

ABSTRACT

A PILOT EXAMINATION OF DECISION - MAKING IN THE SMALL COLLEGE SETTING

By

Annette R. TenElshof

The present study was designed to determine whether or not there is a single overall decision making process at the University of Michigan at Flint and to discover who is making which decisions. It was an additional purpose to determine whether students, faculty and student services were involved in the decisions affecting them or related to their respective area. Further, the study would determine how the groups saw themselves and others in the decision making process.

The data was collected in the spring of 1970 by means of a questionnaire designed to provide a method for measuring the decision making process at the Flint campus of the University of Michigan. The questionnaire contained a list of thirty-six decisions which are made on the Flint campus and eighteen possible decision makers.

The subjects for the study were faculty, students and administration at the University of Michigan at Flint. All members of the faculty and administration received copies of the questionnaire and students were selected randomly from the student government, student organizations, and student committees and from students who

were not involved in campus groups. By selecting the students from these groups, it could be determined how they saw the role of their group and the role of other groups in the decision making process. Each responding subject was assigned to a group for the analysis.

It was hypothesized that no difference would be found in the responses for the eighteen possible decision makers and for the thirty-six decisions of the model. It was also hypothesized that there would be no difference in the responses of the faculty, students and student services as they are involved in the decisions related to faculty and student matters and the area of student services.

A three way analysis of variance was used to identify those who made the decisions at the University of Michigan at Flint. The analysis of variance was also used to test the hypotheses. In addition means and variances of the possible decision making groups were compared. A sociogram was used to observe where the subjects would go to bring up suggestions and new ideas in the university.

The results of the study supported the rejection of the first five hypotheses. This suggests that there is a single overall decision making process which can be measured by the analysis of variance. In addition the investigation shows that the faculty and the academic dean are the most important groups in the decisions related to faculty matters. The study also indicates that students feel that they are the group most involved in the decision related to students and student organized activities. However, the faculty

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and administration felt that the office of student services is also important in the decisions which are related to students and their activities. Also, it was found that the office of student services was the group most involved in the decision related to services for students. Finally, in the last hypothesis, the analysis indicated that there was no significant difference in the way that the groups saw themselves in the decision making process and the way that they were seen by others.

The ranking of the groups suggests that there is a perceived power structure in the University of Michigan. The power structure is supported by the results of sociogram.

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A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Higher Education

1970

ACKNOWLEDGMENTS

I would like to thank and acknowledge those people who have encouraged and supported me through the experience of writing this paper.

First I would like to thank those from the University of Michigan at Flint who responded to the questionnaire. I would also like to thank those who cooperated in the research. In addition I would like to acknowledge Dean David French, Associate Dean of Academic Affairs Robert Glenn, and Associate Dean of Student Services Marvin J. Roberson, who directed my thinking in developing insights in the research and who also supported and gave permission to do the study. Also, particular acknowledgment is given to Dr. LaVern Collet, Associate Professor of Educational Research at the University of Michigan who assisted in working out the technical design and the statistical analysis.

For direction and critical evaluation I thank Dr. Walter F. Johnson. Special acknowledgment is given to Dr. Eldon Nonnamaker and Dr. Laurine E. Fitzgerald who encouraged me to finish the degree. Particular thanks is given to Dr. Fitzgerald who served as chairwoman of my committee and major advisor for this research and who helped me through the difficult times.

Finally, I wish to thank Terry Colvin who did the typing.

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CHAPTER ONE

THE PROBLEM

The purpose of this study is to determine if there is a single overall-process for decision making in the small college and to discover who is making which decisions. The decision making process is a complex system with many different individuals in the college having a voice in the process.

THE IMPORTANCE OF THE PROBLEM

The problem of decision making is one that is of concern in higher education. At this time a theory of decision making or governance, which is applicable to the small college or university, has not been developed. As Richard Peterson says, "What we need is a theory of higher education, or better still, a theory grounded in facts, to serve as a basis for authority."¹

Since research is needed to formulate theories, those in higher education must do research. However, very little research has been done in the areas of governance to discover what is happening in the college, and "governance is problematic at the present time first of all because the rapidity of growth keeps problems ahead of the coping mechanisms, formal and informal, that a campus traditionally possesses or can create

¹Richard Peterson, "Reform in Higher Education--Goals of the Right and of the Left," Association of American Colleges, 55th Annual Meeting (January 15, 1969), 1.

and make effective in a few months or years."¹

Research is needed in the area of governance, in colleges and universities; the most important area seems to be descriptive research. "The research that most needs to be done at this time, in my view, is essentially descriptive and analytical, rather than evaluate or experimental; and research on broader problems, even with relatively crude methods of investigation, is more important now than on narrower issues susceptible to greater methodological control."²

Further, then, what are some of the basic questions which need to be answered about the governance of higher education? Logan Wilson lists some of the basic questions, "Who now decides what? Which facets of governance are sources of dissatisfaction, and for whom? What changes are being proposed, and why? How can their feasibility and desirability be assessed? What are the implications for proposed changes?"³ Wilson continues, "It is my guess that on the average campus few persons can answer this first question. If anyone has ever made a thorough-going empirical study of how decisions are now reached on a single American college or university campus, I am unaware of it."⁴ This need to identify the decision makers is supported by Roger Heynes when he says, "We must identify the major decision making points."⁵

¹Kerry Smith Ed., Stress and Campus Response (San Francisco: Jossey-Bass Inc., Publishers, 1968), 197.

²Terry Lunsford (Ed.), The Study of Academic Administration (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), 4.

³Logan Wilson, "Changing University Governance," Educational Record, L (Fall 1969), 388.

⁴Ibid., 389.

⁵Kerry Smith (Ed.), op.cit., 170.

Various people have tried to compare the college system of governance to other processes of administration to better understand the decision making process of the college and university. To define the administration of the university, they have turned to business, government and public services.

Wallis discusses the college as carrying out its functions "through a system of caste status and tradition, as in a beehive or a feudal society; or through a system of orders from an individual at the top by way of a hierarchy of ranks, as in an army or an authoritarian government or through a network of directions and regulations, as in a bureaucracy or a mercantilist state or through individuals following their own judgements, as in a traditional university or a laissez-faire economy."¹ More general observations relate to a centralized or decentralized system. Anderson and Stroup call the university a bureaucracy. They feel that "Colleges . . . meet the conditions . . . for bureaucracies."² Max Weber also calls the university a bureaucracy, but qualifies it by saying that the college is a special form of bureaucracy because the faculty has an influence on the administration in the decision making process. The form of bureaucracy related to the college is called "Collegial" by Weber.

John Millett, however, feels that "ideas drawn from business and public administration have only very limited applicability to colleges

¹Robert Morrison, The Contemporary University: USA (Cambridge: Houghton Mifflin, 1966), 39.

²Herbert Stroup, Bureaucracy in Higher Education (New York: The Free Press, 1966), 38.

and universities."¹ Further he states that "the colleges and universities have built up a practice of community as the fundamental basis of organization."² Millett is trying to define a theory of organization and administration which is limited to the college.

There is little agreement on the nature of the governance of the academic community. Many believe the colleges and university are "a log rolling anarchy within which various interest groups--faculty, students, administrators, alumni-work out compromises and accommodations at points of contact in order to be left free to invest most of their time in various forms of privatism."³ In spite of the divergence, "the various groups in academe still have enough in common to provide the basis for a meaningful community, and this can be achieved without the sacrifice of diversity."⁴

Historically, colleges and universities had two different origins for governance. The French colleges had the central premise "that the academic government belongs in the hands of professors and only professors."⁵ The English and the Germans followed this pattern also. However, in the Italian universities the students held all the administrative posts in the late middle ages. "Eventually . . . the civil authorities took

¹John Millett, The Academic Community (New York: McGraw Hill Book Company, Inc., 1962), 4.

²Ibid., 61.

³Warren Martin, "The University as Community," Educational Record XLVIII (Fall 1967), 322.

⁴Ibid.

⁵Nielson, Oswald, University Administration in Practice (Stanford: Graduate School of Business, 1958), 7.

over by appointing what we would today call boards of trustees."¹ The American colleges followed both patterns to a limited extent. Most American colleges have a governing faculty and a board of trustees.

HYPOTHESES FOR THE STUDY OF GOVERNANCE

Generally stated the hypotheses for the study of governance in a small college would be first that a measurable process exists in the decision making process and secondly that certain individuals or groups in the academic community make certain decisions. The second general hypothesis is subdivided into three general subhypotheses. These subhypotheses would be:

1. If the decisions are related to the faculty, the faculty will be most active in the decision making process.
2. If the decisions are related to the students, the students will be the most active group in the decision making process.
3. If the decision involved services to students or students, the student services division will be most active in the decision making process.

Another general consideration in the study is the way one group perceives another group in the decision making process. The hypothesis to be considered is that a group perceives itself as having less influence in decision making than other decision makers.

A basic supposition of this study is that the analysis is a method of measuring the decision making process of a small college. In addition, the students, faculty, and administration of the college have a role in the decision making process.

¹Ibid., 8.

DEFINITIONS OF TERMS

A number of terms will be used through the paper. These terms will be defined. According to Webster, "governance is equated to government, which is defined as "the body of persons that constitutes the governing authority of a political unit or organization." For governance in education the word political should be deleted. "Administration," which is closely related to governance and will be used interchangeably, is defined as "a body of persons who administer." To "administer" is "to manage affairs of."

Since decision making is one of the important facets of the study, there is a need to understand how it relates to administration and thus also to governance. Lester does this by stating, "The forms, mechanisms, and acts of making decisions are commonly called administration."¹ Therefore, when the study mentions administration, it means decision making and governance.

AN OUTLINE OF THE STUDY

In chapter one the problem is presented, the importance of the problem is discussed, the hypotheses for the study are stated, and the terms used in the study are defined. The second chapter examines the historical background and sociological information, the University of Michigan at Flint and the literature relevant to governance in higher education and the present study. Chapter three outlines the method for analysis of the data, the development of the list of decisions and the model for the questionnaire, and other information relating to sample,

¹Lunsford, op. cit.

validity, reliability, and the initial questionnaire. In chapter four the data are analyzed through the examination of the hypotheses. The results made it possible to analyze the data to determine who is making process. The final chapter suggests the conclusions and the implications of the study.

CHAPTER TWO

BACKGROUND AND REVIEW OF THE LITERATURE IN THE STUDY OF GOVERNANCE

This chapter has two basic parts, the first is the background information in the study of governance and the second is the review of the literature.

BACKGROUND IN THE STUDY OF GOVERNANCE

To begin the study of academic governance, background historical and sociological information is necessary. The important background information will be given through the study of the historical background in the roles of administration, faculty, and students; an analysis of the present situation on the college and university campuses; and an examination of the University of Michigan at Flint where the study originates.

This historical background shows what roles the faculty, students and administration have had in the development of the patterns of governance up to the present. In the second section the present goals of the students, faculty and administration are discussed as they relate to the governance of the college and university. Since the pilot study has been done at the University of Michigan Flint Campus, it is important that a descriptive picture of the campus be presented to encourage an understanding of the nature of the institution.

A HISTORICAL VIEW OF THE ROLE OF ADMINISTRATION, FACULTY AND STUDENTS

The colleges in the United States used the patterns of the colleges in England in developing their structure, specifically Oxford and Cambridge. A charter for the early colleges was needed from the throne of England. Although the colleges were strongly based on the English system, the need for colleges arose out of a need for trained men in the ministry and an educated people: "The two cardinal principles of English Puritanism . . . were not religious tenets but educational ideals: a learned clergy, and a lettered people."¹

Although the faculties were desirous of the academic freedom of the German universities, it would be some time before they were to realize this dream. For along with the religious origin came a strong Puritan ethic and relationship to the church. The separation of the college from the church took many years to accomplish, even though a few of the early universities were able to function separately. Thus, the faculty were strongly controlled by the Puritan heritage and did not achieve true academic freedom until the twentieth century.

The role of the student, faculty and administration changed during the development of the college. After considering the religious origins, we will look at the role of faculty, students and administration as it has developed to the present.

The Religious Origins

The original purpose of the colleges was to train men for the ministry, for "A world that lends the deepest expression of its purposes

¹Samuel Eliot Morison, The Founding of Harvard College, (1936), 45.

and its goals in the scripture cannot afford to ignore the training of its Biblical expositors."¹ The only men who would be able to lead the young men in the religious life would be pastors. Thus, in the early years of the colleges most of those who were on the faculty were ministers who considered their position in the college to be the call of God. Therefore, "each group (religious) sought to set up an institution of higher learning to provide godly leaders in the church and state."²

The responsibility of the faculty was to help the men find God. Therefore, morning prayer, evening prayer and chapel were a very important part of the day. The nature of the early college with its Puritanism and strict discipline made it a paternalistic institution, for "The agency that best served the purposes of the collegiate way was paternalism, whether in conscious ordering of the college regimen or in the informal relationships that grew up between faculty and student in the smaller colleges."³ The students were subject to the watchful eye of the faculty and the president in matters of behavior and academic competency. As many of the students in the early college were very young, this does not seem unusual. The students were in their early teens and their parents were often many miles away. Transportation being what it was, made it rather difficult for the parents to visit the students often. The paternalism of the early college is the foundation of the present doctrine of in loco parentis.⁴

¹Frederick Rudolph, The American College and University (New York: Alfred A. Knopf, 1962), 6.

²Earl Cairns, Christianity through the Centuries (G. R. Zondervon, 1958), 400.

³Rudolph, op. cit., 103.

⁴Rudolph, op. cit., 104.

The faculty were subject to the college president and the board. They were employed and fired often by the whim of the president and the board; therefore, they had to stay in the good graces of the president and the board to maintain their position. Thus, the faculty had to avoid issues which were not in line with the Protestant Ethic or they could be fired. Their freedom of speech was only applicable where it did not interfere with the religious affiliation of the college.

The administration of the colleges were different, but most of them maintained the structure of the president and a very powerful board. Using the pattern of Oxford and Cambridge, they formed a corporation.¹ Thus, "from the very beginning of higher education in American shores the principal agencies of administration were a president and board of control."²

In order to understand the structure better let us look at specific examples in the early colleges. Yale was instituted as a corporation by the board of trustees. Then the board selected the president. However, the power rested with the board. "Yale was not the only college to mistrust the potential power of its principle academic administrator."³ Princeton and Harvard were based on a similar pattern. The board wanted to maintain a strong hand in the affairs of the college to insure that the president would adhere to the fundamental teachings of theology and have the students disciplined in a moral way.

Although Harvard began with the strong board of control, by 1826 the faculty had gained control over admissions, student discipline, and

¹John S. Brubacker and Willis Rudy, Higher Education in Transition (New York: Harper & Row, 1968), 31.

²Ibid., 26.

³Ibid., 27.

conduct of instruction.¹ While Harvard had to evolve into this administrative structure, William and Mary gave the faculty a more prominent position from the beginning, as the "Founders of William and Mary kept European tradition of a self-governing faculty more clearly in view."²

When the University of Virginia was founded by Jefferson in the 1820's, Jefferson clearly thought through the principles of governance and tried to give the faculty and the students a voice. This position was unique at the time, but again in university development, as in so many other areas, Jefferson was ahead of his time. The corporation of the University of Virginia accepted Jefferson's recommendations; however, after Jefferson's death they reverted to the patterns of the other colleges.

"While in general the control of higher education in America became lodged in a president and a board of governors, there can be little doubt that, as between the two, ultimate control lay with the board."³ The president's position, even with strong control of the board, should not be underestimated. As the president was the only administrative officer, he therefore had control over most of the immediate decisions of the college. As Schmidt says in the Old Time College President, the president was the greatest single force in college life.

In order to stay in office the president and the board had to think very much alike. If they did, the president became a very powerful force in the operation of the college. In fact, when looking back at early presidents, they stand out more clearly than any other group. The students feared the president and the faculty looked to him for authority. Thus the president could become a very powerful figure.

¹Ibid., 30.

²Ibid., 26.

³Ibid., 27.

Reform in the Colleges

As reform came to the colleges, the position of the students began to change. The students were older and were no longer willing to accept the strong hand of the president over them. By the 1870's "the vigor of the extracurriculum was proof that the undergraduates had succeeded in assuming significant authority over college life and that as a result they had become a remarkably important element in the power structure of the American college."¹

The students had moved away from the early religious societies to debating clubs or literary societies. In the societies they prized reason and as a result published their own literary magazines and also built large libraries for their societies. In fact, many of the literary society libraries were larger than the college libraries. Soon after the literary societies, the social fraternities were formed. The first fraternities were formed in the late 1820's but did not become a strong force until the 1850's. The fraternities gave institutionalized escapes for drinking, smoking and card playing. All activities, which were frowned upon by the boards, presidents and faculties, became the center of fraternity life.

Eventually the students formed their own student governments. They initiated honor societies, honor codes and student judiciary systems. The students were ready to make their own decisions and to participate in the activities of their own choosing. They used organizations outside of the college control to bring about change, but, nevertheless, they were building their own system.

¹Rudolph, op. cit., 156.

Although the president was losing control over the students, "he was gaining his power over the faculty."¹ The faculty during this period was probably at its all-time low in power. According to Rudolph, in some colleges two-thirds of the faculty were clergy who were willing to submit to authority and felt little need to gain power. The president became the authoritarian head and was the locus of prestige, pride, and power in the college.

During this period a major curriculum change occurred. In some cases the change was brought about by the president and the board, as was the case at the University of Virginia. In other colleges and universities the faculty decided that they wanted to see a curriculum change. The students were disgruntled with the trivium and quadrivium and felt the need to have a more practical academic program. Thus, the sciences were added to the curriculum and the elective system was initiated. Probably the democratic feeling of participation and relevance in the Jackson administration increased the need for change.

While in some cases the faculty were instrumental in bringing about the change in curriculum, in many cases they objected strongly to the new form of curriculum. This illustrates that in some universities the faculty were achieving strength in decision making about curriculum and in others they were under control of the president and the board. However, it was this change of educational attitude in curriculum which would bring the faculty to its strongest position. During the years 1890-1920 "faculties found they were almost powerless."² At this time a number of faculty were relieved of their positions for their views on creation, on the war, and on theology.

¹Rudolph, op. cit., 165.

²Brubacker, op. cit., 368.

Faculty Finds Its Position in the College

With the change in curriculum came changes in the faculty structure. The faculty began to develop a departmental structure and therefore departmental loyalties. Whereas previously the faculty had been expected to teach all the courses in the college curriculum, now they were specializing in a field because of the increase in knowledge. They began to feel more loyalty to those who were in the same field than they did to those in the college. Contact was necessary with those in their own field in order to stay well informed on the new developments and research.

As the need to keep abreast in the field became important, learned societies were formed. These societies provided the faculty with opportunities for discussion with other faculty members. The first such organization was the American Philological Association formed in 1869, and the second was the American Chemical Society, formed in 1877.¹

The professor was becoming a professional. Pressure was being placed upon the individual faculty members to "publish or perish." At the turn of the century the recruiting of faculty became important. The basis of choice was the person's reputation in his field and particularly what he had published.

In 1915, with the formation of the American Association of University Professors, the professor had arrived as an academic man. He was a professional. The purpose of the AAUP was to develop and protect a standard which the faculty had defined. The organization would also be able to protect the individual professor from the rest of the college

¹Brubacker, op. cit.

organization and to help him develop his rights on the campus. Thus, a basis of professorial authority had arisen.

The first matter that the AAUP had to consider was the matter of orthodoxy versus academic freedom. The first declaration of the AAUP "asserted the prime nature of the academic calling is to deal first hand . . . with sources of knowledge. To discharge this function properly professors must be free to come to conclusions about knowledge unaffected by factors which are irrelevant to the validity of the knowledge."¹ The second statement of the AAUP was that "the professor's main responsibility is to society and not to the governing board."² Finally it stated that "the professor should be free to broadcast the fruit of experimental ideas both inside and outside the classroom and both inside and outside of his academic chair."³ These were momentous assertions for the AAUP at this time. It had taken positions on the most important policies of the nineteenth century college. The problem now was to stand by its statements and to implement them in the colleges. For a number of years these assertions were not enforced; but, as the need for faculty grew, the faculty members could teach at the college of their choice. Thus, academic men were able to exert pressure on the college which did not conform to AAUP guidelines.

Tenure soon became important to the AAUP. For, once the professor had tenure, it would be difficult for the college to remove him. Tenure insured the faculty members position even if the view were contrary to the orthodoxy of the puritan ethic. When the colleges accepted tenure, they had in effect accepted the statements of the AAUP; for the

¹Brubacker, op. cit., 320.

²Brubacker, op. cit.

³Brubacker, op. cit.

faculty would then have the academic freedom of the German university and the protection of tenure.

Meanwhile, the students continued in the collegiate way. More activities were developing and more organizations were forming. Athletic events were growing into interschool rivalries. At some colleges community governments of students, faculty, and administration were being developed--for example at Antioch. Antioch initiated a program of practical experience to reinforce the classroom learning. The students continued to participate in the system of extracurriculum. Students began looking at the operation of the college and trying to discover their position in it.

The administration was becoming more diversified. In addition to the president, a number of new positions were being added to the administration. The academic dean and the business manager became aids to the president. Because the colleges were growing and strong paternalism could no longer be exerted, the principle of in loco parentis existed in the form of counseling centers, student services of housing, cafeterias, placement and financial aid. The student personnel division began to care for the needs of the students. The administrative staff was growing to keep up with the growth of the college and the new functions that it had to carry out.

Growth of the college gave new responsibility to the students, the faculty and the administration. They all became occupied with the growth and their own system. The integration of the three did not come about, however, for they all functioned in their own sphere. Each group was beginning to see directions for itself.

Because the faculty member was in demand, he could set up his own criteria for a job and if he were good, the law of supply and demand would keep his value high, for the supply was lower than the demand.

STUDENTS, FACULTY, AND ADMINISTRATION

IN GOVERNANCE TODAY

Governance in the college and university today is in a difficult position. Students, faculty, and administration seem to be getting in each other's way in the achievement of their goals. Faculty represent attitudes reflective of the community at large. The administration of a public college or university has the responsibility to the community, legislature, students and faculty to keep the university or college operating. The students on the other hand have many pressures upon them from their parents, from the faculty members, and from their own consciences as to what they feel should be. These and other forces are at work within the groups. In addition there is the interaction between groups.

The most logical organization seems to be to consider and compare each group. Thus, the first group to be examined is the student group, the second the faculty group, and the third the administration.

The Students

In the student world today there are many forces in operation: the radical students, the student middle--the silent majority--and the right wing. The groups may have similar goals, but their methods are different. In addition, various racial groups have their demands and desire for leadership positions in the college community.

The first group to be considered is the radical or left wing. The students for a Democratic Society will be observed as a representative group of the left. The movement's first statement was made in Port Huron in 1962 when Thomas Hayden stated, "Each person should share in those social decisions determining the quality and the direction of his life."¹

From the Fire Next Time some of the basic concerns of SDS can be noted: "There is a monster in this world. A monster whose wealth has been built by systematically gaining control over nearly every country, raping their resources, enslaving their peoples, and extracting their wealth for the profit of a few rich Americans We call this monster imperialism and we say it must be destroyed."² Other statements include "The imperialist ruling class maintains its power by a network of miseducation and lies, the biggest of which is racism. We are taught in a thousand ways to be racist."³ Continuing on the author says, "In SDS we believe that the only solution to the problems of imperialism is a socialist revolution. Liberal reforms which do not change the basic structure of society will not end the exploitation of working people by the rich. If we are to be free, the imperialist monster which totally controls our economic and social lives must be totally destroyed and replaced with socialism."⁴ He explains that "by a socialist revolution we mean the complete reorganization of America. Workers will control the goods and wealth they produce."⁵

¹"Port Huron Statement," (New York: Students for a Democratic Society), 1969, 2.

²Editorial, "Who We Are and Where We're At" Fire Next Time (Chicago: Students for a Democratic Society), Vol. 1, No. 1, 2.

³Ibid. 2.

⁴Ibid. 2.

⁵Ibid. 2.

The SDS has sworn "its support for the Black Panther Party and their essentially correct program for the liberation of the black colony. Its commitment to defend the Black Panther Party and the black colony against the vicious attacks of the racist pig power structure. Its commitment is to join with the Black Panther Party and other black revolutionary groups in the fight against white national chauvinism and white supremacy. Its total commitment is to the fight for liberation in the colony and revolution in the mother country."¹

SDS and other campus groups have led in the fight for students' rights in the decision making process of the college and the university. The first struggle came at Berkely in the form of the Free Speech Movement. Other struggles are taking place at many campuses throughout the country. Some campuses that have received national publicity include Columbia, Cornell, San Francisco State, University of Michigan, and Kent State.

Various campus groups have led teach-ins on the Viet Nam War, on social and campus issues. They have initiated marches on Washington. They have aligned themselves with black students for greater black enrollment, black studies programs, and financial aid for non-whites. Curriculum reform has been demanded as one of the overdue changes. ROTC, recruiters, and research related to the military-industrial complex have all been attacked on many campuses.

Harold Taylor summarizes the situation under the following three points:

1. "A refusal to accept any longer the social and intellectual control of those in the society who give them no part in making decisions about what society should be."

¹Editorial, "The Black Panther Party," New Left Notes (Chicago: Students for a Democratic Society), April 4, 1969, 3.

2. "A demand that the obsolete university curriculum, controlled by the academic faculty and made in the interests of the faculty be subject to drastic reform."

3. "An assertion that freedom to think, to speak, to act, to learn, to invest oneself in a new kind of life which opens up the future, is the right of youth and the central values which must animate social and political change."¹

Edward Salowitz divides the demands of the activist into three areas with more specific definitions.

"The activist students are demanding that the corporate structure of institutions of higher education take positions on such subjects as relate to the war in Vietnam. Included in the question of the war is the concern with conscription, classified research, Dow Chemical recruiting, class rankings and the morality of war itself.

"The second set of issues deals with the question of academic reform. Included under this heading are In Loco Parentis, drugs, living arrangements, impersonality of education, decision making, lack of attention from instructional staff, grades, evaluation of faculty including hiring, promoting and firing. Also included in this area of demands are concerns for relevancy in the curriculum.

"The last set of issues dealing with race relations provided the mechanisms and the current tempo of activism. Here one finds such issues as aid to the culturally and racially disadvantaged, discrimination in hiring, housing and social activities and the need to provide relevant course material for the black man so that he can learn about his cultural heritage in order to develop his own sense of cultural pride."²

To Salowitz's last set of issues the consideration of social problems in general should be added, not just those which are related to race. This would include environmental control, land usage, abortion and others.

The students are asking the university to take a stand: "They seek to draw the university as such officially into the endorsement, the

¹Harold Taylor, Students Without Teachers: The Crisis in the University (New York: McGraw Hill, 1967), 25.

²Edward C. Salowitz, "Contemporary Student Activism," Michigan College Personnel Association Journal, Winter 1970, VI, 2, 8.

teaching and organization of programs for social reform and/or revolution of the society on whose largesse and support the university ultimately depends."¹ The university has a tradition of discussing the issues in a free manner. All points of view have been accepted and either reinforced or rejected. However, the students "are proposing that universities cease making a fetish of objectivity and neutrality and become ideological institutions."²

The student middle is a vital group in the college and the university. Often, however, it seems that this group is the silent majority. They are the students who wish to pursue their education; they seem to have vocational goals. This is the group of students who have traditionally been in student government and student activities. These students also are searching for a new kind of university. Their methods, however, are different. They are the students who have been the leaders in giving students membership on faculty committees. As the students take their positions on faculty committees, they find that the only result is that of boredom. Through the committee the students had hoped to form stronger relationships with the faculty member. Students "are demanding of administrators, and particularly of teachers, that they join with students to establish that 'community of scholars' one hears so much about and so seldom sees."³ They want to feel that they are part of the community, but they are finding it difficult when the faculty have many other interests, most of which are more important than students.

¹Sidney Hook, "Conflict and Change in the Academic Community." Papers Prepared for NASPA 52nd Annual Conference, 1970, 12.

²Ibid., 12.

³Marvin B. Freedman, "Roots of Student Discontent," Beyond Berkeley (Cleveland: World Publishing, 1966), 239.

The Yale News has recently had articles on the student position in the university which reflects the student middle: "While we should rightly participate in decision-making in our community; neither by background, nor expertise, nor interest are we equipped to oversee its day-to-day governance."¹ He continues, "Yale offers us an opportunity to reflect, to examine ourselves, to ask ourselves what we can do to overcome the wrongs we see around us. That is our obligation and privilege here--to pursue truth where we are now most free so that tomorrow we can work to liberate ourselves and our society where we are not."²

The student middle is not satisfied with the society as it stands. The students from the middle society want to have a place in and change it through the position they will eventually hold. Thus, in the college and the university setting, he is striving to develop the skills which will make him able to bring the change about when he has the opportunity. The altruistic soul of the student reflects a need for all men to participate in the wealth of the society. This same desire shows up in his own world where he wants to participate in the academic community which seems to have so much control over his life. The student is at the bottom of the hierarchy in the academic world with multitudinous regulations over his life and the possibility of failure ahead in the test he is to take. Therefore, he can feel for the oppressed, for he sees himself as one of them even if it is only temporary.

The student world is given its "challenge to duplicity; to their often intensely idealistic call for integrity; to their obvious distress

¹Editorial, "For a Rational University," Yale Daily News, January 26, 1970, 2.

²Ibid.

at the dissonance that they hear and encounter, in their lives at universities."¹ What the students hear ideologically and what they have experienced does not fit with what they see in the real world. They cannot help but question the adult world which has not been able to cope with the problems. "There is no question that students resent being treated as adolescents when adults have not demonstrated their ability to resolve community and world problems."² The desire for freedom rises strongly within the college student. He wishes to be able to say what he feels is right, to do those things which meet his needs and to participate in issues which affect his life.

The students have challenged the society, the adult world, the faculty, and the university. The college and the university are searching for means to cope effectively with the challenges of the student. During the two-week strike during March and April in Ann Arbor, Robben Flemming was able to use the bargaining techniques which have been part of the union-management contract negotiations for many years. Court orders have been used on some campuses. However, an adequate form of student participation in the university has not been found. The power struggle, whether it is between student and administration or university, or generation and generation, continues on various campuses as new student demands are placed upon the university.

The Faculty

The faculty has established its position on governance. When

¹Benson Snyder, "The Dissonance of Change," Papers Prepared for NASPA 52nd Annual Conference, 1970, 23.

²William R. Butler, "The Meaning of Community--One Point of View," NASPA Journal, VII No. 3 (January, 1970), 136.

the issue is raised, the faculty have the AAUP statement on governance which suggests the appropriate areas for faculty governance. However, the faculty members who have been in an institution for some time seem to know what powers they should have. The 1966 statement of the AAUP indicates that the faculty should have primary authority in "such fundamental areas as curriculum, subject matter and methods of instruction; research, faculty status, and those aspects of student life which relate to the educational process."¹ The statement continues, "The faculty sets the requirements of the degrees offered in courses, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved."² The statement continues "the faculty status and related matters are primarily a faculty responsibility; the area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure and dismissal."³ Later the report states the "faculty should actively participate in the determination of policies and procedures governing salary increases."⁴

When a college or university does not meet the requirements of the AAUP, the case is discussed in the AAUP BULLETIN. A list of these institutions is maintained by the AAUP. Any faculty member considering an institution on the list should investigate the situation before going there.

To determine what the faculty does when the institution is challenged let us examine what happened in the Berkeley situation.

¹"Statement of Government of Colleges and Universities," AAUP Bulletin, LII (December 1966), 375.

²Ibid.

³Ibid.

⁴Ibid.

According to Nathan Glazer, "At the start the faculty for the most part looked on as detached and neutral outsiders."¹ As the crisis at Berkeley developed, the faculty tended to side with the students against the administration. In an analysis by Paul Woodring he states that "when their demands bring students into conflict with administrative authority, the faculty is prone to side with the students--for professors everywhere are distrustful of administrators."²

A further problem rises when the students ask for control over academic policies, better teaching, more contact with faculty members and less emphasis on faculty research. These kinds of demands bring students into direct conflict with the faculty and the faculty's claimed areas of governance. For it is usually the governing faculty and faculty committees who determine academic policies and faculty status, not the administration. "If students are to have more influence over university affairs, faculty members will have less."³

As the students are making their demands upon the faculty, the faculty has not met the challenge for academic reform. "Faculty conservatism is everywhere in higher education an inhibitor of innovation. Not because they are incapable of change, but because they have led circumscribed lives--have you ever thought of the university as an intellectual monastery--and therefore, the faculty that government and industry have not yet exposed to the world of advanced technology and those sheltered from the nation's social malaise are likely to be in-

¹Nathan Glazer, "What Happened at Berkeley," Beyond Berkeley, op. cit., 59.

²Paul Woodring, "Who Makes University Policy?" Beyond Berkeley op. cit., 147.

³Ibid., 148.

sensitive to the need for change."¹ Until the faculty wake up and realize where the students are, for the colleges and universities are dependent upon the cooperation and support of the student, the universities are endanger of losing their existence. Academic reform is one of the most important issues confronting the faculty.

The struggle up to this time has been between students and administration; however, the faculty are becoming involved as they have failed to be innovative and experimental in their teaching methods and in their relationships with students. The more serious problem "is that the many faculty have no sense of the possible, no substantive acquaintance with what is already going on in innovation and experimentation."²

The Administration

The administration is often considered to have most of the power in the university. However, its role is considered to be very different by different groups. During the Berkeley crisis Starobin stated, "In a literal sense, the administration is merely there to make sure the sidewalks are kept clean. It should be the servant of the faculty and students."³ John A. Peoples states that "the primary function of the chief administrator is to establish and maintain standards and conditions underwhich others in the organization may make decisions."⁴

¹Warren Byran Martin, "The Development of Innovation: Making Reality Change," NASPA Journal, VI No. 3 (January 1969), 118.

²Ibid., 119.

³"The Berkeley Affair," Beyond Berkeley, op.cit., 35.

⁴John A. Peoples, Jr., "A Rationale for Decision Making," The Academic Administrator 1967 Proceedings, Summer Semiar Texas A&M, 34.

Others have called the administration the consensus seeker and mediator. Roger Heyns disagrees with this by saying, "Educational leaders must be more than consensus seekers and mediators. Our problems about goals arises in part from the fact that our educational leaders have not had the authority to go with their ideas and many of them stopped having ideas."¹ Gary Walz considers that the new role of the administrator is to be that of conflict resolver. From the statements it seems that the administrator has many roles.

The Berkeley free speech movement is an example of the position of a campus administrator. While Clark Kerr was gone, the Regents made and announced the decision about the Bancroft strip through the Dean of Students. When the campus went out of control the Dean of Students was asked to leave. Eventually, after the next crisis, Clark Kerr was asked to resign when the crisis was not settled. "Administrators, many of whom are but academics temporarily in different roles, have been subjected to worse strains, and yet they are often deemed expendable by their erstwhile colleagues. Deans are thrown to the wolves, but the wolves are beginning to understand that the real enemy is the professoriat, not the administrator."²

If a crisis on campus is not resolved adequately, a member of the administration may be asked to resign. Because of the pressure upon those in administrative positions, particularly the presidency in many institutions of higher learning, their positions are not filled. The demands of the responsibility cannot be compensated for by financial

¹Roger Heyns, "Stress and Administrative Authority," Stress and Campus Response, op.cit., 172.

²Fitz Stern, "Reflection on the Internal Student Movement," Papers Prepared for NASPA 52nd Annual Conference, 1970, 36.

means. On April 1 and 2, 1970, after the Ann Arbor confrontation and demands, the Ann Arbor News and The Flint Journal were questioning whether Robben Flemming should remain in the presidency of the University of Michigan because of the way he handled the BAM situation.

With the students making the demands on most of the campuses in the country, the administration must do some careful evaluating. "University administrators increasingly must be careful not to confuse the demands of students that can lead to anarchy on the campus with the desire to participate freely in the great social movements of our time, and the request to contribute a responsible voice in university matters that concern them directly."¹ The university administrator along with the faculty and students will have to make decisions about their roles in governance if the university is to continue.

The students, the faculty and the administration are setting power goals, some consciously, some unconsciously and some situationally. The question will be: how can these individual goals be integrated into goals which are acceptable to the majority of college and university groups? As the power goals are related to how the decisions are presently being made, it becomes important to know who is making which decisions in the college and the university. After the decision makers are known, then the process can be analyzed to determine if the decision is being made in the best place or if some further or more expanded decentralization should take place to provide more opportunity for more people to participate in the decisions affecting them.

¹James Cass, "What Happened at Berkeley," Beyond Berkeley op. cit., 24.

THE UNIVERSITY OF MICHIGAN AT FLINT

The Flint College was established in 1956 as the sixteenth college of the University of Michigan and the first college outside of Ann Arbor. It was established in cooperation with the Flint Junior College to enable students to complete four years of college work in Flint. Flint College expresses the common desire of the University of Michigan and the community for an institution of high academic standard which also meets the particular needs of the region it serves.

Historical Background of the Flint College

In the early 1950's a group of civic leaders began discussing the possibility of enlarging the college opportunities in the Flint community beyond what was already offered on a two year basis through the Junior College. Mike Gorman and Don Johnson were the two citizens of Flint who began the initial discussions with the University of Michigan. They had the backing of many other prominent Flint citizens, including Charles Stewart Mott and Roy E. Brownell. They felt that they should turn to the University of Michigan because of the strong extension program which was already present in the Flint area.

David M. French was appointed Dean of the college in the year 1955 and came to Flint to begin preparation for the institution. Robert Plummer came to join him halfway through the first year. "During its initial year the Flint College used classrooms and offices made available to it by the Flint Junior College. The Mott Memorial Building was completed and occupied in 1957."¹

¹Flint College Student Handbook, (Flint: Student Government and the Student Services Office, 1969), 1.

The college offered an upper division program with the third and fourth years. This would make it possible for a student to complete his college program in Flint, by doing his freshman and sophomore work at the Flint Junior College.

When the college opened in 1956, the initial class had 173 students and a faculty of ten members. A few statistics might indicate the type of students who were part of the first class. The first class had 100 men and 73 women, 25% of the students were veterans, 45% of the men and 47% of the women were married, 22% were making normal progress in their college program, 50% graduated from high school before 1950, 12% graduated from high school in the 1920's and 1930's, and the average age in the first class was over 29. The areas of concentration of the first students were elementary and secondary education 49%, social sciences and history 17%, business administration 16%, and science 11%. The students primarily were graduates from Flint and Genesee county high schools 68%, some came from other areas in the state of Michigan 14%, and the remaining students came from high school outside of Michigan 16%.¹

The first ten faculty members who came to Flint College were members of the Ann Arbor faculty who wanted to participate in the founding of a new college. They were all PhD's who wanted to have close relationships with students on a small campus. They wanted to teach students; thus, from its inception the faculty of the University of Michigan at Flint were concerned about teaching.

At various times in the history of Flint College the State Board of Education threatened to close all branches of state universities. The

¹Letter from Robert Plummer to Dr. Bradner, October 12, 1956.

community of Flint and the Flint College alumnae became disturbed over the direction of the state board and used political pressure to maintain the Flint College. The Flint College was very important to the city as it was the only liberal arts degree granting institution within 45 miles of Flint. General Motors Institute had been in Flint for 25 years; however, it offered only a technical program.

In 1965, in spite of outside pressures, the first freshman class was added to Flint College and in 1966, all four classes were represented. This dropped the average age of the students to 26 and 25 respectively.¹ The Flint College was changing and growing. A new library was completed in 1960, and the college faculty grew to about 75.

Presently, the University of Michigan at Flint has graduated 2150 students. A chancellor for the Flint Campus is about to be appointed. Mr. Charles Stewart Mott has given the college \$1.2 million for the purchase of seventeen and one-half acres of land in the inner city for the purpose of building an urban university which will be serving the needs of an urban community. Three academic buildings, one administration building and a student center will be built in the next five years to house a projected student body of 6,500. A graduate program will be incorporated into the Flint program with the extension service and the UM Flint under a chancellor for the college.

The Influence of the University of Michigan in Ann Arbor on Flint College

As Flint College is a part of the University of Michigan, the philosophy of the University of Michigan at Ann Arbor will be considered

¹Enrollment Statistics Flint College.

in its relationship to the Flint campus. This philosophy of the University of Michigan in Ann Arbor cannot be fully understood without looking at its early years.

The man most influential in developing the philosophy which was to govern the campus to the present was U of M's first president Henry Philip Tappan. Tappan was from the east and came to the University of Michigan to be its first president because he had a theory of university education which he wished to develop in an institution which did not already have a directional philosophy. When Tappan made the move to Ann Arbor, his friends in the east questioned his going to the new frontier. However, he was a man with a dream which seemed to be ahead of his time. It was this dream which caused the Board of Regents to ask him to leave after eleven years of service.

Tappan's goal for the university closely followed the model of the German University. In his first commencement speech he announced what the plans for the university would be under his direction: "He recommended the lecture system . . . And he would institute a scientific curriculum."¹

His approach to undergraduate and graduate education was explained in the following way: "The undergraduate course, after all that can be done to perfect it, is still limited to a certain term of years, and necessarily embraces a limited range of studies. After this must come professional studies and those more extended studies in science, literature and the arts, which alone can lead to profound and finished scholarship.

¹Howard Peckham, The Making of the University of Michigan 1817 - 1967 (Ann Arbor: The University of Michigan Press, 1967), 36.

A system of education established on the Prussian principles of education cannot discard that which forms the culmination of the whole."¹ As the university was to be an investigating institution as much as a teaching institution, Tappan advocated "That a university professor should engage in research as well as teaching, and indeed that his students should participate to some degree in his research."²

Although Tappan was never to carry out his plans to the extent that he dreamed, the man who did begin to realize the dream of Tappan was James Burrill Angell who became the president of the university in 1871, for "It was the work of Dr. Angell to build, and to build well, upon the foundations already laid."³ In an analysis of the situation Wilfred Shaw noted, "While it has come to be no reproach upon the fame of Dr. Tappan that he failed in just this particular, it is the great achievement of Dr. Angell that he succeeded. He made Michigan the model for all succeeding state universities."⁴

Because the Prussian or German model was so important to the American colleges, "there was a fundamental attachment to the graduate faculty of arts and sciences, to the idea of a body of scholars and students pushing forward the frontiers of pure knowledge."⁵ The desire for pure knowledge was one of the most important goals for the University of

¹Burke A. Hinsdale, History of the University of Michigan (Ann Arbor: Published by the University, 1906), 43.

²Howard Peckham, op. cit., 36.

³Wilfred Shaw, The University of Michigan (New York: Harcourt, Brace and Howe, 1920), 65.

⁴Ibid., 65.

⁵Frederick Rudolph, op. cit., 334.

Michigan. The scholarly approach and the research of the faculty emulated the model of the Germans first envisioned by Tappan and brought into being by Angell.

It is this scholarly concern and departmental interest in research that Dean David French sees as the philosophy of University of Michigan Ann Arbor which overlays the philosophy of the Flint College. As many of Flint's first faculty members came from Ann Arbor, they too desired to extend UM's atmosphere and philosophy to the new campus. A selected group of students who will work closely with the faculty in research and in the classroom is the vision of Flint College. As is stated in the Flint College Catalogue, "from its beginning in 1956 it has represented the combined efforts of the University and Flint community to develop a distinguished educational program for young people and adults of outstanding ambition, ability and potential for future leadership."¹ The catalogue continues "students increase the knowledge of a particular discipline by concentration in a chosen subject or group of subjects."²

The Ann Arbor catalogue shows a similar vein: "As one of the nation's major institutions, the college is able to offer to a large, yet select, number of young men and women an unparalleled opportunity to develop their intellectual capabilities."³ The statement continues, "In all these activities the faculty and students who comprise the College are committed to the pursuit of excellence."⁴

¹The University of Michigan Flint College Catalogue (Ann Arbor: The University of Michigan, 1969-70), 10.

²Ibid.

³The University of Michigan College of Literature, Science, and the Arts (Ann Arbor: The University of Michigan, 1969-70), 5.

⁴Ibid.

Thus, the desire for superior scholarship and academic excellence has become a part of the University of Michigan at Flint as it tries to follow the University of Michigan in Ann Arbor, in the tradition of the German University.

Although the graduate extension center has never been fully integrated with Flint College, the faculty look forward to the time when graduate education will be integrated in the curriculum. The faculty see the university as did Tappan who placed much emphasis on graduate education.

The Administrative Structure

The original institution had two administrators, the Dean of the College and the Director of Student Affairs and Services. The next addition was the business manager. The woman faculty member was appointed Dean of Women.

During the first several years of the college the faculty felt that the Dean of the College was authoritarian in his relationship with them and that he did not share the decision making with them. An executive committee was appointed to share in the decision making with the Dean of the College. Six faculty members were appointed to be executive committee. The first executive committee had five Ann Arbor faculty members and only one Flint College faculty member.

The executive committee is formed in the following manner. Each year two members are appointed by the dean to a three year term on the executive committee. The dean chooses the faculty members from a list of four names presented to him by the faculty. The Faculty votes to arrive at the four names. The person with the highest number of votes

does not necessarily receive the appointment; however, up to this time the dean has always chosen the faculty with the highest number of votes.

During the fall of 1969 the younger faculty members did not feel that they had enough influence in the decision making process. They felt that the older members of the faculty made all of the decisions. As a result of their concern, a committee of the whole was set up to discuss with the administration the desires of the younger faculty. The younger faculty members viewed the executive committee as an in group of faculty who made all the decisions and the dean of the college as a figure head having very little power over the institution. The faculty members presented a proposal that new executive committee members not be department chairmen. This proposal was passed by the governing faculty. Before this time almost all executive committee members were department chairmen.

The Dean of the college has set up a number of ad hoc committees to consider problems as they arise. Presently, the institutional planning committee is an important group as it is recommending action for the expanding role of the University of Michigan at Flint.

A citizens advisory committee has been established in Flint to recommend to the college the direction it should take. However, much of their role has become that of a pressure group both on the state legislature and the board of regents. The purpose is to bring about the growth of the college and to enhance its image. Three of the initial strong supporters of the college are on the board, Don Johnson, C. S. Mott, and Roy E. Brownell.

The University of Michigan's basic policies about faculty and students govern the campus at Flint, but most of the day-to-day decisions

are made in Flint. Until the end of 1969 these decisions had to be presented to the university regents and Allan Smith, the Vice President of Academic Affairs. (See Figure 2) Recently, the Dean of the Graduate School, Spurr, was made a Vice President in charge of Rackham, Flint and Dearborn. Although most decisions concerning Flint College are now presented to him, budget matters pertaining to the Flint Campus are still routed through the Vice President for Academic Affairs. With the expansion of the Flint College and the purchase of a new campus a chancellor will soon be appointed, and the hierarchical structure will probably change again. Flint's new status will also be reflected in its financing; which has previously been based on an allocation from the Ann Arbor budget. This year Flint will be given its own line item in the budget coming from the state legislature.

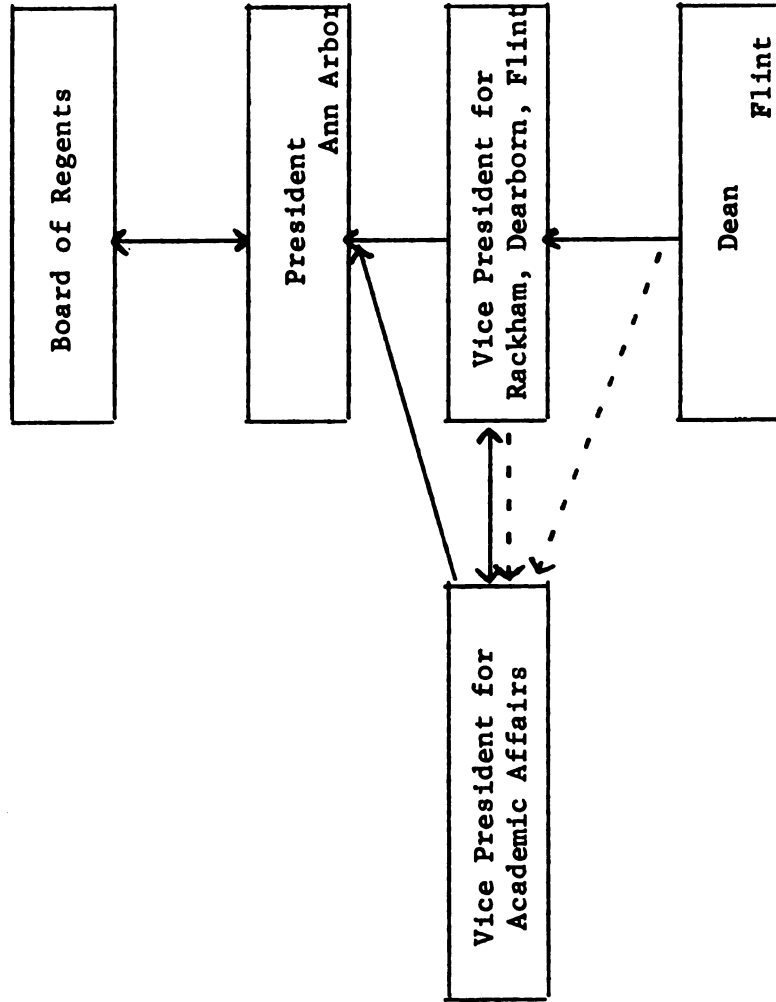
The Faculty Structure

The faculty includes the members of the teaching staff, the principal administrative officers and the librarian of the Charles Stewart Mott Library. Any of these people may be given the privilege of attendance at the faculty meetings, but they must meet the requirements of the governing faculty in order to vote.

"The governing faculty of the Flint College shall be in charge of the affairs of the Flint College . . . It shall provide the necessary courses of instruction in the several branches of learning within the jurisdiction of the college. It shall prepare suitable requirements for admission, curriculums and graduation, which shall become effective when approved by the Board of Regents."¹

¹The University of Michigan Faculty Code, 25.02

FIGURE 1
UNIVERSITY OF MICHIGAN - FLINT STRUCTURE WITH ANN ARBOR



- - - -Budget Matters

The governing faculty of the Flint College includes the members of the staff who are professors, associate professors, and assistant professors. (See Figure 2, page 41) Only those faculty who have PhD and EdD degrees are eligible for a vote in the faculty and these faculty members are the only faculty members who are eligible for ranks of professor, associate professor, and assistant professor at Flint College.

The officers of the governing faculty include the chairman and the secretary. The Dean of the College chairs the meetings of the governing faculty. The faculty elects one of its members to serve as secretary for a term of one year. The secretary is responsible for the minutes, the elections, special reports, and all official actions of the faculty. He also sets the agenda for the meetings.

The faculty has eight standing committees which help to carry out the business of the governing faculty. These include committees on academic standing, admissions and scholarships, curriculum, the library, student affairs, public affairs and publications. The summer interim committee acts for the governing faculty during the period of the summer program. Students have five members on the student affairs committee and two voting members on the other committees.

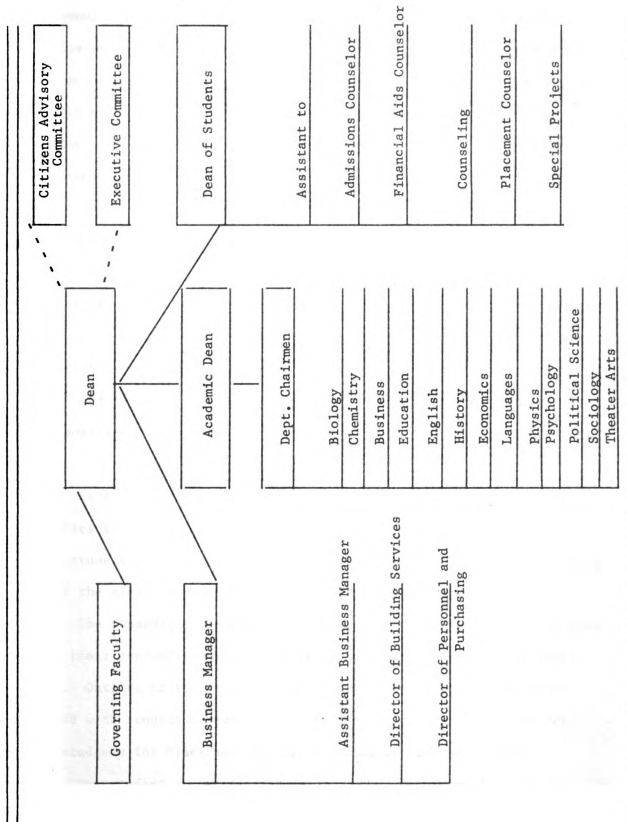
The present full-time faculty has 54 PhD's or EdD's and 18 members with MA's. Areas of evaluation for faculty are good teaching, involvement with students and publications. Good teaching at Flint College is rewarded by promotion.

The Student Structure

The student government has four officers, six standing committees, an independent election commission and a student judiciary. The student

FIGURE 2

FLINT LINE - STAFF CHART



government has a total of twenty-one elected members: the president, the vice-president, the secretary, the treasurer, five representatives-at-large, and a president and two representatives elected by each of the four classes. Each council member has a one year term. The student government council also appoints the student members for the faculty committees.

The student government has six committees which assist in carrying out its business. They include these committees: academic affairs, social-cultural activities, physical arrangement, finance, legal affairs, and public relations. The chairmen of these committees may or may not be on the student government council; but, they are members of the president's cabinet.

A judiciary council provides for an eight member student court which possesses both disciplinary power and the right of constitutional review.

Each class elects officers who act as a class council to plan activities for their class. The class councils have representatives on the student government council, which can then act as the coordinating body of the class councils and the social-cultural committee.

The students from several departments have formed interest groups within their concentration areas to give them more background in their fields. Outside of the academic areas other clubs have been formed to coincide with student interests such as the art club, canoe club, ski club, students for black action, the progressive club and others.

The student government "works with the administration, the faculty, and the Flint community on issues vital to the life of the Flint College student. It has played a major role in the moves toward calendar revision,

scheduling changes, and student participation with faculty in academic decision making. Other functions of the SG include the allocation of SG funds amounting to approximately \$14,000 annually, the recognition of college clubs and student organizations and the coordination and approval of all student activities, including the establishment of policies governing those activities."¹

REVIEW OF THE LITERATURE IN ORGANIZATION AND ADMINISTRATION

This section will present the theories and studies related to organization and administration. In the first part general models and theories of organization and administration which relate to the study will be presented. Then a survey of the literature of organization and administration in higher education will be examined. Finally, the research studies in higher education related to the present study will be included.

GENERAL MODELS OF ORGANIZATION AND ADMINISTRATION

Models of organization outside the field of education are multitudinous. Therefore, only a few models will be examined and those will be ones which are related in some way to the present study. Specifically, Max Weber, Herbert Simon, Bakke and Argyris, Philip Selznick and Amitai Etzioni will be considered.

Max Weber and Bureaucracy as an Ideal Type

One of the early theories of bureaucracy is Weber's. His theory seems to be the basis of many later models of bureaucracy. Weber's theory is considered to be the classic theory of organization and can be generalized

¹Student Handbook, op. cit., 6.

to church, military, business and industry, government, party, college and university and other structures having administrative organization. Weber sees that there is a common bond in all organizations and he is trying to define this. "An . . . aspect of Weber's theory of bureaucracy is its emphasis on the universality of the phenomenon."¹

A summary of the basic theory is given in Pfiffner and Sherwood.

"Emphasis on form. Its first, most cited, and most general feature has to do with its emphasis on form of organization. In a sense the rest are examples of this.

The concept of hierarchy. The organization follows the principle of hierarchy, with each lower office under the control and supervision of a higher one.

Specialization of task. Incumbents are chosen on the basis of merit and ability to perform specialized aspects of a total operation.

A specified sphere of competence. This flows from the previous point. It suggests that the relationships between the various specializations should be clearly known and observed in practice. In a sense the use of job descriptions in American organizations is a practical application of this requirement.

Established norms of conduct. There should be as little as possible in the organization that is unpredictable. Policies should be enunciated and the individual actors within the organization should see that these policies are implemented.

Records. Administrative acts, decisions and rules should be recorded as a means of insuring predictability of performance within the bureaucracy."²

The Weber theory is important to the study, for this theory is the basis for many of the educational models. First, the hierarchical pattern can also be observed in education with the lower and upper levels of "power." Also, one can note that many educational models use the job description approach to the organization and the administration of the structure. Each job has certain defined expectations. The individual institutions have some differences in organization but much of the core

¹John Pfiffner and Frank Sherwood, Administrative Organization (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), 57.

²Ibid., 56 and 57.

is the same from one institution to another. There are presidents, vice presidents, deans, professors, associate professors and assistant professors.

Bureaucratic organization according to this general definition of Weber is one that we find on our campuses to some degree. However, certain functions change, for in education the relationships of the hierarchy are not as limited as they may be in other hierarchies. The educational model or collegial model seem to have more flexibility and more movement within the structure because of the knowledge of faculty and their desire to be involved. Weber states, "Bureaucratic administration means fundamentally the exercise of control on the basis of knowledge."¹ Therefore one can observe that due to the spread of knowledge in the university, many more individuals will be part of the organization. This may mean that many unofficial as well as official members of the bureaucratic organization will be part of the decision-making process.

Herbert Simon and the Decision-Making Model

The decision-making model was developed by Herbert Simon. The purpose of the model is to identify the decision centers and then to identify the channels of the communication. Each member of the structure is seen as a psychological and sociological entity with the "capacity to learn and to solve problems."²

In the decision making model certain assumptions are made. These assumptions include: 1) knowledge must be available to make the decision,

¹Max Weber, The Theory of Social and Economic Organization (Oxford: Oxford University Press), 339.

²Pfiffner and Sherwood, op.cit., 386.

2) channels of communication are needed to make this decision known,
 3) there is power and influence in the decision making process. "The central notion," according to Simon, "is that a decision can be regarded as a conclusion drawn from premises; and that influence is exercised by transmitting decisions, which are then taken as premises for subsequent decisions."¹

Thus, the human being or groups of human beings and the decisions are the basis for the analysis of the organization. "It is a picture of a choosing, decision-making, problem-solving organism that can do only one or a few things at a time, and that can attend to only a small part of the information recorded in its memory and presented by the environment."² The picture is that of the human organism functioning in the system to make the decision, the smallest unit of observation.

A summary of this theory is, "the decision model is based on the idea that human beings, with all their failings, are continually being cast into problem-solving situations where choices are made. Thus, we need to know who makes decisions and the base of information from which decision premises are drawn."³ According to Simon when this model was used in actual studies, this approach suggested some rather prominent departures from the classical theories of organization and administration. He also feels that the decision-model approach is a practical means for doing an analysis of the organization and administrative pattern.

¹Herbert A. Simon, "Comments on the Theory of Organization," American Political Science Review XLVI (December 1952), 1134.

²James G. March and Herbert A. Simon, Organizations (New York: Wiley and Sons, Inc., 1958), 11.

³Pfiffner and Sherwood, op.cit., 401.

The model proposed by Simon is used for the study of the decision-making process at the University of Michigan at Flint. In the study the individuals, groups, decisions and communications channels are analyzed. First, the groups or individuals who could make the decisions were determined. Second, a list of 36 general decisions which are made in the college and university was selected. Third, the sociogram was added to determine the communication system. Thus, the questionnaire was derived, theoretically, as an appropriate instrument to measure the process.

The Yale Group and the Fusion Model

Several people are associated with the fusion model but the most well known individuals are E. Wight Bakke and Chris Argyris from Yale. The purpose of including this model is that it brings into the theory of administration and organization a new view of the individual. Bakke and Argyris see the individual as having various personality factors which need to be expressed. As each individual has his goals and personality needs within the organization, he goes through a socializing and personalizing process.

"The socializing process is defined as that by which individuals are made into agents of the formal organization and/or the informal group . . . The personalizing process is defined as that by which the individual actualizes himself and by which aspects of the organization and informal group are made into agencies for the individual."¹

From these observations it can be noted that goals for the individual and the organization must be met. As Pfiffner and Sherwood

¹E. Wight Bakke and Chris Argyris, Organization Structure and Dynamics (New Haven: Labor and Management Center, Yale University) 1954, 17.

say, "Successful organization is one which meets its own needs and those of the individual."¹ Thus, a new trend is being developed in the field of organization and administration, and that is that human need must be a concern. This principle is important to the study as faculty and students alike feel a personal need to be involved in the decisions which affect them.

Philip Selznick and the Model of Intraorganizational Decisions

One of the important contributions of Selznick is that he begins to look at the decision-making process as having a two pronged effect--the decision being made and the side effects. What can be seen is the intended result in the form of the decision and the unintended results. Therefore, in the delegation of the authority in the organization, the model suggests that the decision or side effects are going to be made to a certain degree in the self interest and the subgoals of the individuals involved in the decision-making. If the decision making does not represent the subgoals of the individual who is making the decision, it will enhance his subgroup.

This is important to the study presented in that several of the hypotheses are based upon the decisions made in a given area in the educational model. The hypotheses state that the individuals who are affected by the decisions are the ones who are involved in these decisions. The study is trying to determine what the self-interest of the group is and then if there is self-interest how it shows up in the decision making.

¹Pfiffner and Sherwood, op. cit., 384.

Amitae Etzioni and the Comparative Analysis

In his book A Comparative Analysis of Complex Organizations Amitae Etzioni looks at the power relationships between the members of the organization. The relationships which are in the bureaucratic pattern are defined in terms of the power pattern. He defines three classifications: namely, coercive power, remunerative power and normative power. There are also three kinds of involvement. The first is alienative, the second is calculative and the third is moral.

As the university and the college are considered among these power and involvement patterns, Etzioni states, "in general, normative compliance prevails and coercion plays a secondary role . . . In colleges and universities . . . coercion in general is so limited that these schools constitute typical normative organization."¹ The response or involvement pattern in the college and the university is moral. These terms as defined by the author are: normative--"persuasive, manipulative or suggestive power which is based on the manipulation of esteem, prestige, and ritualistic symbols."² "Pure moral commitments are based on the internalization of norms and identification with authority."³

If the university and the college has a power structure where those in the lower positions feel the same norms as those above them, it suggests that whether there is a true hierarchical pattern of organization or not, those who are part of the organization will identify with what is

¹Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press), 1961, 48 and 49.

²Ibid., 5 and 6.

³Ibid., 10 and 11.

being done. If the hierarchy has similar norms, it will logically follow that those in the hierarchy will agree when the decision is made. In addition, due to the normative power base, there will be much discussion and mutual investigation before the final decision is made. Thus, the idea of a community in the academic world is supported.

EDUCATIONAL THEORIES OF ADMINISTRATION IN HIGHER EDUCATION

Different authors have suggested different theories in the field of administration of higher education. In this section we will consider five different approaches to higher education, several of which overlap, but still represent a slightly different aspect of the field. The men to be considered are John Corson, Gerald Burns, Thomas Blackwell, John Millet and Algo Henderson.

John Corson's Goal Related Theory

Corson believes that, "if a group of human beings are to work together effectively within an enterprise . . . each must understand and share a common concern in achieving the purpose or purposes for which the enterprise exists."¹ Along with the common goals Corson sees the university officials or administrators in terms of a function which he feels they must perform. "It is high time that objective and thorough analysis be directed toward the respective roles of the trustees, the presidents, the deans, the department heads, and the faculties."²

¹John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Company, 1960), 19.

²Ibid., 41.

He sees roles which have decision functions for each group of the university. "The right to participate in the making of decisions is diffused among a greater proportion of the participants in the enterprise than is typical of other forms of organization."¹ He raises the questions: how is the decision-making process diffused and how does this differ from other types of organizations.

As he observes the university, he tries to relate it to the environment of which it is part. Although Corson tries to put forth some sort of theory, he raises more questions than he answers and shows that basically there is not a theory for administration in higher education. "The answers to these and related questions are not readily available in what has been written about the administration of colleges and universities. Yet the answers are needed."²

Thomas Blackwell and Efficient
Organizations in Higher Education

As the next author is considered, the searching for answers is still apparent. Blackwell looks at administration in terms of title and the task related to the person who has that title. The emphasis of the book seems to be that if more training were given, using the models of business and government, then the administration of college and university would be more efficient. He suggests schools which train in administration. Continuing in this pattern, Blackwell suggests that the computer would help in the development of efficiency in the administration of education in the college and university.

In summary, then, Blackwell sees that training must take place

¹Ibid., 142.

²Ibid., 119.

in the roles and functions of administrators and that they should use the methods of business and government to build more efficient organizations.

Gerald Burns and Human

Relations in Administration

Although Burns is the editor of a series of articles, the book Administrators in Higher Education suggests a single approach to administration. Again, the job description analysis is used. It appears that when administrators are searching for a theory of administration they move to a job description. However, the book does present a section on the theory of administration.

In the academic institution "the role of authority is more discreet than it is in other organizations."¹ The author Duryea sees that in higher education effective "leadership relates closely to the administrator's ability to draw together those persons affected by a decision into the decision-making councils of his organization."² He also suggests that the decisions must be reflective of the goals of the organization. "Each decision or action reflects the character of the institution as well as the attitudes, values and commitments of participants in it."³ The book stresses the collaborative effort in decision making.

John Millett and Community in Administration

John Millett suggests a behavioral theory of organization which

¹E. D. Duryea, "The Theory and Practice of Administration," Administrators in Higher Education (New York: Harper and Brothers, 1962), 30.

²Ibid., 30.

³Ibid., 36.

emphasizes higher education as an academic community. He states that the university and the college is a "purposive bringing together of people with a designed purpose."¹ Each individual and group specialization contributes to the purpose and thus builds the university. In the community each group is bound in the group to develop the community. Millett emphasizes that the students are a group of the community. Representatives of each group, faculty, students, and administration, are tied together as a unit with their unique contributions to the whole. The Community together decides what can be done to benefit the college and the university--not as interest groups per se, but as these interests combine to enrich the community.

Algo Henderson and the Group

Approach to Administration

Although Millett introduces the students as a part of the community, it is Algo Henderson who makes the case for their involvement in the administrative process. Although this is a section on the educational theory of administration, Algo Henderson is included for his strong stand to include students in the administrative process. He shows their competency when given the opportunity to serve and thus sets the case for building students into the administrative model.

REVIEW OF THE LITERATURE RELATED TO THE PRESENT STUDY

Demerath, Stephens, and Taylor and the Effectiveness of Administration

¹John Millett, The Academic Community (New York: McGraw-Hill Book Company, 1962), 11.

The first study to be considered is the one by Demerath, Stephens, and Taylor at the University of North Carolina. The study is "about American universities viewed as managed organizations . . . It is the administration of universities seen sociologically that concerns us . . . We seek knowledge of certain organizational and administrative phenomena that are critical elements of the university as it has evolved in the United States."¹ However, this study was directed at the faculty. The students were not included as a group which could have an effect on the organization of the college.

Demerath, Stephens and Taylor used a survey to investigate the faculty's part in the policy formation of the college, the effectiveness of committees, councils and boards, and a general evaluation of the university.

Some of the policy statements in the Demerath, Stephens and Taylor survey have been used in the instrument for the examination of decision making in the small college. The model of the present study broadens the faculty base as it examines the role of various members of the academic community. The role of the student is included because it is changing and has become a very important part of the academic community.

Gross and Grambsch and Goal

Setting for Higher Education

Another study of importance is the study which Gross made on university goals and academic power. "This volume presents the results of an analysis of the roles of university administrators and the organization of American universities. It is intended to provide an overview

¹Nicholas Demerath, Richard Stephens, Robb Taylor, Power, Presidents, and Professors (New York: Basic Books, Inc., 1967), 4.

of the approach used and the method employed together with some major findings on the goals of universities."¹ The study was mainly intended for those in administrative positions, but a number of faculty were also included in the survey. Since goals of the university are closely related to decision making, the author tries to show that a relationship exists between the perceived university goals and the power of the administration and faculty.

Included in the study by Gross is a listing of some of the groups in the academic community and a general designation of their importance in the making of policy. In the questionnaire no specific policies were listed, only a general reference to policy.

Study Commission on University Governance

The next study is the one by the Study Commission on University Governance at the University of California, Berkeley. This study is important because it is one of the first to include students as a part of the university community and makes recommendations to include students in the community. However, this book does not do any research in governance; the authors only state their feelings about including the students in the administration. The report contains a majority and minority report indicating they did not come to an agreement. They suggest methods of achieving their goals for an increased role for students in policy making.

The AAUP subcommittee on university governance has just recently made a survey on the faculty participation in university governance.

¹Edward Gross and Paul V. Grambsch, University Goals and Academic Power (Washington D.C.: American Council on Education, 1968), xi.

"The institutional survey was undertaken in order to determine whether a satisfactory instrument could be developed which, when properly used would describe faculty participation in the government of colleges and universities."¹ Again the concern is mainly with the faculty and, to a limited degree, the administration. This survey is important for the present study because some of the content items are the same for both surveys.

¹"Report of the Survey Subcommittee of Committee T," AAUP Bulletin, LV (June, 1969), 178.

CHAPTER THREE

DESIGN OF THE STUDY

The purpose of the study was to determine if there is a single overall process for decision making in the small college and to discover who is making which decisions. It was an additional purpose to determine whether students, faculty and student services were involved in the decisions affecting them or related to their respective areas. Further, the study considered the perceptions one possible decision making has of another group in the decision making process.

This chapter presents the sample, the questionnaire, the administration, of the questionnaire, the hypothesis and the methods of analysis used in the study and the limitations of the study.

SAMPLE FOR THE STUDY

The sample included the administration, the faculty and the students at the University of Michigan at Flint. All of the members of the faculty and the administration and a selected group of students to represent the student groups in the model were a part of the sample. Thus, students from student government, student organizations, student committees, and students not involved in groups were part of the sample.

THE DEVELOPMENT OF THE QUESTIONNAIRE

The development of the questionnaire took place in two steps. One step was the development of the decisions for the questionnaire and the

second step was the development of the decision making model. First the decisions for the questionnaire are presented and second the decision making model.

THE DEVELOPMENT OF THE DECISIONS IN THE QUESTIONNAIRE

Most of the decisions for the questionnaire were used initially in a AAUP survey.¹ These decisions were modified for the present study under the advisement of Dr. Robert Glenn, the Associate Dean for Academic Affairs and Professor of English at the University of Michigan and Dr. Lavern Collet, a professor of Education Research at the University of Michigan. The literature used in the development of the revision follows. The decisions are presented as they relate to the faculty, the students and general administration.

Faculty Decisions

AAUP made a statement on government of colleges and universities in 1966. This statement has been the basis of their suggested involvement of the faculty in the present structure of the colleges and universities. The areas they feel the faculty should have primary authority in are "such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."² The statement continues, "The faculty sets the requirements for the degrees offered in courses,

¹"Report of the Survey Subcommittee of Committee T, AAUP Bulletin, LV (June, 1969), 178.

²Statement on Government of Colleges and Universities, AAUP Bulletin LII No. 4, December 1966, 376.

determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved."¹ The AAUP states that "Faculty status and related matters are primarily a faculty responsibility; the area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure and dismissal."²

Later the report states that "the faculty should actively participate in the determination of policies and procedures governing salary increases."³ In the same statement this observation is made about appointment of departmental chairmen: "The . . . chairman should be selected either by departmental election or by appointment following consultation with members of the department."⁴

The instrument has 15 items (1, 2, 3, 4, 8, 10, 12, 13, 17, 22, 30, 32, 34, and 35) which relate directly to the AAUP statement on university governance. There are 17 items from the AAUP survey (1, 2, 3, 7, 8, 9, 10, 11, 12, 13, 16, 19, 21, 22, 25, 27, and 34). The questions, 4, 23, 32, and 35 relate to the AAUP survey, but they do not use the same wording.

There are seven from Demerath, Stephens and Taylor's study (2, 8, 16, 22, 23, 27, and 32).

Student Decisions

Students have been speaking out for their desired place in the academic community. Various organizations have been trying to help them formalize their thinking into concrete statements about the student role

¹Ibid., 376.

²Ibid., 376.

³Ibid., 377.

⁴Ibid.

in university governance. The AAUP, the ACLU, and the National Student Association have taken strong positions to support the students in their demands and in their approach to a more appropriate position of students in college and university governance.

In the Draft Statement on Student Participation in College University Government of 1970 from AAUP a number of statements relate to the questionnaire. In regards to admissions the statement reads, "Students have a stake in the size, composition, and quality of the student body, and should have their views on admissions heard along with those of faculty and administration."¹ To continue on to academic programs, "The students should be consulted in decisions regarding the development of already-existing programs and the establishment of new programs. As members of the academic community they should have the opportunity for similar involvement with respect to course load and degree requirements."² The AAUP states that students, "should have the opportunity, through established institutional mechanisms, to assess the value of a course to them, and to make suggestions as to its direction. Students should also be able to express their views on the form and the conduct of a class which they have taken, . . . and their opinions should be weighed in faculty decisions affecting faculty status."³ Looking at the academic environment, the statement suggests that students should be consulted on "the scheduling of courses, class size, distribution of night and day classes, and calendar arrangements."

¹Draft Statement of Student Participation in College and University Government, AAUP Bulletin (Spring 1970), 34.

²Ibid.

³Ibid.

Turning to the nonacademic affairs the AAUP suggests that "students should have primary responsibility for activities sponsored by the student body."¹ In regards to student regulations it states, "students should have primary responsibility for the formulation of clear and readily available regulations pertaining to their personal lives."² In student discipline "students should have the opportunity to participate in establishing standards and procedures which govern student discipline, and take part also in the actual disciplinary process."³ Finally, in a general statement, "students have a right to be heard through formal means, on questions involving an institution's budget, its physical resources, and its relationship with groups or agencies external to the campus."⁴

A number of additional concerns are listed in the statement on the academic freedom of students which is published by the AAUP and supported by many other professional organizations related to higher education including NAWDC, NASPA, and ACPA. The statements of interest in this document state, "Each organization should be free to choose its own campus advisor" and also, "students should be allowed to invite and to hear any person of their own choosing."⁵

In looking at the questionnaire it can be noted that 18 questions (1, 2, 3, 5, 7, 15, 17, 18, 22, 23, 26, 27, 28, 29, 31, 32, 33, and 35) are mentioned in the two student position statements presented

¹Ibid.

²Ibid.

³Ibid., 449.

⁴Ibid., 449.

⁵Statement on the Academic Freedom of Students, AAUP Bulletin (Winter 1965), 448.

in this section. (See Appendix A) These questions will show whether or not the students do actually have any role in making decisions related to these areas in the Flint College. However, it can be seen that when or if the students do gain a right to make decisions in these areas, they will in effect remove some of the power from the faculty, for many of these decisions have been in the faculty domain.

General Decisions

Other authors have discussed the decision-making process. Considering a few of these, one can observe that in most cases they state that the dean should be in charge of one area, the student services division in charge of another, and the business office another. For example, Blackwell in his book College and University Administration suggests that the Dean of Academic Affairs or the president has the responsibility for "faculty recruitment, evaluation, promotion, curriculum, and methods of instruction."¹ He, along with the department, is also responsible for faculty load.² The departmental concerns include courses to be offered, work offered and required for departmental major or field of concentration, budgeting, staffing, and planning.³ The department also has the responsibility of choosing the faculty department chairman.⁴ Included in the responsibilities for the department of student services are the institutional policy for admissions, institutional recognition for student organizations, handling of student funds,

¹Thomas Blackwell, College and University Administration, op. cit., 18.

²Ibid., 29.

³Ibid., 38.

⁴Ibid.

recognition of sororities and fraternities, and the policy for the distribution of financial aid.¹ The areas reserved for the business department are the budget, the operation and maintenance of the physical plant and the selection of non-academic personnel.²

The decisions which must be made, according to Burns' book Administration in Higher Education, include choice of department chairmen, curriculum matters, budget, operation and maintenance of physical plant, financial aid, planning and development of the college, choice of new faculty, teaching methods in the classroom, special services for students, and admission policy.³

Similar decisions are suggested by Corson in his book on Governance of Colleges and Universities. He looks at faculty selection, budget planning, planning for expansion and growth, promotion and faculty salary, curriculum revision (both proposing new courses and dropping those which no longer have value), tenure, advising of students, degrees, entrance requirements, academic standards, recruitment of faculty, budget, and hiring of workers.⁴

From these analyses of decisions statements on the questionnaire were drawn as being representative of the types of general administrative decisions which must be made within the academic community. Some of the statements were combined if they seemed to overlap, while other decisions were separated if they appeared to have implications for more than one

¹Ibid., 60, 63, 65, and 67.

²Ibid., 72.

³Gerald Burns, Administration in Higher Education, op. cit., 65, 67, 113, 115, 142, and 187.

⁴John Corson, Governance of Colleges and Universities, op. cit., 63, 65, 66, 76, 89, 91, 103, 106, 108, and 118.

area. However, the decisions seem to reflect the overall kinds of thinking which go into the administration of the university. (See questionnaire, Appendix A)

THE DEVELOPMENT OF THE DECISION MAKING MODEL FOR THE QUESTIONNAIRE

There are three groups in the model. These groups include the three parts of the campus community--the faculty, the students and the administration. However, the three major groups are subdivided into potential decision making groups or individuals. In this section of the study reasons will be given for including the groups in the instrument. Each group has certain special functions and attributes which made it an important part of the decision making model.

Two other groups are important to the academic community, the board of trustees and the community itself. The reason for the omission of the community is that the faculty and the students would often find it difficult to relate the campus decision making to the community. At many campuses, the board of trustees acts in an advisory capacity. The majority of day-to-day decisions are made on campus: "In actual practice, therefore, boards of trustees delegate much of their authority to other segments of the academic community . . . The position of the board . . . is one in which broad matters of policy are reviewed and acted upon at board level, leaving through delegated authority the subordinate points of policy and the day-to-day executive and management function to the administrative staff and faculty."¹ However, the Board of Regents

¹S. V. Martorana, College Boards of Trustees, Washington, D.C.: The Center for Applied Research in Education, Inc., 59.

was included to observe its perceived role in decision making.

The Students

The students are the first group to be observed. They pay their tuition and fees to receive an education. They have certain expectations when they come to college, both in regard to what they want and do not want. Many of the regulations of the campus relate specifically and only to them. They are involved with the faculty in the classroom. Therefore, they feel that they have the right to be involved in what is decided for them. "The argument about involving students in decision-making is that they are parties most affected by the educational process. Students want and need to have a voice in what is happening to them and in evaluating aspects of these actions."¹ They represent the majority of the campus. Their block represents about 90% of the academic community and on some campuses the percentage could be higher.

Today the students are becoming more aware of their position of power. They are demanding to have the rights which are related to their numbers. Recently the National Student Association stated that it felt that students should have the power to determine all the rules, regulations and policies which affected them. On many campuses the students are demanding the right to make decisions on more than the matters which affect them directly. They also want power in general administrative decisions, curriculum, faculty appointments and tenure. To make decisions in these areas is the students' goal because the faculty and the classes

¹Henderson, Algo, "An Internal-External Hot Seat," Academic Administration, 1968, 126.

affect them very directly.¹

As the students take strong positions on the issues, they become a force to be recognized. Their force of numbers and the backing which they have been able to enlist has been able to stop the operations of many campuses in the United States and other countries. The actual influence or decision making power of students is difficult to determine. However, "the problem for America's colleges and universities is to move towards more formal institutionalized modes of student participation."²

The students have several groups which may have a voice in the decisions which are ultimately reached. The campus has a student government, student organizations, student committees, and various unorganized student groups. Often the unorganized groups represent the new left but they can also represent the right or a group of disgruntled students who do not feel that they are receiving the attention they need in the university community.

The Student Government

The student government is supposed to be the representative group of the students. They are elected by the student body by a number of different methods, but nevertheless elected. However, on many campuses only a small number of the student population votes.

Since student government is a representative group, it presents student opinions and feelings and takes stands on the issues for the

¹Henderson, Algo, Policies and Practices in Higher Education, New York: Harper and Brothers, 1960, 232.

²Benezet, Louis T., Howard Boven, et. al., The Future Academic Community: Continuity and Change, Washington D. C.: American Council on Education, 1968, 29.

student body. It is also student government's job to make known the student needs and desires. Student government is to plan with and for the students and to give direction to the student community.

Many student governments try to be knowledgeable of the action of the faculty and administration and will try to be an influencing voice in the affairs of the college. They feel that their position gives them the responsibility to make decisions for the students and then present these decisions to the faculty and administration. Therefore, "when the leaders of society and of the university, resist the kinds of changes which students propose, the students demand institutional power so that they may enact changes themselves."¹ The decisions that they make can relate to the campus, to the city or the country, but they seem to expect action from whatever groups they are trying to influence.

Student Organizations

Student organizations are social groups such as fraternities and sororities, interest groups related to curriculum areas such as business or education, interest groups of students who like to play bridge, chess or music, or to read poetry. Students from different curricula, from different social and economic background participate in student organizations.

Student organizations have not been active in the quest for involvement in governance as most of their activity is self contained. However, they are included to determine whether or not they are involved in the decisions which affect them.

¹Ibid., 106.

The role of student organizations may increase as the campus situation changes. Therefore, they must also be included to see in what direction they are moving at the present time and to determine whether or not they are a force to be considered.

Student Committees

Student committees are formed for a variety of reasons. Usually, they are appointed or elected by the student government or the faculty and administration. Their purpose is to examine an issue which is important to the campus at a given moment or to be in a group with a continuing responsibility.

The importance of this group comes from the fact that it is the most well-informed group on the campus regarding a given situation; for it is the student committee's responsibility to know what is going on in its area. The group is in a position to educate itself about the problems on its own campus and the other campuses which have related problems or concerns.

Because the group is well informed, it often has a part in the decision making process. It may only be in a recommending role, but nevertheless the student committees point of view is considered. Often the students are on committees with faculty and administration or have a parallel committee in the faculty and administration whereby they have a stronger voice than what they may have as a student committee alone. This makes its voice and influence even more important in the decision making process if the student committees learn to use it.

Since student committees are exposed to more than one point of view and very likely the students on the student committees will come to

the most educated understanding of the problems, they are in a strong position to represent these views to the other students and thus be an important force in the academic community. Even if they do not sell their point of view, they can help in making information available to students.

Unorganized Student Groups

Unorganized student groups are more prominent on campuses than they have been. They often decide not to be organized just to prevent the rules and regulations of the campus from governing their group. They function in the way they want and they want no control from outside sources whether student or faculty. They are willing to use any methods to accomplish their goals. For example the goals of SDS as stated by Mr. Davidson are:

"1. DESANCTIFICATION - meaning that students and other members of the movement should challenge any institution, policy, procedure, or agency and not be deterred by tradition, status, prestige, or legal power and authority. In other words, nothing should be regarded as sacred. 2. DEOBFUSCATION - meaning to cut through to the real significance and meaning of all policies, regulations, announcements, and verbalized statements. Participants in the resistance should require things to be in writing, and then challenge them on the basis of meaning of words, insinuations, assumptions, and assumed power. Don't let authorities "con" you with words. 3. DISENGAGEMENT - meaning that participants in the resistance must disengage themselves from institutional concerns, constraints imposed by membership in formal groups and from other limiting forces within society. Any resistance must depend on individuals who are free to act in accordance with the needs of specific situations and tactics and who can appeal to individuals on any basis which will gain their attention and win their support. 4. DISMANTLEMENT - meaning to tear apart institutions and other constraining agencies. The basis for rebuilding the new society will be established only by tearing apart the constraining and limiting pressures which now force students into certain molds, limit the power of universities to be truly free and which

permit governments to be so corrupt and decadent as to wage an immoral war against the will of the people."¹

One of the methods they have used frequently to accomplish their goal is "confrontation politics." They make strong demands on the power structure. They, usually, go directly to the top administrator. If their demands are not met, they may stop the functioning of the university by sitting in some building, someone's office, preventing people from going to class, or by getting the students on campus aligned with their goal. Therefore, the students decide to stay away from class.

On some campuses confrontation has been the only effective means of bringing about change. The groups have forced administrators and faculty to meet their demands and to change their minds on issues which had already been decided. On the whole the unorganized groups with their own methods have been able to accomplish more than the organized groups who use the traditional methods and channels.

The unorganized group forced people to listen to its point of view. Syndicalism is its byword. The students in these unorganized groups expect everyone to do what they want to have done and to have a voice in every decision whether or not it affects them.

Each of these groups represents a means of achieving power and a voice in the decision making on the campus. However, it is important to learn if and how these groups participate in the process of decision making.

¹Davidson, Carl, "The Strategy and Tactics of the Resistance," National Secretary of Students for Democratic Society, Indiana University, December 2, 1967.

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The Faculty

The faculty is another group which is a voice on campus: "Although student power has emerged only recently in American higher education, faculty power has been increasing rather steadily for several decades."¹ The faculty is the second largest group. They see themselves as the experts on education in their own field. They have a vested interest in the present system of perserving knowledge and passing it on to the new generation. Their desire for academic freedom and pursuing new knowledge makes their role unique in the community. Therefore, "at least at present, the professor is in a very strong position. He has a great deal to say about his role in higher education."²

Usually, faculties feel that they should have the power or the decision making in the matters which relate to the academic affairs of the college. They want to decide the curriculum, the methods of teaching, and the degree requirements. In addition to the academic areas the faculty also wants to make decisions about its own position in the community. The new faculty appointments, salary, tenure, how many teaching hours, and other facets of faculty life are areas which the faculty feels that it should have the final decision. The AAUP has supported the faculty position in its recent statements on faculty and governance. Unions have helped the faculty on some campuses, but the AAUP has been the most powerful voice for the faculty.

¹Logan Wilson, "Changing University Governance, "Educational Record, I, No. 4 (Fall, 1969), 400.

²Charles Dobbins & Calvin Lee, Whose Goals for American Higher Education, (Washington D. C.: American Council on Education, 1968), 107.

Although the faculty has been mainly concerned about academic and faculty matters, it feels that in policy matters it should have some influence. Therefore, "any self-respecting faculty will demand the right to participate fully in institutional policy making."¹ Their educational background and the knowledge they have accumulated should be helpful in formulating the policies of the college; therefore, they want to be considered when anything is decided.

The Faculty Governing Group

The faculty governing group is the voice of the faculty. It is the group who vote and/or make recommendations on policy decisions for the college. The faculty voice can probably be heard most strongly from this group. Usually, the faculty wish to have something to say on every issue whether it relates to them or not and this is the place where they can do it.

In small colleges most of the faculty are members of the governing group. If they are not members, and sometimes those who have not been given professorial rank are not members of the governing faculty, they frequently know others who can give opinions. Other faculty can represent their opinions. A faculty member, whether senior or junior, can in one way or another have a voice in the governing group. Often, however, the faculty are known for not showing up at faculty meetings.

The Departmental Chairman

As the department receives more emphasis than the faculty as a group, the voice of the chairman of the department becomes more important:

¹Ibid., 109.

"As head of the institution's most vital unit, the department chairman is bound to be important."¹ Even in the small colleges where there are only four or five members in some departments, the members of the department become loyal to their departmental group. The loyalty is understandable because the people of the department understand and encourage each other in the field. Usually faculty are more concerned about their own discipline than they are about the colleges. They must keep up in their field as new research and developments are integrated into the field.

As many decisions are more relevant to the department than to the college as a whole, the departmental chairman's role becomes more important. "The role of the departmental chairman in American higher education has increased significantly . . . The decentralization of decision making authority in American colleges and the rising influence of faculty members in the formulation of institutional policy have led to a rearrangement of the academic power structure."² Since only the faculty in a given field are in a position to judge the competency of the new faculty members in that field, the choosing of new faculty becomes a departmental function. Although the Dean may decide about the salary increases and the tenure of the faculty members, the departmental chairman is closer to the members of his department and will be relied upon for recommendations related to these matters.

The chairman has a power block of his own with the members of his department: "The departmental chairman occupies a status leadership

¹Ibid., 117.

²Heimlin, Charles H., "The College Departmental Chairman," Educational Record, XLVIII (Spring 1967), 158.

position within the organizational structure."¹ If the members are in agreement on any given matter, they may be able to bring about change in the department as well as on the university level. This could include new course, new requirements for courses, new methods of teaching which could affect the university community. "The college departmental chairman bears major authority and responsibility in the management of American Colleges. He is a key factor in formation and implementation of educational policy."²

Departments

The departments are developing a role in the decision making process. On the trial questionnaire this group was not included. However, many individuals wrote faculty department on the original questionnaire because they felt that the department, not the department chairman alone, was making the decisions.

To various faculty members the departmental meetings are much more important than faculty meetings. The decisions made here are the decisions which affect them directly for they must live with them daily. After the departmental meetings, the executive committee, the governing faculty or the Dean usually agrees to carry out the decision of the department.

The faculty look to the other members of their department for support, cooperation, and sharing of new ideas. Even in a small college the loyalty or departmental feeling runs high. The members of the department see this as the place where their influence is felt. "The

¹Ibid., 158.

²W. Donald Bowles, "Student Participation in Academic Governance," Educational Record, XLIX No. 3 (Summer 1968), 162.

department has become the most active, the most significant, and most intelligible unit of the contemporary university."¹

Faculty Committees

The faculty committees are usually groups set up by the faculty or the administration as standing committees or as ad hoc committees to meet problems as they arise. Those who are members of the committees have a special responsibility to study the issues and make recommendations either to the faculty or to the governing officer. The faculty committee is the informed group. By examining the situation on their campus and on other campuses, they become specialists in a given area; thus, they can advise in decisions requiring special knowledge.

When a faculty committee makes recommendations or decisions, it has a unique position because of its study. Its recommendations are usually defensible and acceptable to the faculty and administration. Thus, the position which they take on an issue can be influential in the final decision.

Since the position of the faculty committee is well based, they can be a persuasive force in the faculty for bringing about change. Faculty groups are changed slowly unless they have a well-defined basis for change. The work of the committee becomes significant as it uses its influence to help other faculty members to see a new point of view. Often the committee is used to inform the other members of the faculty. If information were given in other ways through the administration, it might not be acceptable. Faculty is more willing to accept other faculty opinions than administration or students.

¹Charles G. Dobbins and Calvin Lee, op. cit., 115.

Executive Committee

At the Flint College the executive committee is considered to be a very powerful group. They serve several functions: First they are advisors to the Dean on all major policy decisions; secondly they are involved in most decisions which relate directly to the faculty, and thirdly, they make recommendations on curriculum and academic requirements.

The executive committee is the group to which most faculty aspire. They feel that this group makes the decisions of the college. All the members of the executive committee are senior faculty members and department chairmen.

Although the executive committee has multiple responsibilities, it is sometimes respected by the faculty, and, at other times, condemned. In a sense they provide a buffer between the Dean and the rest of the faculty and at various times they provide a channel of communication.

Social In-Group

The "social in-group" must be mentioned as a group of faculty who have a direct line to the Dean or the president. These people have a special position because they can influence those who are making the decisions. Often the relationship is not one-sided, for the top administrative officer looks to this group or individuals for the advice that he feels he needs. Often the faculty members arrive in this position because of their assistance in other areas or because of their respected position in the faculty. Backdoor advisors are an influential group, especially when their advice is sought.

If the "social in-group" is also a respected group in the faculty, it can be a persuasive force to bring about change in the faculty. It may serve as a mediating group between the president and the faculty. As it is often representing its own views and those of the president, it may be able to promote many ideas in the department and the college.

Because explaining policy and facts about issues can become repetitious for the chief officer, he may neglect giving out information to everyone. As the "in-group" is close to the president, it may often have information that the rest of the faculty does not have. With these facts it is in a better position to examine the issues as they arise. This group may understand the situation better than the rest of the faculty and thus again use its function of communication.

Of all the groups, the position of the social in-group is the most difficult to measure. This group may not be an obvious group on campus and, in fact, they may not use the campus as their meeting place. As a result, many of the members of the faculty may not realize its import. With no definable structure it may be hard to recognize.

The Administration

On most campuses the administration is looked at as a group regardless of its function. Sometimes faculty and students use the term "administration" for the people who are doing everything which they dislike. To them it takes on a faceless character and is used for anything they do not understand. On the other hand, some see the administration as the means to a well running institution: "Good administrators . . .

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were supposed to make the system work."¹

The administration, specifically the president, is considered on most campuses to have the central authority (as delegated to it by the board of trustees). However, the faculty and students often are desirous of the power which they feel the administration possesses. They want to be a part of the decisions they feel the administration is making.

In the administration the question of decision making becomes important. The administration should know who is making the decisions so that it may communicate this to those who question decisions or want to have them changed. For in fact the administration is often held responsible for decisions it did not make. Decisions which were made earlier by faculties or students have been attributed to the administration when actually they were only carrying out the policy as directed.

Relationships between the administration and the students and faculty are crucial to the operation of the college. It is important that they be examined and understood. For when the groups do not communicate well, they miss what is happening in the community and begin blaming one another for the problems. Gary Walz has said that the administration may well be the conflict resolver between faculty and students.

The President

The president by his title alone indicates a position of power

¹G. Lester Anderson, "The Organizational Character of American Colleges and Universities," The Study of Academic Administration, ed. Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), 2.

and of decision making. The position carries with it responsibility to maintain the functions of the college and to make it a smooth-running organization. The president may take many different roles in the position he holds and each president probably does it differently. He can delegate responsibility or he can hold much of it for himself. In certain cases the president may never hear about what has happened or he may maintain a level of centralization where everyone is expected to go to him. In other cases he may decentralize and have more individuals involved in decision making. However, when he accepts the position of president, others will see him as the authority figure.

Generally, the faculty, students, and other members of the administration look to the president for leadership. Leadership in directing the growth of the college, leadership in innovative educational change, and leadership in financial matters are expected from the president.¹ Whether he can give this leadership or not is another matter, but the expectation is placed on him nevertheless. "Unquestionably the president should provide leadership for the academic family. If he is to be influential and to have a reasonably happy institutional community, then he must involve the faculty and students in planning and committee activity relevant to all aspects of academic administration . . . Presidents are strong because faculties fail, for a variety of reasons, to exercise the authority that is within their grasp if they wish to take it. With a faculty in uninformed or indifferent or divided the president has added scope within which to operate."² If the college does make

¹Arthur J. Dibden (ed.), The Academic Deanship in American Colleges and Universities (Carbondale: Southern Illinois University Press, 1968), 42.

²Charles G. Dobbins and Calvin Lee, op. cit., 112 and 131.

strides, the president is complemented and if it does not, he is blamed.

The president has the most direct relationship with the community and the board of trustees. He can have a position of influence with these groups by virtue of his position. They will look to him for direction and help or they will communicate to him their dissatisfaction. The position is looked upon with respect, but with the situations on many college campuses, the communities and the boards are questioning the decisions of the presidents. Nevertheless, the president has the responsibility of "representing the institution to the public."¹

The Academic Dean

The academic dean is considered the leader of the faculty. As the leader of the faculty, he has the responsibility of the faculty's welfare. He also must keep up with the field of education and the communicate new teaching ideas and developments to the faculty. If the faculty and the dean stand united, they can be a powerful group to change or maintain the status quo. The faculty and the academic dean can do the thinking and planning. The academic dean is then in a position to implement the plans.

The academic dean is involved in the academic decisions of the college. The academic decisions include those on curriculum, new courses, and dropping courses. Along with the academic decisions are the decisions about the faculty, which include hiring, firing, salary, tenure, and other related matters.

¹Mark H. Ingraham, The Mirror of Brass, The Compensations and Working Conditions of College and University Administrators (Madison: The University of Wisconsin Press, 1968), 149.

How the academic dean handles his responsibility, either including or excluding the faculty in his decisions, or being a salesman of new ideas or disbanding old ones, affects the academic community. Depending on the course of his action, he can be used by the faculty or be a leader of the faculty.

With the departments he is responsible for recommending the faculty budget. The academic dean has an important role to play but sometimes a difficult one, particularly in his use of the budget with the faculty. Money can be a means of influence although many faculty members will not admit this.

The Business Manager

The business manager or the vice-president of business has the position of managing the finances of the college. Because money is needed for the operation of the college, the business manager who controls the purse strings can also control much of what happens at a college. By bestowing or not bestowing the financial support for certain kinds of activities, he can affect many operations of the college.

The physical plant is also controlled by the business manager. Physical plant includes the heat, light, maintenance, furniture, and the other necessities of buildings. Decisions on the placement of furniture and cleaning can be values-in-trade of the business manager.

All the nonacademic staff are employed by the business manager. Secretaries are very important to the operation of the faculty and the staff. Where the secretaries are placed is a function of the business manager.

If the business manager does not have present funds available, he frequently knows where to get them when he needs to have them. As a result the business manager can be an influencing or decision-making power by his use of the resources including funds, secretaries, and materials.

Student Personnel Services

The student personnel division coordinates the relationships with students and the rest of the community. Those in student personnel are on the front line with the students in non-academic matters. They are responsible for admissions, financial aid, housing, student activities, counseling, placement and others. With these responsibilities they are in a position to be influential with students as a service agency.

The responsibility for student behavior is usually delegated to the personnel division. When the student personnel division makes a decision about a student's behavior, it is influencing what can happen to the student for the rest of his life. If the student is to be asked to leave school--suspended or expelled, his life style may be affected. Behavior in the classroom, when referred to student services, may make the difference not only in the relationships to the students, but also to the faculty. At various times the student personnel services staff are asked to support certain behavioral standards in the classroom.

THE ADMINISTRATION OF THE QUESTIONNAIRE

Before sending out the final questionnaire, a pilot questionnaire was sent out to the administration, the student government, and a selected

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group of faculty members in the middle of February, 1970. These individuals were asked to fill in the questionnaire and to give their comments. Through feedback from the initial questionnaire a number of changes were made.

The first change was on question number 30 of the questionnaire which was changed from special programs to travel budgets. Also, the final questionnaire was changed in form. When the groups were listed on the original questionnaire, they were listed vertically. On the final questionnaire they were angled, which made the questionnaire easier to read. In the section on groups the original questionnaire had a group called faculty. Faculty did not see that his group fit and suggested that departmental faculty be used instead as more decisions were made by faculty departments. A number of people suggested that the Regents were involved in the decisions and therefore should be included in the final questionnaire.

When the initial questionnaire went out those who responded seemed to feel that it was not difficult to fill out, but the problem they faced was the problem of not knowing who made the decisions. The other problem they encountered was in following the lines across in the questionnaire.

The preliminary group was used to determine whether or not the results would be reliable. The reliability was calculated on the test and retest method. The calculation used Spearman's method.

From a calculation of Spearman's rho there was a strong correlation between the initial and final questionnaire. The administration showed a correlation of .98 between the first and the second questionnaire. The faculty showed a rho correlation of .93 between the two

trials and the student government had a .92 correlation of the initial and the final time. The questionnaire shows a high test and retest correlation which would indicate that the reliability index for the questionnaire is above .90.* (See Table 1)

TABLE 1
CORRELATION OF PRELIMINARY AND FINAL QUESTIONNAIRE

Preliminary Questionnaire	Final Questionnaire		
	Administration	Faculty	SGC
Administration	.98*		
Faculty		.93*	
Student Government			.92*

P = > .001

The final questionnaire was sent to all of the faculty and the administration of the University of Michigan at Flint through campus mail the last week of March, 1970. All of the students in student government, a random sample of students from student committees, student organizations and students not in groups received the questionnaire through the mail. A random sample from the students at large was also sent the questionnaire in the mail. On the questionnaire each individual was asked to check in which groups he belonged. The groups which he could belong were groups from the decision making model, ie. student government, student organizations. Follow-up letters were sent to all those who did not turn in the questionnaire.

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THE HYPOTHESES OF THE STUDY

The general hypothesis examined in this investigation was that there is a single overall-process for decision making. The second general hypothesis is that the decisions made can be attributed to individuals or groups in the model.

The specific hypotheses stated in the null form and examined in this study were:

1. No difference will be found in the responses for each group in the decision making model.
2. No difference will be found in the responses for each decision listed in the questionnaire.
3. No difference will be found in the responses of the faculty, students, and administration as they are involved in decisions related to faculty.
4. No difference will be found in the responses of the faculty, students and administration as they are involved in the decisions related to students.
5. No difference will be found in the responses of the faculty, students, student services and administration as they are involved in decisions related to student services.
6. No difference will be found in the overall decision making role that a group gives itself and that is given to it by other groups.

METHODS OF ANALYSIS

Each response to the questionnaire has a value in the calculation of the results. The possibilities for response include 1-These people or groups make the decision, 2-These people or groups are

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consulted or consult during the decision making process, 3-These people or groups have the decision explained to them after it has been made. In the calculation a "1" response was given four points if only one "1" was given for the question. Three points was given if there were more than one "1" per item. Two points was given for "2", and one point was given for "3". When the item was left blank, "0" points was given.

A mean and variance was calculated for each group of the model which included all of the decisions. This was done by adding the total score for each group and then dividing by the total number of responses. With the calculations of the mean the groups can be ranked in order by means as an indication of involvement in the decision making process. (See Table 2.)

After the means and variances were calculated for each group of the decision making model, the means and variances were calculated for each cell of the questionnaire. This was followed by the calculations of the means and variances of cell of the questionnaire for each responding group. Finally, faculty and administration were combined and all student groups were combined to calculate means and variances for each cell of the questionnaire.

Also, a sociogram was used to determine whether the possible decision making groups in the model who scored the highest would also be named most often by the respondents to the questionnaire. If the groups of the sociogram and the questionnaire were the same, it would indicate that the decision making model was supported.

Since the amount of the data derived from the questionnaire

TABLE 2

PRESTUDY : RESPONDING GROUPS MEAN SCORE FOR EACH PERCEIVED DECISION MAKER: RANKING OF GROUPS

ADMINISTRATION		FACULTY		STUDENT GOVERNMENT	
Dean of College	Dean of College	Dean of College	Dean of College	Dean of College	
Student Services	Academic Dean	Academic Dean	Administration	Administration	
Academic Dean	Executive Committee	Executive Committee	Academic Dean	Academic Dean	
Executive Committee	Dept. Chairmen	Dept. Chairmen	Faculty Dept.	Faculty Dept.	
Dept. Chairmen	Administration	Administration	Student Services	Student Services	
Dept. Faculty	Student Services	Student Services	Student Government	Student Government	
Student Government	Governing Faculty	Governing Faculty	Dept. Chairmen	Dept. Chairmen	
Business Office	Dept. Faculty	Dept. Faculty	Business Office	Business Office	
Governing Faculty	Faculty Committee	Faculty Committee	Executive Committee	Executive Committee	
Faculty Committee	Student Government	Student Government	Faculty Committee	Faculty Committee	
Administration	Business Office	Business Office	Governing Faculty	Governing Faculty	
Students	Student Clubs	Student Clubs	Students	Students	
Student Clubs	Students	Students	Student Clubs	Student Clubs	
Student Committees	Student Committees	Student Committees	Student Committees	Student Committees	
In Group of Faculty	In Group of Faculty	In Group of Faculty	In Group of Faculty	In Group of Faculty	
Unorganized Groups	Unorganized Groups	Unorganized Groups	Unorganized Groups	Unorganized Groups	
Correlation 0.98 administration Spearman's method	Correlation 0.93 faculty overall Spearman's method	Correlation 0.92 student govt. Spearman's method			

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was very large, hand calculations of the statistical results would be difficult. Computer programs were used to analyze the data. The most important program used in the analysis is the bimed program called BM8V. This is a program written originally at UCLA and revised at the University of Michigan computing center by John Dalby to adapt to their programming.

The BM8V program is a program to do an analysis of variance. The data for this study is a three way analysis of variance. For a three way analysis of variance the sample was divided into nine groups of equal size. Groups of equal size are needed in this program. If the groups are not of equal size the calculation becomes very complicated. In the groups where the sizes were not equal, questionnaires were chosen randomly to arrive at the equal size. The group size and the number of groups are set to maximize the use of the questionnaires which have been returned. Each group had sixteen cases in it.

The three way analysis of variance program calculates the variance and the mean for each cell. With the mean calculated the possible decision makers of the model can be ranked in the order of overall decision making as indicated by the decision-making score for each possible decision making group. An overall cell mean for all samples was calculated to determine where the decisions were being made in each case. After the overall cell means were calculated, the group cell means were calculated and comparisons were made between the groups.

In the analysis of variance the samples were nested in the responding groups. The possible decision-making groups of the model and

the decisions were nested and unnested to get the various data. To calculate the overall score the decisions and the possible decision making groups were not nested. To get the results for the individual decisions the possible decision making groups were nested in the decisions. To calculate the responding group scores the decisions were nested in the responding groups and the possible decision groups were nested in the responding groups and decisions. This gives three separate analyses for the desired outcome.

To validate the system of analysis of responding groups the scoring process was tested. From Table 3 it can be noted that there is no significant difference in the way the groups responded. This indicates that the groups responded similarly to the questionnaire. Therefore, although the numbering system for the responses to the questionnaire is not linear, it indicates that it is measuring a similar process of decision making for all of the groups.

In the computer analysis for the study no mean square error was calculated. According to Dayton when there is not an appropriate error term to use in variance analysis with fixed-effects, "the ordinary resolution in the case . . . is to use either MS_{ABC} (Mean Square) or one of the first order interactions to test main effects, and to use MS_{ABC} to test the first order interaction."¹ The first and second order interactions were used to test the main effect and the first order interactions of the decision making process. "Fewer type I errors will be

¹C. Micheal Dayton, The Design of Educational Experiments (New York: McGraw-Hill, 1970), 90.

TABLE 3
MEASURE OF VARIANCE FOR THE RESPONDING
GROUPS IN THE PRELIMINARY QUESTIONNAIRE

SOURCE	df	MS	F
Main Effect			
Groups	2	1.800	.2294
Groups X Possible Decision Makers	32	7.846	
First Order Interaction			
Decisions Nested in Groups	105	3.0291	.5376
Possible Decision Makers Nested in Decisions & Groups	1728	5.6344	

committed . . . if standard F distribution tables are used for checking significance."¹ This method will be used throughout the study.

LIMITATIONS OF THE STUDY

Although the strength of the study is that it is a pilot study, this is also a weakness. This study is limited by those variables which are a part of an examination which uses a questionnaire as the method of inquiry. Problems related to the use of a questionnaire include the questionnaire and respondent bias, the questionable cooperation of those sampled, and the accuracy of the respondents feeling recorded in the

¹Ibid.

questionnaire. This study was conducted at the University of Michigan at Flint. Thus, the generalization of the results of the study are limited to the Flint campus.

SUMMARY

The present study was conducted at the University of Michigan at Flint in the spring of 1970. The administration, the students and the faculty participated.

A questionnaire of decisions which are made on the University of Michigan at Flint campus and a model for the possible decision making groups or individuals was constructed. The questionnaire was developed to test the overall decision making process at the University of Michigan--Flint.

The analytic process involved was a three way analysis of variance which utilized a computer for the calculations. The analysis of variance program was used to test the hypotheses of the study.

CHAPTER FOUR

ANALYSIS OF THE RESULTS

The present study was designed to determine whether or not there is a single overall decision making process at the University of Michigan-Flint and to discover who is making which decisions. It was an additional purpose to determine whether students, faculty and student services were involved in the decisions affecting them or related to their respective area. Further, the study considered the overall decision making role that a group sees for itself and that is seen for it by other groups.

This chapter presents the examination of the hypotheses, the ranking of the groups in the decision making process, the analysis of the sociogram, and the frequency counts.

EXAMINATION OF THE HYPOTHESES

Each of the hypotheses are presented in the null form and examined with the results of the study.

Hypothesis 1

1. No difference will be found in the responses for each group in the decision making model. The analysis of the variance of means of the possible decision makers of the model shows that the null hypotheses should be rejected. (See Table 4) There is a significant difference in the means of the possible decision makers of the model. This suggests that the possible decision makers have different roles in the decision

making process.

TABLE 4

ANALYSIS OF VARIANCE OF MEAN SCORES ON
THE POSSIBLE DECISION MAKERS OF THE MODEL

SOURCE	df	MS	F
Possible Decision Makers	16	327.812	21.539*
Possible Decision Makers X Decisions	560	15.219	

P = .001

Hypothesis 2

2. No difference will be found in the responses for each decision in the questionnaire. The analysis of the variance of the means of the decisions shows that the null hypothesis should be rejected. (See Table 5) There is a significant difference in the means of the decisions. This suggests that decisions have different numbers of possible decision makers involved in each decision.

TABLE 5

ANALYSIS OF VARIANCE OF MEAN SCORES
ON THE DECISIONS IN THE QUESTIONNAIRE

SOURCE	df	MS	F
Decisions	35	14.559	7.586*
Decisions X Responding Groups	280	1.919	

P = .001

The combination of Hypothesis 1 and Hypothesis 2 indicate that there is a single decision making process. The means vary for the possible decision making groups and for the responses to the various decisions. In addition there is no significant difference in the pattern of mean responses for the responding groups. (See Table 6) Thus, there appears to be a single overall process of decision making with certain groups or individuals making the various decisions.

TABLE 6
ANALYSIS OF VARIANCE OF MEAN SCORES OF THE
CELLS OF THE QUESTIONNAIRE FOR RESPONDING GROUPS

SOURCE	df	MS	F
Decisions nested in Responding Groups	315	3.324	.561
Possible Decision Makers Nested in Decisions Nested in Responding Groups	5184	5.926	

Hypothesis 3

3. No difference will be found in the responses of the faculty, students and administration as they are involved in decisions related to faculty. The means used for the calculations related to this and the following hypotheses are the overall faculty and administrative means as calculated on the six decisions related to faculty status. The mean used was the mean of the perceived decision maker with the highest mean of the three main groups, faculty, administration and students.

For the faculty these decisions were considered relevant to the status and position of faculty members: 1. Faculty tenure, 2. Faculty appointments, 12. Teaching load of faculty, 13. Teaching assignments of faculty, 17. Teaching methods in the classroom, and 22. Faculty promotions. The T test was used to test the third hypothesis.

The decision on faculty tenure appears to be made by the Dean of the College, the Academic Dean, the Departmental Chairmen and the Executive Committee. (See Table 7) The Departmental faculty seems to have a consultive or influential role in the decision as does the Board of Regents. The T test of the difference between mean shows that there is a significant difference between means of the Faculty Chairmen and the students, but no significant difference between the means of the Faculty Chairmen and the Academic Dean. (See Table 8)

TABLE 8

DECISION: FACULTY TENURE -- THE DIFFERENCES BETWEEN
MEANS USING THE T^a TEST WITH FACULTY CHAIRMEN AS THE BASE GROUP
N=64

GROUP	MEAN	T^a
Department Chairmen	1.93	
Students	0	18.3*
Academic Dean	1.93	nd.
Department Faculty	1.12	8.43*

*significant at .01 level

aT in all tables = t

TABLE 7

DECISION No. 1, FACULTY TENURE, RESPONSE MEAN SCORE

Perceived Decision Maker	Students													Regents
	Stu Govt	Stu Orgn	Admin			Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	
Responding Groups														
Administration	0	0	0	.38	2.06	1.87	0	0	.63	.50	2.12	.43	2.37	1.18*
Dept. Ch. & Ex. Com	.12	0	0	.38	2.31	1.81*	0	.13	1.56*	.31	1.87	0	2.68	1.00*
Prof > 2 yr.	0	0	0	.50	1.56*	1.93	0	.13	1.31*	.13	1.81*	0	2.62	.75
Lec & Prof < 2 yr.	.13	0	0	.69	1.81*	2.12	0	0	1.00*	.44	1.93	.19	2.87	1.12*
Overall Fac & Adm	0	0	0	.48	1.93	1.93	0	0	1.12*	.34	1.93	.18	2.63	1.01*
Students	.38	.19	0	1.31*	1.18*	.44	0	.31	.94*	1.50*	1.50*	1.50*	1.12*	1.68*
Student Gov't	.13	.13	0	1.43*	1.56*	1.56*	0	0	1.25*	1.87	1.56*	.69	.81	.31
Student Comm	.13	.13	0	2.00	2.06	1.12*	.13	0	1.06*	1.31*	1.18*	.94*	.94*	1.81*
Stu Clubs	0	.13	.13	1.81*	1.93	.88*	0	.44	.38	.69	.75	.63	.94*	.44
E1 Ed Students	.25	.31	.13	1.68*	1.37*	1.06*	0	0	.50	1.12*	.69	.81	1.25*	1.50*
Overall Student	.17	.17	0	1.64*	1.68*	1.00*	0	.22	.91*	1.34*	1.25*	.94*	.95*	1.06*
Overall Fac, Stu, & Adm	0	0	0	1.01*	1.85	1.46*	0	.11*	1.03*	.84	1.54*	.52	1.30*	1.03*

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

The second question to be considered is faculty appointments. (See Table 9) In this question it appears that the executive committee, the faculty chairmen, and the academic dean make the faculty appointments with the consultation of the dean of the college and the department faculty. When the faculty chairmen are used as a base group to determine the difference between means, it shows that there is no significant difference between the faculty chairmen and the academic dean, but there is a significant difference between the faculty chairmen and the student services office, business office and the students. (See Table 10)

TABLE 10

DECISION: FACULTY APPOINTMENTS -- THE DIFFERENCES
BETWEEN MEANS IN THE T TEST USING THE FACULTY
DEPARTMENT CHAIRMEN AS THE BASE GROUP N=64

GROUP	MEAN	T
Department Chairmen	2.30	
Students	.16	20.4*
Academic Dean	2.04	1.78
Business Office and Student Services	.10	21.4*

*significant at .01 level

The next decision that will be examined is the teaching load of faculty members. From an observation of the data it can be noted that the department chairmen and the academic dean make the decision with the consultation of the Dean of the College, executive committee, and the

TABLE 9

DECISION No. 2, FACULTY APPOINTMENTS, RESPONSE MEAN SCORE

Perceived Decision Maker	Responding Groups														Regents
	Students	Stu Govt	Stu Orgn	Admin		Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	
Administration	.13	.13	0	.19*	2.37	2.31	.13	.25	1.25*	.50	2.12	.38	2.37	1.18*	
Dept. Ch. & Ex. Com	.44	0	.38	.19*	1.93	1.81*	0	.13	2.18*	.25	2.50	0	2.50	.94*	
Prof > 2 yr.	0	0	0	.38	1.43*	2.12	0	0	1.87	.25	2.31	.19	2.25	.50*	
Lec & Prof < 2 yr.	.19	0	.19	.63	1.50*	1.93	0	0	1.87	.31	2.31	.38	2.50	.81	
Overall Fac & Adm	.16	0	.17	.39	1.75*	2.04	0	.10	1.80*	.34	2.30	.25	2.42	.86*	
Students	0	.13	0	1.50*	1.62*	1.50*	0	0	1.00*	1.06*	1.62*	1.62*	1.00*	1.25*	
Student Gov't	.13	0	.19	1.37*	1.75*	1.62*	0	0	.81	1.43*	1.62*	.44	.63	1.25*	
Student Comm	.19	.13	0	1.62*	1.75*	1.43*	.13*	0	1.37*	.50	1.75*	.44	1.00*	1.12*	
Stu Clubs	.19	0	.13	1.06*	1.87	.81	0	.38	.88*	.63	1.50*	.81	.94*	.81	
E1 Ed Students	0	0	0	1.50*	1.18*	1.18*	0	.19	.94*	.88*	1.43*	1.00*	1.18*	.75	
Overall Student	.14	0	0	1.39*	1.75*	1.34*	0	.11	1.01*	.91*	1.62*	.83	.89*	.83	
Overall Fac, Stu, & Adm	.15	0	0	.90*	1.75*	1.70*	0	.10	1.40*	.62	1.86	.57	1.66*	.84	

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

Departmental Faculty. (See Table 11, Page 100) There is a significant difference between the departmental faculty members and the business office, the student services office, and the students. However, the academic dean seems to have a role in this area which is not significantly different from the faculty. (See Table 12)

TABLE 12

DECISION 12: TEACHING LOAD OF FACULTY - THE
DIFFERENCES BETWEEN MEANS USING THE "T" TEST
WITH DEPARTMENTAL FACULTY AS THE BASIC GROUP N=64

GROUP	MEAN	T
Departmental Faculty	.95	
Business Office and Student Services	.20	5.85*
Students	0	7.25*
Academic Dean	1.91	5.71*
Department Chairmen	1.95	6.85*

The next decision in this group relates to the teaching assignments of the faculty members. From Table 13, Page 101, it appears that the department chairmen and department faculty make the decision about the teaching assignments with the consultation and the influence of the academic dean. In testing the difference between the means it is found that there is a significant difference between the roles of the students, the business office, the office of student services. (See Table 14, Page 102). There also appears to be a significant difference in the role of the academic dean and the departmental faculty. From the chart it would seem that the departmental chairmen would have the final decision

TABLE 11

DECISION No. 12, TEACHING LOAD OF FACULTY, RESPONSE MEAN SCORE

Perceived Decision Maker	Students														Regents				
	Stu Govt	Stu Orgn	Admin			Dean		Aca/Dean		Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm			
Responding Groups																			
Administration	0	0	0	.25	1.50*	1.68*	.25	0	.81	1.25	<u>2.06</u>	.44	1.56*	.81					
Dept. Ch. & Ex. Com	0	0	0	0	<u>2.18</u>	1.75*	.31	0	.63	.50	<u>1.87</u>	.13	1.62*	1.31*					
Prof > 2 yr.	0	0	0	.44	1.37*	<u>2.25</u>	0	0	1.37*	0	1.50*	.13	<u>1.93</u>	.81					
Lec & Prof < 2 yr.	0	0	0	.31	.81	1.75	.25	.13	1.00*	.63	<u>2.37</u>	.25	1.18*	.69					
Overall Fac & Adm	0	0	0	.25	1.46*	<u>1.91</u>	.20	0	.95*	1.08*	<u>1.95</u>	.23	1.57*	.90*					
Students	.19	0	0	1.50*	1.00*	1.06*	0	0	1.43*	1.31*	1.37*	1.37*	.56	.63					
Student Gov't	.19	0	0	1.00*	1.12*	1.06*	.19	.19	<u>1.87</u>	1.37*	<u>2.00</u>	.75	.75	.81					
Student Comm	0	0	0	1.31*	.81	1.43*	.44	0	1.43*	.63	1.50*	.56	0	0					
Stu Clubs	.13	.13	0	1.00*	1.25*	1.00*	0	0	1.18*	.69	1.43*	.50	.75	1.18*					
El Ed Students	0	0	0	.88*	.81	1.00*	0	.19	1.12*	1.25*	1.75*	1.00*	.38	.19					
Overall Student	.13	0	0	1.20*	.98*	1.14*	.16	0	1.31*	1.00*	1.57*	.80	.52	.66					
Overall Fac, Stu, & Adm	0	0	0	.72	1.23*	1.52*	.17	0	1.23*	1.04*	1.75*	.56	1.04*	.77					

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 13

DECISION No. 13, TEACHING ASSIGNMENTS OF FACULTY, RESPONSE MEAN SCORE

Perceived Decision Maker	Students													Regents	
	Stu Govt	Stu Orgn	Admin			Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm		Exe Comm
Responding Groups															
Administration	0	0	0	0	1.12*	1.93	.13	.13	.13	1.12*	.25	2.68	.19	.56	0
Dept. Ch. & Ex. Com	0	0	0	0	.31	1.56*	0	0	0	1.93	0	2.62	.25	.19	.25
Prof > 2 yr.	0	0	0	.19	.19	.63	0	0	0	1.56*	.31	3.00	.13	.13	0
Lec & Prof < 2 yr.	.13	0	0	0	.19	.88*	.25	0	0	1.56*	0	3.43	0	.44	0
Overall Fac & Adm	0	0	0	0	.45	1.24*	0	0	0	1.85	.15	2.93	.14	.33	0
Students	.13	.19	0	.88	.56	1.31*	0	0	0	1.56*	1.25*	1.43*	1.18*	0	.25
Student Gov't	.13	0	0	.69	.25	.88*	0	0	0	1.50*	.63	2.25	.50	0	0
Student Comm	.31	0	0	.63	.94*	.75	.19	.13	.13	1.93	.88*	1.75*	1.37*	.25	.19
Stu Clubs	.38	0	0	.88*	.81	1.12*	0	0	0	1.87	.56	2.31	.75	.13	.19
E1 Ed Students	0	0	0	.50	.81	.75	0	0	0	1.18*	.75	1.50*	.44	.63	0
Overall Student	.23	0	0	.77	.64	1.02*	0	0	0	1.72*	.83	1.93	.95*	0	.15
Overall Fac, Stu, & Adm	.12	0	0	.38	.55	1.12*	0	0	0	1.79*	.48	2.43	.55	.16	0

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 14

DECISION 13: TEACHING ASSIGNMENTS OF FACULTY --
THE DIFFERENCES BETWEEN MEANS USING THE "T" TEST
WITH DEPARTMENTAL FACULTY AS THE BASIC GROUP N=64

GROUP	MEAN	T
Departmental Faculty	1.85	
Business Office and Student Services	0	13.40*
Students	0	13.50*
Academic Dean	1.24	1.58
Faculty Chairman	2.93	-5.24*

in the teaching assignments of the faculty members.

The next decision that will be considered is teaching methods in the classroom. From the table it can be noted that the faculty members have the right to decide what teaching method they wish to employ. (See Table 15, Page 103) The faculty chairmen seem to have a role in consultation but even that seems relatively low. In testing the difference between means of the departmental faculty and all other groups, the difference is significant for all groups. (See Table 16, Page 104)

Another decision related to faculty is faculty promotions. (See Table 17, Page 105) From this table it seems that the executive committee and the academic dean are involved in the decisions relating to faculty promotions. The Dean of the college and the department chairmen are perceived to have a consultive role in the process. From the data on the differences between means, the departmental faculty have significantly

TABLE 15

DECISION No. 17, TEACHING METHODS IN THE CLASSROOM, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Regents			
	Students	Stu Gov't	Stu Orgn	Adm'n	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents
Administration	.25	.13	0	.13	.69	1.00*	0	.13	<u>2.81</u>	.63	1.12*	.50	.50	.19
Dept. Ch. & Ex. Com	.13	0	0	0	.44	.25	0	0	<u>2.18</u>	.19	.81	0	.31	0
Prof > 2 yr.	.44	0	.13	0	.13	.31	0	.13	<u>2.06</u>	.31	.88*	0	.38	0
Lec & Prof < 2 yr.	.38	0	0	0	.13	.13	.13	0	<u>2.56</u>	.56	1.00*	.19	0	.19
Overall Fac & Adm	.30	0	0	0	.20	.42	0	0	<u>2.40</u>	.42	.95*	.17	.30	0
Students	.56	0	0	.56	.13	.81	0	.13	<u>1.25*</u>	1.12*	1.18*	1.06*	.13	.13
Student Gov't	.13	0	0	.50	.56	.56	0	0	<u>2.37</u>	1.06*	.94*	.44	0	0
Student Comm	.44	.19	.19	.50	.31	.50	.19	.38	<u>1.93</u>	1.18*	2.00	1.25*	.56	.19
Stu Clubs	.25	0	0	.63	.63	.94*	0	0	<u>1.87</u>	.94*	1.43*	1.12*	.38	.19
El Ed Students	.38	.25	.25	.31	0	.19	0	.19	<u>2.00</u>	1.06*	.88*	.63	.63	0
Overall Student	.34	0	0	.55	.41	.70	0	0	<u>1.85</u>	1.07*	1.39*	.99*	.27	.13
Overall Fac, Stu, & Adm	.32	0	0	.27	.30	.56	0	0	<u>2.12</u>	.74	1.17*	.57	.28	0

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

higher means than the students, the business office, and the student services office. The academic dean has a significantly greater mean than the departmental faculty. (See Table 18, Page 106) This indicates that academic dean has more power than the departmental faculty.

TABLE 16

DECISION 17: TEACHING METHODS IN THE CLASSROOM --
THE DIFFERENCES BETWEEN MEANS USING THE "T" TEST
WITH DEPARTMENTAL FACULTY AS THE BASE GROUP N=64

GROUP	MEAN	T
Departmental Faculty	2.40	
Business Office & Stu Services	0	13.48*
Students	.30	12.35*
Academic Dean	.42	13.71*

*significant at .01 level

From these statistics as examined in the above decisions the null hypothesis can be rejected. The faculty and academic dean appear to be most active in decision making related to faculty.

Hypothesis 4

4. No difference will be found in the responses of the faculty, students and administration as they are involved in the decisions related to students. Following a similar process as stated before the null hypothesis will be tested. The decisions to be considered for students are: 5. The recognition of student organizations, 20. Membership on Student Committees, 26. Choosing club advisors, 29. Club rules and regulations, and 31. The use of student funds.

TABLE 17

DECISION No. 22, FACULTY PROMOTIONS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students												Gov Fac					Dept/Ch			Fac Comm		Exe Comm		Regents																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
	Stu Govt	Stu Orgn	Admin		Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 18

DECISION 22: FACULTY PROMOTIONS -- THE DIFFERENCES
BETWEEN MEANS USING THE "T" TEST WITH THE
DEPARTMENTAL FACULTY AS THE BASIC GROUP

GROUP	MEAN	T
Departmental Faculty	.83	
Business Office and Student Services	.22	5.75*
Students	0	7.98*
Academic Dean	1.96	-13.32*

*significant at .01 level

The decision about the recognition of fraternities and sororities shows that the students, the faculty and the administration have a very different view of the role of student services and faculty committees. (See Table 19, Page 107) The faculty feel that student services makes the decision about the recognition while students feel that student government does. The students see student services in a consultive role rather than a decision making role, while the faculty and administration see students in a consultive role and student services as making the decision. In the differences between means this shows up very clearly. (See Table 20, Page 109)

The next decision to be considered is the recognition of student clubs and organizations. (See Table 21, Page 108) Although this time the faculty and the students agree that Student Government has decision making power, the faculty see that student services also has decision making power while the students see the Office of Student Services in a

TABLE 19

DECISION NO. 5, RECOGNITION OF FRATERNITIES AND SORORITIES, RESPONSE MEAN SCORE

Perceived Decision Maker	Responding Groups										Regents			
	Students	Stu Gov't	Stu Org'n	Admin	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents
Administration	.50	<u>1.93</u>	.38	.44	.88*	.19	.19	<u>2.75</u>	.19	1.00*	.13	1.37*	.69	0
Dept. Ch. & Ex. Com	1.06*	1.06*	.31	1.06*	.63	.38	.13	1.56*	.38	2.12	.19	1.50*	.13	.13
Prof > 2 yr.	.56	1.12*	.56	.13	.44	.38	0	1.68*	0	1.81*	.19	<u>1.87</u>	.50	.19
Lec & Prof < 2 yr.	.94*	1.18*	.88*	1.18*	1.00*	.63	0	1.68*	.25	.81	0	1.18*	.50	0
Overall Fac & Adm	.76	1.32*	.53	.70	.73	.39	0	<u>1.91</u>	.20	1.43*	.18	1.48*	.45	0
Students	.69	1.75*	.69	1.75*	1.62*	.31	.38	.69	0	.38	0	.19	.69	.12
Student Gov't	.50	<u>2.68</u>	.31	.75	.63	.56	0	.56	.19	0	0	.13	.44	.25
Student Comm	1.43*	<u>2.00</u>	1.06*	1.43*	1.00*	.75	0	1.56*	.13	.31	.13	.44	.13	0
Stu Clubs	.50	1.31*	.69	.94*	.69	.19	.25	1.18*	.25	.56	.50	.31	.38	0
El Ed Students	1.00*	1.75*	.69	1.18*	.94*	.38	0	.63	.13	.31	.19	0	.38	0
Overall Student	.78	<u>1.93</u>	.69	1.20*	.98*	.45	.19	1.00*	.16	.31	.17	.26	.41	0
Overall Fac, Stu, & Adm	.77	1.62*	.62	.95*	.85*	.42	0	1.46*	.18	.84	.17	.88*	.43	0

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 21

DECISION No. 14, RECOGNITION OF STUDENT ORGANIZATIONS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students													Regents			
	Stu Govt			Stu Orgn	Admin		Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm		
Administration	.50	<u>3.00</u>	.69	.13	.50	.31	.25	<u>2.56</u>	.19	.13	.25	.13	.31	0			
Dept. Ch. & Ex. Com	.44	<u>2.43</u>	.19	.31	.94*	.19	.13	<u>1.56*</u>	0	.56	0	.13	.19	0			
Prof > 2 yr.	.56	<u>1.56*</u>	.94*	.44	.81	.25	.19	<u>1.68*</u>	.31	.81	0	.69	.63	0			
Lec & Prof < 2 yr.	.68	<u>1.53*</u>	.81	.69	1.00*	.63	.25	<u>1.93</u>	.50	.44	.13	.44	.75	.19			
Overall Fac & Adm	.53	<u>2.12</u>	.66	.39	.81	.34	.20	<u>1.93</u>	.25	.48	0	.34	.47	0			
Students	.56	<u>1.43*</u>	.81	<u>1.93</u>	<u>1.87</u>	.75	0	.69	0	.25	0	.13	.44	.88*			
Student Gov't	.50	<u>3.12</u>	.31	1.31*	.13	.13	0	.56	.19	.19	.19	0	0	0			
Student Comm	1.06*	<u>2.56</u>	1.25*	.75	1.00*	.19	.31	<u>1.06*</u>	.19	.31	.31	.31	.19	.19			
Stu Clubs	.44	<u>1.87</u>	.75	1.31*	.94*	.25	.13	<u>1.18*</u>	.25	.31	0	.44	.19	0			
El Ed Students	.50	<u>1.68*</u>	.63	.88*	1.18*	.31	0	.94*	.13	.31	.13	.25	0	0			
Overall Student	.64	<u>2.25</u>	.78	1.32*	1.00*	.33	.11	.88*	.17	.27	0	.22	.20	.28			
Overall Fac, Stu, & Adm	.59	<u>2.18</u>	.72	.86*	.90*	.33	.15	<u>1.40*</u>	.21	.37	0	.27	.33	.14			

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 20

DECISION 5: RECOGNITION OF FRATERNITIES AND
SORORITIES -- THE DIFFERENCES BETWEEN MEANS USING
THE "T" TEST WITH SGC AS THE BASE GROUP N=64

GROUP	MEAN	T
Students Perceived		
Student Services	1.00	5.47*
SGC	1.93	
Faculty Committee	.26	9.82*
Faculty And Administration Perceived		
Student Services	1.96	4.57*
SGC	1.32	
Faculty Committee	1.48	1.60

*Significant at .01 level

consultive or advisory role. (See Table 22, Page 110) The differences between means shows there is no significant difference in the role of student government and student services as perceived by the faculty and administration but there is a significant difference in the role of student government and student services as perceived the students.

The next decision to be considered is the decision of membership of students on student committees. (See Table 23, Page 111) The students and the faculty view the student government as having the decision making power in this area. Students, student clubs, and student committees are seen as having a voice in the matter according to the students.

TABLE 22

DECISION 14: RECOGNITION OF STUDENT
ORGANIZATIONS -- THE DIFFERENCES BETWEEN
MEANS USING THE "T" TEST WITH SGC AS THE BASE GROUP

GROUP	MEAN	T
Students Perceived		
Student Services	.88	8.06*
SGC	2.25	
Faculty And Administration Perceived		
Student Services	1.93	.95
SGC	2.12	
Governing Faculty	.48	11.71*

*Significant at .01 level

Faculty and administration feel the office of student services also have a consultive role. In this matter there is a significant difference in the means between student government and all other groups. (See Table 24 , Page 112)

Choosing club advisors is a matter which is perceived as the responsibility of the clubs according to the students. (See Table 25, Page 113) However, the faculty and the administration consider that the office of student services has a consultive role in making the decisions about club advisors. According to Table 26 (See Table 26, Page 112) there is a significant difference between the means of student clubs and the faculty and the administrative groups except as perceived by the faculty

TABLE 23

DECISION No. 20. MEMBERSHIP ON STUDENT COMMITTEES, RESPONSE MEAN SCORE

Perceived Decision Maker	Students												Regents	
	Stu Govt	Stu Orgn	Admin	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm		
Administration	.88*	3.37	1.25*	0	.19	.19	.19	1.31*	0	0	0	.25	0	0
Dept. Ch. & Ex. Com	.88*	2.68	.88*	0	0	0	0	.75	.19	.38	.25	.31	0	0
Prof > 2 yr.	.81	1.68*	.63	0	0	0	0	.63	0	.31	0	.25	0	.19
Lec & Prof < 2 yr.	.63	2.18	1.00*	0	.13	.25	0	1.25*	.25	0	.13	.31	.13	0
Overall Fac & Adm	.80	2.55	.94*	0	0	.12	0	.98*	.10	.15	.11	.28	0	0
Students	1.31*	1.06*	1.37*	1.25*	.63	.13	0	.44	0	0	0	.31	.13	0
Student Gov't	1.06*	3.00	1.31*	.38	0	.13	0	.13	.13	0	.13	0	.19	.13
Student Comm	1.56*	2.62	1.12*	.63	.44	.19	.19	1.00*	.38	.31	.31	.44	.19	.19
Stu Clubs	1.00*	1.00*	.88*	.75	.19	.13	.31	.69	.13	.19	.25	.38	.19	0
El Ed Students	1.68*	1.68*	1.62*	.13	.18	0	0	.25	.69	.13	.19	.31	.13	0
Overall Student	1.23*	1.92	1.17*	.75	.31	.14	.13	.56	.16	.13	.17	.28	.17	0
Overall Fac, Stu, & Adm	1.01*	2.27	1.06*	.37	.16	.13	0	.77	.12	.14	.14	.28	.10	0

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 24

DECISION 20: MEMBERSHIP ON STUDENT
COMMITTEES -- THE DIFFERENCES BETWEEN MEANS USING
THE "T" TEST WITH SGC AS THE BASE GROUP N=64

GROUP	MEAN	T
Student Services	.98	9.24*
Faculty Committee	.28	13.35*
Academic Dean	.21	13.76*
SGC	2.55	

TABLE 26

DECISION 26: CHOOSING CLUB ADVISORS -- THE
DIFFERENCES BETWEEN MEANS USING THE "T" TEST
WITH STUDENT CLUBS AS THE BASE GROUP N=64

GROUP	MEAN	T
Students Perceived		
Student Services	.64	7.41*
Student Organizations	1.90	
Faculty And Administration Perceived		
Student Services	1.21	2.93*
Departmental Faculty	.76	6.14*
Administration	0	11.57*
Student Organizations	1.62	

*significant at the .01 level

TABLE 25

DECISION No. 26, CHOOSING CLUB ADVISORS, RESPONSE MEAN SCORE

Perceived Decision Maker	Responding Groups														Students			Stu Govt		Stu Orgn		Admin		Dean		Aca/Dean		Bus Off		Stu Serv		Dept/Rac		Gov Rac		Dept/Ch		Rac Comm		Exe Comm		Regents																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	Administration		Dept. Ch. & Ex. Com		Prof > 2 yr.		Lec & Prof < 2 yr.		Overall Fac & Adm		Students		Student Gov't		Student Comm		Stu Clubs		El Ed Students		Overall Student		Overall Fac, Stu, & Adm		Students		Stu Govt		Stu Orgn		Admin		Dean		Aca/Dean		Bus Off		Stu Serv		Dept/Rac		Gov Rac		Dept/Ch		Rac Comm		Exe Comm		Regents																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	1.06*	1.31*	1.81*	.25	.25	.38	0	2.12	.63	.19	.19	.31	.19	0	.19	.31	.25	0	.13	.50	.19	.13	.31	.25	0	.19	.31	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31	.25	0	.19	.31

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

and administration where there appears to be no significant difference in the means of student clubs and the student services office.

In the area of club rules and regulations the students see the student government as having the decision making role with the consultation of the clubs and the administration. However, the faculty and the administration perceive the student government, the student clubs and organizations, and student services to have the same role in determining the club rules and regulations. (See Table 27, Page 115) In Table 28 (See Table 28) it can be noted that the students have a significantly different mean in this area than the faculty and the administration.

TABLE 28

DECISION 29: CLUB RULES AND REGULATIONS -- THE DIFFERENCES BETWEEN MEANS USING THE "T" TEST WITH SGC AS THE BASE GROUP N=64

GROUP	MEAN	T
Students Perceived		
Student Services	1.10	6.18*
SGC	2.15	
Faculty And Administration Perceived		
Student Services	1.56	.82
Dept. Faculty & Adm.	.24	8.45*
SGC	1.42	

*significant at the .01 level

The faculty and the administration seem to feel according to the differences between means that there is not a significant difference in the roles of

TABLE 27

DECISION No. 29, CLUB RULES AND REGULATIONS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students												Regents			
	Stu Govt	Stu Orgn	Admin	Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm				
Administration	1.18*	2.31	1.75*	.38	.44	0	.19	2.18	.38	.19	.19	.19	0			
Dept. Ch. & Ex. Com	.63	1.87	1.43*	0	.63	0	0	1.43*	.13	.31	0	0	0			
Prof > 2 yr.	1.06*	1.50*	1.37*	.19	0	0	0	.81	0	.44	0	.25	.19			
Lec & Prof < 2 yr.	.43	.43	2.06	.13	0	0	0	1.00*	0	.13	0	0	0			
Overall Fac & Adm	.83*	1.42*	1.65*	.20	.31	0	0	1.56*	.13	.28	0	.13	0			
Students	.43	1.62*	1.37*	2.00	1.31*	.25	0	.50	.13	.13	0	.13	0			
Student Gov't	.63	2.81	2.00	.31	.25	.38	0	.44	0	0	0	0	0			
Student Comm	1.31*	2.31	2.25	.94*	.56	.56	.38	1.00*	.25	.19	.31	.56	.19			
Stu Clubs	1.18*	1.87	1.37*	.88*	.38	0	.13	.63	.25	.38	0	0	0			
El Ed Students	.69	1.68*	1.06*	.81	.69	.63	.19	.63	0	.13	.13	.13	0			
Overall Student	.89*	2.15	1.75*	1.03*	.63	.31	.13	.64	.16	.17	0	.17	0			
Overall Fac, Stu, & Adm	.85*	1.75*	1.70*	.63	.45	.15	0	1.10*	.14	.22	0	.15	0			

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

student government, student services and the student clubs.

The decision about the use of student funds shows that the student government has the decision making role. (See Table 29, Page 117) Student clubs and student services seem to have an influential role in the decision making process. There seems to be a significant difference in the decision making power of the student government and all other groups. (See Table 30)

TABLE 30

DECISION 31: USE OF STUDENT FUNDS -- THE DIFFERENCES
BETWEEN MEANS USING THE "T" TEST WITH SGC AS THE BASE GROUP N=64

GROUP	MEAN	T
Student Services	1.08	7.76*
Faculty Committee	.11	13.47*
Administration	.27	12.53*
Student Government	2.40	

*significant at the .01 level

From a student perception the null hypothesis is rejected for all groups. Students felt they have a significant role in decisions related to students. From a faculty and administration perception the null hypothesis can not be rejected for the office of student services.

Hypothesis 5

5. No difference will be found in the responses of the faculty, students, student services and administration as they are involved in decisions related to student services. Faculty and administration feel

TABLE 29

DECISION No. 31, USE OF STUDENT FUNDS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Faculty					Regents	
	Students	Stu Govt	Stu Orgn	Admin	Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm				
Administration	.63	<u>3.06</u>	1.00*	.25	.38	.38	1.50*	1.62*	.13	.13	.13	.13	.13	0	0		
Dept. Ch. & Ex. Com	.63	<u>2.18</u>	.88*	0	.31	0	.25	.93*	0	.13	0	0	.19	0	0		
Prof > 2 yr.	.81	<u>2.37</u>	.94*	.19	.31	.50	.38	.75	0	0	0	0	.31	0	0		
Lec & Prof < 2 yr.	0	<u>2.00</u>	.75	.56	.31	.31	.44	.94*	0	0	0	.25	.31	0	0		
Overall Fac & Adm	.53	<u>2.40</u>	.85*	.27	.32	.30	.65	1.08*	0	0	0	.11	.23	0	0		
Students	.69	<u>1.87</u>	.56	1.56*	.94*	.13	.63	.81	0	0	0	0	.38	.38	0		
Student Gov't	.63	<u>3.43</u>	1.18*	.69	0	0	.56	.56	0	0	0	0	0	0	0		
Student Comm	.94*	<u>2.62</u>	1.12*	1.44*	.56	.25	1.18*	1.75*	.19	.31	.31	.31	.31	.69	.69		
Stu Clubs	.63	<u>2.06</u>	.94*	.56	.81	.19	.19	.25	.56	.25	.13	.13	.50	0	0		
E1 Ed Students	.44	1.68	.75	1.25*	1.06*	.38	.50	.13	0	.13	.13	.25	.38	.31	.31		
Overall Student	.72	<u>2.50</u>	.95*	1.06*	.59	.14	.64	.84	.19	.16	.13	.14	.30	.28	.28		
Overall Fac, Stu, & Adm	.65	<u>2.45</u>	.90*	.65	.45	.22	.65	.95*	.10	0	0	.13	.25	.14	.14		

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

students and the office of student services have a significant role in decisions related to students. To test the null hypothesis the decisions related to students and student services will be considered. These decisions include: 4. The status of deficient students, 6. Financial aids and scholarships, 7. Special service programs for students, 15. Student discipline, 28. Student rules and regulations, and 32. Admission standards for students.

The first decision to be considered in this section is that of the status of the deficient student. (See Table 31, Page 119) The results suggest that the faculty and administration feel that the faculty committee makes the decision with the consultation of the office of the student services. The students feel that the academic dean is making the decision about the deficient students with consultation from a faculty committee and the office of student services. The means used in determining the "T" Test were those of the faculty and the administration. From Table 32 it can be noted that there is a significant difference in

TABLE 32

DECISION 4: THE STATUS OF DEFICIENT
STUDENTS -- THE DIFFERENCES BETWEEN MEANS USING THE
"T" TEST WITH STUDENT SERVICES AS THE BASE GROUP N=64

GROUP	MEAN	T
Student Services	1.78	
Students	.43	9.92*
Faculty Committee	2.43	-3.20*
Academic Dean	.75	6.16*

*significant at the .01 level

TABLE 31

DECISION No. 4, THE STATUS OF DEFICIENT STUDENTS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students													Regents
	Stu Govt	Stu Orgn	Admin		Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	
Responding Groups														
Administration	.31	.13	.13	.44	.50	.63	.13	<u>2.75</u>	.56	.25	.38	<u>2.43</u>	.63	0
Dept. Ch. & Ex. Com	.38	0	0	.19	.13	.63	0	1.37*	.44	.13	.44	<u>3.31</u>	0	0
Prof > 2 yr.	.38	0	0	.44	.19	.63	0	1.25*	.56	.19	.25	<u>2.37</u>	0	0
Lec & Prof < 2 yr.	.56	0	0	.88	.31	1.12*	0	1.75*	1.00*	.19	.56	1.62*	0	0
Overall Fac & Adm	.43	0	0	.45	.30	.75	0	1.78*	.65	.19	.41	<u>2.43</u>	.13	0
Students	.81	.69	.19	.56	1.18*	<u>2.62</u>	.25	.44	.81	.25	.88*	.31	.81	.38
Student Gov't	.38	.31	0	.44	.69	<u>2.81</u>	.13	1.00*	1.18*	.44	.50	.75	.94*	0
Student Comm	.63	.13	.25	1.50*	.94*	1.50*	0	1.18*	.56	.63	.56	.69	.69	.25
Stu Clubs	.44	0	0	.75	.56	1.75*	.31	.81	.81	.81	.44	1.06*	.44	0
E1 Ed Students	.38	.44	0	.94*	1.68*	1.50*	.19	.69	.69	.38	.38	.88*	.88*	.19
Overall Student	.56	.28	0	.81	.84	<u>2.17</u>	.19	.86*	.84	.53	.59	.70	.72	.16
Overall Fac, Stu, & Adm	.48	.14	0	.63	.57	<u>1.92</u>	.10	.92*	.78	.35	.45	1.50*	.42	0

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

the role of student services and the students. The difference between means of the student services office and a faculty committee is negative which suggests that the faculty committee has the decision making power.

In the matter of financial aids and scholarships the decision making power seems to be in the office of student services with the consultation of the administration and a faculty committee. (See Table 33, Page 121) Again using the results from the overall faculty and administration, one can observe from Table 34 that there is a significant difference in the position of decision making of the student services and the students and faculty committee.

TABLE 34

DECISION 6: FINANCIAL AID AND SCHOLARSHIP --
THE DIFFERENCES BETWEEN MEANS USING THE "T" TEST
WITH STUDENT SERVICES AS THE BASE GROUP N=64

GROUP	MEAN	T
Student Service	2.63	
Faculty Committee	1.00	10.00*
Students	.50	13.92*
Administration	1.00	9.81*

*significant at the .01 level

Special service programs for students is another decision which the results suggest that the office of the student services has the final decision making power with the consultation of the students and the dean of the college. (See Table 35, Page 122) The role of the office of

TABLE 33

DECISION No. 6, FINANCIAL AIDS AND SCHOLARSHIPS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students														
	Stu Govt	Stu Orgn	Admin		Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents	
Responding Groups															
Administration	.56	.19	.13	.56	.69	.31	.63	<u>3.25</u>	.13	.13	.25	.69	.38	.19	
Dept. Ch. & Ex. Com	.69	0	0	1.62*	.31	.63	.75	<u>1.93</u>	.19	.13	.25	1.43*	0	.19	
Prof > 2 yr.	.31	0	0	.94*	.63	.38	.25	<u>2.56</u>	.13	.63	.38	1.06*	.25	0	
Lec & Prof < 2 yr.	.44	.13	.19	.88*	.19	.75	.63	<u>2.81</u>	.44	0	.50	.81	.38	.19	
Overall Fac & Adm	.50	0	0	1.00*	.45	.52	.53	<u>2.63</u>	.22	.28	.34	1.00*	.25	.14	
Students	.44	.25	0	1.43*	.88*	.94*	.56	.50	.63	0	0	.19	.56	1.43*	
Student Gov't	.31	0	0	.94*	.94*	.94*	1.00*	1.31*	0	.19	0	.19	0	.81	
Student Comm	.69	.25	.13	<u>2.06</u>	.44	.69	1.56*	.88*	.19	.19	.19	.44	.56	.94*	
Stu Clubs	.44	0	0	.56	.75	.63	1.06*	1.25*	.25	.25	.25	.25	.44	1.00*	
E1 Ed Students	.38	.13	0	.56	.19	.75	.88*	1.37*	.19	.31	.13	.25	.50	.44	
Overall Student	.47	.13	0	1.25*	.75	.80	1.04*	.98*	.27	.17	.13	.27	.39	1.04*	
Overall Fac, Stu, & Adm	.48	0	0	1.12*	.60	.65	.75	1.83*	.24	.22	.23	.63	.32	.57	

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 35

DECISION NO. 7, SPECIAL SERVICE PROGRAMS FOR STUDENTS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Regents				
	Students	Stu Govt	Stu Orgn	Admin	Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm		
Administration	.94*	1.06*	.63	.50	.63	.38	.19	3.25	.63	.63	.38	.25	.38	0	
Dept. Ch. & Ex. Com	.50	.81	.75	.88*	.63	.38	.38	1.37*	.50	.19	.25	.44	.31	0	
Prof > 2 yr.	.63	.50	.50	.75	1.12*	.75	.25	2.12	.88	1.00*	.31	1.37*	.44	0	
Lec & Prof < 2 yr.	.50	.56	.50	1.12*	.88*	1.06*	.50	2.56	.50	.19	.31	.94	.44	.25	
Overall Fac & Adm	.51	.73	.59	.81	.81	.64	.33	2.32	.63	.50	.31	.75	.38	0	
Students	1.00*	1.25*	.94*	1.00*	1.62*	.50	.25	1.31*	.38	.25	.50	.38	0	0	
Student Gov't	.88*	1.06*	1.00*	.50	.75	.88*	.69	1.87	.25	0	.38	.19	.44	0	
Student Comm	1.43*	1.37*	.94*	1.37*	.63	.56	.19	1.87	.69	.50	.50	.38	.44	.25	
Stu Clubs	.44	.63	.31	.69	1.25	.69	.19	2.56	.38	.25	.44	.69	.63	.25	
E1 Ed Students	1.00*	1.25*	.88*	1.12*	1.12*	.44	0	1.50*	.63	.38	.56	.38	.38	0	
Overall Student	.93*	1.07*	.79	.89	1.06*	.66	.33	1.90	.42	.27	.45	.41	.38	.13	
Overall Fac, Stu, & Adm	.72	.85*	.70	.85*	.93*	.65	.33	2.11	.52	.38	.38	.57	.38	0	

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

student services seems to be significantly different from the students and the faculty. (See Table 36)

TABLE 36

DECISION 7: SPECIAL SERVICE PROGRAMS FOR
STUDENTS -- THE DIFFERENCES BETWEEN MEANS USING THE
"T" TEST WITH STUDENT SERVICES AS THE BASE GROUP N=64

GROUP	MEAN	T
Student Service	2.32	
Faculty Committee	.75	10.90*
Students	.51	13.71*
Administration	.81	10.48*

*significant at the .01 level

From Table 37, Page 124, using the results from the overall faculty and administration the perceived decision maker is the office of student services with the consultation of the dean and the student government. The students have listed no decision maker; therefore, it would appear that they do not know who is making the decisions about student discipline and they do not see themselves as having a voice except possibly through student government. There is a significant difference in the role of student services and the students and a faculty committee which is the highest rated group of the faculty. (See Table 38, Page 125)

The next decision to be considered is the decisions concerning student rules and regulations. (See Table 39, Page 126) Faculty and

TABLE 37

DECISION No. 15, STUDENT DISCIPLINE, RESPONSE MEAN SCORE

Perceived Decision Maker	Regents																	
	Responding Groups																	
	Students	Stu Govt	Stu Orgn	Admin			Dean		Aca/Dean		Bus Off		Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm
Administration	.38	.56	.13	.44	.94*	.38	.13	3.37	.38	.19	.31	.31	0	.19	.38	.19	.31	.31
Dept. Ch. & Ex. Com	.25	1.12*	.31	.19	1.31*	1.00*	0	1.68*	.13	.38	.19	.69	.19	.38	.19	.38	.69	.19
Prof > 2 yr.	.56	1.06*	.56	.44	1.62*	1.00*	0	2.00	.25	.50	.19	.50	0	.19	.38	.19	.50	0
Lec & Prof < 2 yr.	.44	.75	0	.50	1.18*	.81	.69	1.81*	.19	.13	.38	.75	.38	.19	.38	.19	.75	.38
Overall Fac & Adm	.52	1.01*	.25	.39	1.26*	.80	.20	2.21	.23	.30	.27	.56	.22	.30	.38	.19	.56	.22
Students	.81	1.00*	.44	2.25	1.87	1.31*	.31	.56	.50	.44	.44	.63	.25	.44	.13	.44	.25	.25
Student Gov't	.38	.94*	0	.81	1.56*	1.31*	.38	1.18*	.44	.13	.44	.25	0	.13	.38	.13	.25	0
Student Comm	1.12*	.69	.63	1.56*	1.50*	.69	.19	1.87	.56	.25	.31	.38	.50	.25	.38	.31	.38	.50
Stu Clubs	.50	.63	.19	1.50*	1.43*	1.00*	.25	1.12*	.69	.50	.25	.38	.31	.50	.38	.25	.38	.31
E1 Ed Students	.13	.81	0	.94*	1.50*	1.56*	0	.50	.38	.38	.13	.50	.44	.38	.13	.50	.44	.31
Overall Student	.70	.81	.33	1.53*	1.59*	1.07*	.28	1.18*	.55	.33	.36	.41	.27	.33	.38	.36	.41	.27
Overall Fac, Stu, & Adm	.61	.91*	.28	.96*	1.39*	.93*	.24	1.69*	.38	.31	.36	.48	.23	.31	.38	.36	.48	.23

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 38

DECISION 15: STUDENT DISCIPLINE -- THE
DIFFERENCES BETWEEN MEANS USING THE "T" TEST WITH
STUDENT SERVICES AS THE BASE GROUP N=64

GROUP	MEAN	T
Student Services	2.21	
Student Government	1.01	7.64*
Faculty Committee	.56	10.00*
Dean	1.26	5.49*

*significant at the .01 level

administration perceive the Office of Student Services to have the decision making position and the student government to be a consulting group in the process. Students on the other hand gave the power to no group but divided consultive roles between the student government, the administration, the dean of the college and the office of student services office does have a significantly different position. (See Table 40, Page 127) Also, the office of student services does have a significantly different role than the faculty.

The final decision which will be considered is the decision concerning the admission standards for students. From Table 41, Page 128, one is defined as the decision maker. The dean of the college, the academic dean, the office of student services, a faculty committee and the governing faculty are all given consultive roles by the faculty and the administration. Overall the administration, the dean of the college and the office of student services are given a role of involvement in

TABLE 39

DECISION No. 28, STUDENT RULES AND REGULATIONS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students													Regents
	Stu Govt	Stu Orgn	Admin		Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	
Responding Groups														
Administration	1.06*	<u>2.00</u>	.38	.50	.75	.38	.38	<u>3.18</u>	.25	.19	.19	.75	.44	.44
Dept. Ch. & Ex. Com	.50	1.50*	.25	.19	.75	.69	0	<u>2.18</u>	0	.63	.25	.63	.19	.38
Prof > 2 yr.	.56	.88*	.44	.38	.75	.63	.19	<u>2.25</u>	0	.81	0	.88*	.13	.19
Lec & Prof < 2 yr.	.38	<u>2.00</u>	.44	<u>1.00*</u>	.75	.69	.13	1.75*	.13	.19	.25	.56	.31	.19
Overall Fac & Adm	.65	1.60*	.36	.50	.75	.60	.18	<u>2.30</u>	0	.45	.19	.72	.25	.35
Students	1.12*	1.56*	.50	1.81*	1.12*	.44	.13	.88*	.38	.44	.44	.31	.19	.56
Student Gov't	1.12*	1.50*	.38	1.31*	1.50*	.88*	.19	1.25*	.25	.25	.13	.13	.31	.38
Student Comm	.94*	1.81*	.38	1.62*	1.68*	.81	.19	1.75*	.25	.75	.38	.38	.63	.81
Stu Clubs	.88	.94	0	1.37*	.88*	0	.13	.63	.25	.38	0	0	0	0
E1 Ed Students	.75	1.43*	.63	1.62*	1.37*	.75	0	.81	0	.50	.13	.63	.13	.63
Overall Student	1.01*	1.45*	.31	1.53*	1.29*	.79	.13	1.21*	.31	.39	.23	.23	.29	.59
Overall Fac, Stu, & Adm	.82	1.72*	.37	1.26*	1.05*	.74	.13	1.50*	.23	.27	.24	.40	.30	.38

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 40

DECISION 28: STUDENT RULES AND REGULATIONS --
 THE DIFFERENCES BETWEEN MEANS USING THE
 "T" TEST WITH STUDENT SERVICES AS THE BASE GROUP

GROUP	MEAN	T
Student Services	2.30	
Student Government	1.60	3.93*
Faculty Committee	.72	9.40*
Dean	.75	10.06*

*significant at the .01 level

determining admission standards. To test the differences between means the overall faculty and administration means were used which showed that the office of student services did have a significantly different mean than the faculty committee, and also that it did have a significantly different mean than the students. (See Table 42)

TABLE 42

DECISION 32: ADMISSION STANDARDS FOR STUDENTS --
 THE DIFFERENCES BETWEEN MEANS USING THE "T" TEST
 WITH STUDENT SERVICES AS THE BASE GROUP

GROUP	MEAN	T
Student Services	1.62	
Student Government	.15	10.72*
Faculty Committee	1.03	3.88*
Dean	1.03	3.75*

*significant at the .01 level

TABLE 41

DECISION No. 32, ADMISSION STANDARDS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students														Regents				
	Stu Govt		Stu Orgn	Admin			Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm				
Responding Groups																			
Administration	.25	0	0	.56	1.31*	.63	0	<u>2.56</u>	.38	1.31*	.38	1.00*	1.56*	.69					
Dept. Ch. & Ex. Com	.38	.31	0	.69	1.06*	.94*	.13	1.00*	.63	1.18*	.56	1.43*	.19	.19					
Prof > 2 yr.	0	.19	0	.50	.88*	.94*	0	1.31*	.56	1.00*	0	1.12*	.31	.19					
Lec & Prof < 2 yr.	.25	0	0	1.06*	.88*	1.62*	.13	1.62*	.31	.25	.44	.56	.38	.50					
Overall Fac & Adm	.22	.15	0	.70	1.03*	1.03*	0	1.62*	.47	.94*	.34	1.03*	.61	.39					
Students	.69	.63	.31	<u>1.93</u>	1.25*	1.62*	.13	.44	.44	.50	.13	.25	1.06*	<u>1.88</u>					
Student Gov't	.19	.19	0	1.81*	1.00*	1.31*	0	.81	.13	0	.31	.31	.25	.50					
Student Comm	.44	.38	0	1.68*	1.62*	<u>2.06</u>	.38	.81	.75	1.00*	.56	.69	.75	1.37*					
Stu Clubs	.50	0	0	<u>2.00</u>	.69	1.50*	.25	1.37*	.44	.56	.25	.13	0	.38					
El Ed Students	.19	.13	0	1.75*	1.62*	1.50*	.19	.13	0	.69	.25	.69	.31	1.12*					
Overall Student	.45	.31	0	<u>1.85</u>	1.14*	1.62*	.19	.86	.44	.52	.31	.34	.53	1.05*					
Overall Fac, Stu, & Adm	.33	.23	0	1.27*	1.08*	1.32*	0	1.24*	.44	.75	.32	.67	.56	.70					

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

However, in an overall score the student services office does have a significantly different mean than the faculty committee.

In the decisions related to student services the null hypothesis can be rejected. The office of student services has a significantly different mean in all decisions except one. However, in some cases they share the authority with the SGC and in other cases with a faculty committee. There seems to be no question that student services has a strong position in all of these decisions, but sometimes they share in making the decision.

Hypothesis 6

6. No difference will be found in the overall decision making role that a group gives itself and that is given to it by other groups. This test uses the overall means of each possible decision making group. From the calculations there is no difference in the means which suggests that the null hypothesis cannot be rejected.

THE ANALYSIS AND OBSERVATIONS ON

THE RANKING OF THE GROUPS

The groups were given ranking by adding all of the scores for each group and dividing by the total number of observations. They were then correlated by the Spearman method. The formula for this method is $p = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$. The faculty and administration correlated .94, the faculty and the students correlated .66, and the students and the administration correlated .55. These are significant correlations at the .001 level and the .05 level respectively. (See Tables 43, Page 130; 44; Page 131; and 45, Page 132)

TABLE 43

RESPONDING GROUPS MEAN SCORE FOR EACH PERCEIVED DECISION MAKER: RANKING OF GROUPS

STUDENT CLUBS	ELEMENTARY ED	OVERALL FACULTY	OVERALL STUDENTS
1.14 Administration	1.163 Administration	Dean of College	Administration
1.04 Dean of College	.902 Dean of College	Academic Dean	Dean of College
.680 Academic Dean	.685 Academic Dean	Dept. Chairmen	Academic Dean
.664 Student Services	.611 Dept. Faculty	Executive Comm.	Dept. Faculty
.659 Dept. Faculty	.604 UM Regents	Dept. Faculty	UM Regents
.626 Dept. Chairmen	.571 Governing Faculty	Student Services	SGC
.532 UM Regents	.548 Dept. Chairmen	Faculty Comm.	Dept. Chairmen
.520 Student Government	.546 Faculty Comm.	Business Office	Governing Faculty
.510 Governing Faculty	.543 Executive Comm.	Governing Faculty	Student Services
.477 Students	.493 Student Government	Student Government	Faculty Comm.
.449 Faculty Comm.	.342 Students	Administration	Executive Comm.
.442 Executive Comm.	.312 Student Services	Students	Students
.312 Business Office	.276 Student Clubs	UM Regents	Business Office
.298 Student Clubs	.256 Business Office	Student Clubs	Student Clubs
.253 In Group of Faculty	.234 In Group of Faculty	Student Comm.	Student Comm.
.131 Student Comm.	.215 Student Comm.	In Group of Faculty	In Group of Faculty
.031 Unorganized Groups	.095 Unorganized Groups	Unorganized Groups	Unorganized Groups

TABLE 44

RESPONDING GROUPS MEAN SCORE FOR EACH PERCEIVED DECISION MAKER: RANKING OF GROUPS

OVERALL	ADMINISTRATION	DEPARTMENT CHAIRMEN EXECUTIVE COMMITTEE	ASSOCIATE & ASSISTANT PROFESSORS (2-5 years)
1.038 Dean of College	1.359 Dean of College	1.152 Dean of College	.970 Academic Dean
.853 Administration	1.352 Student Services	.894 Academic Dean	.939 Dean of College
.850 Academic Dean	1.126 Academic Dean	.769 Dept. Chairmen	.769 Dept. Chairmen
.732 Department Chairmen	.904 Department Chairmen	.736 Dept. Faculty	.710 Executive Comm.
.682 Departmental Faculty	.864 Executive Committee	.663 Student Services	.710 Faculty Comm.
.681 Student Services	.782 Business Office	.659 Executive Comm.	.704 Dept. Faculty
.625 Executive Committee	.684 Student Government	.605 Governing Faculty	.684 Student Services
.572 Student Government	.651 Departmental Faculty	.566 Faculty Comm.	.609 Governing Faculty
.557 Faculty Committees	.616 Faculty Committees	.479 Business Office	.435 Business Office
.551 Governing Faculty	.573 Governing Faculty	.461 Student Government	.411 Student Government
.497 UM Regents	.399 Students	.328 Administration	.352 Administration
.475 Business Office	.366 Administration	.326 Students	.338 UM Regents
.403 Students	.319 Student Organizations	.260 Student Organizations	.335 Students
.319 Student Organizations	.315 UM Regents	.253 UM Regents	.252 Student Orgs.
.232 In Group of Faculty	.264 Student Committees	.180 Student Comm.	.225 In Group of Faculty
.226 Student Committees	.236 In Group of Faculty	.069 In Group of Faculty	.126 Student Comm.
0 Unorganized Groups	0 Unorganized Groups	.026 Unorganized Groups	.100 Unorganized Groups

TABLE 45

RESPONDING GROUPS MEAN SCORE FOR EACH PERCEIVED DECISION MAKER: RANKING OF GROUPS

ASSISTANT PROFESSORS AND LECTURERS	STUDENTS NO GROUPS	STUDENT GOVERNMENT	STUDENT COMMITTEES
1.015 Academic Dean	1.465 Administration	.916 Administration	1.380 Administration
.892 Dept. Chairmen	1.163 Dean of College	.826 Dean of College	1.060 Dean of College
.890 Dean of College	.925 UM Regents	.814 Student Government	.842 UM Regents
.833 Executive Comm.	.692 Executive Comm.	.809 Academic Dean	.789 Dept. Faculty
.725 Student Services	.692 Academic Dean	.664 Dept. Faculty	.779 Student Government
.704 Dept. Faculty	.680 Dept. Chairmen	.626 Dept. Chairmen	.777 Student Services
.565 Administration	.623 Dept. Faculty	.560 Business Office	.777 Governing Faculty
.549 Faculty Comm.	.614 Governing Faculty	.489 Student Services	.772 Academic Dean
.489 Business Office	.583 Faculty Comm.	.401 Governing Faculty	.772 Dept. Chairmen
.401 Student Government	.579 Student Government	.380 Student Clubs	.715 Faculty Comm.
.363 UM Regents	.489 Students	.355 Students	.635 Students
.303 Governing Faculty	.453 Student Services	.298 UM Regents	.595 Business Office
.272 Students	.380 In Group of Faculty	.293 Executive Comm.	.593 Executive Comm.
.267 Student Clubs	.366 Business Office	.281 Faculty Comm.	.491 Student Clubs
.185 In Group of Faculty	.331 Student Clubs	.269 Student Comm.	.444 Student Comm.
.166 Student Committees	.239 Student Comm.	.111 In Group of Faculty	.395 In Group of Faculty
.03 Unorganized Groups	.086 Unorganized Groups	.097 Unorganized Groups	.109 Unorganized Groups

The students have the administration and the University of Michigan Regents in a higher position than the faculty and the administration. This is probably due to the fact that the students are not sure who makes the decisions in the administration and also, they are not aware of what the Regents function is in relationship to the University of Michigan at Flint.

In the ranking the unorganized groups seem to have no position in the decision making at Flint College. For the present they are not a group which affects the decisions made on the campus. The in group of faculty was also low. This is interesting as the faculty and administration have been talking about the in group of faculty who are making the decisions. However, when it came to writing it down they did not. This may indicate that they are unaware of the method of operation or they do not perceive the in group as having an influence in the decision making processes. The student committees were also quite low in the ranking of the groups, probably because they are very rarely heard. However, the SGC committees are responsible for much of what SGC accomplishes, but SGC is taking the credit for the work of the committees.

SOCIOGRAM RESULTS

The groups were asked to list three people who they would go to change a policy or to start a new program. (See Table 46, Page 134) The administration listed that they would go to the Dean, the Academic Dean and the Student Services Dean. This was the same order as the administration listed them in the decision making power. The faculty said that they would go to the Dean, the Academic Dean, and the department chairmen.

TABLE 46

GROUPS OR INDIVIDUALS LISTED AS BEING ABLE TO CHANGE A POLICY, OR START A NEW PROGRAM

ADMINISTRATION LISTED	FACULTY LISTED	STUDENTS LISTED
Dean French 14 times	Department Chairman 38 times	Dean Roberson 45 times
Dean Roberson 13	Dean Glenn 28	Student Services Staff 33
Dean Glenn 10	Dean French 26	Department Chairman 28
Executive Committee Member 4	Colleague 15	Dean French 26
Mr. Roush 4	Dean Roberson 5	Student Government 17
	Executive Committee Member 3	Dean Glenn 11
	Faculty Committee 2	Another Student 7 Influential
		Faculty Committee 6
		Advisor 5
		Concerned Faculty 15

These three were also listed as the top three in the decision making ranking. The students showed no similarity in the listing of people and in the rankings. The students listed the student services personnel 78 times, the department chairmen 28 times and the Dean of the College 26 times. However, in their analysis of who is making the decisions they rated student services ninth, department chairmen seventh and the Dean of the College second. The students come to the members of the student services staff when they want to bring about change. When they see that changes are made, they come back to the office. They do not seem to see the role of student services staff in relationship to the decision making process.

FREQUENCY COUNT RESULTS

The student services makes more decisions without consultation than any other group--five percent. (See Table 47, Page 136) The other groups are the business office with 4.2%, SGC with 4.1% and the Dean with 3.9%. In the overall decision making process the Dean of the College, the Academic Dean, and the Executive Committee make most of the decisions. They are closely followed by student services, the regents and department chairmen. The Regents' score may be slightly inflated as the students frequently listed them when they were unsure of who made the decision.

In the consultation process the department chairmen were the group which the respondents felt was most often consulted. This group was followed by the departmental faculty, the dean and academic dean. The students were third from the bottom in consultation on the decisions of the college

TABLE 47

FREQUENCY COUNTS IN PERCENTAGES FOR ROLE IN DECISION MAKING & NUMBER OF DECISIONS
FOR EACH PERCEIVED DECISION MAKER

GROUP	(4) MAKES DECISION ALONE	NO. OF DECISIONS	(3) MAKES DECISION	(2) CONSULTED DURING DECISION	NO. OF DECISIONS	(1) EXPLAINED THE RESULTS OF DECISION
Students	0.8%	1.1	2.3%	5.9%	2.1	6.6%
Student Government	4.1	4.0	7.2	8.0	2.8	3.3
Student Clubs	1.4	1.8	3.7	6.0	2.2	3.3
Student Committees	.3	1.0	2.5	5.8	2.1	2.4
Administration	<u>5.8</u>	<u>7.5</u>	<u>15.0</u>	7.3	2.6	2.5
Dean of College	3.9	<u>8.7</u>	<u>20.1</u>	<u>12.2</u>	4.4	3.3
Academic Dean	2.5	<u>6.7</u>	<u>16.2</u>	12.1	4.3	2.5
Business Office	<u>4.2</u>	3.4	5.5	5.6	2.0	3.1
Student Services	<u>5.0</u>	4.9	8.6	9.9	3.6	2.6
Departmental Faculty	3.0	3.5	6.8	<u>12.6</u>	4.9	<u>9.0</u>
Governing Faculty	2.1	3.3	7.1	10.5	3.8	<u>4.6</u>
Departmental Chairmen	2.4	4.4	9.9	<u>15.6</u>	5.6	2.6
Faculty Committees	2.1	3.2	6.9	11.6	4.2	3.4
In Group of Faculty	.2	1.0	2.6	5.6	2.0	3.4
Executive Committee	2.7	5.0	11.0	8.2	3.0	2.4
Un. of Michigan Regents	3.5	2.6	9.4	2.7		2.5

___Highest scores

The groups which are most often told the results are the students and the departmental faculty. For the students this should be considered as they are the group which is second from the bottom in the decision making process.

WHO IS MAKING THE DECISIONS

In observing the results, it can be noted that the student scores are more distributed than the faculty and administration scores and that there are fewer decisions in which an actual decision maker could be labeled from the student perceptions. The students seem to be fuzzy in knowing who is making the actual decision.

In looking at the data, it was decided that a 1.85 score and over would constitute a decision being made by a group and that a score of .85 to 1.84 would constitute a group being consulted in the decision.

In the overall rating the faculty and the student groups are weighed equally. The results of overall faculty and administration seem to be most representative of the decision making in Flint College. The students seem to know more about where the SGC, student committee and student clubs and organizations' decisions are made, but less about other areas. In fact, overall, the students seem to over rate the administration, and the regents and seem to not be aware of the executive committee or the faculty committees.

The groups evaluating the decision making are: I Administration, II Department Chairmen and Executive Committee Members, III Associate and Assistant Professors who have been here longer than two years, IV Assistant Professors who have been at Flint less than two years, V Students who have not been in any student groups, VI the SGC, VII Student Committees,

VIII Student Clubs and Organizations, and IX a group of Elementary Education Students.

Some of the decisions do not have a perceived decision maker or group of decision makers. See Appendix Tables 48 through 65. These decisions are related to off campus; speakers, travel budgets, admissions standards, degree requirements, and programs. There may be several reasons why the groups of decisions are not clearly defined. One may be that the respondents were unsure of who is making the decisions. Another may be that the authority in this matter may actually be distributed so that no one knows who is making the decision. This should be considered further.

One thing seems to be clear at the Flint College: the base of the decision making seems to be spread among the groups of the college and particularly the faculty. The students are not included in the decisions relating to faculty or general administration and in some cases not even to the decisions related to the students. There are certain areas relating to clubs and organizations and the student life of the college outside of the classroom where the students have decision making power. However, inside the classroom decisions and other aspects of the college are decided by the administration and the faculty.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

The present chapter is divided into four sections. The first section is a summary of the investigation. The second outlines the findings and conclusions which can be drawn from the present study on governance. The third section discusses the importance of the results and the fourth indicates the implication of the results.

SUMMARY

The study was designed to provide a method for measuring the decision making process at the University of Michigan at Flint. It was an additional purpose to determine whether the faculty, students and student services were involved in the decisions which affect them. Finally, the study would determine how the groups saw themselves in the decision making process.

The investigation was conducted through a questionnaire. The questionnaire contained a list of 36 decisions which are made on the Flint campus and 18 possible decision makers. Members of the Flint College faculty, student body and administration responded to the questionnaire.

It was hypothesized that no difference would be found in the responses for the 18 possible decision makers of the model and for the 36 decisions for the model. It was also hypothesized that there would be no difference in the responses of the faculty, students and student

services as they are involved in the decisions related to them respectively.

The study attempted to test these hypotheses by the use of an analysis of variance and by comparing means and variances for the various groups of the model and the interactions of the groups. In addition a sociogram was used.

FINDINGS AND CONCLUSIONS

The most important finding of the study is that there is a single overall decision making process which can be measured by the analysis as presented. In addition the investigation indicates that the faculty and the academic dean are the most important groups in the decisions related to faculty matters. The study also indicates that students feel that they are the group most involved in decisions related to students. However, faculty and administration feel that the office of student services is also important in the decisions which are related to students. Also, it was found that the office of student services was the most involved group in the decisions related to services for students. Finally, the analysis indicated that there was no significant difference in the way that the groups saw themselves in the decision making process and the way that they were seen by others.

The ranking of the groups suggests that there is a perceived power structure in the University of Michigan Flint College. The power structure is supported in the sociogram.

The questionnaire shows that students and new faculty members seem to attribute many decisions to the administration because they do not know who is making the decision within the administration. The

students also do not seem to have a clear understanding of the executive and faculty committees and their functions. Thus, it seems that an educational program should be instituted which will inform the students of the process of governance in the college and university.

From the results it can be noted that in most areas related to the faculty the students have not contributed in the decision making. The need to have student opinion in areas where students are affected, such as the retaining or the removal of a faculty member, seems to be a direction that should be considered by the academic community as students are strongly affected by the faculty. However, the question arises as to whether the students desire to have a voice in faculty matters. It may be that at this time the students are not interested in this area; however, if they are, an appropriate means to include them should be found.

In the decisions which involve the students the results suggest that the students are told about the decision rather than participating in the decision. The decisions about students are usually made by the faculty and the office of student services. Nevertheless, the areas which are related to student groups are controlled by the students through the student government. The faculty and administration make decisions about students in their relationships to the college. Again, a means to include students in the process should be found.

The study shows the communication channels of the university. When the students, faculty and administration were questioned about whom they would go to see if they wanted to bring about change or innovate, they did not seem to hesitate to go to the dean, the academic dean, or the student services dean, the three executive officers of Flint College.

The faculty people included the chairmen of the department, and the students included the SGC or an influential student, but they also included the administrative officers. This suggests that the communication channels are relatively open from the student and faculty to the Deans of the College.

One problem which appears to need attention is that in the groups, the students and departmental faculty seemed to be on the receiving end of the decisions more than any other groups. They did not seem to be consulted or make the decisions very often, but usually were given the results of other people's decisions. This could be due to the fact that when they want to be involved, they can go to the dean and bring about change; however, in most situations they are the acted upon or are the receivers rather than the actors or the givers. They need to find positions from which they can act.

Some groups are involved either by making the decision or by being consulted in the decision about 33% of the time. It appears that there is much discussion about decisions in the faculty and administration before the decision is actually made. The base seems to be broad. Nevertheless, the students and new faculty do not show up in the discussion as much as the department chairmen and executive committee members do. A means of expressing student and young faculty opinions in the administrative structure in a meaningful way is needed.

The position of the student services office is an interesting one. In the ranking it is somewhere between two and twelve. The student groups which have the most contact with student services rate it higher than those who do not have contact with it. The faculty listed

the Dean of Student Services low in the people they would go to in making a change. However, in the student group, more than 60% of the respondents would go to the Dean of Student Services and about 50% would go to the various staff members of the Office of Student Services. It appears that students feel that the people in the Office of Student Services will listen and make changes; however, the role of student services in academic governance does not seem to be clear to faculty or students. It almost appears that if the students need something, they go directly to student services. When the students don't need student services, they seem to forget about it. More study needs to be done in the area to see the overall perceptions of student services in governance rather than the relative view which includes the whole community. Also, from this data it seems that student services has a responsibility to show the faculty their skills and help them to feel that the office has a broader role in the academic community and can become more than a service to students.

From the study of decisions some areas of decision making are clearly delegated to certain groups. The business office has certain defined functions relating to the business operation of the college, the student services office has certain definite functions in relationship to the services for students and the SGC determines policies relating to student groups on the campus. The delegation of the academic responsibility is centralized in the dean, the academic dean, the faculty chairmen and the executive committee. However, there is no one place where the groups come together to discuss the overall goals and concerns of the college.

Although through this year at the University of Michigan at Flint, much talk was centered on the in group of faculty, this group did not show as an important power group. Throughout the study a small score was noted for the in group in faculty matters. It is difficult to know what this indicates. The reason may be that few people realize who and where the in group's influence is directed even though they seem to know that it is present.

Unorganized groups and other categories did not seem to have significant roles in the campus and could easily have been left out. However, there may be a time in the future when the importance of these categories will need to be considered.

When viewing their own role in the community, groups tend to rate themselves slightly higher than other groups, even though this did not show up significantly. This may be because that particular group knows what decisions they are making more clearly than anyone else and are not aware of the decisions which other people are making. The effect could be called the halo effect. It is especially noticeable in the student government where in overall power they ranked themselves third while other groups ranked them eighth. The halo effect is removed to a degree when other groups are added to the score.

THE IMPORTANCE OF THE RESULTS

The study can be an evaluation of the decision making process at the University of Michigan-Flint. Through the evaluation it is possible to understand the role of the individuals involved in decision making and also to make changes in the process of decision making where needed.

After the process has been evaluated, those in authority can use the information to enhance the system.

With the information from the study, those in the college or university can be educated to know where the decisions are being made; therefore, helping them to understand the decision making process. When the faculty and students are not aware of the decision making process, it can be explained to aid them in the future contacts with decision making. Therefore, in observing the study it can be used to know where the academic community needs to be informed about the decision making process.

Another aspect of the decision making process is that when the communications channels are understood, they can be utilized to make more information available to those who must use it.

In the process of evaluation when it is determined that no one seems to know who is making a given decision; then, the administrative officers can observe why no one knows who is making the decision. They will be able to determine who should be making the decision related to a given area. The administrative officers will be able to suggest patterns for decision making related to a specific area.

In addition, the study shows the power structure of the university. When the power structure is known, it can be utilized to bring about change in the system. The pressure can be placed upon those who are perceived as the most powerful in the university structure. As change is needed in the university system, it becomes important to know where the influence comes in the faculty and the student government and to use it constructively.

Also, through this system of evaluation, names of influential persons will arise. As these people become obvious, their personalities can be used to make the most efficient system of governance in the university. Personality is an important factor in the making of decisions and therefore, should be known, evaluated, and utilized in the best system possible.

In evaluating the system it is also important to know who feels that they are involved in the decision making process and who feels they are being excluded from the process. The situation can be evaluated further to determine why they are not included. If they should be included, a system for their inclusion can be developed. Those who feel that they are not involved and want to be are often a disgruntled groups and ways to include them can be of benefit to the institution.

Overall, the perceived power can be observed and if it appears to be concentrated in an individual's or groups' hands, then it can be redistributed according to the most effective and most efficient system by those who are evaluating the process. The system of decision making can be observed as a whole and then determined whether or not it is adequate for the college and university. An overview of the system can be helpful in determining whether or not change is needed.

Finally, as the process of decision making is observed, it shows patterns of the administration of a given institution. From observing the patterns an overall philosophy of administration can be developed. The philosophy can be evaluated in the university system. It can then be applied to other institutions and evaluated to determine whether or not they are efficient and appropriate for the institution. From these trials new concepts of organization and administration can be developed.

IMPLICATIONS OF THE RESULTS

From the study it can be noted that the young group of the faculty are dissatisfied with the position they have in governance of the University. It appears that they are not given a position of the decision making process which meets their needs. However, the question arises: Do they want to make all the major decisions of the university or are they willing to be involved in lesser decisions and grow in the academic community? When the young faculty are given a decision making role in the academic community, how do they handle it? Further study is needed in finding an appropriate role for young faculty in governance.

Another question which needs further examination is the faculty responsibility in decision making. Are they protected in decision making? Does the faculty want to take the responsibility for their decisions or do they want to make the decisions and have others take the responsibility for them? Does the faculty want administrators to take responsibility for them? The matter of responsibility in decision making needs exploration.

In considering the results of this study of governance, an appropriate role should be found for the students in the decision making process. As the community must work together as a group and set goals with each other, the students need to find their role in governance as well. They have been involved in decision related to students, but little or no voice in decisions related to faculty.

This study has been done using one type of model. Other models should be explored in the study of governance. Other groups that should be included as groups in another model would be the community and govern-

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ment agencies.

Another important area for further study would be the role of the community in decision making in the university community. Is their role one of a pressure group or is their role of actual decision maker? As the sympathy of the community is needed for higher education to succeed in the community, a role and evaluation of their role becomes important to understand. Are they being exploited or are they the exploiters? Hopefully, further observation can be made on the role of the community in decision making in higher education.

More study could be done on each group of the model. For example, each person or department in student services could be included in the model for decision making and their role observed. The decisions related to student services could be taken and the people in the office of student services could be the model to determine who in the department is making the decisions and who are the influencing personalities in decision making. Each general group in the study could be broken down to observe the role of the individual.

Another area for study would be subdividing the decisions as they are listed in the study. As can be noted, a number of the decisions are rather general. These could be subdivided into more specific concerns. For example, the decision of campus growth could be examined in terms of number of buildings, location of buildings, departments located in buildings, facilities to be included in a given building and equipment needs of growth. Observation of the specific decisions will be able to give a clearer picture of the exact process. The same type of break down could be made of special service programs for students. These could be

subdivided into reading programs, testing programs, programs for minority students, and other campus needs.

Further study could be done on how departments view the decision making process of other departments. This would help in understanding interdepartmental perceptions. It would also be another means to evaluate the process of decision making, particularly weaknesses, strengths and the misconceptions. Problem areas between departments might be solved if their perceptions of one another could be understood. This would be a means of interdepartmental constructive criticism.

The process of decision making needs to be examined at many institutions. Institutions could use a similar questionnaire; however, they could also develop one of their own using the groups on their campus and the decisions they are concerned about in the community. These studies would show if there are similarities in the governance of colleges and universities. If there are similarities, what these are.

From an examination of studies from various colleges, a theory of governance could be developed. As each individual college and university would be considered, a pattern of how the actual process works can be used in developing a working theory. After an initial theory is developed, it can be changed and evaluated to meet the needs of many colleges and universities and be the basis for developing new theories. These theories could make the college and the university a more relevant institution to the student and the faculty and more susceptible necessary initiated in the community, with students, faculty and administration.

Many other areas need examination for this is only a small beginning in the study of governance. Much needs to be done in definition and

theory development. Other models of governance could be tested. General administrative theories could be applied and tested in the university environment. Control systems could be developed.

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APPENDICES

APPENDIX A

1. I feel these people or groups make the decision.
2. I feel these people or groups are consulted during the decision making process.
3. I feel these people or groups have the decision explained to them after it has been made. How & Why of the decision.

1. I feel these people or groups make the decision.		Students	
2. I feel these people or groups are consulted during the decision making process.		Student Government	
3. I feel these people or groups have the decision explained to them after it has been made. How & Why of the decision.		Student Organizations	
Mark as many boxes as seem appropriate		Student Committees	
18. Off campus speakers		Unorganized groups	
19. Department budgets		Administration	
20. Membership on student committees		Dean of the College	
21. Membership on faculty committees		Academic Dean	
22. Faculty promotions		Business Department	
23. College budget		Student Services	
24. Allocation of rooms and space		Faculty	
25. Who does the academic advising		Governing Faculty	
26. Choosing club advisors		Faculty Department Chairman	
27. Planning for campus expansion and growth		Faculty Committees	
28. Student rules and regulations		In group of Faculty	
29. Club rules and regulations		Executive Committee	
30. Establishing special programs		Other	
31. Use of student funds			
32. Admission standards for students			
33. The college calendar			
34. The degree requirements			
35. The kinds of programs the college offers			

The questionnaire is asking who you feel is making the policy decisions at the UM at Flint, who is consulted or influences the decision and who has the decision explained to them.

For example:

1. Make decision								
2. Consulted								
3. Explained								
	Students	SGC	SO	SC	Business Office	Academic Dean	Faculty	Dept. Chairman
1. Office location					1	1	3	2

This means that I feel the decision is made by the Business Office and Academic Dean in consultation with the department chairmen which is then explained to the faculty.

Mark as many boxes as you feel are needed to explain the process.

Please answer all the questions because there is no right or wrong answer. I am interested to know what you think the decision making process is.

General Information Students

1. My Age

- ☐ 18 and under
☐ 19 - 20
☐ 21 - 25
☐ Over 25

2. I am a

- ☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

3. I am

- ☐ Full Time Student
☐ Part Time Student

4. My Major is _____

5. I am a member of these groups

- ☐ Student Government
☐ A Student Committee
☐ A Class Officer
☐ A student club or organization
☐ No groups

Name three people you would go to if you wished to change a policy, start a new program, or suggest a new way of doing something:

1. _____ 2. _____ 3. _____

- Students
- Student Government
- Student Organizations
- Student Committees
- Unorganized Groups
- Administration
- Dean of the College
- Academic Dean
- Business Office
- Student Services
- Departmental Faculty
- Governing Faculty
- Faculty Department Chairmen
- Faculty Committees
- In group of Faculty
- Executive Committee
- UoFM Regents
- Other

1.	Faculty Tenure
2.	Faculty Appointments
3.	Addition of new courses to the curriculum
4.	The status of deficient students
5.	Recognition of fraternities and sororities
6.	Financial aids and scholarships
7.	Special service programs for students
8.	Selection of department chairman
9.	Allocation of secretaries
10.	Faculty salary
11.	Allocation of equipment
12.	Teaching load of faculty
13.	Teaching assignments of faculty
14.	Recognition of student organizations
15.	Student discipline
16.	Selection of the academic dean
17.	Teaching methods in the classroom
18.	Off campus speakers



APPENDIX B

TABLE 48

DECISION NO. 3, ADDITION OF NEW COURSES TO THE CURRICULUM, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Regents				
	Stu Govt	Stu Orgn	Admn	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm			
Administration	.50	.38	.25	.50	1.18*	1.43*	0	.50	1.87	1.62*	1.81*	.88*	.13		
Dept. Ch. & Ex. Com	.44	0	0	0	.38	.75	0	0	3.12	1.00*	1.87	0	.38		
Prof > 2 yr.	.56	0	0	.19	.69	1.43*	0	.31	2.43	1.43*	2.00	.31	0		
Lec & Prof < 2 yr.	.50	0	0	.63	.50	1.31*	0	.13	2.25	1.18*	2.37	.88*	.13		
Overall Fac & Adm	.50	0	0	.33	.69	1.23*	0	.23	2.41	1.30*	2.01	.52	.16		
Students	.81	.69	.38	1.25*	1.75*	1.56*	0	.44	1.37*	.88*	1.68*	1.18*	.69		
Student Gov't	.88*	.38	.19	1.62*	1.56*	2.06	0	.25	1.37*	1.00*	1.75*	.50	.19		
Student Comm	1.18*	.38	.63	1.43*	1.06*	1.50*	.25	.38	1.87	1.37*	1.75*	1.00*	.56		
Stu Clubs	1.12*	.38	.31	1.06*	.94*	1.43*	0	1.18*	1.75*	.94*	1.50*	.38	.31		
E1 Ed Students	.88*	.38	.38	1.31*	.88*	1.43*	0	.13*	1.56*	.50	1.68*	.69	0		
Overall Student	1.00*	.45	.38	1.34*	1.32*	1.64*	0	.56	1.59*	1.04*	1.67*	.77	.43		
Overall Fac, Stu, & Adm	.75	.22	.18	.83	1.00*	1.43*	0	.39	1.95	1.17*	1.84*	.74	.29		

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 49

DECISION NO. 8, SELECTION OF DEPARTMENT CHAIRMAN, RESPONSE MEAN SCORE

Perceived Decision Maker	Students														Regents
	Stu Govt	Stu Orgn	Admin			Dean		Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	
Responding Groups															
Administration	0	0	.13	.25	<u>2.31</u>	<u>2.50</u>	0	.13	1.31*	.94*	.50	.81	<u>2.00</u>	.25	.25
Dept. Ch. & Ex. Com	0	0	0	.31	1.62*	1.50*	0	.31	1.75*	.31	.25	.25	<u>2.12</u>	.25	.88*
Prof > 2 yr.	0	0	0	0	1.68*	1.43*	0	.13	<u>2.31</u>	.31	.63	.56	1.68*	.19	.19
Lec & Prof < 2 yr.	0	0	0	.38	1.37*	<u>1.93</u>	.19	.13	1.62*	.19	.44	.63	<u>2.12</u>	.44	.44
Overall Fac & Adm	0	0	0	.23	1.74*	1.84*	0	.17	1.74*	.44	.45	.56	<u>1.98</u>	.44	.44
Students	0	0	0	1.06*	1.18*	1.12*	0	0	1.25*	1.75*	.81	.69	1.18*	.94*	.94*
Student Gov't	0	0	0	.38	1.68*	.94*	0	0	1.93	1.18*	.19	.56	.50	.19	.19
Student Comm	.19	0	.19	.94*	1.50*	.69	0	0	1.50*	<u>1.87</u>	1.00*	1.50*	1.56*	.88*	.88*
Stu Clubs	0	0	0	1.37*	1.56*	.81	0	.13	<u>2.00</u>	.75	.75	.75	1.06*	.25	.25
E1 Ed Students	.13	0	0	.94*	1.43*	1.12*	0	0	1.00*	.75	.13	1.37*	.63	.44	.44
Overall Student	0	0	0	.94*	1.48*	.89*	0	0	1.67*	1.39*	.69	.88*	1.07*	.56	.56
Overall Fac, Stu, & Adm	0	0	0	.58	1.59*	1.31*	0	0	1.70*	.95*	.55	.76	1.50*	.49	.49

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 50

DECISION NO. 9, ALLOCATION OF SECRETARIES, RESPONSE MEAN SCORE

Perceived Decision Maker	Students														Regents
	Stu Govt	Stu Orgn	Admin		Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm		
Responding Groups															
Administration	.19	0	0	.63	.69	.69	.69	<u>3.31</u>	.81	.56	.38	1.31*	.19	.19	0
Dept. Ch. & Ex. Com	0	0	0	.63	.69	.31	.31	<u>3.18</u>	0	.44	.13	.69	0	.44	0
Prof > 2 yr.	0	0	0	0	.31	.38	.38	<u>3.37</u>	.25	.44	0	1.25*	0	.44	0
Lec & Prof < 2 yr.	0	0	0	1.12*	.19	.63	.63	<u>2.68</u>	0	.38	.13	.88*	.44	.13	0
Overall Fac & Adm	0	0	0	.62	.47	.45	.45	<u>3.13</u>	.25	.45	.13	1.03*	.15	.31	0
Students	0	0	0	<u>1.87</u>	.88	0	0	<u>2.56</u>	.25	.13	.44	.44	.50	.25	0
Student Gov't	0	0	0	1.81*	.75	0	0	<u>2.62</u>	0	.69	0	.81	.13	.13	0
Student Comm	.13	0	0	<u>1.85</u>	.50	.19	.19	<u>2.15</u>	.25	.69	.69	.88*	.31	.25	.25
Stu Clubs	0	0	0	1.62*	.56	.25	.25	<u>1.06*</u>	.13	1.06*	.69	.81	.13	0	0
E1 Ed Students	0	0	0	<u>2.00</u>	0	0	0	<u>1.00*</u>	.13	.44	.25	.44	.50	.44	.13
Overall Student	0	0	0	1.75*	.67	0	0	<u>2.09</u>	.16	.64	.45	.73	.26	.17	0
Overall Fac, Stu, & Adm	0	0	0	1.20*	.57	.22	.22	<u>2.50</u>	.20	.51	.28	.87*	.20	.24	0

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 51

DECISION NO. 10, FACULTY SALARY, RESPONSE MEAN SCORE

Perceived Decision Maker	Responding Groups													Regents
	Students	Stu Govt	Stu Orgn	Admin	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	
Administration	0	0	0	.38	<u>2.43</u>	<u>2.50</u>	<u>1.37*</u>	<u>1.87</u>	.38	.19	1.43*	.31	1.25*	.50
Dept. Ch. & Ex. Com	0	0	0	0	<u>2.56</u>	<u>2.81</u>	.38	.19	.44	.25	1.56*	0	.88*	.50
Prof > 2 yr.	0	0	0	.31	<u>1.87</u>	<u>1.93</u>	.25	.13	.31	0	.88*	.25	1.43*	.88*
Lec & Prof < 2 yr.	0	0	0	.13	<u>1.00*</u>	<u>2.43</u>	.50	.50	.44	0	1.31*	0	1.00*	1.06*
Overall Fac & Adm	0	0	0	.20	<u>1.95</u>	<u>2.41</u>	.63	.67	.39	0	1.29*	.14	1.13*	.73
Students	0	0	0	1.68*	.69	.31	.69	0	.31	.75	.81	.69	.81	<u>2.25</u>
Student Gov't	0	0	0	1.18*	.81	.19	1.75*	0	.50	.25	.56	.31	.44	.88*
Student Comm	0	0	0	<u>1.87</u>	.44	.25	.75	.25	.44	.81	.69	.88	.88*	<u>2.18</u>
Stu Clubs	.13	.13	0	1.50*	.94*	.69	.25	.13	.38	.44	.19	.13	.75	<u>1.93</u>
El Ed Students	0	00	0	1.56*	.31	.19	0	0	.25	.31	.38	.31	1.25*	<u>2.06</u>
Overall Student	0	0	0	1.56*	.72	.36	.86	0	.41	.56	.56	.50	.72	1.81*
Overall Fac, Stu, & Adm	0	0	0	.80	<u>1.85</u>	<u>1.40*</u>	.73	.34	.40	.28	.97*	.32	.92*	1.25*

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 52

DECISION NO. 11, ALLOCATION OF EQUIPMENT, RESPONSE MEAN SCORE

Perceived Decision Maker	Students														Admin				Aca/Dean				Bus Off				Stu Serv		Dept/Fac		Gov Fac		Dept/Ch		Fac Comm		Exe Comm		Regents
	Stu Govt		Stu Orgn		Admin		Dean		Aca/Dean		Bus Off		Stu Serv		Dept/Fac		Gov Fac		Dept/Ch		Fac Comm		Exe Comm																
Responding Groups																																							
Administration	0	.13	0	.38	1.06*	.88*	<u>3.00</u>	.13	.88*	.50	.31	.44	1.18*	.25	.38	0	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19								
Dept. Ch. & Ex. Com	0	0	0	.38	1.00*	1.00*	<u>2.56</u>	.44	.50	.31	.44	.50	1.12*	0	.63	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19								
Prof > 2 yr.	0	0	0	.63	1.25*	1.06*	<u>2.43</u>	.13	.50	.31	.44	.50	1.18*	.31	.38	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19								
Lec & Prof < 2 yr.	0	0	0	1.06*	.25	.75	<u>2.12</u>	.31	.75	.31	.44	.50	1.00*	.38	.44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
Overall Fac & Adm	0	0	0	.61	.89*	.92*	<u>2.51</u>	.25	.66	.22	.45	.23	1.12*	.23	.45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
Students	.19	.13	.25	1.37*	.75	.19	1.06	.75	1.43*	.50	.94*	.31	1.37*	.31	.94*	1.37*	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19								
Student Gov't	0	.31	.19	.88*	.50	0	<u>2.18</u>	.25	.75	.13	.44	.50	1.00*	0	.44	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19	.19								
Student Comm	.19	.31	.31	.81	.69	.31	1.25*	.69	.63	.69	.63	.69	.44	.31	.38	.81	.81	.81	.81	.81	.81	.81	.81	.81	.81	.81	.81	.81	.81	.81	.81								
Stu Clubs	.19	.63	.19	1.18*	.69	.75	.94*	1.37*	1.37*	.63	.69	.63	.31	.69	.38	.31	.31	.31	.31	.31	.31	.31	.31	.31	.31	.31	.31	.31	.31	.31	.31								
El Ed Students	0	0	0	1.06*	.44	.38	1.31*	.38	.88*	.69	.38	.88*	.81	.50	.13	.25	.25	.25	.25	.25	.25	.25	.25	.25	.25	.25	.25	.25	.25	.25	.25								
Overall Student	.14	.34	.23	1.06*	.66	.31	1.35*	.77	.86*	.41	.48	.33	.88*	.33	.48	.67	.67	.67	.67	.67	.67	.67	.67	.67	.67	.67	.67	.67	.67	.67	.67								
Overall Fac, Stu, & Adm	0	.17	.11	1.06*	.77	.63	<u>1.93</u>	.50	.75	.31	.47	.28	1.00*	.28	.47	.33	.33	.33	.33	.33	.33	.33	.33	.33	.33	.33	.33	.33	.33	.33	.33								

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 53

DECISION NO. 16, SELECTION OF ACADEMIC DEAN, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Regents				
	Students	Stu Govt	Stu Orgn	Admn	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents	
Administration	.13	0	0	.13	2.50	.50	.31	.69	.38	.94*	.75	.38	1.75*	.94*	
Dept. Ch. & Ex. Com	0	0	0	.31	2.68	.31	0	0	0	.69	.25	.19	2.25	.81	
Prof > 2 yr.	0	0	0	.56	1.75*	.38	.13	.38	.25	.88*	.81	.69	1.87	1.25*	
Lec & Prof < 2 yr.	.31	.19	.13	.56	1.56*	0	.19	.31	.56	.50	.63	.69	2.00	1.37*	
Overall Fac & Adm	0	0	0	.39	2.12	.30	.16	.34	.30	.75	.61	.48	1.96	1.09*	
Students	.19	0	0	1.37*	1.12*	.31	0	0	.44	.31	.69	.38	1.12*	2.62	
Student Gov't	.13	.31	.19	1.37*	1.56*	.31	0	0	.50	.25	.38	.31	.50	.63	
Student Comm	.50	.13	.13	1.87	2.00	.31	.19	.31	.44	1.00*	.63	1.12*	1.18*	1.62*	
Stu Clubs	.75	.50	.25	.88*	1.87	.44	.13	0	.31	1.00*	.63	.44	.94*	1.31*	
El Ed Students	0	0	0	1.50*	1.06*	.19	0	.13	.81	.63	.19	.38	.81	1.25*	
Overall Student	.39	.23	.14	1.37*	1.64*	.34	0	.11	.42	.64	.58	.56	.94*	1.54*	
Overall Fac, Stu, & Adm	.19	.11	0	.88*	1.88	.32	0	.22	.36	.69	.59	.51	1.44*	1.27*	

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 54

DECISION NO. 18, OFF CAMPUS SPEAKERS, RESPONSE MEAN SCORE

Perceived Decision Maker	Responding Groups													
	Students	Stu Govt	Stu Orgn	Admin	Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents
Administration	1.06*	<u>1.87</u>	1.06*	.44	1.18*	.69	.25	<u>2.31</u>	.69	.38	.50	.56	.50	0
Dept. Ch. & Ex. Com	.63	.31	1.06*	.13	.88*	.94*	0	.44	1.31*	.25	.50	.38	.19	0
Prof > 2 yr.	.63	1.00*	1.25*	.63	.88*	1.00*	.25	.56	1.37*	.38	.38	.75	.44	.25
Lec & Prof < 2 yr.	.63	1.06*	1.25*	.13	1.50*	.94*	0	.38	.75	.38	.75	.81	.75	.13
Overall Fac & Adm	.73	1.06*	1.15*	.33	1.10*	.89*	.13	.92*	1.02*	.34	.53	.62	.47	0
Students	1.18*	1.56*	1.43*	1.50*	1.50*	.31	.19	1.06*	.25	.69	.38	.25	0	.25
Student Gov't	.63	1.37*	<u>2.12</u>	.81	.25	.44	.13	.94*	.38	.13	.31	.19	0	.25
Student Comm	1.25*	<u>2.43</u>	1.81*	.94*	.50	.31	.38	1.25*	.75	.63	.44	.63	.19	.19
Stu Clubs	.69	1.56*	1.12*	.56	1.25*	.44	0	.94*	.44	.25	.25	.31	.50	.38
E1 Ed Students	.69	1.00*	1.06*	.63	.88*	.50	.19	.25	.44	.19	.31	.31	.19	.19
Overall Student	.94*	<u>1.73</u>	1.62*	.95*	.88*	.38	.11	1.04*	.45	.42	.34	.34	.17	.27
Overall Fac, Stu, & Adm	.84	1.37*	1.34*	.64	.97*	.64	.12	.97*	.73	.38	.43	.48	.33	.13

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 55

DECISION NO. 19, DEPARTMENTAL BUDGETS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Regents			
	Stu Govt	Stu Orgn	Admin	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm		
Administration	0	0	.44	1.62*	2.18	1.93	.50	.69	.38	1.81*	.19	.94*	.25	
Dept. Ch. & Ex. Com	0	0	.38	1.37*	2.12	1.87	0	1.31*	.13	1.81*	0	.50	.25	
Prof > 2 yr.	0	0	.44	1.93	1.81*	1.31*	0	.69	.13	1.37*	.19	.88*	.25	
Lec & Prof < 2 yr.	.13	0	.56	1.62*	1.87	1.31*	0	.69	0	1.25*	.13	1.00*	.31	
Overall Fac & Adm	0	0	.44	1.64*	2.04	1.61*	.12	.81	.13	1.50*	.14	.80	.27	
Students	0	0	1.87	1.37*	.13	1.06*	.31	.94*	1.00*	1.18*	.94*	1.06*	1.56*	
Student Gov't	0	0	1.06*	.75	.31	2.12	0	.94*	.69	1.06*	.13	.38	.44	
Student Comm	0	0	2.06	1.31*	.56	1.68*	.25	1.31*	1.25*	1.31*	1.06*	1.00*	1.00*	
Stu Clubs	0	.38	1.93	1.25*	.69	.63	.19	1.06*	.44	1.50*	.50	.63	1.06*	
El Ed Students	0	0	1.43*	.38	.56	1.00*	0	1.00*	.50	.63	.88*	.94*	1.25*	
Overall Student	0	0	1.73*	1.14*	.42	1.37*	.19	1.06*	.84	1.26*	.66	.77	1.05*	
Overall Fac, Stu, & Adm	0	0	1.05*	1.40*	1.21*	1.50*	.15	.92*	.47	1.37*	.40	.88*	1.25*	

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 56

DECISION NO. 21, MEMBERSHIP ON FACULTY COMMITTEES, RESPONSE MEAN SCORE

Perceived Decision Maker	Students													Regents
	Stu Govt	Stu Orgn	Admin			Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm
Responding Groups														
Administration	0	.25	0	.13	1.31*	1.00*	.25	.38	.81	1.68*	1.12*	.69	1.00	0
Dept. Ch. & Ex. Com	0	0	0	0	.19	.13	0	0	0	2.68	.38	1.12*	0	0
Prof > 2 yr.	.13	.38	0	0	.13	.13	0	0	.69	2.18	.19	1.68*	00	0
Lec & Prof < 2 yr.	0	0	0	.13	.81	.56	0	0	.56	1.25*	.50	1.62*	.88	.13
Overall Fac & Adm	0	.14	0	0	.61	.45	0	0	.52	1.94	.55	1.27*	.22	0
Students	0	.19	0	1.06*	1.06*	.25	0	0	1.43*	1.18*	1.68*	1.12*	.56	0
Student Gov't	0	1.25*	.19	.19	.19	.38	0	.19	1.25*	1.25*	.81	.81	.44	0
Student Comm	.50	.75	0	.69	.81	.31	.19	.25	.50	1.93	1.06*	2.12	.38	.38
Stu Clubs	.56	.31	.13	.50	.38	0	0	.38	.75	1.25*	.56	.75	0	0
E1 Ed Students	0	.19	0	.38	.56	.38	0	0	1.18*	1.62*	.50	1.06*	.31	.19
Overall Student	.30	.63	0	.61	.61	.25	0	.21	.98*	1.40*	1.03*	1.20*	.34	.94*
Overall Fac, Stu, & Adm	.15	.38	0	.30	.61	.35	0	.10	.74	1.67*	.78	1.23*	.23	.52

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 57

DECISION NO. 23, COLLEGE BUDGET, RESPONSE MEAN SCORE

Perceived Decision Maker	Students															Admin					Acad/Dean					Bus Off					Stu Serv					Dept/Fac					Gov Fac					Dept/Ch					Fac Comm					Exe Comm					Regents																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Administration	0	0	0	0	0	.38	<u>2.93</u>	1.50*	<u>2.12</u>	.75	.19	.13	.38	.38	.69	.94*																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 58

DECISION NO. 24, ALLOCATION OF ROOMS AND SPACE, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Regents				
Responding Groups	Stu Govt	Stu Orgn	Admn	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Rac Comm	Exe Comm			
Administration	0	.31	0	.56	.94*	1.37*	3.31	.75	.44	.19	1.06*	.19	0		
Dept. Ch. & Ex. Com	0	.13	0	.25	1.00*	1.06*	1.93	.56	.44	.13	.69	.31	.25		
Prof > 2 yr.	0	0	0	.50	.44	1.31*	1.68*	0	.50	.19	1.06*	.63	0		
Lec & Prof < 2 yr.	0	.38	.13	1.00*	.44	1.25*	1.81*	0	.44	0	.75	.44	0		
Overall Fac & Adm	0	.25	0	.55	.70	1.25*	2.18	.30	.45	.13	.82	.75	0		
Students	.25	.25	.13	1.37*	1.37*	.31	.44	.88*	.63	.75	.75	1.00*	.56		
Student Gov't	.13	1.00*	.33	1.00*	.19	.88*	1.75*	1.00*	.32	0	.56	0	0		
Student Comm	.25	.50	.19	1.81*	.31	.25	1.25*	.94*	.75	.09	.56	.19	.19		
Stu Clubs	.44	.63	0	1.68*	.81	.25	.63	1.43*	.31	0	.56	.13	.50		
El Ed Students	0	0	0	.69	.63	.19	.75	1.06*	.75	.50	.44	.25	0		
Overall Student	.26	.59	.16	1.46*	.67	.42	1.01*	1.06*	.50	.36	.61	.33	.31		
Overall Fac, Stu, & Adm	.13	.42	0	1.00*	.68	.84	1.50*	.66	.48	.24	.71	.35	.15		

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 59

DECISION NO. 25, CHOOSING ACADEMIC ADVISORS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students												Regents
	Stu Govt	Stu Orgn	Admin	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	
Responding Groups													
Administration	.88*	0	.25	.25	.63	0	<u>3.00</u>	.88*	.25	1.06*	.25	.19	0
Dept. Ch. & Ex. Com	.31	0	0	0	0	.25	1.75*	.94*	0	1.56*	0	0	0
Prof > 2 yr.	.56	.25	.25	0	0	0	<u>2.06</u>	.44	0	1.06*	.25	0	0
Lec & Prof < 2 yr.	.44	0	.25	.19	.19	0	1.81*	.50	.19	1.18*	.31	.19	0
Overall Fac & Adm	.55	0	.19	.11	.20	0	<u>2.15</u>	.69	.11	1.21*	.20	0	0
Students	.31	.31	.81	.69	1.12*	.19	.75	.94*	.50	1.06*	.44	.44	.13
Student Gov't	.13	.13	.81	.56	1.06*	.25	.75	1.25*	.19	.13	.13	0	0
Student Comm	.50	.25	.75	.75	1.68*	.44	.94*	1.43*	.75	1.00*	.63	.31	.19
Stu Clubs	1.06*	.38	1.06*	.75	.56	0	1.12*	.94*	.25	.50	.25	.13	0
E1 Ed Students	.31	0	.56	.19	.88*	0	0	1.50*	.56	1.62*	.50	.13	0
Overall Student	.50	.27	.86*	.69	1.11*	.22	.89*	1.14*	.42	.67	.36	.22	0
Overall Fac, Stu, & Adm	.52	.13	.52	.40	.65	.11	1.50*	.91*	.26	.94*	.28	.11	0

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 60

DECISION NO. 27, PLANNING FOR CAMPUS EXPANSION AND GROWTH, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Admin			Acad/Dean			Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents	
	Students	Stu Govt	Stu Orgn	Stu	Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents											
Responding Groups																									
Administration	.50	.31	.31	.81	<u>2.75</u>	1.75*	1.56*	1.37*	.50	.50	.50	.50	.50	.81	.88*	1.62*									
Dept. Ch. & Ex. Com	.25	.13	0	.75	<u>2.93</u>	.94*	.75	.50	.63	.56	.63	.56	.25	1.50*	1.12*	.56									
Prof > 2 yr.	.25	.31	0	.38	<u>2.06</u>	1.68*	.81	.50	.50	.69	.50	.69	.75	1.00*	1.31*	.94*									
Lec & Prof < 2 yr.	0	.13	.25	.63	<u>2.62</u>	1.06*	.75	.63	.69	.25	.69	.25	.56	.69	1.43*	.63									
Overall Fac & Adm	.25	.22	.14	.64	<u>2.59</u>	1.35*	.97*	.75	.58	.50	.58	.50	.52	1.00*	1.18*	.94*									
Students	.38	.25	.19	1.56	1.43*	.31	.44	.19	.31	.38	.31	.38	.19	.31	1.56*	1.81*									
Student Gov't	.75	.50	.38	1.25	1.56*	.69	.63	.44	.44	.13	.44	.13	.56	0	.63	1.18*									
Student Comm	.56	.19	0	<u>1.87</u>	<u>2.18</u>	.56	1.00*	.75	.44	.50	.44	.50	.44	.38	1.12*	<u>2.62</u>									
Stu Clubs	.31	.25	0	<u>1.37*</u>	<u>2.18</u>	.44	.69	.63	0	.19	0	.19	.13	.13	.63	<u>2.00</u>									
E1 Ed Students	.31	0	0	1.50*	1.43*	.81	.38	.31	.31	.50	.31	.50	.25	.19	.44	<u>2.31</u>									
Overall Student	.50	.30	.16	1.51*	1.84*	.50	.69	.50	.30	.30	.30	.30	.33	.22	.98*	<u>1.90</u>									
Overall Fac, Stu, & Adm	.38	.26	.15	1.07*	<u>2.21</u>	.92*	.83	.62	.83	.40	.83	.40	.42	.61	1.09*	1.41*									

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 61

DECISION NO. 30, TRAVEL BUDGETS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students														Regents			
	Stu Govt	Stu Orgn	Admin			Dean			Acad/Dean		Bus Off	Stu Serv	Dept/Fac	Gov Fac		Dept/Ch	Fac Comm	Exe Comm
Responding Groups																		
Administration	0	.13	.13	.38	1.50*	1.50*	2.50	.94*	.63	.19	1.56*	.25	.56	.19	1.56*	.25	.56	.19
Dept. Ch. & Ex. Com	.13	.31	0	.63	1.18*	1.62*	1.00*	.50	.75	.38	1.06*	.19	.44	.13	1.06*	.19	.44	.13
Prof > 2 yr.	0	0	0	.75	1.31*	1.75*	1.37*	.13	.50	.19	.63	.13	.50	.56	.19	.13	.50	.56
Lec & Prof < 2 yr.	0	0	0	.75	1.06*	1.25*	1.25*	0	.38	0	1.25*	0	.50	.32	0	0	.50	.32
Overall Fac & Adm	0	.11	0	.63	1.26*	1.53*	1.53*	.39	.56	.19	1.12*	.14	.50	.30	1.12*	.14	.50	.30
Students	.38	.44	.31	1.62*	.81	.31	.88*	.63	.19	0	.19	.19	.94*	1.18*	.19	.19	.94*	1.18*
Student Gov't	.75	.50	.38	1.25*	1.56*	.69	.63	.44	.44	.13	.56	0	.63	1.18*	.56	0	.63	1.18*
Student Comm	.25	.69	.25	1.56*	.81	.56	2.00	.69	.31	.31	.50	.44	.38	1.25*	.50	.44	.38	1.25*
Stu Clubs	.31	.38	.13	1.06*	.94*	.56	1.37*	.63	.31	0	.31	.13	.50	.69	.31	.13	.50	.69
El Ed Students	0	0	0	1.87	1.25*	.63	.44	.13	.13	.13	.38	.44	1.00*	.31	.38	.44	1.00*	.31
Overall Student	.28	.56	.30	1.31*	.80	.53	1.43*	.67	.31	0	.33	.19	.45	.78	.33	.19	.45	.78
Overall Fac, Stu, & Adm	.14	.32	.15	.97*	1.03*	1.32*	1.48*	.58	.44	0	.72	.16	.48	.54	.72	.16	.48	.54

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 62

DECISION NO. 33, THE COLLEGE CALENDAR, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Regents				
	Students	Stu Govt	Stu Orgn	Admin	Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents	
Administration	.75	.94*	.31	.81	2.75	1.62*	.63	1.37*	.63	1.75*	.44	1.06*	1.25*	.25	
Dept. Ch. & Ex. Com	.81	.94*	.25	.19	2.87	.81	0	.56	.19	1.68*	0	1.50*	.44	0	
Prof > 2 yr.	.81	.56	0	0	1.37*	1.00*	0	.44	.13	1.93	.38	1.50*	.75	.38	
Lec & Prof < 2 yr.	.56	.81	.13	.31	1.12*	1.00*	0	.38	.50	1.12*	.56	1.19*	.88*	0	
Overall Fac & Adm	.73	.81	.17	.32	2.02	1.10*	.16	.69	.36	1.63*	.34	1.31*	.83	.16	
Students	.56	1.19*	0	1.62*	1.18*	.43	.19	.63	.25	.56	.31	.69	1.12*	.94*	
Student Gov't	.88*	1.18*	.44	.56	1.43*	1.25*	0	.63	.50	.56	.25	.38	.31	.44	
Student Comm	1.00*	1.75*	.81	1.56*	1.50*	1.12*	.31	1.00	.63	1.12*	.69	1.00*	1.06*	.75	
Stu Clubs	.75	.75	.19	1.56*	1.81*	.63	0	.25	.44	1.18*	.63	.81	.44	1.12	
E1 Ed Students	.56	1.06*	0	1.75*	1.37*	.94*	.19	.13	.75	1.31*	.50	1.00*	.31	.31	
Overall Student	.80	1.22*	.38	1.33*	1.48*	.86*	.13	.63	.45	.86*	.47	.72	.73	.81	
Overall Fac, Stu, & Adm	.76	1.01*	.27	.82	1.75*	.97*	.14	.65	.40	1.24*	.40	1.01*	.77	.48	

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 63

DECISION NO. 34, DEGREE REQUIREMENTS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students										Faculty					Regents
	Stu Govt	Stu Orgn	Admin		Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm			
Responding Groups																
Administration	.38	.19	0	.44	1.50*	1.31*	.25	.88	.50	1.50*	.94	.94*	1.31*	1.06*		
Dept. Ch. & Ex. Com	.31	0	0	0	.38	.25	0	.25	.88*	<u>3.06</u>	.25	1.18*	.19	0		
Prof > 2 yr.	.31	.19	0	.19	1.00*	.94*	0	.25	.63	<u>2.06</u>	.63	1.50*	.44	.69		
Lec & Prof < 2 yr.	.25	0	0	.63	.88*	.94*	.25	.19	.75	.63	.44	1.18*	1.18*	.94*		
Overall Fac & Adm	.31	0	0	.39	.94*	.86*	.13	.39	.69	1.81*	.56	1.20*	.78	.67		
Students	.69	.13	0	1.68*	1.06*	1.25*	.13	.31	.63	.75	.44	.50	.75	1.50*		
Student Gov't	.38	0	0	.63	.88*	1.31*	0	.50	.63	.25	.88	.69	.19	1.12*		
Student Comm	.50	.31	.13	1.43*	1.00*	<u>2.18</u>	.25	.94*	1.12*	.88*	.31	1.06	1.06	1.43*		
Stu Clubs	.44	.63	0	1.81*	1.68*	1.31*	0	.13	.50	.69	.75	.63	.56	.68		
E1 Ed Students	.31	.13	0	1.87*	.75	1.00*	0	0	.25	.88*	.50	.44	1.06*	1.50*		
Overall Student	.50	.14	0	1.39*	1.15*	1.51*	0	.47	.72	.64	.59	.72	.64	1.17*		
Overall Fac, Stu, & Adm	.40	0	0	.89*	1.08*	1.13*	0	.43	.69	1.22*	.57	.90	.71	.93*		

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 64

DECISION NO. 35, THE KINDS OF PROGRAMS, RESPONSE MEAN SCORE

Perceived Decision Maker	Students	Stu Govt	Stu Orgn	Admn	Dean	Acad/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	Regents
Responding Groups														
Administration	.69	.31	.25	.63	1.75*	1.68*	.44	.94*	.88*	1.00*	1.50*	1.43*	2.18	.56
Dept. Ch. & Ex. Com	.63	.13	0	.19	1.31*	.75	.19	.31	.81	2.12	.63	1.06*	1.37*	.19
Prof > 2 yr.	.38	.50	.25	.56	1.12*	1.25*	.25	.44	.88*	1.37*	.50	1.81*	1.00*	.44
Lec & Prof < 2 yr.	.50	.19	.13	.63	1.31*	1.56*	.31	.25	1.06*	.44	1.06*	.94*	1.37*	.50
Overall Fac & Adm	.55	.28	.16	.45	1.37*	1.31*	.30	.48	.90*	1.23*	.92*	1.30*	1.48*	.42
Students	.81	.75	.19	1.75*	1.12*	1.00*	0	.25	.63	.63	.31	.44	.94*	1.12*
Student Gov't	.69	.56	.13	.81	.94*	1.56*	0	.63	.63	.81	1.18*	.63	.38	.56
Student Comm	.56	.50	.31	1.43*	1.62*	1.68*	.38	.88*	1.31*	1.18*	1.06*	1.18*	.88*	1.25*
Stu Clubs	.75	.44	.25	1.37*	1.06*	1.00*	0	.56	1.18*	.81	1.18*	1.12*	1.00*	.13
E1 Ed Students	.56	0	0	2.12	1.50*	1.00*	0	0	.81	.88*	.63	.63	.69	1.56
Overall Student	.70	.56	.22	1.34*	1.18*	1.31*	0	.58	.94*	.86*	.94*	.84	.80	.77
Overall Fac, Stu, & Adm	.62	.42	.18	.89*	1.27*	1.31*	.15	.57	.92*	1.04*	.93*	1.02*	1.13*	.59

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision

TABLE 65

DECISION NO. 36, FINANCING SPECIAL PROJECTS, RESPONSE MEAN SCORE

Perceived Decision Maker	Responding Groups														Regents
	Students	Stu Govt	Stu Orgn	Admin		Dean	Aca/Dean	Bus Off	Stu Serv	Dept/Fac	Gov Fac	Dept/Ch	Fac Comm	Exe Comm	
Administration	.19	.31	.19	.13	<u>2.93</u>	1.81*	<u>2.06</u>	1.38*	.19	.44	.69	.63	.63	.63	0
Dept. Ch. & Ex. Com	.13	0	0	.81	<u>2.15</u>	1.12*	1.25*	.50	.19	.19	.25	.50	.63	.63	.13
Prof > 2 yr.	0	0	0	.88*	<u>1.75*</u>	1.43*	1.25*	.57	.19	.50	.25	.75	.25	.25	.56
Lec & Prof < 2 yr.	0	0	0	.81	1.43*	1.25*	1.12*	.44	.19	.19	.50	.31	.81	.81	.63
Overall Fac & Adm	0	0	0	.67	<u>2.06</u>	1.40*	1.42*	.72	.19	.33	.42	.55	.58	.58	.33
Students	.43	.63	.13	1.12*	<u>1.62*</u>	.50	1.68*	1.12*	.38	.38	.25	.31	.75	.75	1.06*
Student Gov't	.19	1.43*	.19	.75	.56	.19	1.68*	1.06*	0	0	.19	0	.31	.31	.38
Student Comm	.38	.94*	.38	<u>2.25</u>	.75	.81	1.37*	.88	.44	.31	.31	.69	.31	.31	1.12*
Stu Clubs	.38	.56	0	1.06*	.44	1.00*	1.06*	.69	0	.50	.25	.13	.13	.13	.50
E1 Ed Students	.19	.38	.56	1.68*	.81	.50	.69	0	.31	.38	.50	.44	.56	.56	1.25*
Overall Student	.34	.89*	.17	1.29*	.84	.63	1.45*	.94*	.20	.30	.25	.28	.38	.38	.77
Overall Fac, Stu, & Adm	.17	.44	0	.98*	<u>1.50*</u>	1.01*	1.44*	.82	.20	.32	.33	.41	.47	.47	.54

* = Perceived as Being Consulted in Decision Making

_ = Perceived as Making the Decision