were fifty-eight for incumbents and sixty-five for board members who favored the SHOULD participate in national organizations choice. Nineteen per cent of the board members and thirty-three per cent of the incumbent presidents circled the MUST response for this item.

Civic activities.--Table 21 presents the only possible conflict item to be found in Section III on participations. This is item 11, relative to whether a president should, take an active part in the local or area chamber of commerce. Incumbent president responses to this item were twenty-three per cent greater in the SHOULD column than those of the board members. The 5.61 figure for the  $X^2$  on this item designates this question as a possible detector of conflict between presidents and boards.

Item 7, on the same table, pertaining to whether a president should, serve on several civic and welfare committees such as the Red Cross, provides an opportunity for discerning divergence of expectations of incumbents and board members. Ten of the twenty-four presidents considered this a MUST or SHOULD item, while only thirteen of the fifty-eight board members selected these responses. The largest numbers of both incumbents and board members favored the MAY OR MAY NOT heading, fifty-four per cent of the former group and seventy-two per cent of the latter.

TABLE 21

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PARTICIPATION IN  
CIVIC ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
7. Serve on Civic and Welfare Committees $\chi^2_* = 2.79$	IP BM	4.2 1.7		37.5 20.7		54.1 72.4		4.2 1.7		0 0		0 3.5	
11. Take Active Part in Local or Area Chamber of Commerce $\chi^2_* = 5.61$	IP BM	0 0		37.5 13.8		58.3 74.2		4.2 10.3		0 0		0 1.7	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .75$   
for all participation items

Political activities.--Here in Table 22 are two items which are similar in response, yet one shows convergence and the other provides divergence of expectation by board members and incumbent presidents. On item 1, both groups converged in their expectations that a president SHOULD NOT or MUST NOT be active in local politics.

The divergence item related to the president's holding office in the local government. Incumbents' total responses of sixty-nine per cent in the SHOULD NOT or MUST NOT columns were twenty per cent greater than the board members' responses in these same categories. Board members reflected a more permissive attitude toward political office holding by presidents with fifty per cent of their total responses found in the MAY OR MAY NOT column. Only twenty-nine per cent of the incumbents were willing to select that heading.

Religious activities.--With the largest proportions of both incumbents and board members selecting the MAY OR MAY NOT response to this item, number 2 of the group in Table 23, shows convergence of expectation by participants of the study.

The forty-three per cent of board members who chose the SHOULD column displayed a stronger preference for participation in church affairs by presidents than did the incumbent group, twenty-five per cent of whom made this choice.

TABLE 22

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PARTICIPATION IN  
POLITICAL ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Per Cent
1. Take Active Part in Local Politics $\chi^2_* = 0.68$	IP BM	0 0	0 1.7	0 1.7	0 1.7	29.2 34.5	0 0	45.8 43.1	0 0	25.0 13.8	0 0	0 6.9	0 0
8. Hold Office in Town or City Government $\chi^2_* = 2.99$	IP BM	0 0	0 0	0 0	0 0	29.2 50.0	0 0	58.3 36.2	0 0	12.5 13.8	0 0	0 0	0 0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{\text{participation}} = .75$   
for all items

Spouse involvement in activities.--On item 4 of this section on participations, both groups of the study sample were highly permissive, as shown by Table 24. Of the incumbent presidents, sixty-seven per cent of their number selected the MAY OR MAY NOT response for the item, and fifty-five per cent of the board members agreed with their choice. The  $\chi^2$  of 0.84, for this item, showed convergence of expectation between the board members and presidents selected as respondents for this study.

Group organizations.--Items 3 and 6 of Table 25 show convergence of expectation, item 10 reveals divergence.

In response to items 3 and 6, both presidents and board members sampled, chose the middle column when responding to whether a president should be active in a fraternal organization or veterans association. The MAY OR MAY NOT totals for the item on fraternal organization participation comprised more than eighty per cent of the responses of both groups. The same heading of MAY OR MAY NOT was almost as popular with both incumbents and board members when they circled answers for participation by a president in a veterans association. Here seventy-five per cent of the incumbent presidents and seventy-nine per cent of the members of boards chose that response.

After each of the presidents and board members made their choice of response to item 10 in this group, the totals produced divergence of expectations. The incumbent



TABLE 23

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PARTICIPATION IN  
RELIGIOUS ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
2. Take Active Part in Church Affairs $\chi^2_{2*} = 1.84$	IP BM	4.2 0		25.0 43.1		70.8 50.0		0 1.7		0 0		0 5.2	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .75$   
for all participation  
items

TABLE 24

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO SPOUSE INVOLVEMENT  
IN ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response
4. Have Wife Active in Community Activities $\chi^2_{2*} = 0.84$	IP BM	0 0		29.1 37.9		66.7 55.2		4.2 1.7		0 0		0 5.2	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .75$   
for all participation  
items

presidents replies in the MUST or SHOULD listings surpassed the board members replies by seventeen per cent. Board members were more permissive once again, with seventy-six per cent of their number choosing the MAY OR MAY NOT response, while less than sixty-three per cent of the incumbents made this selection.

Personal interview data.--For the section on Participations the twenty-four incumbent presidents were asked:

What three participations do you feel are the most important for a college or university president?

In reply, they provided seventy-two answers which centered on the participations used on the questionnaires in the following numbers:

<u>Total Response</u>	<u>Participation</u>
(12)	1. Faculty Activities.
(12)	2. Student Activities
(13)	3. Professional Associations
(15)	4. Civic Activities
( 2)	5. Political Activities
( 5)	6. Religious Activities
( 3)	7. Group Organization Activity

In addition the following replies were recorded which did not appropriately group into any of the areas previously listed. Participation in:

<u>Total Response</u>	<u>Participation</u>
(3)	1. National Committee Activity
(2)	2. Social Activities With Other Than College People
(2)	3. Alumni and General Public Affairs
(1)	4. Trusteeships and Directorships
(2)	5. Cultural and Educational Activities of the College

TABLE 25

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO PARTICIPATION IN  
GROUP ORGANIZATION ACTIVITIES

Number and Item	Sample IP {24} BM {58}	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Per Cent	Do	Per Cent	Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Not Do	Per Cent	Response Per Cent
3. Take Active Part in Fraternal Organization $\chi^2 = 1.81$	IP BM	4.2 0		8.3 5.2		83.3 81.0		4.2 8.6		0 0		0 5.2	
6. Take Active Part in a Veterans Association $\chi^2 = 0.00$	IP BM	0 0		8.3 3.5		75.0 79.3		16.7 15.5		0 0		0 1.7	
10. Take Active Part in a Service Club $\chi^2 = 3.01$	IP BM	4.2 0		33.3 19.0		62.5 75.8		0 3.5		0 0		0 1.7	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .75$   
for all participation  
items

#### Section IV, Friendships

At the beginning of this section on each form of the questionnaire, the following question was presented:

Information: With whom of the following persons do you feel it would be appropriate for a college or university president to have an intimate friendship?

Responses of incumbent presidents and board of control members are grouped in Tables 26-32, according to friendships with: Individual Board Members; College Staff or Students; Organization Leaders; Education Leaders; Members of the Press; Individuals of Economic Importance; Factional Leaders.

The symbols used in the previous analyses are continued here, (IP) refers to incumbent presidents, (BM) refers to board members.

Individual board member.--In Table 26, the low Chi-square figure for this item in the friendships section indicates convergence of expectations on the part of incumbents and board members. Greater portions of both groups of the study, selected the MAY OR MAY NOT response for this question in their replies. The response percentages for the other choices were fairly well balanced as well.

College staff or students.--Table 27 provides data on one divergent and two convergent items. The divergent item deals with the desirability of a president's friendships with: a dean or director in the college or university. The majority of responses from incumbents and board members fell

TABLE 26

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
INDIVIDUAL BOARD MEMBERS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
4. An Individual Board Member $\chi^2_{.05} = 0.47$	IP BM	0 3.5	4.2 5.2			54.1 60.3		29.2 20.6		12.5 5.2		0 5.2	

96

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .94$   
for all friendship items

TABLE 27

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
COLLEGE STAFF OR STUDENTS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
7. A Dean or Director in the College or University $\chi^2 = 2.31$	IP BM	0 3.5	33.3 13.7		54.2 56.9			8.3 22.4		4.2 0		0 3.5	
10. An Individual Faculty Member $\chi^2 = 1.05$	IP BM	0 1.7	12.5 6.9		66.6 56.9			16.7 29.3		4.2 1.7		0 3.5	97
13. A Leader of the Student Govern- ment $\chi^2 = 1.17$	IP BM	0 0	54.2 19.0		25.0 55.1			8.3 19.0		0 1.7		0 5.2	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .94$   
for all friendship items

in the middle column of MAY OR MAY NOT. The divergence resulted from thirty-three per cent of incumbents feeling a president SHOULD have these friendships and twenty-two per cent of the board members feeling he SHOULD NOT.

On the first convergence item, number 10, on this table, sixty-seven per cent of the incumbent presidents and fifty-seven per cent of the board members agreed that a president MAY OR MAY NOT have a friendship with: an individual faculty member. The remaining responses were spread throughout the other available choices.

The second item on this table which displays convergence is related to a president's friendship with: a leader of the student government. Both groups of the study centered the majority of their responses on the two choices of SHOULD or MAY OR MAY NOT. The largest group of the incumbents, fifty-four per cent chose the SHOULD heading. At the same time, fifty-five per cent of the board members chose the MAY OR MAY NOT column.

Organization leaders.--All three items 1, 11, and 12, of Table 28, provide a  $X^2$  above the 5% level of significance and may therefore be considered as possible conflict items.

In item 1, the  $X^2$  of 4.67 recognizes the twenty-five per cent greater number of incumbents than board members who believed that a president SHOULD be friends with: a leader of a service club.

TABLE 28

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
ORGANIZATION LEADERS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent	
1. A Leader of a Service Club (e.g. Rotary, Kiwanis, etc.) $\chi^2 = 4.67$	IP BM	0 0		45.8 20.7		54.2 74.1		0 0		0 0		0 5.2	
11. A Leader of a Fraternal Organization (e.g. Masons, Knights of Columbus, etc.) $\chi^2 = 6.32$	IP BM	0 0		25.0 5.2		70.8 75.6		4.2 12.0		0 1.7		0 3.5	
12. A Leader of a Veterans Organization (e.g. Am. Legion, V.F.W., etc.) $\chi^2 = 6.49$	IP BM	0 0		25.0 5.2		70.8 74.1		4.2 13.7		0 3.5		0 3.5	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .94$   
for all friendship items



On item 11 incumbents exceed board member responses by twenty per cent in the SHOULD column and explain the  $X^2$  of 6.32 for this item on a presidents friendship with: a leader of a fraternal organization.

The final item, number 12, on this table, provides a very similar response to that found on the previous item. Incumbents once again surpassed board member responses by twenty per cent in the SHOULD column when they were asked whether a president should be friends with: a leader of a veterans association.

Although the majority of the responses of both groups fell into the MAY OR MAY NOT category on these three items, divergence of expectation can be observed in the responses of the remainder of both groups in the SHOULD column.

Education association leader.--Incumbent presidents and board members of the study sample appear to agree according to Table 29 that a president SHOULD or MAY OR MAY NOT have a friendship with: an education association leader. Sixty-two per cent of board members and fifty per cent of incumbents held the latter viewpoint. The remaining percentages of response for both groups favored the MUST or SHOULD responses.

This item, number 15, showed convergence of expectation between the groups of the study.

TABLE 29

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
EDUCATION LEADERS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Be	Per Cent	Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Response
15. An Education Association Leader	IP BM	4.2 1.7		45.8 32.8		50.0 62.0		0 0		0 0		0 3.5	
$\chi^2 = 1.43$													

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .94$   
for all friendship items

101

TABLE 30

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
MEMBERS OF THE PRESS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Be	Per Cent	Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Not Be	Per Cent	Response
5. A Newspaperman	IP BM	4.2 0		37.5 12.1		58.3 72.4		0 10.3		0 0		0 5.2	
$\chi^2 = 8.29$													

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .94$   
for all friendship items

Members of the press.--On the question of whether a president should have friendships with members of the press, a possible area of conflict in expectation was discovered. The  $X^2$  of 8.29, as shown in Table 30, is far above the 3.84 figure required to show significance of an item at the 5% level. With seventy-two per cent of the board members this was a MAY OR MAY NOT item. On the other hand, forty-one per cent of the incumbent group believed it to be a MUST or SHOULD item. This difference of opinion in regard to friendships of a president with a newspaperman provided significance for this item at the 1% level.

Individuals of economic importance.--Even though sixty-two per cent of the incumbent presidents and sixty-five per cent of the board members considered item 14 a MAY OR MAY NOT choice, the responses of both groups under the SHOULD heading designate it as an item of divergence. See Table 31. Less than sixteen per cent of the board members felt that a president SHOULD have a friendship with: individuals influential for economic reasons, while more than thirty-three per cent of the incumbent presidents responded in this manner.

Factional leaders.--Grouped together in Table 32 are the responses of both groups of the study relating to their expectations for president's friendships with: business, labor, or church leaders; a member of the legislature; the governor of the state. Items 6, 9, and 16 show convergence,

TABLE 31

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
INDIVIDUALS OF ECONOMIC IMPORTANCE

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent		Per Cent	
14. Individuals Influential for Economic Reasons $\chi^2_{tt} = 2.71$	IP BM	0 0		33.3 15.6		62.5 65.5		4.2 10.3		0 1.7		0 6.9	

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .94$   
for all friendship items

items 2 and 8 divergence, and item 3 presents the possibility of conflict.

On item 2 more than fifty per cent of both groups of the study said that a president MAY OR MAY NOT be friends with: a business organization leader, however, in the SHOULD column a twenty-one per cent greater number of incumbents than board members stated that response as their preference. These responses show divergence of expectation among the two groups.

The possible conflict item number 3 is related to a president's friendships with: a labor organization leader. Thirty-three per cent of the incumbent presidents said that a president SHOULD be friends with a labor leader, twenty-four per cent of the board members said that a president SHOULD NOT be. The  $X^2$  of 7.14 provides the possibility of a conflict item at the 1% level of significance.

Items 6, 9, and 16, on the same table, present a high level of convergence of expectation. In all three cases related to friendships with: a member of the legislature; a church leader; the governor, the members of both groups chose the MAY OR MAY NOT response in greater numbers than any other answer. In every instance, the center column received more than fifty per cent of the responses of incumbent presidents and board of control members.

The other divergence of expectation item found in this group of factional leaders was number 8. Here the question needing response dealt with the advisability of a president

TABLE 32

PERCENTAGE OF TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF  
CONTROL MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE  
OR UNIVERSITY PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
FACULTY LEADERS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
2. Business Organization Leader $\chi^2 = 2.63$	IP BM	0 1.7	41.7 20.7	58.3 62.1	0 10.3	0 0	0 0	0 0	0 0	0 0	0 0	0 5.2	0 5.2
3. Labor Organization Leader $\chi^2 = 7.14$	IP BM	0 0	33.3 8.6	66.7 56.9	0 24.1	0 0	0 0	0 0	0 0	0 0	0 0	0 5.2	0 5.2
6. Member of the Legislature $\chi^2 = 0.87$	IP BM	4.2 6.9	25.0 12.1	58.3 58.6	12.5 17.2	0 0	0 0	0 0	0 0	0 0	0 0	0 3.5	0 3.5
8. A Local Politician $\chi^2 = 3.02$	IP BM	0 0	12.5 3.5	66.7 53.4	16.6 32.7	0 0	0 0	0 0	0 0	0 0	0 0	0 3.5	0 3.5
9. A Church Leader $\chi^2 = 0.04$	IP BM	4.2 0	29.1 34.5	66.7 58.6	0 1.7	0 0	0 0	0 0	0 0	0 0	0 0	0 3.5	0 3.5
16. The Governor $\chi^2 = 0.88$	IP BM	0 6.9	25.0 27.6	66.7 46.5	8.3 8.6	0 0	0 0	0 0	0 0	0 0	0 0	0 3.5	0 3.5

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

$r_{tt} = .94$   
for all friendship items



being friends with: a local politician. The majority of the incumbents and board members favored the MAY OR MAY NOT response. Divergence was found in the fifteen per cent greater response of board members than presidents in the SHOULD NOT category.

Personal interview data.--In the interviews with incumbent presidents, the following question was asked:

What three friendships do you feel are the most important for a president to have?

The responses which the interviewer received to this question from the twenty-four presidents, focused on the areas included in the questionnaire. In addition, they provided some answers which were totally unexpected.

The seventy-two responses and their frequency follow:

<u>Total Responses</u>	<u>Friendship</u>
{14}	1. Professional friendships (with other presidents).
{10}	2. Community leaders (of civic activities).
{8}	3. Stimulating and intelligent others (outside the college).
{7}	4. Key faculty members (or with similar interests).
{3}	5. Administrative staff members (deans, directors).
{3}	6. Area legislators (state legislature only).
{3}	7. Educational leaders (superintendent of schools).
{3}	8. Family members and relatives (includes wife).
{3}	9. Friends from youth (life long acquaintances).
{2}	10. State agency heads (particularly fiscal division).
{2}	11. Board members (severally not individually).
{2}	12. Student leaders (or any student).
{2}	13. Local newspapermen (preferably the editor).
{1}	14. Labor leaders (if in a strong labor area).
{1}	15. Lay advisory board personnel.
{1}	16. Some elder statesman (not necessarily an educator).
{1}	17. The governor of the state.
{1}	18. Minister, priest, or rabbi.
{1}	19. Young people, other than students (recent graduates).
{4}	20. Few close friends, if at all.



The last response was placed in this position, out of frequency, to allow an opportunity for further discussion.

To present the various views of presidents on this topic, direct quotations for these four responses follow:

"I couldn't single out any three. I don't think a president has many friends. I think it is the loneliest job in the country."

"As a president it is important not to have friends."

"I don't think a college or university president can have close personal friends among those who have authority over him, or with those over whom he has authority."

"It is important for a president, not to have intimate friendships. If he has any, they should be only with persons in the community who are outside of his field."

Although twenty of the incumbents provided answers to the question of the three most important friendships, there were four presidents who believed that a college or university president is better off with few if any close friendships.

#### Additional Personal Interview Data

Conflict areas.--Each president was asked:

If you had to name one area of conflict which occurs most often between boards and presidents, what would it be?

In response to this question the twenty-four incumbent presidents provided the following general conflict areas:

1. Finance
2. Educational philosophy
3. Communications
4. Interference
5. Academic freedom

Under each of the major headings they provided these specific responses:

1. Finance

"Fiscal policy--how the money should be spent."

"Finance--adequate finances."

"Need for better salaries for all staff members."

"Finance--student faculty ratio."

"Adequate finance--forward looking kind of finance."

"That of finance--when you work with a business oriented board."

2. Educational philosophy

"Boards inability to know what a college is really like."

"Understanding by board members of the true nature of higher education."

"General non-educational orientation of the board, they tend to be business oriented."

"Presidents constant challenge to keep academic considerations paramount before the board."

"Between what we see the functions of the college to be and the boards strict legal interpretations of what we can do."

"Boards inability to visualize the true purposes of the college."

"Basic educational philosophy and institutional objectives."

"Considering an educational institution as a business--many board members are businessmen and believe that a college or university can be run on a strictly dollars and cents basis."

3. Interference

"Trustees unwillingness and hesitancy to challenge interference on the part of state agency heads in the operation of the institution."

"When an individual board member uses his position on the board as an influence to get personal considerations."

"Board interference in academic aspects of the college."

"Excessive and restrictive interference of state agencies in the clearance and appointment of academic personnel."

"The small degree of local autonomy--too much emphasis on centralization."

4. Communications

"Lack of a direct voice at board meetings--channels of communications are blocked."

"Board not adequately understanding the real needs of the college."

"Board has too many duties to really know what the college is doing."

5. Academic freedom

"Academic freedom--that's the main one."

"The area of academic freedom."

Agreement areas.--To obtain responses from the twenty-four incumbent presidents on areas of agreement this question was used:

If you had to name one item on which board members and presidents agree most often, what would it be?

The answers to this question centered on the following areas:

Percentage  
of Total  
Response

25.0%	1. Purposes and program of the institution.
20.8%	2. All matters of personnel policy.
20.8%	3. Standards of the institution.
16.8%	4. Philosophy of democratic higher educational opportunity.
8.3%	5. Need for increased funds.
8.3%	6. Building needs for expansion.

### Summary

This chapter began with a presentation of the various data used in the conduct and method of the study. An example, using the Chi-square technique in computing significance was provided. The analysis of the data followed and was arranged by sections as it had appeared on the original instruments. For each section, tables graphically explained the percentage of incumbent president and board member responses to each of the one hundred and twenty items on role expectation as well as Chi-square and a reliability figure. At the end of each section, information gained in the personal interviews was summarized.

Section I.--Personal Qualities, analysis of data showed convergence of expectation by the groups of the study on forty-two of the fifty-six items. Divergence was found on the remaining fourteen items. Nine of these fourteen items revealed the possibility of conflict in expectation regarding the importance of a president being: male; a church member; promoted from the local college staff; a person with building construction experience; personally ambitious; tactful; educationally "progressive"; authoritarian; or a person with an attractive personal appearance. For this section  $r_{tt} = .85$ .

Section II.--Performances; data analysis revealed convergence of expectation of the groups of the study on twenty-three of thirty-six items. On thirteen of thirty-six items divergence of expectation was noted. Of these divergent items four of them revealed significance as possible conflict items. The

conflict items resulted from the expectations related to a president: helping the board to resist faculty demands for higher salaries; involving faculty in new staff selection; helping his faculty to get higher salaries; and writing articles for professional journals which will be of benefit to others in his profession. For this section  $r_{tt} = .78$ .

Section III.--Participations, data revealed by analysis that incumbent presidents and board members held converging expectations on eight of the twelve items. They held divergent expectations on four of the twelve items. One of these divergent items showed the possibility of being a conflict area. This item dealt with a president being: active in the local or area chamber of commerce. For this section  $r_{tt} = .75$ .

Section IV.--Friendships, data provided convergence of expectation for the groups of the study in seven of sixteen items. Divergence was noted in nine of the sixteen items. Five of the nine divergent items also provided the possibility of conflict in expectation. These possible conflict items pertained to a president being friends with a leader of a: service club; fraternal organization; veterans organization; labor organization; or a newspaperman. For this section  $r_{tt} = .94$ .

Finally, at the end of this chapter, additional interview data was stated and analyzed which related to the main items of conflict and agreement between boards and presidents. For the total instrument,  $r_{tt} = .91$ .

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Statement of the Problem

The major purpose of this study was to identify and analyze the role expectations which incumbent presidents and board of control members held for the office, position, or status of college or university president, and to compare these expectations to determine the possible convergence and divergence of the role expectations held by each of the groups of the study.

#### General Conclusions

This study of the role expectations held by incumbent presidents and board of control members for selected college and university presidents has provided the following general conclusions:

1. That incumbent presidents and board of control members held many similar expectations for the role of college or university president.
2. That incumbent presidents and board of control members held some differing expectations for the role college or university president.

3. That incumbent presidents and board of control members held some expectations for the role of college or university president which differed sufficiently to be revealed as possible areas of conflict.
4. That incumbent presidents generally had a more permissive point of view in regard to the expectations held for the role of college or university president.
5. That board of control members generally had a more determined point of view in regard to the expectations held for the role of college or university president.

#### Major Findings

Of one hundred and twenty role expectation items on the questionnaire, the majority of incumbent presidents and board of control members held converging expectations for the role of college or university president on: forty-two of fifty-six personal qualities; twenty-three of thirty-six performances; eight of twelve participations; and seven of sixteen friendships items.

Divergence in role expectations was found among the majority of incumbent presidents and board of control members on: fourteen of fifty-six personal qualities; thirteen of thirty-six performances; four of twelve participations; and nine of sixteen friendships items.

Using Chi-square, a test of significance, nineteen of the one hundred and twenty role expectation items were revealed to have a  $\chi^2$  above 3.84 (which is at the 5% level of significance), and therefore possibly capable of producing conflict in role expectations.

In addition to the five general conclusions stated earlier, the investigator also found from the data analysis, that the following specific expectations were held by a majority of the incumbent presidents and board of control members of the study sample.

The author cautions the reader at this point that the conclusions which follow are based upon the majority of responses and that they do not represent the expectations of the whole of either group studied. One must remember that in affairs which deal with groups of people, especially how they think and believe, that it is difficult to obtain true and exact answers as well as impossible to formulate answers which are completely black or completely white. There are, in fact, many, many shades of gray in between these two extreme poles and a mere compilation of results never defines these gradations of tone or intent.

Without this precautionary statement, the reader might be led to assume that the conclusions of this study are universal. Nothing would be farther from the truth. They are instead one investigator's findings, in regard to the expectations a group of incumbent presidents and board



of control members held for the role of college or university president in several selected states.

An additional caution seems appropriate here. These specific conclusions are one means of defining what people believe about certain particular phases of administration. This is not to suggest that the study of role expectations is the only approach to an understanding of the administrative process. There are others as well. We must not lose sight of the fact that the field of educational administration deserves and requires additional research on many phases of each of the emerging and previously introduced concepts. Only by careful testing of these theoretical constructs can we hope to eventually determine a genuine theory of educational administration.

Some of the following specific conclusions show the dynamic character of administration; others reveal the necessity for a practical or realistic approach to problems, friendships, or participations by a college level administrator.

#### Specific Conclusions

##### Personal Qualities--Converging Expectations

The majority of incumbent presidents and board members held converging expectations that a president be:

--male

--white

- married
- holder of masters and doctors degrees
- an experienced teacher
- an experienced administrator
- conservative in his dress
- able to express ideas clearly
- businesslike in financial affairs
- a dynamic leader
- able to work well with people
- a good public speaker
- skilled in public relations
- well informed on current educational practices
- imaginative
- practical
- tactful
- a person of vision
- persistent
- a person with a sense of values
- vigorous
- scholarly
- persuasive
- democratic

The majority of incumbent presidents differed with the majority of board members expectations that a president be:

- a church member
- a person with an attractive personal appearance

--a person with intellectual brilliance

--personally ambitious

--educationally "progressive"

The incumbent president majority held the expectations that a president may or may not have these qualities.

In addition, the majority of incumbent presidents and board members held converging expectations that a president may or may not be:

--from thirty to fifty-nine years of age at appointment

--married with children

--a widower

--single

--a Democrat

--a Republican

--Catholic

--Jewish

--Protestant

--liberal arts educated

--promoted from the local college

--a person with building construction experience

--a smoker

--a teetotaler

--outspoken

--educationally "conservative"

--a person who believes in as little government as possible

Finally, the majority of incumbent presidents and board members converged in their expectations that a president not be:

- less than thirty nor more than sixty years of age  
at appointment
- divorced
- easy going
- authoritarian

The majority of incumbent presidents differed with the majority of board members expectations that a president not be:

- female
- Negro

The incumbent president majority held that a president may or may not have these qualities.

#### Performances --Converging Expectations

The majority of incumbent presidents and board members held converging expectations that a president has an obligation to do the following:

- accept full responsibility for the decisions of  
his subordinates.
- secure outside help from "experts" when problem  
areas are encountered.
- have on paper a long range campus building plan.
- have an educational development plan on paper.

- personally inspect all campus buildings at least once a year.
- carry out decisions of the board which he believes to be unsound.
- encourage the formation of lay committees to co-operate with the board in the study of collegiate problems.
- involve faculty in new staff selection.
- encourage faculty members to discuss their problems with him.
- make a conscientious effort to involve faculty in new building planning.
- defend his faculty from attack when they try to present both sides of various social or political issues.
- help his faculty to get higher salaries.
- use student committees to study problem areas.
- make sincere efforts to encourage active student government.
- avoid involvement with factional or clique groups on the staff.
- keep his office open to all persons at all times.
- establish regular channels of communication with the press.
- cooperate willingly with researchers who are attempting to advance knowledge in his field.

- fight continuously against any attacks on educational principles or methods which he knows are sound.
- work on committees sponsored by state or national higher educational groups.
- read most of the professional journals.
- make recommendations for the appointment, promotion, or dismissal of subordinates on the basis of merit alone.
- refuse to recommend the dismissal of a faculty member the public wants dismissed if he feels the complaint is invalid.
- seek able people for open faculty positions rather than considering only those who apply.
- compile a list of the general characteristics desired in faculty members.

The majority of board members differed with the expectations of the majority of incumbents that a president do the following:

- write articles for professional journals which will be of benefit to others in the profession.

The board member majority held that a president may or may not do this.

The majority of incumbent presidents and board members converged in their expectations that a president may or may not do the following:

--speak to all major civic groups at least once a year.

The majority of incumbent presidents differed with the majority of board members expectations that a president may or may not:

- eliminate from his staff any political liberals who might be accused of being "pinks" or "reds."
- take a neutral stand on any issue on which the college community is evenly split.
- occasionally compromise with pressure groups.

The incumbent presidents held the expectations that a president not do these things.

The majority of incumbent presidents and board members converged in their expectations that a president not:

- give greater consideration to cost factors than educational needs in budget planning.
- take directions from individual board members.
- help the board resist faculty demands for higher salaries.
- make major changes without consulting the faculty.
- "play up to" influential citizens.
- give consideration to area values or feelings regarding race, religion, national origin, when filling vacant faculty positions.

### Participations--Converging Expectations

The majority of incumbent presidents and board members held converging expectations that a president do:

- take an active part in student activities.
- be a member of national organizations in his field.

The majority of incumbent presidents and board members held converging expectations that a president may or may not:

- serve on several civic and welfare committees, such as the Red Cross.
- take an active part in the local or area chamber of commerce.
- take an active part in church affairs.
- have his wife active in community activities.
- take an active part in a fraternal organization.
- take an active part in a veterans association.
- take an active part in a service club (e.g. Rotary, Kiwanis, etc.).

The majority of board members differed with the expectations of incumbent presidents that a president may or may not:

- participate in the affairs of the faculty organization.

The board member majority held the expectation that a president do participate.

The majority of incumbent presidents and board members converged in their expectations that a president not:



- take an active part in local politics.
- hold office in the town or city government, such as the finance committee.

#### Friendships--Converging Expectations

The majority of incumbent presidents and board members held convergent expectations that a president may or may not have an intimate friendship with:

- an individual board member.
- a dean or director in the college or university.
- an individual faculty member.
- a leader of a service club (e.g., Rotary, Kiwanis, etc.).
- a leader of a fraternal organization.
- a leader of a veterans organization.
- an education association leader.
- a newspaperman.
- individuals influential for economic reasons.
- a business organization leader.
- a labor organization leader.
- a member of the legislature.
- a local politician.
- a church leader.
- the governor.

The incumbent president majority differed with the board member majority in the expectation that a president may or may not have an intimate friendship with:

--a leader of the student government.

The incumbent president majority held that a president should be friends with student leaders.

Within the four main areas of expectation studied, nineteen items of possible conflict were found. By the use of Chi-square, a test of significance, the following items were concluded to be possible of producing conflict between presidents and board members.

#### Personal Qualities--Possible Conflict Areas

1. Nearly one-half of the board members held the view that a president MUST be male. Only one-fifth of the incumbent presidents shared this view.
2. Three-fourths of the board members held the view that a president SHOULD be a church member. Less than one-half of the incumbent presidents held this expectation.
3. While one-third of the incumbent presidents held that a president SHOULD NOT be promoted from the local college staff, less than one-tenth of board members believed that strongly about the matter.
4. Almost three-tenths of the incumbent presidents held the expectation that a president SHOULD be a person with building construction experience, while less than one-twentieth of board members held that view.

5. Nearly five-sixths of the board members held that a president SHOULD have an attractive personal appearance. Less than one-half of the incumbent group shared that viewpoint.
6. Two-thirds of the board members believed that a president SHOULD be personally ambitious, however, less than three-tenths of the incumbent presidents supported that expectation.
7. More than three-fifths of the board members held the view that a president MUST be tactful, but only three-eighths of the incumbents felt the same way.
8. Slightly over a one-fifth greater percentage of the board members than incumbent presidents held the expectation that a president SHOULD be educationally "progressive."
9. Over three-fourths of the incumbent presidents believed that a president SHOULD NOT be authoritarian. Less than one-half of the board members shared the same viewpoint. On certain issues some board members would support an authoritative position.

#### Performances--Possible Conflict Areas

1. Of the total group of incumbent presidents, more than four-fifths of them held that a president SHOULD NOT help the board resist faculty demands for higher salaries. Only slightly over one-half of the total group of board members supported that position.

2. Almost four-fifths of the incumbent presidents believed that a president SHOULD involve faculty in new staff selection, while only one-half of the board members agreed with them.
3. Although board members and incumbent presidents generally agreed that a president is expected to help his faculty to get higher salaries, a three-tenths greater number of incumbent presidents than board members believed that to be a MUST responsibility.
4. Nearly four-fifths of the incumbent president group held the expectation that a president SHOULD write articles for professional journals which will be of benefit to others in the profession. Only two-fifths of the board member group held the same expectation.

#### Participations--Possible Conflict Area

1. Three-eighths of the incumbent presidents believed that a president SHOULD take an active part in the local or area chamber of commerce, while only one-eighth of the board members agreed with that viewpoint.

#### Friendships--Possible Conflict Areas

1. A one-fourth greater percentage of incumbent presidents than board members held the view that

a president SHOULD be friends with a leader of a service club.

2. While one-fourth of the incumbent presidents believed that a president SHOULD be friends with a leader of a fraternal organization, only one-twentieth of the board members shared that expectation.
3. With one-fourth of the incumbent president group a president SHOULD be friends with a leader of a veterans organization, but only one-twentieth of the board members felt that way.
4. More than two-fifths of the incumbent presidents held the expectation that a president SHOULD be friends with a newspaperman. Less than one-eighth of the board members were so inclined.
5. One-third of the incumbent presidents held the expectation that a president SHOULD be friends with a labor organization leader, while less than one-tenth of the board members held that expectation.

Many of the tables in this group raise a question on the requirements of realistic administration.

### Implications of the Study

Considering the replies from board members and incumbent presidents from those colleges studied, one major implication and some implications for graduate preparation programs and the administration of higher education can be inferred from the data analysis. To determine if the same is true for all colleges and universities would require further study.

### Major Implication

The major implication of this study on the role expectations for selected college and university presidents, was that the area deserves and requires additional research.

### Implications for Graduate Preparation Programs

For the colleges and universities studied it would appear possible to state the following implications for graduate preparation programs in higher educational administration.

1. Graduate preparation programs for higher educational administration should include experiences in the development of adequate competencies in verbal expression. Board member and president majorities expected a president to be a good public speaker and able to express ideas clearly.

2. Graduate preparation programs for higher educational administration should aid the development of enthusiastic leadership abilities. They should also intensify their consideration of the area of human relations. Incumbent president and board member majorities expected a president to be a dynamic leader and able to work well with people.
3. Graduate preparation programs for higher educational administration should encourage interested students to pursue advanced degrees. Both board member and incumbent president majorities expected a president to have a doctors degree.
4. Graduate preparation programs for higher educational administration should promote the development of campus planning and educational planning skills. Board of control member and president majorities expected a president to have on paper a long range campus building plan and to have an educational development plan on paper.
5. Graduate preparation programs for higher educational administration should continue to emphasize the importance of a democratic

philosophy of administration. Incumbent president and board member majorities overwhelmingly expected a president to be democratic and to not be authoritarian.

### Implications for Administration of Higher Education

From the responses of the presidents and board members of the colleges and universities of the study it is possible to define the following implications for the administration of higher education from this study.

1. Administration of higher education has the task of educating board members to an acceptance of a basic tenet of democracy which is, that no qualified person should be excluded from a position due to sex or race. The majority of board members did not favor a female or Negro as a president.
2. Administration of higher education can look forward to appointment of presidents between the ages of thirty years to fifty-nine years of age. Incumbent president and board of control member majorities expected a president to be not less than thirty years of age and no more than sixty years of age.



3. Administration of higher education will continue to move in the direction of more democratic rather than authoritarian leadership in the accomplishment of tasks which higher education provides. Majorities of both groups of the sample expected a president to involve faculty in new staff selection, also to make a conscientious effort to involve faculty in new building planning, and finally, to use student committees to study problem areas.
4. Administration of higher education above all must recognize its responsibility to maintain a professional ethic and enlist persons of integrity to its ranks. Incumbent president and board member majorities expected a president to defend his faculty from attack when they try to present both sides of various social or political issues, and to fight continuously against any attacks on educational principles or methods which he knows are sound. In addition they expected him to make recommendations for the appointment, promotion, or dismissal of subordinates on the basis of merit alone, and finally, to refuse to recommend the dismissal

of a faculty member the public wants dismissed if he feels the complaint is invalid.

### Recommendations

The data collected for this study through the use of questionnaires and interviews showed a remarkably high level of convergence of role expectation for incumbent presidents and board of control members of the study groups. The responses of both groups on three-fourths of the items indicated agreement of expectation. On thirty of the questionnaire items there was divergence of expectation noted. On nineteen of the one hundred twenty items divergence above the 5% level of significance figure of 3.84 was shown, according to Chi-square computation, to be considered capable of producing conflict of expectation.

The major recommendations of this study are based upon the facts presented above.

#### Recommendation No. 1

It is desirable for prospective presidents to be familiar with the expectations which appointing board of control members hold for the role of college or university president. If they feel unable to accept or modify these expectations

they should consider declining appointment to the office of president.

Recommendation No. 2

It is desirable for board members to be aware of the expectations upon which they and their incumbent president hold differing points of view, and to seek to narrow the gap between their thinking and that of the incumbent president under their jurisdiction.

Recommendation No. 3

It is desirable for incumbent presidents to familiarize themselves with the expectations of divergence which this study provided, in order to better understand the board member position and thereby reduce the possibility of friction between themselves and their board.

Recommendation No. 4

That all presidents and board of control members recognize that there are hidden areas of conflict in expectation for the role of college or university president, and that they should each do all within their power to discover these areas and to resolve the differences of opinion

by open recognition of the fact rather than waiting for more serious repercussions.

The above recommendations are not meant to imply that good president and board relations can be achieved only through total conformity of expectation on the part of both groups. For it is the very diversity of opinion which creates the dynamic atmosphere which higher education enjoys in America.

The recommendations are intended instead to make both board members and presidents aware of differences of opinion which may be hampering their very effectiveness to perform the acts to which they are both committed. This task is to provide leadership and an atmosphere most conducive to the development and continuation of a high quality program of higher learning for the post secondary education of the qualified youth of our nation.

#### Suggestions for Future Research

1. Replication of this study with the privately endowed colleges and universities of the same regional area, compared with the results of this study.
2. Replication of this study with a similar selection of colleges and universities in other regional areas of the United States, and comparison with the region of this study.

3. A similar study of the same selected colleges and universities of this sample to obtain faculty and student role expectations for presidents.
4. A similar study of role expectations for college or university presidents, including the expectations of members of the community.
5. A study of the role expectations incumbent presidents hold for board of control members.
6. Studies of other roles in the field of higher educational administration.
7. An interpretive study of the same groups to determine whether they genuinely hold the liberal attitudes exemplified by their permissive responses to apparently deep conviction question areas. (See the MMNB responses on Table 2 for example.)

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APPENDIX A

PRESIDENT QUESTIONNAIRE FORM  
LIST OF PRESIDENT INTERVIEW QUESTIONS

RESIDEN

ACQUA

CLTOR

CLDY

STRUC

TEM

TEM

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WARR

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COLL

## COLLEGE OR UNIVERSITY PRESIDENT ROLE EXPECTATION QUESTIONNAIRE

## SECTION I - PERSONAL QUALITIES

**INFORMATION:** IMAGINE THAT YOUR BOARD HAD THE TASK OF HIRING A NEW COLLEGE OR UNIVERSITY PRESIDENT. WHICH OF THE FOLLOWING QUALITIES WOULD YOU LOOK FOR IN THE NEW PERSON?

**INSTRUCTIONS:** PLEASE CIRCLE IN THE RIGHT HAND COLUMN, YOUR RESPONSE TO EACH LISTED ITEM.

RESPONSE KEY:	MUST BE MB	SHOULD BE SB	MAY OR MAY NOT BE MMNB	SHOULD NOT BE SNB	MUST NOT BE MNB
ITEM					
1. 50 TO 59 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
2. MARRIED	MB	SB	MMNB	SNB	MNB
3. OUTSPOKEN	MB	SB	MMNB	SNB	MNB
4. CHURCH MEMBER	MB	SB	MMNB	SNB	MNB
5. 60 YEARS OF AGE OR OLDER	MB	SB	MMNB	SNB	MNB
6. A GOOD PUBLIC SPEAKER	MB	SB	MMNB	SNB	MNB
7. IMAGINATIVE	MB	SB	MMNB	SNB	MNB
8. DEMOCRAT	MB	SB	MMNB	SNB	MNB
9. HAVE DOCTORS DEGREE	MB	SB	MMNB	SNB	MNB
10. PRACTICAL	MB	SB	MMNB	SNB	MNB
11. UNDER 30 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
12. PERSONALLY AMBITIOUS	MB	SB	MMNB	SNB	MNB
13. TACTFUL	MB	SB	MMNB	SNB	MNB
14. MALE	MB	SB	MMNB	SNB	MNB
15. WHITE	MB	SB	MMNB	SNB	MNB
16. ABLE TO EXPRESS IDEAS CLEARLY	MB	SB	MMNB	SNB	MNB
17. EASY-GOING	MB	SB	MMNB	SNB	MNB
18. SKILLED IN PUBLIC RELATIONS	MB	SB	MMNB	SNB	MNB
19. PERSON OF VISION	MB	SB	MMNB	SNB	MNB
20. EXPERIENCED TEACHER	MB	SB	MMNB	SNB	MNB
21. TEETOTALER	MB	SB	MMNB	SNB	MNB
22. WIDOWER	MB	SB	MMNB	SNB	MNB
23. LIBERAL ARTS BACKGROUND	MB	SB	MMNB	SNB	MNB
24. SMOKER	MB	SB	MMNB	SNB	MNB
25. WELL INFORMED ON CURRENT EDUCATIONAL PRACTICES	MB	SB	MMNB	SNB	MNB
26. CONSERVATIVE IN DRESS	MB	SB	MMNB	SNB	MNB
27. JEWISH	MB	SB	MMNB	SNB	MNB

28. PERSISTENT	MB	SB	MMNB	SNB	MNB
29. SINGLE	MB	SB	MMNB	SNB	MNB
30. SENSE OF VALUES	MB	SB	MMNB	SNB	MNB
31. PREVIOUS SUCCESS AS AN EDUCATIONAL ADMINISTRATOR	MB	SB	MMNB	SNB	MNB
32. PERSON OF INTELLECTUAL BRILLIANCE	MB	SB	MMNB	SNB	MNB
33. EDUCATIONALLY "CONSERVATIVE"	MB	SB	MMNB	SNB	MNB
34. PROTESTANT	MB	SB	MMNB	SNB	MNB
35. 40 TO 49 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
36. FEMALE	MB	SB	MMNB	SNB	MNB
37. DYNAMIC LEADER	MB	SB	MMNB	SNB	MNB
38. NEGRO	MB	SB	MMNB	SNB	MNB
39. ATTRACTIVE PERSONAL APPEARANCE	MB	SB	MMNB	SNB	MNB
40. VIGOROUS	MB	SB	MMNB	SNB	MNB
41. CATHOLIC	MB	SB	MMNB	SNB	MNB
42. WORKS WELL WITH PEOPLE	MB	SB	MMNB	SNB	MNB
43. REPUBLICAN	MB	SB	MMNB	SNB	MNB
44. PROMOTED FROM THE LOCAL COLLEGE STAFF	MB	SB	MMNB	SNB	MNB
45. SCHOLARLY	MB	SB	MMNB	SNB	MNB
46. DEMOCRATIC	MB	SB	MMNB	SNB	MNB
47. 30 TO 39 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
48. DIVORCED	MB	SB	MMNB	SNB	MNB
49. PERSON WHO BELIEVES IN AS LITTLE GOVERNMENT AS POSSIBLE	MB	SB	MMNB	SNB	MNB
50. PERSUASIVE	MB	SB	MMNB	SNB	MNB
51. EDUCATIONALLY "PROGRESSIVE"	MB	SB	MMNB	SNB	MNB
52. HAVE MASTERS DEGREE	MB	SB	MMNB	SNB	MNB
53. MARRIED WITH CHILDREN	MB	SB	MMNB	SNB	MNB
54. BUSINESSLIKE IN FINANCIAL AFFAIRS	MB	SB	MMNB	SNB	MNB
55. PERSON WITH BUILDING CONSTRUCTION EXPERIENCE	MB	SB	MMNB	SNB	MNB
56. AUTHORITARIAN	MB	SB	MMNB	SNB	MNB

END OF SECTION I - CONTINUE ON TO NEXT SECTION



## SECTION II - PERFORMANCES

**INFORMATION:** WHAT OBLIGATIONS DO YOU FEEL A COLLEGE OR UNIVERSITY PRESIDENT HAS TO DO OR NOT DO THE FOLLOWING THINGS?

**INSTRUCTIONS:** PLEASE CIRCLE IN THE RIGHT HAND COLUMN, YOUR RESPONSE TO EACH LISTED ITEM.

RESPONSE KEY:		MUST DO MD	SHOULD DO SD	MAY OR MAY NOT DO MMND	SHOULD NOT DO SND	MUST NOT DO MND
TEM						
1.	CARRY OUT DECISIONS OF THE BOARD WHICH HE BELIEVES TO BE UNSOUND	MD	SD	MMND	SND	MND
2.	INVOLVE FACULTY IN NEW STAFF SELECTION	MD	SD	MMND	SND	MND
3.	KEEP HIS OFFICE OPEN TO ALL PERSONS AT ALL TIMES	MD	SD	MMND	SND	MND
4.	USE STUDENT COMMITTEES TO STUDY PROBLEM AREAS	MD	SD	MMND	SND	MND
5.	MAKE RECOMMENDATIONS FOR THE APPOINTMENT, PROMOTION, OR DISMISSAL OF SUBORDINATES ON THE BASIS OF MERIT ALONE	MD	SD	MMND	SND	MND
6.	ENCOURAGE FACULTY MEMBERS TO DISCUSS THEIR PROBLEMS WITH HIM	MD	SD	MMND	SND	MND
7.	ACCEPT FULL RESPONSIBILITY FOR THE DECISIONS OF HIS SUBORDINATES	MD	SD	MMND	SND	MND
8.	COOPERATE WILLINGLY WITH RESEARCHERS WHO ARE ATTEMPTING TO ADVANCE KNOWLEDGE IN HIS FIELD	MD	SD	MMND	SND	MND
9.	MAKE CONSCIENTIOUS EFFORT TO INVOLVE FACULTY IN NEW BUILDING PLANNING	MD	SD	MMND	SND	MND
10.	WRITE ARTICLES FOR PROFESSIONAL JOURNALS WHICH WILL BE OF BENEFIT TO OTHERS IN THE PROFESSION	MD	SD	MMND	SND	MND
11.	REFUSE TO RECOMMEND THE DISMISSAL OF A FACULTY MEMBER THE PUBLIC WANTS DISMISSED IF HE FEELS THE COMPLAINT IS INVALID	MD	SD	MMND	SND	MND
12.	"PLAY UP TO" INFLUENTIAL CITIZENS	MD	SD	MMND	SND	MND
13.	SECURE OUTSIDE HELP FROM "EXPERTS" WHEN PROBLEM AREAS ARE ENCOUNTERED	MD	SD	MMND	SND	MND
14.	TAKE DIRECTIONS FROM INDIVIDUAL BOARD MEMBERS	MD	SD	MMND	SND	MND
15.	GIVE CONSIDERATION TO AREA VALUES OR FEELINGS REGARDING RACE, RELIGION, NATIONAL ORIGIN, WHEN FILLING VACANT FACULTY POSITIONS	MD	SD	MMND	SND	MND
16.	HAVE ON PAPER A LONG RANGE CAMPUS BUILDING PLAN	MD	SD	MMND	SND	MND
17.	SPEAK TO ALL MAJOR CIVIC GROUPS AT LEAST ONCE A YEAR	MD	SD	MMND	SND	MND
18.	DEFEND HIS FACULTY FROM ATTACK WHEN THEY TRY TO PRESENT BOTH SIDES OF VARIOUS SOCIAL OR POLITICAL ISSUES	MD	SD	MMND	SND	MND
19.	SEEKS ABLE PEOPLE FOR OPEN FACULTY POSITIONS RATHER THAN CONSIDERING ONLY THOSE WHO APPLY	MD	SD	MMND	SND	MND

20. ELIMINATE FROM HIS STAFF ANY POLITICAL LIBERALS WHO MIGHT BE ACCUSED OF BEING "PINKS" OR "REDS".	MD	SD	MMND	SND	MND
21. ESTABLISH REGULAR CHANNELS OF COMMUNICATION WITH THE PRESS	MD	SD	MMND	SND	MND
22. HELP HIS FACULTY TO GET HIGHER SALARIES	MD	SD	MMND	SND	MND
23. FIGHT CONTINUOUSLY AGAINST ANY ATTACKS ON EDUCATIONAL PRINCIPLES OR METHODS WHICH HE KNOWS ARE SOUND	MD	SD	MMND	SND	MND
24. ENCOURAGE THE FORMATION OF LAY COMMITTEES TO COOPERATE WITH THE BOARD IN STUDYING COLLEGIATE PROBLEMS	MD	SD	MMND	SND	MND
25. COMPILE A LIST OF THE GENERAL CHARACTERISTICS DESIRED IN FACULTY MEMBERS	MD	SD	MMND	SND	MND
26. OCCASIONALLY COMPROMISE WITH PRESSURE GROUPS	MD	SD	MMND	SND	MND
27. MAKE SINCERE EFFORTS TO ENCOURAGE ACTIVE STUDENT GOVERNMENT	MD	SD	MMND	SND	MND
28. MAKE MAJOR CHANGES WITHOUT CONSULTING THE FACULTY	MD	SD	MMND	SND	MND
29. TAKE A NEUTRAL STAND ON ANY ISSUE ON WHICH THE COLLEGE COMMUNITY IS EVENLY SPLIT	MD	SD	MMND	SND	MND
30. HAVE EDUCATIONAL DEVELOPMENT PLAN ON PAPER	MD	SD	MMND	SND	MND
31. PERSONALLY INSPECT ALL CAMPUS BUILDINGS AT LEAST ONCE A YEAR	MD	SD	MMND	SND	MND
32. AVOID INVOLVEMENT WITH FACTIONAL OR CLIQUE GROUPS ON THE STAFF	MD	SD	MMND	SND	MND
33. WORK ON COMMITTEES SPONSORED BY STATE OR NATIONAL HIGHER EDUCATIONAL GROUPS	MD	SD	MMND	SND	MND
34. IN BUDGET PLANNING THE COST FACTORS ARE GIVEN GREATER CONSIDERATION THAN EDUCATIONAL NEEDS	MD	SD	MMND	SND	MND
35. HELP THE BOARD RESIST FACULTY DEMANDS FOR HIGHER SALARIES	MD	SD	MMND	SND	MND
36. READ MOST OF THE PROFESSIONAL JOURNALS	MD	SD	MMND	SND	MND

END OF SECTION II - CONTINUE ON TO NEXT SECTION

## SECTION III - PARTICIPATIONS

**INFORMATION:** WHICH OF THE FOLLOWING KINDS OF ORGANIZATIONAL MEMBERSHIPS OR ACTIVITIES DO YOU FEEL ARE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT?

**INSTRUCTIONS:** PLEASE CIRCLE IN THE RIGHT HAND COLUMN, YOUR RESPONSE TO EACH LISTED ITEM

RESPONSE KEY:		MUST DO MD	SHOULD DO SD	MAY OR MAY NOT DO MMND	SHOULD NOT DO SND	MUST NOT DO MND
ITEM						
1. TAKE AN ACTIVE PART IN LOCAL POLITICS	MD	SD	MMND	SND	MND	
2. TAKE AN ACTIVE PART IN CHURCH AFFAIRS	MD	SD	MMND	SND	MND	
3. TAKE AN ACTIVE PART IN A FRATERNAL ORGAN- IZATION	MD	SD	MMND	SND	MND	
4. HAVE HIS WIFE ACTIVE IN THE COMMUNITY ACTIVITIES	MD	SD	MMND	SND	MND	
5. BE A MEMBER OF NATIONAL ORGANIZATIONS IN HIS FIELD	MD	SD	MMND	SND	MND	

SNC	6. TAKE AN ACTIVE PART IN A VETERANS ASSOCIATION	MD	SD	MMND	SND	MND
SNC	7. SERVE ON SEVERAL CIVIC AND WELFARE COMMITTEES SUCH AS THE RED CROSS	MD	SD	MMND	SND	MND
SNC	8. HOLD OFFICE IN THE TOWN OR CITY GOVERNMENT, SUCH AS THE FINANCE COMMITTEE	MD	SD	MMND	SND	MND
SNC	9. PARTICIPATE IN THE AFFAIRS OF THE FACULTY ORGANIZATION	MD	SD	MMND	SND	MND
SNC	10. TAKE AN ACTIVE PART IN A SERVICE CLUB (E.G., ROTARY, KIWANIS, ETC.)	MD	SD	MMND	SND	MND
SNC	1. TAKE AN ACTIVE PART IN THE LOCAL OR AREA CHAMBER OF COMMERCE	MD	SD	MMND	SND	MND
SNC	2. TAKE AN ACTIVE PART IN STUDENT ACTIVITIES	MD	SD	MMND	SND	MND

END OF SECTION III - CONTINUE ON TO NEXT SECTION

#### SECTION IV - FRIENDSHIPS

INFORMATION: WITH WHOM OF THE FOLLOWING PERSONS DO YOU FEEL IT WOULD BE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT TO HAVE AN INTIMATE FRIENDSHIP?

INSTRUCTIONS: PLEASE CIRCLE IN THE RIGHT HAND COLUMN, YOUR RESPONSE TO EACH LISTED ITEM.

RESPONSE KEY:		MUST BE MB	SHOULD BE SB	MAY OR MAY NOT BE MMNB	SHOULD NOT BE SNB	MUST NOT BE MNB
TEM						
SNC	1. A LEADER OF A SERVICE CLUB (E.G., ROTARY, KIWANIS, ETC.)	MB	SB	MMNB	SNB	MNB
SNC	2. A BUSINESS ORGANIZATION LEADER	MB	SB	MMNB	SNB	MNB
SNC	3. A LABOR ORGANIZATION LEADER	MB	SB	MMNB	SNB	MNB
SNC	4. AN INDIVIDUAL BOARD MEMBER	MB	SB	MMNB	SNB	MNB
SNC	5. A NEWSPAPERMAN	MB	SB	MMNB	SNB	MNB
SNC	6. A MEMBER OF THE LEGISLATURE	MB	SB	MMNB	SNB	MNB
SNC	7. A DEAN, OR DIRECTOR IN THE COLLEGE OR UNIVERSITY	MB	SB	MMNB	SNB	MNB
SNC	8. A LOCAL POLITICIAN	MB	SB	MMNB	SNB	MNB
SNC	9. A CHURCH LEADER	MB	SB	MMNB	SNB	MNB
SNC	10. AN INDIVIDUAL FACULTY MEMBER	MB	SB	MMNB	SNB	MNB
SNC	11. A LEADER OF A FRATERNAL ORGANIZATION	MB	SB	MMNB	SNB	MNB
SNC	12. A LEADER OF A VETERANS ORGANIZATION	MB	SB	MMNB	SNB	MNB
SNC	13. A LEADER OF THE STUDENT GOVERNMENT	MB	SB	MMNB	SNB	MNB
SNC	14. INDIVIDUALS INFLUENCE FOR ECONOMIC REASONS	MB	SB	MMNB	SNB	MNB
SNC	15. AN EDUCATION ASSOCIATION LEADER	MB	SB	MMNB	SNB	MNB
SNC	16. THE GOVERNOR	MB	SB	MMNB	SNB	MNB

END OF QUESTIONNAIRE - THANK YOU FOR YOUR COOPERATION

## LIST OF PRESIDENTS INTERVIEW QUESTIONS

1. What three personal qualities do you feel are the most important for a college or university president to have?
2. What three performances do you feel are the most important for a college or university president to do?
3. What three participations do you feel are the most important for a college or university president?
4. What three friendships do you feel are the most important for a college or university president to have?
5. If you had to name the one area of conflict which occurs most often between boards and presidents, what would it be?
6. If you had to name the one area on which board members and presidents agree most often, what would it be?

APPENDIX B

BCARD MEMBER QUESTIONNAIRE FORM

APPENDIX C

LIST OF SELECTED COLLEGES AND UNIVERSITIES

## LIST OF SELECTED COLLEGES AND UNIVERSITIES

## Connecticut

The University of Connecticut  
Central Connecticut State College  
Danbury State College  
Southern Connecticut State College  
Willimantic State College

## Maine

The University of Maine  
Farmington State Teachers College  
Gorham State Teachers College

## Massachusetts

The University of Massachusetts  
State Teachers College at Boston  
Bridgewater State Teachers College  
Fitchburg State Teachers College  
Framingham State Teachers College  
Lowell State Teachers College  
North Adams State Teachers College  
Salem State Teachers College  
Westfield State Teachers College  
Worcester State Teachers College

## New Hampshire

The University of New Hampshire  
Keene Teachers College  
Plymouth Teachers College

Rhode Island

The University of Rhode Island

Rhode Island College of Education

Vermont

The University of Vermont

Castleton State Teachers College

Lyndon Center State Teachers College



APPENDIX D

COPIES OF CORRESPONDENCE AND FORMS

July 10, 1959

Dear President:

We are studying the role expectations which selected board members and presidents have for the office of college or university president. It is hoped the results of this research will disclose possible conflict or problem areas, the understanding of which will contribute to the improvement of preparation programs in higher educational administration.

We have selected your college for inclusion in our research sample and sincerely request your participation. You can be assured that the total time you are involved will not exceed approximately one hour and that all replies will be confidential, in keeping with proper research procedure. All participants will receive an abstract of the pertinent findings.

The research design includes the administration by mail of a questionnaire to board members. In addition, we would like to have the opportunity to secure similar information from you in a personal interview on a convenient date in August or September. To indicate your willingness to participate in this study, please complete and return the enclosed form, which implies two requests:

1. Signify your choice of a date for a personal interview.
2. Have your secretary list the complete names and addresses of your board members.

Mr. Lawrence O. Nelson who will serve as our interviewer for the New England colleges and universities will notify you of the exact date of his visit, as soon as the interview schedule has been finalized.

We will look forward to receiving your reply and the opportunity to meet with you.

Sincerely yours,

William H. Roe  
Professor of Educational Administration

Enclosures (2)

Dear Mr. Nelson:

I will be happy to participate in the role expectation study and suggest one of the following dates for my interview. I understand that you will come to my office at 10 a.m. for a morning interview or 3 p.m. for an afternoon interview and that the total time needed for this purpose will not exceed approximately one hour.

My first preference is circled and my second choice is crossed out.

	August				September		Alternate Time For Date Shown	
Monday	10 AM	17 AM	24 AM	31 AM	Monday		14 AM	
	10 PM	17 PM	24 PM	31 PM			14 PM	
Tuesday	11 AM	18 AM	25 AM		Tuesday	1 AM	8 AM	15 AM
	11 PM	18 PM	25 PM			1 PM	8 PM	15 PM
Wednesday	12 AM	19 AM	26 AM		Wednesday	2 AM	9 AM	16 AM
	12 PM	19 PM	26 PM			2 PM	9 PM	16 PM
Thursday	13 AM	20 AM	27 AM		Thursday	3 AM	10 AM	17 AM
	13 PM	20 PM	27 PM			3 PM	10 PM	17 PM
Friday	14 AM	21 AM	28 AM		Friday	4 AM	11 AM	18 AM
	14 PM	21 PM	28 PM			4 PM	11 PM	18 PM

My secretary has listed the board member addresses on the reverse side of this page.

Sincerely yours,

President \_\_\_\_\_,

August 3, 1959

Dear President:

We certainly appreciate your willingness to participate in the role expectation study. From your suggested dates, I have scheduled August 12 at 10 A.M. for our interview.

I am looking forward to our meeting on that date.

Sincerely yours,

Lawrence C. Nelson  
Department of Administrative  
and Educational Services

August 3, 1959

Dear President:

Up to the present time we have not received word from you indicating your willingness to participate in the role expectation study, which we wrote to you about earlier. It is essential that we have the cooperation of as many respondents as possible and assume that you wish to be included in the study sample.

Upon my arrival in New England, therefore, I will contact you by telephone to arrange a convenient date for a personal interview.

Sincerely yours,

Lawrence O. Nelson  
Department of Administrative  
and Educational Services

August 4, 1959

Dear Board Member,

We are studying the expectations which selected board members and presidents have for the office of college or university president. It is hoped the results of this research will disclose possible conflict or problem areas, the understanding of which may contribute to the improvement of preparation programs in higher educational administration.

We have selected your colleges or university for inclusion in our research sample and sincerely request your participation. You can be assured that the time involved in completing the enclosed questionnaire will not exceed approximately twenty minutes and that all replies will be kept confidential, in keeping with proper research procedure. All participants will receive an abstract of the pertinent findings.

Your completion of the questionnaire is vital to our study results, we therefore earnestly hope you will find it convenient to give to this endeavor, the brief amount of time which is needed. Upon completion of the questionnaire, merely place it in the enclosed return envelope. We will look forward to receiving your response and sincerely thank you for your cooperation.

Sincerely yours,

William H. Roe  
Professor of Educational Administration

October 9, 1959

Dear President:

With my return to Michigan State University, and completion of the New England area interviews, I want to indicate my appreciation for your helpfulness in the role expectation study.

Let me take this opportunity to thank you for giving the time and thought necessary to providing some of the most important responses for the research. I am certain that your willingness to participate in this endeavor will definitely lend greater meaning to the final results.

We are presently undertaking an analysis of the data and expect to complete the tabulations before many days. As soon as an abstract of the pertinent findings is available we will send you a copy.

My best wishes for a successful and rewarding academic year.

Sincerely yours,

Lawrence O. Nelson  
Department of Administrative and  
Educational Services

APPENDIX E

LIST OF INCUMBENT PRESIDENTS INTERVIEWED



## LIST OF INCUMBENT PRESIDENTS INTERVIEWED

## Connecticut

President A. N. Jorgensen	Storrs
President Ruth A. Haas	Danbury
President Herbert D. Welte	New Britain
President Hilton C. Buley	New Haven
President J. Eugene Smith	Willimantic

## Maine

President Lloyd H. Elliott	Orono
President Ermo Houston Scott	Farmington
President Francis L. Bailey	Lernam

## Massachusetts

President J. Paul Mather	Amherst
President William F. Doney	Boston
President Clement C. Maxwell	Bridgewater
President Ralph F. Weston	Fitchburg
President Daniel H. O'Leary	Lowell
President Eugene L. Freel	North Adams
President Fredrick A. Meier	Salem
President Edward J. Scanlon	Westfield

## New Hampshire

President Eldon L. Johnson	Durham
President Lloyd P. Young	Keene
President Harold E. Hyde	Plymouth

## Rhode Island

President Francis H. Horn

Kingston

President William C. Gaige

Providence

## Vermont

President John T. Fey

Burlington

President Richard J. Durdas

Castleton

President Robert E. Long

Lyndon Center

APPENDIX F

THEORETICAL FREQUENCIES AND  $\chi^2$  FOR  
120 ROLE EXPECTATION ITEMS AS  
COMPUTED BY THE MICHIGAN STATE INTEGRAL COMPUTER  
(MISTIC)

THEORETICAL FREQUENCIES AND  $\chi^2$  FOR 120 ROLE  
EXPECTATION ITEMS AS COMPUTED BY THE  
MICHIGAN STATE INTEGRAL COMPUTER  
(MISTIC)

Section I--Personal Qualities					
Item	Cell 1	Cell 2	Cell 3	Cell 4	
1	21	02	49	06	$\chi^2 = 0.05$
2	16	07	38	19	$\chi^2 = 0.22$
3	09	14	22	33	$\chi^2 = 0.49$
4	16	08	38	19	$\chi^2 = 6.66$
5	07	15	18	37	$\chi^2 = 0.05$
6	05	18	14	42	$\chi^2 = 0.00$
7	12	12	29	29	$\chi^2 = 0.24$
8	01	22	02	53	$\chi^2 = 0.05$
9	07	16	17	38	$\chi^2 = 0.07$
10	12	11	29	28	$\chi^2 = 1.24$
11	05	18	13	43	$\chi^2 = 3.75$
12	13	10	32	22	$\chi^2 = 11.97$
13	13	10	31	26	$\chi^2 = 4.14$
14	09	14	21	36	$\chi^2 = 4.16$
15	13	08	36	21	$\chi^2 = 0.15$
16	17	06	43	14	$\chi^2 = 0.01$
17	11	12	27	27	$\chi^2 = 0.32$
18	08	15	21	36	$\chi^2 = 0.80$
19	13	10	32	25	$\chi^2 = 0.56$
20	16	07	39	17	$\chi^2 = 3.22$
21	01	22	03	54	$\chi^2 = 0.22$
22	16	07	39	16	$\chi^2 = 1.37$
23	09	14	22	33	$\chi^2 = 0.63$
24	00	24	00	57	$\chi^2 = 0.00$
25	13	10	33	24	$\chi^2 = 0.74$
26	17	06	42	15	$\chi^2 = 3.81$
27	20	03	49	07	$\chi^2 = 2.58$
28	06	17	14	42	$\chi^2 = 0.97$
29	13	10	32	24	$\chi^2 = 0.45$
30	15	08	35	19	$\chi^2 = 0.07$
31	14	09	33	24	$\chi^2 = 1.02$
32	10	13	26	30	$\chi^2 = 2.09$
33	16	07	40	16	$\chi^2 = 1.01$
34	02	21	06	50	$\chi^2 = 0.27$
35	08	15	20	35	$\chi^2 = 0.44$
36	10	13	25	30	$\chi^2 = 0.35$
37	18	05	45	11	$\chi^2 = 0.00$
38	11	11	27	27	$\chi^2 = 0.06$
39	17	06	42	14	$\chi^2 = 14.16$

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Section I--Personal Qualities Continued

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Item	Cell 1	Cell 2	Cell 3	Cell 4	
40	07	16	19	38	$X^2 = 0.32$
41	21	02	50	06	$X^2 = 0.27$
42	14	09	35	22	$X^2 = 0.03$
43	01	22	02	54	$X^2 = 1.77$
44	20	03	48	09	$X^2 = 7.77$
45	19	04	45	10	$X^2 = 0.88$
46	15	08	38	19	$X^2 = 0.17$
47	21	02	48	06	$X^2 = 0.32$
48	10	13	24	32	$X^2 = 0.10$
49	14	09	34	20	$X^2 = 0.00$
50	06	17	14	41	$X^2 = 0.03$
51	13	10	32	22	$X^2 = 3.89$
52	13	10	33	23	$X^2 = 0.28$
53	06	17	14	42	$X^2 = 0.46$
54	10	13	24	33	$X^2 = 1.83$
55	02	21	07	49	$X^2 = 8.92$
56	10	13	23	33	$X^2 = 6.26$

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Section II--Performances

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1	13	08	34	22	$X^2 = 0.11$
2	14	09	34	21	$X^2 = 4.64$
3	14	09	34	23	$X^2 = 0.44$
4	15	08	35	19	$X^2 = 0.06$
5	16	07	40	16	$X^2 = 1.27$
6	05	18	12	45	$X^2 = 1.77$
7	10	12	25	31	$X^2 = 0.67$
8	10	13	24	32	$X^2 = 1.36$
9	04	19	11	44	$X^2 = 1.80$
10	12	11	30	27	$X^2 = 9.72$
11	13	10	30	26	$X^2 = 2.09$
12	11	12	27	30	$X^2 = 0.47$
13	03	20	07	48	$X^2 = 0.85$
14	13	10	31	25	$X^2 = 0.43$
15	13	10	30	26	$X^2 = 2.20$
16	07	15	19	38	$X^2 = 1.94$
17	08	15	19	37	$X^2 = 0.44$
18	11	12	27	28	$X^2 = 2.59$
19	14	09	33	24	$X^2 = 0.00$
20	13	09	31	22	$X^2 = 3.02$
21	07	16	16	38	$X^2 = 0.14$
22	07	16	17	37	$X^2 = 8.08$

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Section II--Performances Continued

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Item	Cell 1	Cell 2	Cell 3	Cell 4	
23	13	10	31	23	$X^2 = 0.43$
24	16	07	38	15	$X^2 = 2.47$
25	13	10	31	22	$X^2 = 1.14$
26	13	10	32	22	$X^2 = 0.23$
27	05	18	13	40	$X^2 = 1.52$
28	06	17	13	40	$X^2 = 3.14$
29	13	10	30	22	$X^2 = 3.41$
30	04	19	11	42	$X^2 = 0.31$
31	18	05	43	11	$X^2 = 0.48$
32	20	03	47	07	$X^2 = 0.22$
33	04	19	10	44	$X^2 = 2.32$
34	06	18	13	39	$X^2 = 2.92$
35	08	15	18	35	$X^2 = 4.93$
36	14	09	30	22	$X^2 = 0.00$

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Section III--Participations

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1	08	15	19	34	$X^2 = 0.68$
2	09	14	22	32	$X^2 = 1.84$
3	01	22	04	50	$X^2 = 1.18$
4	08	15	20	34	$X^2 = 0.84$
5	05	18	13	41	$X^2 = 1.63$
6	20	03	47	09	$X^2 = 0.01$
7	06	17	16	39	$X^2 = 2.79$
8	10	13	25	32	$X^2 = 2.99$
9	11	12	27	29	$X^2 = 1.55$
10	05	18	14	42	$X^2 = 3.01$
11	05	18	11	45	$X^2 = 5.61$
12	12	11	30	26	$X^2 = 0.02$

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Section IV--Friendships

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1	06	17	16	38	$X^2 = 4.67$
2	06	17	16	38	$X^2 = 2.63$
3	03	20	09	45	$X^2 = 7.14$
4	15	08	28	16	$X^2 = 0.47$
5	05	18	11	43	$X^2 = 8.29$
6	05	18	12	43	$X^2 = 0.87$
7	05	18	12	43	$X^2 = 2.31$
8	15	08	36	19	$X^2 = 3.02$
9	08	15	19	36	$X^2 = 0.04$
10	17	06	39	16	$X^2 = 1.05$

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Section IV--Friendships Continued


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Item	Cell 1	Cell 2	Cell 3	Cell 4	
11	02	21	06	48	$\chi^2 = 6.32$
12	02	21	06	49	$\chi^2 = 6.49$
13	17	06	41	13	$\chi^2 = 1.17$
14	05	18	11	42	$\chi^2 = 2.71$
15	09	14	22	33	$\chi^2 = 1.43$
16	07	16	18	37	$\chi^2 = 0.88$

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APPENDIX G

TOTAL RESPONSES OF INCUMBENT PRESIDENTS  
AND BOARD OF CONTROL MEMBERS  
ON QUESTIONNAIRE ITEMS



TABLE 1

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL  
MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR  
UNIVERSITY PRESIDENTS RELATIVE TO AGE

Number and Item	Sample IP (24) BM (58)	Must Be	Should Be	May or May		Should		Must		No Response
				Not	Be	Not	Be	Not	Be	
5. 60 Years of Age or Older $\chi^2 = 0.05$	IP BM	0 0	0 0	8 18		11 24		5 14		0 2
1. 50 to 59 Years of Age $\chi^2 = 0.05$	IP BM	0 1	0 2	21 47		3 4		0 2		0 2
35. 40 to 49 Years of Age $\chi^2 = 0.44$	IP BM	0 2	10 17	14 37		0 0		0 0		0 2
47. 30 to 39 Years of Age $\chi^2 = 0.32$	IP BM	0 0	0 2	22 46		2 6		0 1		0 3
11. Under 30 Years of Age $\chi^2 = 3.75$	IP BM	0 0	0 1	9 9		14 36		1 11		0 1

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TABLE 2

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL  
MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR  
UNIVERSITY PRESIDENTS RELATIVE TO SEX AND RACE

Number and Item	Sample IP (24) BM (58)	Must Be	Should Be	May or May Not Be		Should Not Be	Must Not Be		No Response
14. Male $\chi^2 = 4.16$	IP BM	5 26	11 15	8 17		0 0	0 0		0 0
36. Female $\chi^2 = 0.35$	IP BM	0 0	0 0	12 24		10 21	2 11		0 2
38. Negro $\chi^2 = 0.06$	IP BM	0 1	0 0	12 27		8 17	3 11		1 2
15. White $\chi^2 = 0.15$	IP BM	7 20	6 17	9 21		0 0	0 0		2 0

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TABLE 3

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL  
MEMBERS PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR  
UNIVERSITY PRESIDENTS RELATIVE TO MARITAL STATUS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		IP	BM	IP	BM	IP	BM	IP	BM	IP	BM	IP	BM
2. Married $\chi^2 = 0.22$	IP BM	1 11	16 27			7 20		0 0		0 0		0 0	
53. Married with Children $\chi^2 = 0.46$	IP BM	0 0	5 16			19 41		0 0		0 0		0 1	
48. Divorced $\chi^2 = 0.10$	IP BM	0 0	0 0			11 24		13 27		0 6		0 1	
22. Widower $\chi^2 = 1.37$	IP BM	0 0	0 0			19 37		5 15		0 4		0 2	
29. Single $\chi^2 = 0.45$	IP BM	0 1	0 0			15 30		9 20		0 6		0 1	

TABLE 4

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO POLITICAL, RELIGIOUS PREFERENCES

Number and Item	Sample IP {24} BM {58}	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response
8. Democrat $\chi^2 = 0.05$	IP BM	0 0		1 3		23 51		0 1		0 1		0 2
43. Republican $\chi^2 = 1.77$	IP BM	0 0		0 4		23 53		1 0		0 0		0 1
41. Catholic $\chi^2 = 0.27$	IP BM	0 0		0 0		22 50		2 5		0 2		0 1
27. Jewish $\chi^2 = 2.58$	IP BM	0 0		0 0		23 47		1 9		0 1		0 1
34. Protestant $\chi^2 = 0.27$	IP BM	1 2		1 5		22 50		0 0		0 0		0 1
4. Church Member $\chi^2 = 6.66$	IP BM	2 9		9 34		13 13		0 1		0 0		0 1

TABLE 5

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO EDUCATION, EXPERIENCE

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
52. Have Masters Degree $X^2 = 0.28$	IP BM	15 32	6 15			3 10		0 0		0 0		0 1	
9. Have Doctors Degree $X^2 = 0.07$	IP BM	8 17	10 30			6 9		0 0		0 0		0 2	
23. Liberal Arts Background $X^2 = 0.63$	IP BM	0 8	8 16			15 32		1 0		0 0		0 2	
20. Experienced Teacher $X^2 = 3.22$	IP BM	2 11	18 25			4 21		0 0		0 0		0 1	
31. Previous Success as an Educational Administrator $X^2 = 1.02$	IP BM	1 13	11 23			12 22		0 0		0 0		0 0	
44. Promoted from the Local College Staff $X^2 = 7.77$	IP BM	0 0	0 0			16 53		8 5		0 0		0 0	
55. Person with Building Construction Experience $X^2 = 8.92$	IP BM	0 1	7 2			16 54		1 0		0 0		0 1	

TABLE 6

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PERSONAL HABITS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		IP	BM	0	11	11	38	13	8	0	0	0	0
39. Attractive Personal Appearance $\chi^2 = 14.16$	IP BM	0	11	11	38	13	8	0	0	0	0	0	1
26. Conservative in Dress $\chi^2 = 3.81$	IP BM	0	5	14	41	10	12	0	0	0	0	0	0
24. Smoker $\chi^2 = 0.00$	IP BM	0	0	0	0	24	57	0	0	0	0	0	1
21. Teetotaler $\chi^2 = 0.22$	IP BM	0	2	1	2	23	50	0	4	0	0	0	0

TABLE 7

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO COMPETENCIES

Number and Item	Sample IP (24) BM (58)	Must Be	Should Be	May or May Not Be	Should Not Be	Must Not Be	No Response
16. Able to Express Ideas Clearly $\chi^2 = 0.01$	IP BM	18 43	6 15	0 0	0 0	0 0	0 0
54. Businesslike in Financial Affairs $\chi^2 = 1.83$	IP BM	13 22	10 36	1 0	0 0	0 0	0 0
37. Dynamic Leader $\chi^2 = 0.00$	IP BM	0 9	19 36	5 12	0 0	0 0	0 1
42. Works Well with People $\chi^2 = 0.03$	IP BM	15 35	9 23	0 0	0 0	0 0	0 0
32. Person of Intel- lectual Brilliance $\chi^2 = 2.09$	IP BM	0 6	8 23	16 28	0 0	0 0	0 1
6. A Good Public Speaker $\chi^2 = 0.00$	IP BM	6 14	16 42	2 1	0 0	0 0	0 1
18. Skilled in Public Relations $\chi^2 = 0.80$	IP BM	7 23	14 27	3 8	0 0	0 0	0 0
25. Well Informed on Current Education- al Practices $\chi^2 = 0.74$	IP BM	12 35	11 23	1 0	0 0	0 0	0 0

TABLE 8

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PERSONAL ATTRIBUTES

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response
3. Outspoken $\chi^2 = 0.49$	IP BM	4 1		7 20		11 28		2 7		0 0		0 2
7. Imaginative $\chi^2 = 0.24$	IP BM	13 28		11 29		0 0		0 1		0 0		0 0
10. Practical $\chi^2 = 1.24$	IP BM	10 32		13 24		1 1		0 1		0 0		0 0
12. Personally Ambitious $\chi^2 = 11.97$	IP BM	0 7		7 32		12 11		5 4		0 1		0 3
13. Tactful $\chi^2 = 4.14$	IP BM	9 36		14 22		1 0		0 0		0 0		0 0
17. Easy-Going $\chi^2 = 0.32$	IP BM	2 1		1 7		10 18		8 22		3 7		0 3
19. Person of Vision $\chi^2 = 0.56$	IP BM	15 31		9 27		0 0		0 0		0 0		0 0

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TABLE 8--Continued

Number and Item	Sample IP {24} BM {58}	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response
28. Persistent	IP	8		14		1		1		0		0
$\chi^2 = 0.97$	BM	13		40		3		1		0		1
30. Sense of Values	IP	16		8		0		0		0		0
$\chi^2 = 0.07$	BM	35		19		1		0		0		3
40. Vigorous	IP	9		13		2		0		0		0
$\chi^2 = 0.32$	BM	18		40		0		0		0		0
45. Scholarly	IP	2		19		3		0		0		0
$\chi^2 = 0.88$	BM	13		31		12		0		0		2
50. Persuasive	IP	6		17		1		0		0		0
$\chi^2 = 0.03$	BM	15		39		2		0		0		2

TABLE 9

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO EDUCATIONAL, ADMINISTRATIVE PHILOSOPHY

Number and Item	Sample IP (24) BM (58)	Must Be	Should Be	May or May Not Be	Should Not Be	Must Not Be	No Response
33. Educationally "Conservative" $\chi^2 = 1.01$	IP BM	0 2	1 14	14 26	9 13	0 2	0 1
51. Educationally "Progressive" $\chi^2 = 3.89$	IP BM	1 3	9 33	14 14	0 5	0 0	0 3
46. Democratic $\chi^2 = 0.17$	IP BM	5 8	10 31	8 18	1 1	0 0	0 0
56. Authoritarian $\chi^2 = 6.26$	IP BM	0 1	1 6	4 22	14 20	5 8	0 1
49. Person Who Believes in as Little Government as Possible $\chi^2 = 0.00$	IP BM	1 0	3 12	11 22	8 12	1 9	0 3

TABLE 10

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO ADMINISTRATIVE RESPONSIBILITIES

Number and Item	Sample IP (24) BM (58)	Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response
7. Accept Full Responsibility for the Decisions of His Subordinates $\chi^2 = 0.67$	IP BM	12 24	7 21	3 10		1 1		0 1		1 1
13. Secure Outside Help from "Experts" when Problem Areas are Encountered $\chi^2 = 0.85$	IP BM	2 9	15 36	7 10		0 1		0 0		0 2
16. Have on Paper a Long Range Campus Building Plan $\chi^2 = 1.94$	IP BM	5 22	17 26	1 10		0 0		0 0		1 0
30. Have Educational Development Plan on Paper $\chi^2 = 0.31$	IP BM	4 12	17 33	3 9		0 0		0 0		0 4
31. Personally Inspect all Campus Buildings at Least Once a Year $\chi^2 = 0.48$	IP BM	8 17	12 25	4 12		0 1		0 0		0 3

TABLE 10--Continued

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		IP	BM	IP	BM	IP	BM	IP	BM	IP	BM	IP	BM
34. In Budget Plan- ning Give Greater Consideration to Cost Factors than Educational Needs $\chi^2 = 2.92$		1	0	0	3	2	13	13	29	8	7	0	6

TABLE 11

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO BOARD RELATIONS

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response
1. Carry Out Decisions of the Board Which He Believes to be Unsound $X^2 = 0.11$	IP BM	6 15	8 19		4 11		1 10		3 2		2 1	
14. Take Directions from Individual Board Members $X^2 = 0.43$	IP BM	0 0	1 1		3 7		8 25		12 24		0 1	179
24. Encourage the Formation of Lay Committees to Co-operate with the Board in Studying Collegiate Problems $X^2 = 2.47$	IP BM	1 2	13 39		10 11		0 0		0 2		0 4	
35. Help the Board Resist Faculty Demands for Higher Salaries $X^2 = 4.93$	IP BM	0 0	1 3		3 20		13 23		7 8		0 4	

TABLE 12

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FACULTY RELATIONS

Number and Item	Sample IP (24) BM (58)	Must		Should		May or May Not Do		Should		Must		No Response
		Do		Do		Not Do		Not Do		Not Do		
2. Involve Faculty in New Staff Selection $\chi^2 = 4.64$	IP BM	2 6		17 24		5 18		0 6		0 2		0 2
6. Encourage Faculty Members to Discuss their Problems With Him $\chi^2 = 1.77$	IP BM	3 15		16 39		4 4		1 0		0 0		0 0
9. Make Conscientious IP Effort to Involve BM Faculty in New Building Planning $\chi^2 = 1.80$	IP BM	7 9		16 39		1 7		0 1		0 0		0 2
18. Defend His Faculty IP From Attack When BM They Try to Present Both Sides of Various Social or Political Issues $\chi^2 = 2.59$	IP BM	15 24		8 26		1 6		0 0		0 0		0 2

TABLE 12--Continued

Number and Item	Sample IP (24) BM (58)	Must Do	Should Do	May or May Not Do	Should Not Do	Must Not Do	No Response
22. Help His Faculty to get Higher Salaries $\chi^2 = 8.08$	IP BM	13 12	11 36	0 7	0 0	0 0	0 3
28. Make Major Changes Without Consulting the Faculty $\chi^2 = 3.14$	IP BM	0 1	1 1	2 15	14 26	7 11	0 4

TABLE 13

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO STUDENT RELATIONS

Number and Item	Sample IP {24} BM {58}	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		IP	BM	IP	BM	IP	BM	IP	BM	IP	BM	IP	BM
4. Use Student Committees to Study Problem Areas $\chi^2 = 0.06$		IP	BM	14	34	9	19	0	0	0	0	0	3
27. Make Sincere Efforts to Encourage Active Student Government $\chi^2 = 1.52$		IP	BM	15	40	1	3	0	0	0	0	0	4

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TABLE 14

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO STAFF RELATIONS

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
20. Eliminate from His Staff Any Political Liberals Who Might Be Accused of Being "Pinks" or "Reds" $\chi^2 = 3.02$	IP BM	0 9		1 7		9 19		8 11		5 8		1 4	
29. Take a Neutral Stand on Any Issue on Which the College Community is Evenly Split $\chi^2 = 3.41$	IP BM	1 4		1 4		8 26		13 17		1 2		0 5	
32. Avoid Involvement with Factional or Clique Groups on the Staff $\chi^2 = 0.22$	IP BM	7 30		13 18		0 1		3 3		1 3		0 3	

TABLE 15

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PUBLIC RELATIONS

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Do		Do		Not Do		Not Do		Not Do		Response	
3. Keep His Office Open to All People at All Times $\chi^2 = 0.44$	IP BM	4 9		9 27		4 15		6 6		1 1		0 0	
12. "Play Up To" In- fluential Citizens $\chi^2 = 0.47$	IP BM	1 1		1 5		8 23		7 17		7 12		0 0	
17. Speak to All Major Civic Groups at Least Once a Year $\chi^2 = 0.44$	IP BM	1 4		6 17		14 36		3 0		0 0		0 1	184
21. Establish Regular Channels of Com- munication with the Press $\chi^2 = 0.14$	IP BM	8 16		15 37		1 2		0 0		0 0		0 3	
26. Occasionally Com- promise with Pressure Groups $\chi^2 = 0.23$	IP BM	0 3		5 8		8 22		10 14		1 8		0 3	

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PROFESSIONAL RESPONSIBILITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Do		Do		Do		Do		Do		Do	
8. Cooperate Will- ingly with Researchers Who are Attempting to Advance Knowl- edge in His Field $X^2 = 1.35$	IP BM	8 27		16 30		0 0		0 0		0 0		0 1	
10. Write Articles for IP Professional BM Journals Which Will be of Benefit to Others in the Profession $X^2 = 9.72$	IP BM	0 4		19 20		5 34		0 0		0 0		0 0	
23. Fight Continuously IP Against any Attacks BM on Educational Principles or Methods Which He Knows are Sound $X^2 = 0.43$	IP BM	15 30		8 23		1 1		0 1		0 0		0 3	

TABLE 16--Continued

Number and Item	Sample IP (24) BM (58)	Must Do	Should Do	May or May Not Do	Should Not Do	Must Not Do	No Response
33. Work on Com- mittees Sponsored by State or National Higher Educational Groups $\chi^2 = 2.32$	IP BM	7 8	16 36	1 10	0 1	0 0	0 3
36. Read Most of the Professional Journals $\chi^2 = 0.00$	IP BM	3 2	11 29	9 22	1 0	0 0	0 5

TABLE 17

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PERSONNEL POLICIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
5. Make Recommendations for the Appointment, Promotion, or Dismissal of Subordinates on the Basis of Merit Alone $X^2 = 1.26$	IP BM	9 16	10 22	3 10	2 8	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1
11. Refuse to Recommend the Dismissal of a Faculty Member the Public Wants Dismissed If He Believes the Complaint is Invalid $X^2 = 2.09$	IP BM	16 28	8 23	0 4	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1
15. Give Consideration to Area Values or Feelings Regarding Race, Religion, National Origin, When Filling Vacant Faculty Positions $X^2 = 2.20$	IP BM	2 2	6 16	2 16	8 16	6 7	6 7	6 7	6 7	6 7	6 7	6 7	6 7

TABLE 17--Continued

Number and Item	Sample IP (24) BM (58)	Must Do	Should Do	May or May Not Do	Should Not Do	Must Not Do	No Response
19. Seeks Able People for Open Faculty Positions Rather than Considering Only Those Who Apply $\chi^2 = 0.00$	IP BM	14 34	10 24	0 0	0 0	0 0	0 0
25. Compile a List of the General Chara- cteristics Desired in Faculty Members $\chi^2 = 1.14$	IP BM	4 6	12 23	7 23	1 2	0 0	0 4

TABLE 18

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PARTICIPATION IN FACULTY ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must		Should		May or May		Should		Must		No	
		Do		Do		Not Do		Not Do		Not Do		Response	
9. Participate in the Affairs of the BM Faculty Organiza- tion $\chi^2 = 1.55$	IP BM	0 4		9 26		10 18		4 8		1 1		0 1	

TABLE 19

TOTAL RESPONSE OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PARTICIPATION IN STUDENT ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must		Should		May or May		Should		Must		No	
		Do		Do		Not Do		Not Do		Not Do		Response	
12. Take an Active Part in Student Activities $\chi^2 = 0.01$	IP BM	0 5		13 25		8 18		2 9		1 0		0 1	





TABLE 20

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PARTICIPATION IN  
PROFESSIONAL ASSOCIATIONS

Number and Item	Sample IP {24} BM {58}	Must		Should		May or May		Should		Must		No	
		Do	Do	Do	Do	Not Do	Not Do	Not Do	Not Do	Not Do	Not Do	Response	Response
5. Be a Member of National Organ- izations in His Field $\chi^2 = 1.63$	IP BM	8 11	14 38		2 6			0 0		0 0		0 3	

TABLE 21

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PARTICIPATION IN  
CIVIC ACTIVITIES

Number and Item	Sample IP {24} BM {58}	Must		Should		May or May		Should		Must		No	
		Do	Do	Do	Do	Not Do	Not Do	Not Do	Not Do	Not Do	Not Do	Response	Response
7. Serve on Several Civic and Welfare Committees Such as the Red Cross $\chi^2 = 2.79$	IP BM	1 1	9 12		13 42			1 1		0 0		0 2	
11. Take an Active Part in the Local or Area Chamber of Commerce $\chi^2 = 5.61$	IP BM	0 0	9 8		14 43			1 6		0 0		0 1	

TABLE 22

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PARTICIPATION IN  
POLITICAL ACTIVITIES

Number and Item	Sample IP {24} BM {58}	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Do		Do		Do		Do		Do		Do	
1. Take an Active Part in Local Politics $\chi^2 = 0.68$	IP BM	0 0		0 1		7 20		11 25		6 8		0 4	
8. Hold Office in the Town or City Government, Such as the Finance Committee $\chi^2 = 2.99$	IP BM	0 0		0 0		7 29		14 21		3 8		0 0	

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TABLE 23

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PARTICIPATION IN  
RELIGIOUS ACTIVITIES

Number and Item	Sample IP {24} BM {58}	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Do		Do		Do		Do		Do		Do	
2. Take an Active Part in Church Affairs $\chi^2 = 1.84$	IP BM	1 0		6 25		17 29		0 1		0 0		0 3	

TABLE 24

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO SPOUSE INVOLVEMENT IN ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Do		Do		Not Do		Not Do		Not Do		Response	
4. Have His Wife Active in the Com- munity Activities $\chi^2 = 0.84$	IP BM	0 0		7 22		16 32		1 1		0 0		0 3	

TABLE 25

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO PARTICIPATION IN  
GROUP ORGANIZATION ACTIVITIES

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		Do		Do		Not Do		Not Do		Not Do		Response	
3. Take an Active Part in a Frater- nal Organization $\chi^2 = 1.81$	IP BM	1 0		2 3		20 47		1 5		0 0		0 3	
6. Take an Active Part in a Veterans Association $\chi^2 = 0.00$	IP BM	0 0		2 2		18 46		4 9		0 0		0 1	

TABLE 25--Continued

Number and Item	Sample IP (24) BM (58)	Must Do		Should Do		May or May Not Do		Should Not Do		Must Not Do		No Response	
		1	0	8	11	15	44	0	2	0	0	0	1
10. Take an Active Part in a Service Club (e.g., Rotary, Kiwanis, etc.)	IP BM	1 0		8 11		15 44		0 2		0 0		0 1	
$\chi^2 = 3.01$													

TABLE 26

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
INDIVIDUAL BOARD MEMBERS

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
		0	2	1	3	13	35	7	12	3	3	0	3
4. An Individual Board Member	IP BM	0 2		1 3		13 35		7 12		3 3		0 3	
$\chi^2 = 0.47$													

TABLE 27

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
COLLEGE STAFF OR STUDENTS

Number and Item	Sample IP (24) BM (58)	Must Be		May or Not Be		Should Not Be		Must Not Be		No Response	
		IP	BM	IP	BM	IP	BM	IP	BM	IP	BM
7. A Dean, or Director in the College or University $\chi^2 = 2.31$	IP BM	0 2	8 8	13 33	13 33	2 13	1 0	1 0	0 2	0 2	0 2
10. An Individual Faculty Member $\chi^2 = 1.05$	IP BM	0 1	3 4	16 33	16 33	4 17	1 1	1 1	0 2	0 2	0 2
13. A Leader of the Student Govern- ment $\chi^2 = 1.17$	IP BM	0 0	13 11	6 32	6 32	2 11	0 1	0 1	0 3	0 3	0 3

TABLE 28

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
ORGANIZATION LEADERS

Number and Item	Sample		Must Be	Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
	IP (24)	BM (58)		Should Be	Should Be	May or May Not Be	May or May Not Be	Should Not Be	Should Not Be	Must Not Be	Must Not Be	No Response	No Response
1. A Leader of a Service Club (e.g., Rotary, Kiwanis, etc.) $\chi^2 = 4.67$	IP BM		0 0	11 12		13 43		0 0		0 0		0 3	
11. A Leader of a Fraternal Organ- ization (e.g., Masons, Knights of Columbus, etc.) $\chi^2 = 6.32$	IP BM		0 0	6 3		17 44		1 7		0 1		0 3	19 5
12. A Leader of a Veterans Organ- ization (e.g., American Legion, V. F. W., etc.) $\chi^2 = 6.49$	IP BM		0 0	6 3		17 43		1 8		0 2		0 2	

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
EDUCATION LEADERS

Number and Item	Sample IP (24) BM (58)		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response	
	Must Be	Should Be	Not Be	May or May Not Be	Should Not Be	Must Not Be	No Response					
15. An Education Association Leader	1	11	12	0	0	0	0					
$\chi^2 = 1.43$	1	19	36	0	0	0	2					

TABLE 30

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
MEMBERS OF THE PRESS

Number and Item	Sample IP {24} BM {58}	Must		Should		May or May		Should		Must		No	
		Be	Be	Be	Not Be	Be	Not Be	Be	Not Be	Be	Not Be	Be	Not Be
5. A Newspaperman	IP	1	9		14		0		0		0		0
	BM	0	7		42		6		0		3		3

$\chi^2 = 8.29$

TABLE 31

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
INDIVIDUALS OF ECONOMIC IMPORTANCE

Number and Item	Sample		Must Be	Should Be	May or May Not Be	Should Not Be	Must Not Be	No Response
	IP (24)	BM (58)						
14. Individuals Influential for Economic Reasons $\chi^2 = 2.71$	IP	BM	0	8	15	1	0	0
			0	9	38	6	1	4

TABLE 32

TOTAL RESPONSES OF INCUMBENT PRESIDENTS AND BOARD OF CONTROL MEMBERS  
PERTAINING TO EXPECTATIONS FOR SELECTED COLLEGE OR UNIVERSITY  
PRESIDENTS RELATIVE TO FRIENDSHIPS WITH  
FACULTY LEADERS

Number and Item	Sample		Must Be	Should Be	May or May Not Be	Should Not Be	Must Not Be	No Response
	IP (24)	BM (58)						
2. A Business Organ- ization Leader $\chi^2 = 2.63$	IP	BM	0	10	14	0	0	0
			1	12	36	6	0	3
3. A Labor Organiza- tion Leader $\chi^2 = 7.14$	IP	BM	0	8	16	0	0	0
			0	5	33	14	3	3



TABLE 32--Continued

Number and Item	Sample IP (24) BM (58)	Must Be		Should Be		May or May Not Be		Should Not Be		Must Not Be		No Response
6. A Member of the Legislature $\chi^2 = 0.87$	IP BM	1 4		6 7		14 34		3 10		0 1		0 2
8. A Local Politician $\chi^2 = 3.02$	IP BM	0 0		3 2		16 31		4 19		1 4		0 2
9. A Church Leader $\chi^2 = 0.04$	IP BM	1 0		7 20		16 34		0 1		0 1		0 2
16. The Governor $\chi^2 = 0.88$	IP BM	0 4		6 16		16 27		2 5		0 4		0 2

## APPENDIX H

COMPUTATIONS FOR RELIABILITY OF ITEMS BY  
HOYT'S ANALYSIS OF VARIANCE TECHNIQUE

TABLE 1 (Sec. I)

Item No.	$\Sigma X$	$\Sigma X^2$	$\frac{\Sigma X_i^2}{5} = \frac{22010}{5} = 4402.0000$
1	247	783	
5	313	1269	
11	316	1266	$\frac{\Sigma X_j^2}{82} = \frac{362540}{82} = 4421.2195$
35	209	569	
47	245	773	
	<u>1330</u>	<u>4660</u>	Correction Term = $\frac{(1330)^2}{410} = 4314.3902$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	87.6098	1.0816
Items	4	106.8293	
Residual	324	151.1707	.4666
TOTAL	<u>409</u>	<u>345.6098</u>	

$$r_{tt} = .569$$

TABLE 2 (Sec. I)

Item No.	$\sum x$	$\sum x^2$	$\frac{\sum x_i^2}{4}$	=	$\frac{10196}{4}$	=	2549.0000
14	158	360					
15	163	389	$\frac{\sum x_j^2}{82}$	=	$\frac{222686}{82}$	=	2715.6829
36	297	1145					
38	288	1102					
	<u>906</u>	<u>2996</u>	Correction Term	=	$\frac{(906)^2}{328}$	=	2502.5488

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	46.4512	.5734
Items	3	213.1341	
Residual	243	233.8659	.9624
TOTAL	327	493.4512	

$$r_{tt} = -.678$$

TABLE 3 (Sec. I)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{5} = \frac{19222}{5} = 3844.4000$
2	179	427	
22	268	924	
29	282	1020	
48	295	1105	
53	222	624	
	<u>1246</u>	<u>4100</u>	
			Correction Term = $\frac{(1246)^2}{410} = 3786.6244$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	57.7756	.7133
Items	4	112.1317	
Residual	324	143.4683	.4428
TOTAL	<u>409</u>	<u>313.3756</u>	

$$r_{tt} = .379$$

TABLE 4 (Sec. I)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{6} = \frac{24132}{6} = 4022.0000$
4	179	433	
8	239	723	
27	255	815	
34	231	675	
41	254	810	
43	240	716	
	<u>1398</u>	<u>4172</u>	
			Correction Term = $\frac{(1398)^2}{492} = 3972.3659$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	49.6341	.6128
Items	5	47.9268	
Residual	406	102.0732	.2514
TOTAL	<u>492</u>	<u>199.6341</u>	

$$r_{tt} = .590$$

TABLE 5 (Sec. I)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{7}$	=	$\frac{22131}{7}$	=	3161.5714
9	150	320	$\frac{\sum X_j^2}{82}$	=	$\frac{264787}{82}$	=	3229.1098
20	174	410					
23	201	543					
31	184	456					
44	259	829					
52	128	248	Correction Term	=	$\frac{(1329)^2}{574}$	=	3077.0749
55	233	683					
	<u>1329</u>	<u>3489</u>					

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	84.4965	1.0432
Items	6	152.0349	
Residual	<u>486</u>	<u>175.3937</u>	<u>.3609</u>
TOTAL	<u>573</u>	<u>411.9251</u>	

$$r_{tt} = .654$$

TABLE 6 (Sec. I)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{4}$	=	$\frac{8711}{4}$	=	2177.7500
21	243	735	$\frac{\sum X_j^2}{82}$	=	$\frac{180443}{82}$	=	2200.5244
24	243	729					
26	181	423					
39	<u>172</u>	<u>396</u>					
	<u>839</u>	<u>2283</u>	Correction Term	=	$\frac{(839)^2}{328}$	=	2146.1006

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	31.6494	.3907
Items	3	54.4238	
Residual	<u>243</u>	<u>50.8262</u>	<u>.2092</u>
TOTAL	<u>327</u>	<u>136.8994</u>	

$$r_{tt} = .465$$

TABLE 7 (Sec. I)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{8}$	=	$\frac{15945}{8}$	=	1993.1250
6	145	279	$\frac{\sum X_j^2}{82}$	=	$\frac{165379}{82}$	=	2016.8171
16	103	145					
18	145	293					
25	118	192					
32	200	526					
37	170	382	Correction Term	=	$\frac{(1125)^2}{656}$	=	1929.3064
42	114	178					
54	130	228					
	<u>1125</u>	<u>2223</u>					

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	63.8186	.7879
Items	7	87.5107	
Residual	<u>567</u>	<u>142.3643</u>	<u>.2511</u>
TOTAL	655	293.6936	

$r_{tt} = .681$

TABLE 8 (Sec. I)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{12}$	=	$\frac{43759}{12}$	=	3646.5833
3	212	608	$\frac{\sum X_j^2}{82}$	=	$\frac{316273}{82}$	=	3856.9878
7	125	217					
10	126	224					
12	195	539					
13	120	198					
17	273	1017	Correction Term	=	$\frac{(1867)^2}{984}$	=	3542.3669
19	118	190					
28	149	305					
30	108	168					
40	139	257					
45	160	350					
50	<u>142</u>	<u>272</u>					
	1867	4345					

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	104.2164	1.2866
Items	11	314.6209	
Residual	<u>891</u>	<u>383.7958</u>	<u>.4307</u>
TOTAL	983	802.6331	

$r_{tt} = .665$

TABLE 9 (Sec. I)

Item No.	$\sum X$	$\sum X^2$	$\sum X_i^2$	=	$\frac{17387}{5}$	=	3477.4000
33	250	824	5				
46	181	443	$\sum x_j^2$	=	$\frac{286161}{82}$	=	3489.7683
49	260	928	82				
51	192	504					
56	294	1132	Correction Term	=	$\frac{(1177)^2}{410}$	=	3378.8512
	1177	3831					

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	98.5488	1.2167
Items	4	110.9171	
Residual	324	242.6829	.7490
TOTAL	409	452.1488	

$r_{tt} = .384$

TABLE 10 (Sec. II)

Item No.	$\sum X$	$\sum X^2$	$\sum X_i^2$	=	$\frac{14182}{6}$	=	2363.6667
7	144	322	6				
13	168	384	$\sum x_j^2$	=	$\frac{203206}{82}$	=	2478.1220
16	146	298	82				
30	152	324					
31	151	333	Correction Term	=	$(1056)^2$	=	2266.5366
34	295	1195					
	1056	2856					

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	97.1301	1.1991
Items	5	211.5854	
Residual	405	280.7479	.6932
TOTAL	491	589.4634	

$r_{tt} = .422$

TABLE 11 (Sec. II)

Item No.	$\Sigma X$	$\Sigma X^2$	$\frac{\Sigma X_i^2}{4}$	=	$\frac{12889}{4}$	=	3222.2500
1	189	565	$\frac{\Sigma X_j^2}{82}$	=	$\frac{275453}{82}$	=	3359.1829
14	346	1526					
24	180	450					
35	296	1174					
	1011	3715	Correction Term	=	$\frac{(1011)^2}{328}$	=	3116.2226

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	106.0274	1.3090
Items	3	242.9603	
Residual	243	249.7897	1.0279
TOTAL	327	598.7774	

$r_{tt} = .215$

TABLE 12 (Sec. II)

Item No.	$\Sigma X$	$\Sigma X^2$	$\frac{\Sigma X_i^2}{6}$	=	$\frac{14631}{6}$	=	2438.5000
2	193	525	$\frac{\Sigma X_j^2}{82}$	=	$\frac{214921}{82}$	=	2620.9878
6	156	326					
9	154	324					
18	128	238					
22	140	276	Correction Term	=	$\frac{(1077)^2}{492}$	=	2357.5793
28	306	1252					
	1077	2941					

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	80.9207	.9990
Items	5	263.4085	
Residual	405	239.0915	.5903
TOTAL	491	583.4207	

$$r_{tt} = .409$$



TABLE 13 (II)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{2}$	=	$\frac{1354}{2}$	=	677.0000
4	183	447	$\frac{\sum X_j^2}{82}$	=	$\frac{53370}{82}$	=	650.8537
27	141	275					
	<u>324</u>	<u>722</u>					
Correction Term				=	$\frac{(324)^2}{164}$	=	640.0976

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	36.9024	.4556
Items	1	10.7561	
Residual	81	34.2439	.4228
TOTAL	<u>163</u>	<u>81.9024</u>	

$$r_{tt} = .072$$

TABLE 14 (Sec. II)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{3}$	=	$\frac{5728}{3}$	=	1090.3333
20	250	922	$\frac{\sum X_j^2}{82}$	=	$\frac{147320}{82}$	=	1796.5854
29	252	886					
32	146	366					
	<u>648</u>	<u>2174</u>					
Correction Term				=	$\frac{(648)^2}{246}$	=	1706.9268

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	202.4065	2.4988
Items	2	89.6586	
Residual	162	175.0081	1.0803
TOTAL	<u>245</u>	<u>467.0732</u>	

$$r_{tt} = .568$$

TABLE 15 (Sec. II)

Item No.	$\sum X$	$\sum X^2$			
3	200	570	$\frac{\sum X_i^2}{5}$	$= \frac{15334}{5}$	$= 3066.8000$
12	298	1164			
17	213	595	$\frac{\sum X_j^2}{82}$	$= \frac{260542}{82}$	$= 3177.3415$
21	137	259			
26	260	934			
	<u>1108</u>	<u>3522</u>			
			Correction Term	$= \frac{(1108)^2}{410}$	$= 2994.3024$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	72.4976	.8950
Items	4	183.0391	
Residual	324	272.1609	.8400
TOTAL	<u>409</u>	<u>527.6976</u>	

$$r_{tt} = .061$$

TABLE 16 (Sec.II)

Item No.	$\sum X$	$\sum X^2$			
8	127	219	$\frac{\sum X_i^2}{5}$	$= \frac{7755}{5}$	$= 1551.0000$
10	199	511			
23	117	203	$\frac{\sum X_j^2}{82}$	$= \frac{126879}{82}$	$= 1547.3049$
33	156	338			
36	182	460			
	<u>781</u>	<u>1731</u>			
			Correction Term	$= \frac{(781)^2}{410}$	$= 1487.7098$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	63.2902	.7814
Items	4	59.5951	
Residual	324	120.4049	.3716
TOTAL	<u>409</u>	<u>243.2902</u>	

$$r_{tt} = .524$$

TABLE 17 (Sec. II)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{5} = \frac{9471}{5} = 1894.2000$
5	173	455	
11	127	245	
15	263	963	$\frac{\sum X_j^2}{82} = \frac{161807}{82} = 1973.2561$
19	116	184	
25	182	468	
	<u>861</u>	<u>2315</u>	Correction Term $= \frac{(861)^2}{410} = 1808.1000$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	86.1000	1.0630
Items	4	165.1561	
Residual	324	255.6439	.7890
TOTAL	<u>409</u>	<u>506.9000</u>	

$$r_{tt} = .258$$

## PARTICIPATION (Sec. III)

Item No.	$\sum X$	$\sum X^2$	$\frac{\sum X_i^2}{12} = \frac{93852}{12} = 7821.0000$
1	297	1173	
2	205	555	
3	236	720	
4	210	580	$\frac{\sum X_j^2}{82} = \frac{648426}{82} = 7907.6341$
5	147	299	
6	252	800	
7	217	613	
8	303	1159	
9	216	638	
10	224	640	
11	233	693	
12	208	592	
	<u>2748</u>	<u>8462</u>	Correction Term $= \frac{(2748)^2}{984} = 7674.2927$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	146.7073	1.8112
Items	11	233.3414	
Residual	891	407.6586	.4575
TOTAL	<u>983</u>	<u>787.7073</u>	

$$r_{tt} = .747$$

## FRIENDSHIP (Sec. IV)

Item No.	$\Sigma X$	$\Sigma X^2$	Item No.	$\Sigma X$	$\Sigma X^2$
1	214	596	9	214	600
2	219	635	10	256	856
3	244	792	11	238	738
4	260	902	12	244	770
5	225	665	13	246	808
6	232	722	14	226	682
7	237	745	15	206	554
8	268	936	16	225	691
			TOTAL	3754	11692

$$\frac{\Sigma X_i^2}{16} = \frac{179280}{16} = 11205.0000$$

$$\frac{\Sigma X_j^2}{82} = \frac{885500}{82} = 10798.7805$$

$$\text{Correction Term} = \frac{(3754)^2}{1312} = 10741.2470$$

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Among Individuals	81	463.7530	5.7253
Among Items	15	57.5335	
Residual	1215	429.4665	.3535
TOTAL	1311	950.7530	

$$r_{tt} = .938$$

## PERSONAL QUALITIES (Sec. I)

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	248.0441	3.0623
Items	55	2449.0957	
Residual	4455	2001.7973	<u>.4493</u>
TOTAL	<u>4591</u>	<u>4698.9371</u>	
			$r_{tt} = .85$

## PERFORMANCES (Sec. II)

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	278.2805	3.4356
Items	35	1634.1370	
Residual	2835	2094.0852	<u>.7387</u>
TOTAL	<u>2951</u>	<u>4006.5027</u>	
			$r_{tt} = .78$

## TOTAL INSTRUMENT

Source	Degrees of Freedom	Sum of Squares	Mean Squares
Individuals	81	507.0771	6.2602
Items	119	4734.1846	
Residual	9639	5562.7154	<u>.5771</u>
TOTAL	<u>9839</u>	<u>10803.9771</u>	<u>1.09807</u>
			$r_{tt} = .91$

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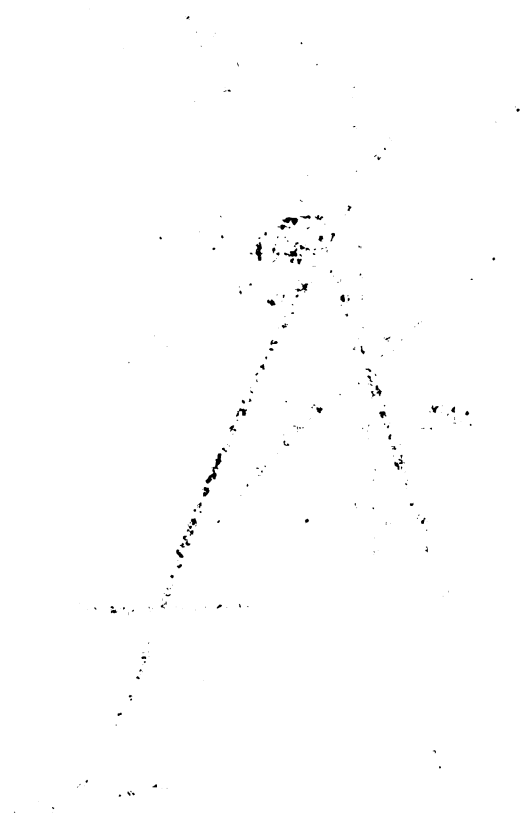
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