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THE FUNCTIONS, SKILLS, AND ORGANIZATIONAL
RELATIONSHIPS OF CHIEF BUSINESS OFFICERS
IN SELECTED MICHIGAN COMPREHENSIVE
COMMUNITY COLLEGES

By

Frederick R. Whims

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ABSTRACT

A DESCRIPTIVE STUDY TO ESTABLISH AND CLARIFY THE FUNCTIONS, SKILLS, AND ORGANIZATIONAL RELATIONSHIPS OF CHIEF BUSINESS OFFICERS IN SELECTED MICHIGAN COMPREHENSIVE COMMUNITY COLLEGES

By

Frederick R. Whims

The Purpose of the Study

This study was undertaken for the purpose of investigating the functions performed by chief business officers at selected Michigan community colleges. The major purposes in this study were:

- (1) To identify and verify the range and nature of the functions performed by chief business officers in small, medium, and large community colleges;
- (2) To determine which of the functions might be regarded as particularly "critical" to the performance of the chief business officer;
- (3) To clarify the range of skills perceived as important in adequate performance of the role of the chief business officer;

- (4) To determine the organizational relationships of the chief business officer as they pertain to locus of power, organizational rank, circle of influence, and organizational role; and
- (5) To consider the implications of the critical functions, skill requirements, and organizational relationship patterns for pre-service and in-service training of the chief business officer.

Need for the Study

It appears, from a review of the literature, that opinions regarding the role of the chief business officer may have been determined more from observation than from a predetermined research approach. The literature would indicate that the chief business officer is assuming a more vital and expanding role in the operation of the college. Therefore, it would seem appropriate that there is a need for this study:

- (1) As no in-depth study has been done to investigate the functions performed by community college chief business officers;
- (2) As there are insufficient guidelines and criteria for improving pre-training and in-service training of chief business officers; and

- (3) As there appear to be conflicting opinions as to the role of the chief business officer in the management of the college.

Limitations of Study

This study is limited:

- (1) To Michigan public community colleges;
- (2) To the perceptions of presidents and chief business officers employed in Michigan community colleges as revealed in questionnaires and follow-up interviews;
- (3) To those community colleges governed by independent boards of trustees;
- (4) To the collection of data by mailed questionnaire with a follow-up interview of selected chief business officers; and
- (5) To descriptive presentation of data.

Analysis of the Data

Compatible with the purpose of the study, to obtain descriptive information pertaining to the functions performed by chief business officers, the data were analyzed using a two-thirds consensus criteria as a basis for verifying the functions performed and determining the relationships of essentialness, time demands and supervisory assignments. The thirty-seven functions were

classified into nine broad resource categories: planning, procurement, allocation, fiscal maintenance, administrative services, property maintenance, staff maintenance, development, and protection.

Findings and Conclusions

Thirty-three of the thirty-seven functions were considered to be highly essential or essential. The basic responsibilities of the chief business officer in executing the functions can be classified in two categories: broad supervision and direct supervision. Only three functions--budgeting, collective bargaining, and accounting--received at least a two-thirds consensus response by each group as requiring extensive-considerable time demands.

The size of the college does not appear to have any relationship to the number and type of functions performed. Generally, it can be stated that the chief business officers, regardless of college enrollments, perform essentially the same functions.

The chief business officers are perceived, by at least two-thirds of each group, as requiring three very important skills: budgeting, organizing, and leadership.

The majority of the chief business officers' functional responsibilities fall within resource categories: allocation, administrative services, property maintenance, fiscal maintenance, and resource protection.

Prioritized selection criteria for hiring a chief business officer would be to find a person with skills in accounting, analyzing, budgeting, leadership, and organizing. Secondary skills would be negotiating, persuasion, long-range planning, and personnel management.

The presidents and the chief business officers were in agreement that in-service experiences in management concepts (systems analysis, management by objectives, and related) were the number one priority. Presidents indicated that the chief business officers needed to improve in the area of personal skills and leadership.

Pre-service training should be stressed for assuring functional responsibilities in budgeting, accounting and collective bargaining, personnel management and leadership. Related curriculum offerings should include data processing, insurance, investments, and legal matters (business law).

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CHAPTER I

INTRODUCTION

The functions performed by community college chief business officers are little known and understood, except, for broad generalizations which recognize the fact that they are responsible for accounting functions, budgeting functions, and other generally related functions.

However, with the growth of the community colleges, in number of students served and new colleges created, the functions and role of the chief business officer in the administrative structure has taken on new dimensions. In 1960 Michigan community colleges enrolled 27,229 (Fall - head count) students and by 1970 this number had increased to 125,782, a 362 per cent increase. Concomitant with rapid enrollment growth was the staggering capital expenditure requirements to build new facilities to house the burgeoning enrollments. build new facilities to house the burgeoning enrollments. In a ten-year period, 1961 - 1970, the Michigan State Legislature appropriated \$52,000,000 in capital funds to assist in the expansion of new facilities. General

operating support from the legislature, during the same period, increased from \$4,400,000 to \$46,300,000 in 1970. In 1972 the level of state support had increased to \$53,000,000 and by 1976 required state assistance is estimated at \$100,000,000 (unpublished document).

The chief business officer, perhaps more by necessity than design, was thrust into a position of assuming an increasingly greater amount of influence in the day-to-day activities and policy decisions of the college. Contributing, in addition to growth and expansion, was the development of new state aid formulas which presented problems in determining "which plan" provided the greatest benefit to the college, collective bargaining, legislative relationships, and accountability, to name a few. Generally, the chief business officer was required to assume the responsibility for collecting and analyzing data for other members of the staff, who would make policy decisions. In 1965 collective bargaining became a significant influence in the administration of the college and again the chief business officer was involved because of the fiscal implications.

Wilson (1968:Foreward, vi) further supports the recognized changing role and involvement when he states, "the task of the business officer today is

in most respects vastly more complex, technical, and difficult . . . and it is safe to assume that his role will continue to change in the years ahead."

Henderson (1964:16) states that chief business officers should be "service" oriented.

If men of the type who formerly have been essentially service officers are going to be in this high decision-making position . . . it will not be sufficient to be trained merely as a business manager, or as an accountant or as a controller, but rather they must have something of the broad perspective, because they are helping the president, the academic dean and often several other vice presidents, to formulate this high-level policy which in the end determines what the character of the institution is going to be.

Wilson (1968:12) supports broadening the role of the chief business officer, from "service" to "assisting" in the formulation of policy, when he states that business officers "should have a demonstrable understanding of the general concepts of educational philosophy."

The primary concern, therefore, becomes that of determining the scope of functional responsibilities and what skills and competencies are required of the chief business officer if he is to assume a greater responsibility in the operation and management of the college. Bolman (1964:1) maintains that the critical question is "what skills are needed by different kinds of administrators" and " . . . We must know what

competence an administrator should possess and how a potentially good man may be made actually good for his post."

The problem of determining the functions performed by the chief business officer and the skills required to perform the functions may be complicated by the very fact that the statements regarding chief business officers tend to be sweeping generalizations observed from experience rather than from related research. Perhaps it is difficult because of the varied types of working situations. Phillips (1944:22) maintains "there is no single pattern of administrative procedure that does exist and probably can exist, and, therefore, you can't really study this subject (educational leadership) as a subject in and of itself. It is something which has to be studied in context."

Bolman (1964:1) supports Phillips' position by asking the question "Is college and university administration an art, a science or simply expedient and unpredictable behavior?" Bolman (1964:5) provides a partial answer to his question when he states "College and university administrators have unique functions to perform and that they perform them best when specially equipped with distinctive academic capabilities."

Further complicating the evaluation of the chief business officer's functional interrelationships

is the critical question of what skills are needed by different kinds of administrators and can these skills be acquired more effectively by doing or trying to do the job in question (Phillips, 1964:24).

Henderson (1964:16) emphasizes that in the past, "business administration" was generally thought of as requiring less scholarship than for those administrators in academic or top decision-making positions. It is his contention that "business managers" of today "rather than being purely service administrators carrying through certain functions--budgetary or otherwise" are now getting very actively into the "top decision-making group" and therefore, maintains that it is essential that the quality of scholarship, in training individuals for this function be improved.

Purpose of the Study

This study was undertaken for the purpose of investigating the functions performed by chief financial officers at selected Michigan community colleges. The major purposes in this study were:

- (1) To identify and verify the range and nature of the functions performed by chief business officers (CBO) in small, medium, and large community colleges;

- (2) To determine which of the functions might be regarded as particularly "critical" to the performance of the CBO;
- (3) To clarify the range of skills perceived as important in adequate performance of the role of the CBO;
- (4) To determine the organizational relationships of the CBO as they pertain to locus of power, organizational rank, circle of influence, and organizational role, and
- (5) To consider the implications of the critical functions, skill requirements, and relationship patterns for pre-service and in-service training of the CBO.

Need for the Study

Based on a review of the literature of the chief business officer in the community college and his functional responsibilities, it appears that opinions regarding his role may have been determined more from subjective observation than by any formalized research approach. Since the chief business officer is assuming an even greater role in the operation of the college, making policy as well as providing service, it would seem that an appropriate theoretical construct of his

"place" in the community college organization is necessary if his role and responsibilities are to be more clearly defined and understood.

Therefore, there is a need for this study:

- (1) As no in-depth study has been done to investigate the functions performed by community college CBO's;
- (2) As there are insufficient guidelines and criteria for improving pre-training and in-service training of CBO's;
- (3) As there appear to be conflicting opinions as to the role of the CBO in the management of the college.

Definition of Terms

Skill.--For this study is defined as the "qualification or requirement necessary to perform."
(May be used interchangeably with competency.)

Chief Business Officer.--The CBO is defined as the top executive officer responsible for the implementation of the overall business and financial program and its related functions. The CBO may be given a variety of titles: Dean for Business; Vice President for Business; Treasurer; Controller.

Broad Supervision.--The CBO is once or further removed from the person responsible for executing the function--he supervises the supervisor.

Direct Supervision.--The CBO is directly responsible for and supervises the execution of the function.

Assist in Supervision.--The CBO has some responsibility for the execution of the function but is not responsible for the total function.

Active Participation--No Supervision.--The CBO participates in a function which is supervised by some other staff member in the college.

Occasional Participation.--The function is the responsibility of a staff co-equal and the CBO has limited involvement. Example: Student Aid--loans are handled by the chief student personnel officer and the CBO is involved only to the extent of accounting for and auditing receivables and expenditures.

Community College.--All public two-year colleges in Michigan created and/or reorganized under Act 331, P.A. of 1966, and amendments.

Function.--For this study is defined as "an act performed in carrying out a normal work activity or process."

Multi-Campus.--An organization bearing a resemblance to an institutional system, but unequivocally designated as a single institution with either of two organizational structures:

- (1) An institution having two or more campuses responsible to a central administration (which central administration may or may not be located on one of the administratively equal campuses) or;
- (2) An institution having a main campus with one or more branch campuses attached to it.

(Source: HEGIS - OE Form 2300.21 - 3/72)

Single-Campus.--One that has all primary facilities clustered within the same location. (Use of store buildings or similar facilities in another location are not to be considered as a branch campus.)

Limitations of the Study

This study is limited:

- (1) To Michigan public community colleges;
- (2) To the perceptions of presidents and CBO's employed in Michigan community colleges as revealed in questionnaires and follow-up interviews;

- (3) To those community colleges governed by independent boards of trustees. (Colleges operating as departments of K-12 districts are excluded because many of the functions performed by the chief business-financial officer are influenced by administrators assuming similar functions for the "total" system.)
- (4) To the collection of data by mailed questionnaire with a follow-up interview of selected CBO's;
- (5) To descriptive presentation of data.

Assumptions

- (1) It is assumed that the cross-section of community college CBO's will provide meaningful data to answer the stated research questions.
- (2) It is assumed that findings within the Michigan public community college system may be similar to the functions performed by CBO's in public community colleges in other states having similar state systems.
- (3) It is assumed that the position of the CBO is sufficiently similar in each community college to yield a composite role definition for the CBO.

(4) It is assumed that a descriptive analysis and presentation is more appropriate and meaningful than a statistical and analytical presentation at this stage of investigation into the role of the CBO.

(5) It is assumed that even though the data collected is the opinion of individual respondents, when taken collectively the data will provide meaningful definitions of the role of the CBO.

This study is organized into five chapters.

Chapter I presents a rationale for the study, the need for this study, definitions of terms, limitations of the study, and assumptions underlying the study procedures used. Chapter II provides a review of the literature pertaining to this study. Chapter III explains the methodology and procedures used in this study. Chapter IV encompasses the data collected in this study. Chapter V consists of a summary and the conclusions drawn from this study.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature of educational administration revealed suprisingly few articles that pertained directly to the roles, responsibilities, functions, and skill requirements of the community college CBO. In fact, prior to 1965 the majority of the writings pertaining to educational business management referred to K-12 school business officers, junior college business officers employed by K-12 districts, and baccalaureate degree granting colleges and universities. However, within the last eight years, the number of articles and books written and studies completed regarding the community college CBO has greatly increased. This in part may be attributed to an increasing number of colleges offering training in higher education administration, with an emphasis on community colleges; to an increasing number of individuals pursuing graduate work, which requires some form of advanced research; and, as the role of the CBO becomes more complex.

Parker (1961:193-204) reviewed 225 doctoral research dissertations, from 1929 to 1960, of subjects pertaining to community colleges and not one spoke to the issue of the CBO and the functions he performed. Eells (1962:16) followed up Parker's study, for years 1918 to 1942, adding 65 new titles of which none pertained to the business-finance officer. A review of the literature for years 1961 - 1963 identified one relevant study dealing with physical plants. Roueche (1967) identified 214 studies, from 1964-66, of which three dealt with; auditing, budgeting and accounting procedures, and a descriptive study of junior college business managers. Beginning in 1966 the Junior College Journal began to publish relevant topics to the subject--community college. In 1968 (Dissertations completed--1968:60-64), 65 dissertations were completed with no mention of the CBO. In 1970 (Dissertations Completed 1971:41-50) including years 1965 to 1970, 166 dissertations were completed, with two studies dealing with budgeting and campus planning. The 1971 report (Dissertations Completed 1971:30-34) which covered 1968 - 1970 reported no new topics relevant to the CBO. The College Administration Project (Catalogue of Publications, Alberta) listed over 20 topics pertaining to college administration and not one was concerned with the CBO.

Blocker (1965:177) has held that the CBO has a functional place in the hierarchy but should not be in a position to exert undue influence from the standpoint of influencing the policy decisions of the college. He expands this viewpoint by suggesting that the CBO should "occupy a staff relationship with the administrative line officers of the college rather than be classified as a line. This function is not central to the basic educational services of the colleges, rather it is a supportive service necessary for the effective implementation of the educational programs of the college." Thus it would appear that Blocker (1965:177) perceives in a rather negative manner the functional role of the financial officer as he continues:

It's axiomatic that control of college finances means control of the educational program. In all too many instances fiscal officers have exerted undue influence upon the program through their control of the funds necessary for its development and implementation. It should not be the responsibility of the business manager to allocate funds in specific amounts to particular activities of the college; unfortunately, there are far too many situations in which the business manager does just this. Requests for funds are channeled through the business office and the decision regarding such request too often is made by the business manager or by members of his staff.

With this in mind, Ponitz (1971) aptly remarked that "at one time the CBO was considered as a 'bean counter' and isolated with eye shade and figures." Elmore (1970:1-7) relates that the business office

was primarily responsible for "bookkeeping and stewardship of the assets." Limited advice was given on fiscal matters and purchasing, personnel management and operation of plant were all delegated to other offices.

The fact that relatively little empirical or descriptive research has been focused upon the chief business-finance officer as an administrator in the community college is no indication of a dearth of writing, however, concerning techniques for dealing with functional responsibilities and his role in the operation of the college. College Management, publications by the Association of School Business Officials, United States and Canada, College and University Journal, and School Management, frequently contain articles pertaining to accounting technique (Walters, 1969:35-66), bonding (Shockley, 1964:89-99), budgeting (DuFresne, 1970:23), insurance (Campus Unrest, 1970:19), leadership (Umbeck, 1970:16-18), and many other areas dealing with maintenance, personnel management, investing, long-range planning to name but a few.

Fordyce (1970:58-63), Greene (1970:8-20), Blocker, Plummer, and Richardson (1965:177-78), Schewerman (1966:43-45), Herman (1963:31), Elmore (1970:1-7), Wattenbarger (1970:75-83), and Richardson et al. (1972) have published in books or articles their

concept of the role of the CBO in community colleges. Greene (1970:18-19) perceives that the role of the business officer is not that of a planning (budgeting) officer; his role is not the most important-most powerful; and, the CBO is not responsible for unilaterally "recycling priorities to meet available income." He further states that the CBO should be a resource manager, a fiscal consultant, a facilitator of services; a provider of statistical information, and a suggestion maker, and he emphasizes strongly that the business manager "is not responsible for what is and what is not important when making value judgments about the planning of educational programs. Fordyce (1970:58-63) supports Greene's contention when he says that the business manager should have limited involvement in "the world of ideas--the academic program relates least to his responsibilities." Fordyce (1970:58-63) continues by saying, however, that the business manager "cannot afford to be . . . a bystander, an innocent observer. . . . He must become a major educational officer conversant with, and a participant in, every major educational decision."

Bofferding (1963:51-55) perceives that college business administration is "not run like a business . . . and lacks a strong sense of direction." He lists the following ten shortcomings:

- (1) Policy control--there is a lack of upgrading policies.
- (2) Objectives--there is a lack of basic objectives.
- (3) Future Planning--business services are frequently far behind.
- (4) Organizational Regularization--there is a failure to satisfactorily organize functional responsibilities.
- (5) Evaluation of results--little effort is made to evaluate business practices.
- (6) Cost Data--no adequate cost data have been prepared.
- (7) Industrial Practice--the tried and tested practices of industry are ignored.
- (8) Leadership--there is a failure to provide suitable leadership.
- (9) Mechanize Functions--no effort has been made to develop consistent operational procedures.
- (10) Management Services--there has been no effort to utilize outside arrangement services.

Herman (1963:31) suggests that every business officer must be:

- (1) A professional educator;

- (2) Able to assist the chief academic officer in translating educational objectives;
- (3) Able to translate philosophy and objectives of the college to planning and budgeting;
- (4) An educational and administrative statesman . . . not a clerical mechanic.

Schewerman (1966:44) provides an explanation of why he thinks the business officer is placed in a position of being misunderstood and generally receiving uncomplimentary opinions as to his role rather than more positive and constructive considerations:

. . . the business officer is underbudgeted in business management staff; he is buried in mountains of governmental rules and regulations and frozen by budget flexibility; he is buffeted between the demands of the faculty, the college administration . . . he is misunderstood, unappreciated and even caricatured, he is considered fight tested and money grubbing; he is viewed as relishing his position of power of the purse; and he is thought to use his area of activity as a purpose rather than an end.

Richardson et al. (1972:128) make it quite clear what the role of business manager should be in the involvement of the budgetary process.

Another problem is the domination of budget development by the business manager. Budgets should originate with departments . . . reviewed by the president and the deans . . . and it is the responsibility of the business manager to implement the decisions. The business manager should not be permitted to make decisions which would alter or nullify the meaning of the original budget.

An area that has received virtually no attention by the writers is that regarding the skills required of the business manager to assume his role in executing his functional responsibilities. Wilson (1968:12) recognizes that the CBO "cannot be a specialist in all operations for which he is responsible. He must be aided by staff members with professional training and experience in the various divisions into which the business and financial operations are organized." Scheps (1970:45-46) contends that the business manager must have educational as well as business skills. He must be able to interpret, he must be positive, and he must work cooperatively. Bolman (1964:6) clarifies the type of skills by grouping all skill needs into three (3) areas: Professional skill, comprehensive understanding, and political insight (in the Aristotelian sense). He defines professional skills as including accounting, finance, bookstore management, and building maintenance. Comprehensive understanding is viewed as having knowledge:

- (1) Of the administration of a particular type of institution;
- (2) Of varying administrative patterns used in different institutions;
- (3) Of the administrative processes.

Political insight is described as "genuine educational leadership--insight into political, economic, social ethical, aesthetic, and spiritual forces in society with awareness of how education may benefit society.

Almost nothing has been done to investigate, in a systematic manner, the formal roles and functional responsibilities of the CBO in the community college. Neither has much effort been made to systematically analyze the informal roles and functional relationships. What research that has been done has generally focused on the business manager's age, degrees, major subjects, length of time spent in position, prior work experience, faculty rank, tenure, and salary.

Wattenbarger (1970:75-83), Landrith (1971), College and University Business Survey (1969:85), Russell and Ayers (1963:5-7), and Peterson (1968) all conducted descriptive studies to obtain information similar to that described above. Peterson (1968:3-4) sent questionnaires to CBO's in sixty public, two-year colleges in thirty states. The colleges were selected at random, but with some attempt to get a cross-section based on enrollment. Sixty-five per cent of the questionnaires were returned. He found that the most frequently used title is business manager. Also, Peterson found that the "business manager" will have earned at least a bachelor's degree and probably a master's degree

or better; he will have less than ten years in educational business administration; his salary will be \$10,000 to \$16,000 (1968); he reports to the chief administrative officer (president); he is on an equal level of administration with heads of other major divisions in the college; he will have some responsibility for functions--accounting, internal audit, cost analysis, financial planning and budgeting, auxiliary operations (bookstore, etc.), office management, plant operation and maintenance, nonfaculty personnel administration, purchasing, plant planning and construction, and student activity finances.

Law (1962) undertook one of the more comprehensive studies of college and university business managers. From his findings Law concluded that:

1. There was a need for the development and general acceptance of a philosophical framework--direction in relationships with other components.
2. In the absence of a philosophical frame of reference, there was a strong affinity to technical competence and the development of specialized skills, . . . accounting and finance.
3. There is conflict between business officer and faculty, administration (president, chief academic officer), which may evolve from a philosophical gap--human relations, role concepts, functions, authority, and responsibility of the chief business officer.
4. The college business management has been kept on the fringe of education, thereby, inhibiting a satisfactory balance regarding its role and functions in educational planning, in decision making and the full utilization of educational resources. They further suggest that the traditional image of the chief business officer

and their major orientation (by training and experience) in the fields of business and finance have contributed to this situation.

Robbins and Nance (1966) combined a study of chief business officers at both colleges and universities and two-year colleges. Seventy-three two-year public colleges cooperated. Nineteen functions were identified and the business officer was asked to indicate his degree of responsibility. Of the community colleges reporting budget preparation, collecting income and disbursing funds, purchasing, fiscal accounting and reporting, each received 90 per cent or better response. Eighty to 89 per cent indicated responsibility for physical plant maintenance and operation and payroll. The remainder of the data with responses less than 80 per cent pertained to salary, fringe benefits, age and titles, formal preparation, and experience.

To date, Caughey (1966) has probably done the most comprehensive study of the community college chief business officer. One hundred and sixteen business managers from 27 states, with minimum enrollments of 500, were asked to participate. Caughey, as others before him did, sought to obtain data regarding age, degrees held, undergraduate and graduate majors, background before entering the position, prior experience, and type of pre-service training required to assume the business officer's responsibilities. Caughey listed 22

functions and requested indication as to whether responsibility for each function was full, partial, or none. As discovered in other studies (note Table 2-1 for comparisons), budgeting, accounting, payroll, and maintenance functions were indicated most frequently as being the responsibilities of the business officer.

Caughey's (1966) study, however, added a new dimension. He suggested a program of pre-service training and recommended from his findings that administrative studies (theory mainly) including organizing, supervising, psychology, sociology, and political science be given considerable emphasis, in addition to, business studies in accounting, budgeting, purchasing, collecting and safeguarding funds and payroll. Management practice or internships should also be included in the pre-service training.

An area that has received little attention is the business officer's need for in-service training programs, especially, when one considers that in 1965 Medsker (1967:11-18) (quoting Schultz) reported that "over 1,000 chief business officers would be needed by 1980." Johnson (1964) and Landrith (1971) gave similar projections supporting Medsker.

In recent years, as reported by Bolman (1964:4), the University of Michigan, University of California at Berkley, Stanford, Columbia, Indiana University, Florida

TABLE 2-1.--A comparison of functions performed by community college chief business officers as identified in selected research efforts

Functions	Caughey ^a	Law ^b	Nance and Robbins ^c	Petersen ^d
Accounting	X	X	X	X
Athletic Funds	X	X	X	
Auditing		X	X	X
Auxiliary Operations			X ^e	X ^e
Budgeting	X	X	X	X
Building and Construction		X	X	X
Campus Planning		X		
Collection of Student Fees	X		X	
Data Processing			X	X
Dining Hall Business Management	X			
Endowment Fund Management			X	
Facilities Utilization		X		
Food Service		X		
Fund Raising	X			
Insurance	X	X		
Investment	X	X	X	
Inventory	X	X		
Management of Business Office		X		
Maintenance of Equipment	X	X	X	X
Maintenance of Facilities	X	X	X	X
Maintenance of Grounds		X	X	X
Payroll	X	X		
Personnel Management	X	X	X	X
Policy Formulation		X		
Publications Services		X		
Purchasing	X	X	X	X
Real Estate	X	X		
Salary and Wage Determination		X		
Student Activity Fund	X	X	X	X
Student Banking	X			
Student Housing		X		
Student Loan	X	X	X	
Student Store-Bookstore		X	X	
Student Union		X		

^a (Caughey, 1966)

^b (Law, 1962)

^c (Robbins and Nance, 1966)

^d (Petersen, 1968)

^e Writers did not define. It is possible that several of the categories listed, but not checked, might be included, however.

State University implemented programs for training higher education administrators. More specifically, at the two-year level, the W. K. Kellogg Foundation supported programs at major colleges and universities in California, Florida, Michigan (Michigan State), New York, and Texas. Short-term programs of an intensive nature have been offered for college business managers in general at University of Omaha, University of Kentucky, and the University of California at Berkley. Herman (1963:31) states that

. . . the short courses on college business management at the universities of Omaha, Kentucky, and California are admirable efforts at improving professional competence but fall far short of a full curriculum designed to develop university administrators. College business officers have too long delayed the establishment of a recognized graduate course in university administration. . . . If we are to consider university administration as a profession, it needs a graduate curriculum to provide a high level of professional competence.

The difficult question remains, however. To paraphrase Bolman--do we know enough about community college business officers to be able to say what preparation would be advantageous? (Bolman, 1964:1-13).

CHAPTER III

METHODOLOGY AND PROCEDURES

General Design

Data for this study were collected by the use of a questionnaire (Appendices A and B) and in personal interviews using a structured interview guide (Appendix D), with Michigan community college chief business-finance officers and presidents. (The presidents were excluded from the personal interviews.)

The Population--Source of Data

Fifty questionnaires were sent to chief business-finance officers and presidents employed by twenty-five Michigan independently governed community colleges. Twelve CBO's were selected for the follow-up interviews. Initially, each of the twenty-five colleges were classified as to size and type. Each of the three dimensions was subdivided into groups as follows:

(1) Size of the institution

- (a) small, less than 2,000 enrollment (Fall head count)

(b) medium, 2,001 to 5,000 enrollment (Fall head count)

(c) large, over 5,000 enrollment (Fall head count)

(2) Type of institution

(a) single campus

(b) multi campus

The rationale for selecting the individuals and institution to which this study is limited is based on the following assumptions and limitations:

- (1) The functions, performed by CBO officers in Michigan's public community colleges, are similar to each other and to those functions performed by persons in the same position in community colleges in other states.
- (2) The data gathered may serve as a basis for investigating the functions performed by CBO's in private junior colleges; in community-junior colleges operated as departments within K-12 systems; in university controlled community college systems; and others.
- (3) The Michigan community colleges offer sufficient breadth, in terms of size, and type of institution (single campus--multi-campus) and programs

to allow making generalizations regarding the functional responsibilities, staff relationships, skill requirements, and in-service training needs of the CBO.

- (4) The majority of CBO's and presidents would be sufficiently motivated to add to their knowledge and understanding of the CBO's role when making comparisons with other community colleges.

The Instruments

Two instruments were employed in this study: a questionnaire and a structured interview guide.

Although it is recognized to have certain deficiencies as a means of gathering data, the use of a questionnaire was nevertheless selected as the most practical and useful means of obtaining the requested information. Principle among the shortcomings are:

- (1) The possibility of getting a poor response;
- (2) The possibility of misinterpretation of the questions or statements;
- (3) The lack of immediacy in answering and returning the questionnaire; and
- (4) The possibility that individuals might make themselves and the situation better or worse than, in fact, would be the case.

Koos (1928:145), however, provides three supportive arguments for the use of the questionnaire as a means of investigation:

- (1) To ascertain the state of practice in some field of activity;
- (2) To secure basic data to be used in ways more fundamental than to afford a mere description of practice; and
- (3) To secure opinion, judgments, or the expressions of attitudes of respondents from which tentative measures of evaluation may be derived.

It is believed, however, that the amount of time, travel, and expense involved in obtaining information through personal interviews would be prohibitive in comparison to the improvement of data gathered, especially as one considers the inherent weaknesses of the interview format.

The preliminary draft of the questionnaire was submitted to a jury¹ of persons experienced in the

¹Mr. Herbert Stoutenberg
President
Alpena Community College

Mr. Francis J. McCarthy
Dean
Grand Rapids Junior College

Dr. Paul Jones
Business and Finance Officer
Highland Park Junior College

Mr. John Cuthbertson
Coordinator Business
Affairs
Grand Rapids Junior
College

Mr. Stewart L. Olm-
stead
Business Manager
Alpena Community
College

management of community college business affairs; presidents, chief business-finance officers, and individuals with background in research. Three chief business-finance officers and two presidents were selected from K-12 operated community colleges. (They were not included in the selected population.) A former research director, now Dean for Academic Affairs, and a research associate with the Michigan Community College Association gave critical but constructive comments for improving the design of the questionnaires.² In addition to written comments, personal and telephone interviews were conducted with each of the jury members. It is assumed that the observations and suggestions of the "jury" eliminated most ambiguities and potential misunderstandings.

The "final" document was submitted, for review and approval, to the chairman and members of the writer's doctoral committee. Following the review session, suggestions made by the committee members were incorporated into the questionnaire.

Questionnaire Format

Once the content of the questionnaire was determined, attention was then given to developing a

²Dr. Michael I. Schafer
Dean
Academic Affairs
Muskegon Community College

Dr. Robert Kovach
Associate Secretary
Michigan Community
College Association

satisfactory format. The basic design consisted of a composite of ideas presented in questionnaires developed by Raines (1965:Appendix D), and Cook (1972). Of primary concern was the development of a questionnaire that would not discourage responses by length or by vagueness. It was assumed that the time commitments of presidents would be primary factors in determining their degree of interest in the study and, therefore, a willingness to respond. Therefore, the questionnaire sent to the president was modified by repeating each function four times in Part I for the four responses requested, i.e., (a) is performed, (b) assignment, (c) essentialness, and (d) time demands. Parts II and III were identical, with slight modification made in the responses requested in Part IV. (A comparison of Appendices A and B will more clearly demonstrate the differences in the questionnaire formats.)

Part I--Determining Functional Areas of Responsibility

Previous studies had identified between eighteen and twenty-two major functions. Law (1962) identified twelve major functions and listed sub-functions for purposes of defining the major function. Law included within the major function Auxilliary Enterprises, residence halls, food service, bookstore, and university press (publications). This writer felt that each should

be considered a separate function with statement of activities performed and illustrated assignments. Caughey (1966) listed twenty-two functions, but did not in any way attempt to define the function. Therefore, Part I provides a listing of thirty-seven functions identified in the literature and from experience, with definitions and illustrated assignments. For each function as stated, the respondent was asked in Section A if the function was performed and if so, for the CBO, to indicate whether the statement was accurate, required modification, or was inaccurate. Comments were requested if the function was not accurate as stated; in Section B, the essentialness of the function to the operation of the college; in Section C, the assignment--relationship of the chief business-finance officer to the function, i.e., broad supervision, direct supervision, etc.; and, in Section D, the time demands required in executing the function.

The following functions were defined. Following receipt and preliminary analysis of the data, these functions were categorized into broader areas of operation for purposes of interpretation. Appendix C provides a complete definition and description of each function:

- (1) The Accounting Function
- (2) The Auditing Function

- (3) The Bonding Function
- (4) The Budgeting Function
- (5) The Campus Planning Function
- (6) The Collection of Student Fees Function
- (7) The Collective Bargaining Function
- (8) The Data Processing Services Function
- (9) The Endowment Func Management Function
- (10) The Facilities Utilization Function
- (11) The Faculty and Staff Housing Function
- (12) The Federal Relations Function
- (13) The Food Service Function
- (14) The Fund Raising Function
- (15) The Information System Function
- (16) The Insurance Function
- (17) The Investment Function
- (18) The Inventory Function
- (19) The Leadership Function
- (20) The Legislative Function
- (21) The Long-Range Planning Function
- (22) The Maintenance of Equipment Function
- (23) The Maintenance of Facilities Function
- (24) The Maintenance of Grounds Function
- (25) The Payroll Function
- (26) The Personnel Management Function
- (27) The Policy Formulation Function
- (28) The Protection of Persons and Property Function

- (29) The Publications Services Function
- (30) The Purchasing Function
- (31) The Real Estate Function
- (32) The Salary and Wage Determination Function
- (33) The Student Activity Fund Function
- (34) The Student Housing Function
- (35) The Student Loan Function
- (36) The Student Store--Bookstore Function
- (37) The Transportation Function

Part II--Organizational Relationships

Law (1962) made, of all the studies, the only effort to obtain information regarding the organizational relationships of the chief business-finance officer with other staff in the college; prevention of conflict with other administrators, should work primarily with, be directly responsible to whom, and should be given what organizational status. Caughey (1966) made no effort to obtain this type of information. A similar approach to Law's study was used, but with a different population and purpose. Part II, therefore, deals with: locus of power, rank, circle of influence, and definition of role.

Part III--Required Skills

Neither Caughey (1966) nor Law (1962) made an effort to specifically identify the skills required by the CBO vital to the performance of his functional

responsibilities. Caughey (1966) concentrated his efforts on determining what subject matter was most important, what personal qualities contribute most to success as a CBO, and what qualities were considered to be important.

Very little, if any information, has been made available in writing regarding the community college CBO's skill requirements. Therefore, a list of sixteen was identified from fragments of writings, experience, and observations and as agreed to by the "jury" responsible for reviewing the contents of the questionnaire. This listing is as follows:

- (1) Accounting Skills
- (2) Analytical Skills
- (3) Budgeting Skills
- (4) Skill in Legal Matters
- (5) Investment Skills
- (6) Leadership Skills
- (7) Legislative Relations Skills
- (8) Long-Range Planning Skills
- (9) Negotiating Skills
- (10) Organizing Skills
- (11) Personal Management Skills
- (12) Policy Formulation Skills
- (13) Public Relations Skills
- (14) Public Speaking Skills

(15) Persuasive Skills

(16) Technical Report Writing Skills

Part IV--Supplementary Data

Part IV was designed to obtain routine information, such as, title, years of experience, enrollment, institution type (single campus - multi-campus), and location of campus (urban - nonurban). This information was gathered to determine if there were significant relationships between size of college enrollment and functions performed, assignment, essentialness, and time demands. Probably the most important data collected in Part IV pertained to in-service training needs as self-perceived by the CBO's and as perceived by the presidents. Few opportunities, as cited in Chapter II, are available with some degree of relevancy and impact, for business officers to improve their skills, except for on-the-job opportunities. Therefore, these data are collected for purposes of identifying selected, but vitally important, areas for developing service programs and conferences.

The Interview

In order to expand and strengthen the findings of the questionnaire, interviews with selected CBO's were held. Since the CBO's were holding their annual meeting, shortly after completing the mailed questionnaire,

it was most advantageous and expedient to utilize the interview technique. Representatives listed in Appendix D were selected based on college type (multi-campus - single campus), size, and the writer's knowledge of the chief business-finance officer's experience and background.

The interview guide was developed after the questionnaires had been returned and analyzed. It was, therefore, designed to obtain additional information which included functions performed, functional inter-relationships and additional in-service training needs. The length of the actual interviews ranged from twenty to forty minutes, depending upon the responsiveness of the individual being interviewed.

Collection of the Data

Questionnaires were mailed to the CBO's two weeks prior to mailing the questionnaire to the presidents. The president of the Michigan Community College Business Officers Association sent a letter (Appendix E) to each of the twenty-five business-finance officers requesting their support. Also, the Executive Secretary of the Michigan Community College Association, cooperated by sending a letter (Appendix E) to each of the twenty-five presidents included in the survey.

The rationale for sending the questionnaire two weeks later to the president was because of a simple

observation that presidents tend to pass such questionnaires on to the appropriate staff person. A calculation was made that the CBO having filled his out would so inform the president and perhaps assist by reminding him of his responsibility. Comments made during the interviews confirmed these suspicions which explained the excellent response from the presidents (twenty-four of twenty-five cooperated).

Analysis of the Data

Compatible with the purpose of the study, to obtain descriptive information pertaining to the functions performed by CBO's, the data were analyzed using a two-thirds consensus criteria as a basis for verifying the functions performed and determining the relationships of essentialness, time demands, and supervisory assignments. Each item receiving a consensus response of at least two-thirds was considered to be verified. Verified functions receiving at least a two-thirds response indicating high degree of essentialness and supervisory (broad or direct) responsibilities are considered to be critical functions.

The thirty-seven functions were classified into nine broad resource categories: planning, procurement, allocation, fiscal maintenance, administrative services, property maintenance, staff maintenance, development,

and protection. A jury³ of experts was asked to classify each function into one of the nine categories. The results are as follows.

Management Resource Categories

<u>Resource Planning</u>	<u>Resource Property Maintenance</u>
Campus Planning	Maintenance of Equipment
Information System	Maintenance of Facilities
Long-Range Planning	Maintenance of Grounds
Policy Formulation	Inventory
<u>Resource Procurement</u>	<u>Resource Allocation</u>
Collection of Student Fees	Budgeting
Federal Relations	Collective Bargaining
Fund Raising	Facilities Utilization
Legislative	Payroll
Purchasing	Salary and Wage Determination
<u>Resource Fiscal Maintenance</u>	<u>Resource Protection</u>
Accounting	Auditing
	Bonding
	Insurance
	Protection of Persons and Property

³See Appendices K and L for jury participants and responses.

Resource Administrative Services

Data Processing

Food Service

Publication Services

Student Activity Fund

Student Housing

Student Loan

Student Store-Bookstore

Transportation

The Resource Categories are defined as follows:

Resource Planning.--Those functions performed for purposes of developing sufficient information for policy decisions regarding short- and long-range operational activities.

Resource Procurement.--Those functions performed for purposes of obtaining fiscal resources and materials.

Resource Allocation.--Those functions performed for purposes of allocating fiscal resources, space, and personnel.

Resource Fiscal Maintenance.--Those functions performed for purposes of insuring proper accounting of fiscal resources and expenditures.

Resource Property Maintenance.--Those functions performed for purposes of maintaining adequate records of equipment usage and care of physical property.

Resource Administrative Services.--Those functions performed for purposes of providing services to the college community; staff, students, and citizens.

Resource Development.--Those functions performed for purposes of insuring proper and wise use of fiscal resources and development of human resources.

Resource Protection.--Those functions performed for purposes of maintaining proper records of resource expenditures, insuring safety and protection of persons and property, and providing appropriate controls for resource expenditures.

Resource Staff Maintenance.--Those functions performed for purposes of insuring a conducive working and living environment for faculty, administration, and support staff.

CHAPTER IV

PRESENTATION OF THE DATA

The responses of forty-seven chief business officers and presidents from Michigan's twenty-five independent community colleges have been summarized and presented in this chapter. The chapter has been divided into sections providing information concerning:

- (1) The verification of functions performed;
- (2) The essentialness or importance of the functions performed;
- (3) The assignment of the chief business officer for execution of the functions;
- (4) The amount of time required of the chief business officer for execution of the functions;
- (5) A comparative analysis of verified functions with essentialness, assigned responsibilities, and time demands;
- (6) The organizational interrelationships of the chief business officer;

- (7) The skills required of the chief business officer;
- (8) The identification of in-service training needs; and,
- (9) A presentation of findings from interviews conducted with twelve chief business officers.

Appendix F presents a series of tables that provide a complete listing of the responses to the questionnaire.

The tables presented in this chapter reflect the distribution of responses to the questionnaire and the interview questions. The number of individuals responding has been included in each table. The total number of respondents is forty-seven. Twenty-four of twenty-five presidents returned questionnaires. Twenty-three of twenty-five chief business officers cooperated by returning questionnaires. Twelve of the twenty-three chief business officers were contacted for follow-up interviews. Questionnaires were not received from two colleges as they were without CBO's when the study was being conducted.

A jury of experts (Appendix I) was asked to place each function within a broader classification. Since the CBO is considered to be a manager of resources, each broad category attempted to best describe the

type of resource activity. Therefore, the following nine categories were identified:

- (1) Resource Planning
- (2) Resource Procurement
- (3) Resource Allocation
- (4) Resource Fiscal Maintenance
- (5) Resource Administrative Services
- (6) Resource Property Maintenance
- (7) Resource Staff Maintenance
- (8) Resource Development
- (9) Resource Protection

In the following presentation of data, the functions are categorized within the nine broad classifications as determined by the jury.

Verification of the Functions

Thirty-seven functions, as identified in the literature, were defined and illustrated (Appendix C). The presidents and the CBO's were asked: "Is the function performed at your college?" In addition, the CBO's were asked to verify the accuracy of the statement,¹

¹Three functions, faculty and staff housing, food service, and long-range planning received less than two-thirds consensus as being accurately stated. The dissenting responses indicated "accurate with slight modification"; however, virtually no comments were made that would expand or improve the statement as provided.

since they were considered to be the most knowledgeable about the functions that they performed.

Twenty-four functions were verified (as shown in Table 4-1) as being performed by at least a two-thirds consensus of each group. A minimum of one function was mentioned in each of the nine resource categories. It would appear that the CBO is primarily responsible for managing resources--staff maintenance, allocations, development, administrative services, property maintenance, fiscal maintenance, and resource protection. Although more than two-thirds of the CBO's indicated that they performed the functions within resource categories planning and procurement, the presidents, except for functions policy correlation, collection of student fees, and purchasing, failed to perceive the CBO's involvement in a like manner. Differences of opinion existed in responses to functions; campus planning, information systems, long-range planning, fund raising, legislative, federal relations, facilities utilization, data processing, and endowment fund management. In each case more than two-thirds of the CBO's indicated that the functions were performed, while the number of presidents responding failed to reach a two-thirds majority. Four functions, publications services, student housing, faculty and staff housing,

TABLE 4-1.--Those functions performed by Michigan community college chief business officers as verified by business officers and presidents

Functions by Resource Category	Presidents (24) N	Business Officers (23) N	Total Item Responses N
PLANNING			
Campus Planning	14	21*	35
Information Systems	14	21*	35
Long Range Planning	15	23*	38*
Policy Formulation	18*	23*	41*
PROCUREMENT			
Collection of Student Fees	21*	23*	44*
Federal Relations	13	23*	36
Fund Raising	8	17*	25
Legislative	13	19*	32
Purchasing	23*	22*	45*
ALLOCATION			
Budgeting	24*	23*	47*
Collective Bargaining	20*	22*	42*
Facilities Utilization	15	21*	36
Payroll	23*	23*	46*
Salary and Wage Determination	22*	23*	45*
FISCAL MAINTENANCE			
Accounting	22*	23*	45*
ADMINISTRATIVE SERVICES			
Data Processing	14	17*	31
Food Service	20*	20*	40*
Publication Services	10	14	24
Student Activity Fund	17*	22*	39*
Student Housing	5	4	9
Student Loan	17*	21*	38*
Student Store-Bookstore	20*	20*	40*
Transportation	18*	17*	35*
PROPERTY MAINTENANCE			
Inventory	21*	23*	44*
Maintenance of Equipment	19*	22*	41*
Maintenance of Facilities	19*	21*	40*
Maintenance of Grounds	19*	21*	40*
STAFF MAINTENANCE			
Faculty and Staff Housing	4	6	10
Personnel Management	17*	22*	39*
DEVELOPMENT			
Endowment Fund Management	13	19*	32
Investment	22*	23*	45*
Real Estate	15	14	29
Leadership	18*	22*	40*
PROTECTION			
Auditing	20*	23*	43*
Bonding	19*	21*	40*
Insurance	23*	23*	46*
Protection of Persons and Property	20*	20*	40*

*Asterisk denotes at least a two-thirds consensus.

Asterisk in total response column denotes at least a two-thirds consensus by each responding group.

and real estate failed to receive a two-thirds consensus response by either the presidents or the CBO's.

Budgeting, payroll, salary and wage determination, collection of student fees, accounting, inventory, investment, auditing, and insurance functions were verified by nine out of ten presidents and CBO's.

Table 4-2 presents a comparison of responses by size of college. It would appear that the size of the college has very little influence on whether a function is or is not performed. In only two instances, the transportation function and the insurance function, did the responses in each category fail to reach a two-thirds consensus when comparing the twenty-four verified functions.

Essentialness of the Functions

Except for four functions--fund raising, publication services, faculty and staff housing, and real estate--thirty-three functions were considered "highly essential and essential" to the operation of the college (Table 4-3). Policy formulation, purchasing, budgeting, payroll, accounting, data processing, student housing, auditing, and bonding received a 100 per cent response from each group. One hundred per cent of the presidents identified nineteen of the thirty-seven as being highly essential or essential.

TABLE 4-2.--Those functions performed by Michigan community college chief business officers compared by size of college

Functions by Resource Category	Small(10) (less than 2000) N	Medium(8) (2000-5000) N	Large(7) (more than 5000) N	Tot.Item Responses N
PLANNING				
Campus Planning	14*	10	11*	35
Information Systems	11	14*	10*	35
Long Range Planning	15*	13*	10*	38*
Policy Formulation	16*	14*	11*	41*
PROCUREMENT				
Collection of Student Fees	17*	15*	12*	44*
Federal Relations	16*	10	10*	36
Fund Raising	11	6	8	25
Legislative	12*	11*	9*	32*
Purchasing	18*	14*	13*	45*
ALLOCATION				
Budgeting	18*	16*	13*	47*
Collective Bargaining	16*	15*	11*	42*
Facilities Utilization	15*	11*	10*	36*
Payroll	17*	16*	13*	46*
Salary and Wage Determination	17*	16*	12*	45*
FISCAL MAINTENANCE				
Accounting	16*	16*	13*	45*
ADMINISTRATIVE SERVICES				
Data Processing	8	13*	10*	31
Food Service	17*	13*	10*	40*
Publication Services	9	7	8	24
Student Activity Fund	13*	15*	11*	39*
Student Housing	5	2	2	9
Student Loan	14*	14*	10*	38*
Student Store-Bookstore	14*	15*	11*	40*
Transportation	15*	10	10*	35
PROPERTY MAINTENANCE				
Inventory	17*	14*	13*	44*
Maintenance of Equipment	17*	13*	11*	41*
Maintenance of Facilities	17*	12*	11*	40*
Maintenance of Grounds	17*	12*	11*	40*
STAFF MAINTENANCE				
Faculty and Staff Housing	5	--	2	7
Personnel Management	15*	14*	10*	39*
DEVELOPMENT				
Endowment Fund Management	9	12*	11*	32
Investment	17*	15*	13*	45*
Real Estate	9	10*	10*	29
Leadership	16*	14*	10*	40*
PROTECTION				
Auditing	17*	14*	12*	43*
Bonding	15*	14*	11*	40*
Insurance	18	16*	12*	46*
Protection of Persons and Property	17*	12*	11*	40*

*Asterisk denotes at least a two-thirds consensus.

Asterisk in total column denotes at least a two-thirds consensus within each category.

TABLE 4-3.--Those functions performed by Michigan community college chief business officers considered "highly essential or essential" by the presidents and business officers

Functions by Resource Category	Presidents(24) N	Business(23) Officers N	Total Item Responses N
PLANNING			
Campus Planning	14*	19*	35
Information Systems	13*	21*	35
Long Range Planning	12*	21*	38
Policy Formulation	18*	23*	41
PROCUREMENT			
Collection of Student Fees	20*	23*	44
Federal Relations	11*	19*	36
Fund Raising	5	12*	25
Legislative	12*	17*	31
Purchasing	23*	22*	45
ALLOCATION			
Budgeting	24*	23*	47
Collective Bargaining	19*	20*	41
Facilities Utilization	14*	17*	37
Payroll	22*	22*	44
Salary and Wage Determination	20*	21*	45
FISCAL MAINTENANCE			
Accounting	22*	23*	45
ADMINISTRATIVE SERVICES			
Data Processing	14*	17*	31
Food Service	19*	15*	40
Publication Services	8*	9	24
Student Activity Fund	14*	15*	39
Student Housing	5*	3*	8
Student Loan	15*	19*	38
Student Store-Bookstore	20*	17*	40
Transportation	15*	12*	35
PROPERTY MAINTENANCE			
Maintenance of Equipment	19*	19*	41
Maintenance of Facilities	19*	20*	40
Maintenance of Grounds	19*	18*	40
Inventory	21*	19*	44
STAFF MAINTENANCE			
Faculty and Staff Housing	3*	1	10
Personnel Management	17*	21*	39
DEVELOPMENT			
Endowment Fund Management	8*	12*	30
Investment	22*	22*	45
Real Estate	10*	7	29
Leadership	17*	20*	39
PROTECTION			
Auditing	20*	23*	43
Bonding	19*	21*	40
Insurance	23*	22*	46
Protection of Persons and Property	18*	19*	40

*Asterisk denotes at least a two-thirds consensus.

Asterisk in composite column denotes at least a two-thirds consensus by each responding group.

Publications services, faculty and staff housing, and real estate functions received less than two-thirds response by the CBO. Fund raising was the only function receiving less than two-thirds support by the presidents.

Colleges with less than 5,000 enrolled were less apt to find faculty and staff housing, and real estate as being essential functions to the operation of the college as shown in Table 4-4. Fund raising, transportation, student activity fund, and also faculty and staff housing were considered less essential to colleges with enrollments over 5,000.

Assignment of Functional Responsibilities

More than two-thirds of each group responding, as presented in Table 4-5, agreed that the CBO had either broad or direct supervisory responsibilities for: collection of student fees, purchasing, budgeting, payroll, accounting, food service, student store-bookstore, transportation, inventory, maintenance of equipment, grounds and facilities, investment, leadership, auditing, bonding, and insurance functions. (Complete presentation listed in Appendix Table G-4).

At least two-thirds of the presidents mentioned that the CBO had broad or direct responsibility for the following functions: student housing, faculty and staff housing, personnel management, and real estate.

TABLE 4-4.--Those functions performed by Michigan community college chief business officers considered "highly essential or essential" as mentioned by all respondents according to size of college

Functions by Resource Category	Small (10) (less than 2000) N	Medium (8) (2000-5000) N	Large (7) (over 5000) N	Tot. Item Responses N
PLANNING				
Campus Planning	13*	9*	11*	33*
Information System	10*	14*	10*	34*
Long Range Planning	14*	10*	9*	33*
Policy Formulation	16*	14*	11*	41*
PROCUREMENT				
Collection of Student Fees	16*	15*	12*	43*
Federal Relations	13*	8*	9*	30*
Fund Raising	9*	3	5	17
Legislative	9*	11*	9*	29*
Purchasing	18*	15*	12*	45*
ALLOCATION				
Budgeting	18*	16*	13*	47*
Collective Bargaining	15*	15*	9*	39*
Facilities Utilization	11*	10*	9*	30*
Payroll	16*	16*	12*	44*
Salary and Wage Determination	14*	16*	11*	41*
FISCAL MAINTENANCE				
Accounting	16*	16*	13*	45*
ADMINISTRATIVE SERVICES				
Data Processing	7*	13*	11*	31*
Food Service	14*	12*	8*	34*
Publication Services	4	6*	7*	17
Student Activity Fund	9*	13*	7	29
Student Housing	4*	2*	2*	8
Student Loan	12*	12*	10*	34*
Student Store-Bookstore	13*	14*	10*	37*
Transportation	14*	7*	6	27
PROPERTY MAINTENANCE				
Maintenance of Equipment	17*	12*	9*	38*
Maintenance of Facilities	17*	12*	10*	39*
Maintenance of Grounds	16*	11*	10*	37*
Inventory	15*	12*	13*	40*
STAFF MAINTENANCE				
Faculty and Staff Housing	2	1	1	4
Personnel Management	14*	14*	10*	38*
DEVELOPMENT				
Endowment Fund Management	8*	4	8*	20
Investment	17*	15*	12*	44*
Real Estate	4	5	8*	17
Leadership	14*	13*	10*	37*
PROTECTION				
Auditing	16*	14*	12*	42*
Bonding	15*	14*	10*	39*
Insurance	18*	15*	12*	45*
Protection of Persons and Property	15*	11*	11*	37*

*Asterisk denotes at least a two-thirds consensus.

Asterisk in total column denotes at least a two-thirds consensus within each category.

TABLE 4-5.--Those functions performed by Michigan community college chief business officers involving broad and direct supervisory assignments

Functions by Resource Category		Broad Supervision N	Direct Supervision N	Composite Supervisory N	Total Item Responses N
PLANNING					
Campus Planning	Pres.	3	2	5	14
	B.O.	6	2	8	21
Information Systems	Pres.	4	2	6	14
	B.O.	9	8	17*	21
Long Range Planning	Pres.	2	2	4	15
	B.O.	6	8	14	23
Policy Formulation	Pres.	3	3	6	18
	B.O.	5	5	10	23
PROCUREMENT					
Collection of Student Fees	Pres.	12	5	17*	21
	B.O.	12	5	17*	23
Federal Relations	Pres.	3	3	6	13
	B.O.	8	4	12	23
Fund Raising	Pres.	1	1	2	8
	B.O.	4	3	7	17
Legislative	Pres.	1	3	4	13
	B.O.	--	2	2	18
Purchasing	Pres.	12	11	23*	23
	B.O.	12	10	22*	22
ALLOCATION					
Budgeting	Pres.	6	17	23*	24
	B.O.	5	14	19*	23
Collective Bargaining	Pres.	5	7	12	20
	B.O.	3	5	8	21
Facilities Utilization	Pres.	5	4	9	15
	B.O.	4	--	4	21
Payroll	Pres.	14	7	21*	22
	B.O.	15	6	21*	22
Salary and Wage Determination	Pres.	5	6	11	22
	B.O.	7	7	14	23
FISCAL MAINTENANCE					
Accounting	Pres.	12	10	22*	22
	B.O.	12	9	21*	23
ADMINISTRATIVE SERVICES					
Data Processing	Pres.	6	3	9	14
	B.O.	7	3	10	17
Food Service	Pres.	9	8	17*	20
	B.O.	15	2	17*	20
Publication Services	Pres.	2	2	4	10
	B.O.	6	1	7	14
Student Activity Fund	Pres.	5	4	9	17
	B.O.	10	2	12	22
Student Housing	Pres.	1	2	3*	4
	B.O.	2	--	2	4
Student Loan	Pres.	5	3	8	15
	B.O.	7	2	9	21
Student Store-Bookstore	Pres.	9	10	19*	20
	B.O.	14	3	17*	20
Transportation	Pres.	6	10	16*	18
	B.O.	11	2	13*	17

TABLE 4-5.--Continued

Functions by Resource Category		Broad Supervision N	Direct Supervision N	Composite Supervisory N	Total Item Responses N
PROPERTY MAINTENANCE					
Inventory	Pres.	9	10	19*	21
	B.O.	14	7	21*	23
Maintenance of Equipment	Pres.	10	8	18*	19
	B.O.	16	2	18*	22
Maintenance of Facilities	Pres.	10	8	18*	19
	B.O.	14	4	18*	21
Maintenance of Grounds	Pres.	10	8	18*	19
	B.O.	13	5	18*	21
STAFF MAINTENANCE					
Faculty and Staff Housing	Pres.	1	2	3*	4
	B.O.	1	2	3	5
Personnel Management	Pres.	4	9	13*	17
	B.O.	10	3	13	22
DEVELOPMENT					
Endowment Fund Management	Pres.	2	5	7	13
	B.O.	6	6	12*	18
Investment	Pres.	6	14	20*	22
	B.O.	4	14	18*	23
Real Estate	Pres.	5	5	10*	15
	B.O.	3	4	7	14
Leadership	Pres.	8	5	13*	18
	B.O.	8	11	19*	22
PROTECTION					
Auditing	Pres.	10	8	18*	20
	B.O.	12	9	21*	23
Bonding	Pres.	7	10	17*	19
	B.O.	10	9	19*	22
Insurance	Pres.	5	17	22*	23
	B.O.	7	12	19*	23
Protection of Persons and Property	Pres.	8	5	13	20
	B.O.	10	3	13	20

*Asterisk denotes a composite consensus of at least two-thirds.

In only two instances did more than two-thirds of the CBO's, when not supported by the presidents, indicate responsibility for functions (information systems and endowment fund management).

It would appear that the CBO tends to have major responsibility for managing resources: fiscal maintenance, property maintenance, resource development, and resource protection. Resource planning and resource staff maintenance failed to include any function that received at least two-thirds support by both groups.

Purchasing, accounting, payroll, and auditing functions each received better than a 90 per cent endorsement by each group.

Time Demands

Table 4-6 lists the responses of the presidents and CBO regarding the amount of time spent in the execution of each function. The responses were combined to form a composite of extensive and considerable. (A complete listing may be found in Appendix G). Only three functions--budgeting, collective bargaining, and accounting--emerged as falling in the more than two-thirds response by each group. The presidents tended to be more generous in their perceptions of the time requirements. Purchasing, payroll, leadership, and auditing functions all received more than two-thirds responses from the presidents.

TABLE 4-6.--Those functions performed by Michigan community college chief business officers requiring "extensive-considerable" time demands as mentioned by the presidents and business officers

Functions by Resource Category	President(24)	Business Officer (23)	Composite Extens.-Cons.	Total Item Responses
	N	N	N	N
PLANNING				
Campus Planning	5	7	12	35
Information Systems	5	13	18	36
Long Range Planning	5	10	15	38
Policy Formulation	8	16	24	41
PROCUREMENT				
Collection of Student Fees	10	5	15	45
Federal Relations	3	6	9	36
Fund Raising	1	1	2	25
Legislative	5	3	8	31
Purchasing	18*	12	30	44
ALLOCATION				
Budgeting	24*	21*	45*	47
Collective Bargaining	15*	17*	32*	42
Facilities Utilization	2	1	3	35
Payroll	16*	6	22	44
Salary and Wage Determination	10	5	15	45
FISCAL MAINTENANCE				
Accounting	19*	18*	37*	45
ADMINISTRATIVE SERVICES				
Data Processing	5	4	9	31
Food Service	9	3	12	40
Publication Services	2	--	2	24
Student Activity Fund	1	--	1	39
Student Housing	3	1	4	9
Student Loan	5	1	6	38
Student Store-Bookstore	8	2	10	40
Transportation	4	1	5	35
PROPERTY MAINTENANCE				
Inventory	7	5	12	44
Maintenance of Equipment	10	3	13	41
Maintenance of Facilities	11	4	15	42
Maintenance of Grounds	12	3	15	40
STAFF MAINTENANCE				
Faculty and Staff Housing	--	--	--	0
Personnel Management	10	7	17	39
DEVELOPMENT				
Endowment Fund Management	1	3	4	31
Investment	12	8	20	44
Real Estate	6	--	6	29
Leadership	14	14	28	40
PROTECTION				
Auditing	14*	10	24	43
Bonding	5	--	5	40
Insurance	12	11	23	46
Protection of Persons and Property	6	4	10	40

*Asterisk denotes at least a two-thirds consensus.

Asterisk in composite column denotes at least a two-thirds consensus for each responding group.

Size of the college appears (Table 4-7) to have some influence in the amount of time spent. Budgeting and collective bargaining were the only functions to receive responses greater than two-thirds. However, the smaller the college the more time spent in performing the following functions: information systems, purchasing, accounting, and auditing. The CBO's, in categories small and large, both shared a high opinion that the leadership function was time consuming (extensive or considerable). Respondents from the medium size colleges indicated substantial time demands for budgeting, collective bargaining, and accounting. Proportion-wise, the larger colleges tended to spend more time in resource planning as the policy formulation function received at least a two-thirds response by the respondents in this grouping.

Critical Functions Established

In Table 4-8 the results of comparing the responses "is performed," "essentialness," and "assignment" are indicated. Here again, budgeting and accounting emerge as the most critical functions. They are verified as performed, as being highly essential or essential, and as being assigned to the CBO for supervision, by more than two-thirds of the presidents and the CBO's (except as noted otherwise). It would appear that the factor of time does not necessarily determine how critical a function, performed by the chief business

TABLE 4-7.--Those functions performed by Michigan community college chief business officers requiring "extensive-considerable" time demands as mentioned by all respondents according to size of college

Functions by Resource Category	Small (10) (less than 2000) N	Medium (8) (2000-5000) N	Large (7) (more than 5000) N	Tot. Item Responses N
PLANNING				
Campus Planning	7	1	4	12
Information Systems	9*	5	4	18
Long Range Planning	4	5	6	15
Policy Formulation	10	6	8*	24
PROCUREMENT				
Collection of Student Fees	10	3	2	15
Federal Relations	5	1	3	9
Fund Raising	1	1	0	2
Legislative	2	3	3	8
Purchasing	14*	7	9	30
ALLOCATION				
Budgeting	18*	15*	12*	45*
Collective Bargaining	14*	12*	7*	33*
Facilities Utilization	--	--	3	3
Payroll	9	8	5	22
Salary and Wage Determination	6	7	2	15
FISCAL MAINTENANCE				
Accounting	16*	13*	8	37
ADMINISTRATIVE SERVICES				
Data Processing	3	3	4	10
Food Service	5	2	5	12
Publication Services	1	1	--	2
Student Activity Fund	--	--	--	--
Student Housing	3	--	1	4
Student Loan	4	1	1	6
Student Store-Bookstore	3	2	5	10
Transportation	2	1	2	5
PROPERTY MAINTENANCE				
Inventory	5	1	6	12
Maintenance of Equipment	7	1	5	13
Maintenance of Facilities	6	3	6	15
Maintenance of Grounds	6	3	6	15
STAFF MAINTENANCE				
Faculty and Staff Housing	--	--	--	0
Personnel Management	6	7	4	17
DEVELOPMENT				
Endowment Fund Management	2	--	2	4
Investment	7	6	7	20
Real Estate	1	3	2	6
Leadership	13*	6	9*	28
PROTECTION				
Auditing	14*	5	5	24
Bonding	--	3	2	5
Insurance	9	8	6	23
Protection of Persons and Property	3	3	4	10

*Asterisk denotes at least a two-thirds consensus.

Asterisk in column 4 denotes at least a two-thirds consensus within each category.

TABLE 4-8.--A comparative analysis of the verified functions with "essentialness" "time demands" and "assignment"--A determination of the critical functions

Functions by Resource Category	Function Verified as Performed N	Function Judged High Ess. or Ess. N	Supervision Responsibility Assigned to CBO N
PLANNING			
Campus Planning	35	33*	13
Information Systems	35	34*	23
Long Range Planning	38	33*	18
Policy Formulation	41*	41*	16
PROCUREMENT			
Collection of Student Fees	44*	43*	34*
Federal Relations	36	30*	18
Fund Raising	25	17*	9
Legislative	32	29*	6
Purchasing	45*	45	45*
ALLOCATION			
Budgeting	47*	47*	42*
Collective Bargaining	42*	39*	20
Facilities Utilization	36	31*	13
Payroll	46*	44*	42*
Salary and Wage Determination	45*	41*	25
FISCAL MAINTENANCE			
Accounting	45*	45*	43*
ADMINISTRATIVE SERVICES			
Data Processing	31	31*	19
Food Service	40*	34*	34*
Publication Services	24	17	11
Student Activity Fund	39*	29*	21
Student Housing	9	8*	5
Student Loan	38*	34*	17
Student Store-Bookstore	40*	37*	36*
Transportation	35*	27*	29*
PROPERTY MAINTENANCE			
Inventory	44*	40*	40*
Maintenance of Equipment	41*	38*	36*
Maintenance of Facilities	40*	39*	36*
Maintenance of Grounds	40*	37*	36*
STAFF MAINTENANCE			
Faculty and Staff Housing	10	4	6
Personnel Management	39*	38*	26*
DEVELOPMENT			
Endowment Fund Management	32	20*	19
Investment	45*	44*	38*
Real Estate	29	17	17
Leadership	40*	37*	32*
PROTECTION			
Auditing	43*	43*	39*
Bonding	40*	40*	36*
Insurance	46*	45*	41*
Protection of Persons and Property	40*	37*	26

1. Only the responses made by the chief business officers are noted. It is assumed that they have a more accurate perception of time spent.

2. Assignment includes all responses to categories "broad supervision" and "direct supervision"

*Asterisk denotes at least a two-thirds consensus by each responding group except in column "time demands" (explained under 1 above).

officer, is to the operation of the college. Therefore, the functions will be considered critical if they are verified ("is performed") by at least two-thirds of each group, are important ("highly essential--essential") as mentioned by at least two-thirds of each group, and achieve a two-thirds consensus indicating that the chief business officer has broad or direct supervisory responsibilities. Functions meeting all of these criteria and, therefore, considered to be critical functions are: collection of student fees, purchasing, budgeting, payroll, accounting, food service, student store-bookstore, transportation, inventory, maintenance of equipment, maintenance of facilities, maintenance of grounds, investment, leadership, auditing, bonding, insurance, and personnel management.

The majority of critical functions may be classified in the following administrative categories: fiscal maintenance, property maintenance, staff maintenance, resource development, and resource protection. No critical function is included within the category of resource planning; two fell within resource procurement and resource allocation; and, three were found in the resource-administrative services category.

Organizational Considerations

The role of the chief business officer in the organization deserves attention: What should be his

locus of power, what rank should he hold, what should be his circle of influence, and what role should he play? Table 4-9 presents these findings.

Locus of Power

Two-thirds or more of each group, the presidents and chief business officers, agreed that the chief business officer should report directly to the president. This, therefore, eliminated the executive vice-president, the academic dean, and the board of trustees as being supervisors. Of interest is the lack of decision as to whether or not the chief business officer should hold a staff position or assume line responsibilities. Although a two-thirds or better response was lacking, the majority of both respondents agreed that the chief business officer should hold a staff position.

Rank

Both groups were in agreement that the CBO should have equal organizational status with the chief academic officer. More than two-thirds of the presidents disagreed that the CBO should have faculty rank.

Circle of Influence

More than two-thirds of each group were in agreement that the CBO should be a member of administrative councils, be a member of standing and/or special study

TABLE 4-9.--The organizational relationship of the chief business officer as perceived by the presidents and the business officers

Organizational Relationships		Agree Number	Disagree Number	No Opinion Number
<u>Focus of Power</u>				
The Chief Business Officer should:				
1. Hold a staff position	Pres.	13	9	2
	B.O.	12	8	3
2. Report directly to the president	Pres.	23*	1	0
	B.O.	21*	1	1
3. Report to the executive vice-president	Pres.	1	19*	4
	B.O.	0	17*	6
4. Report to the academic dean	Pres.	0	22*	2
	B.O.	0	20*	3
5. Report to the board of trustees	Pres.	2	20*	2
treasurer	P.O.	4	17*	2
<u>Rank</u>				
The Chief Business Officer should have:				
6. Higher organization status than the chief academic officer	Pres.	0	23*	1
	B.O.	5	14	4
7. Equal organizational status with the chief academic officer	Pres.	20*	3	1
	B.O.	16*	5	2
8. Faculty rank	Pres.	3	20*	1
	B.O.	6	15	2
<u>Circle of Influence</u>				
The Chief Business Officer should be:				
9. A member of the administrative councils	Pres.	24*	0	0
	B.O.	23*	0	0
10. A member of standing and/or special study committees	Pres.	22*	0	2
	B.O.	20*	1	2
11. A consultant to those officers responsible for obtaining financial support	Pres.	21*	0	3
	B.O.	21*	1	1
<u>Definition of Role</u>				
The Chief Business Officer should:				
12. Be a neutral independent separate from the actual study of immediate problems	Pres.	2	20*	2
	B.O.	1	19*	3
13. Be concerned with providing direct assistance in development evaluation and control of operations.	Pres.	24*	0	0
	B.O.	23*	0	0
14. Be concerned with operational problems but be free of identification with any specific institutional policy or action.	Pres.	4	18*	2
	B.O.	3	17*	3

N = 24 - Presidents

N = 23 - Chief Business Officers

* Asterisk denotes at least a two-thirds consensus.

committees, and be a consultant to those offices responsible for obtaining financial support.

Definition of Role

The CBO should be concerned with providing direct assistance in the development evaluation and control of operations. Both groups were in agreement that he should not assume a central position but that he should be concerned primarily with operational problems.

Skill Requirements

Since the skill requirements for the CBO are not identified specifically in the literature, the writer selected (from job descriptions and descriptions of functions) sixteen words or phrases that would symbolize skills required to execute most of the functional tasks. (A pretest was not conducted to eliminate possible overlapping of skill activities.) For example, mathematical or manipulation of number skills are required in budgeting, accounting, and auditing functions. However, the execution of these functions requires activities that extend beyond the mathematical and number manipulation skills: planning, organizing, knowledge of accounting practices and procedures, and others.

The subjects were asked if they considered the stated skills to be very important, important, or not important. As found in Table 4-10, budgeting, organizing, and leadership were considered by more than two-thirds of the respondents as being "very" important. The presidents also agreed that accounting and analytical skills were very important. In only one other instance did any skill receive more than a two-thirds response: long-range planning was considered to be "important" by the presidents. Although not mentioned by at least two-thirds of either group, legislative relations and public speaking received the largest number of "not important" responses.

In-Service Training Programs

The subjects were asked to identify six areas that they felt would be most important for in-service training programs designed to upgrade the competencies of the CBO. The presidents were the least interested in responding to this question. Perhaps it was due to the open-ended question and/or the placement on the questionnaire, which was the last item. All respondents were in agreement that management systems was the most important. Twenty-eight respondents mentioned this area.*

*Topics included: management by objectives, systems analysis, and management of time.

TABLE 4-10.--Skill requirements of the chief business officer as perceived by the presidents and chief business officers

Skill Requirements		Very Important Number	Important Number	Not Important Number	No Opinion Number
Accounting	Pres.	16*	4	4	--
	B.O.	12	10	1	--
Analytical	Pres.	23*	1	--	--
	B.O.	13	10	--	--
Budgeting	Pres.	23*	1	--	--
	B.O.	18*	5	--	--
Legal Matters	Pres.	5	15	3	1
	B.O.	8	15	--	--
Investment	Pres.	12	10	2	--
	B.O.	8	14	1	--
Leadership	Pres.	20*	4	--	--
	B.O.	17*	5	1	--
Legislative Relations	Pres.	5	12	7	--
	B.O.	6	14	3	--
Long-Range Planning	Pres.	5	19*	--	--
	B.O.	12	11	--	--
Negotiating	Pres.	12	9	3	--
	B.O.	9	12	1	1
Organizing	Pres.	21*	3	--	--
	B.O.	17*	6	--	--
Personnel Management	Pres.	15	9	--	--
	B.O.	10	13	--	--
Policy Formulation	Pres.	8	15	--	1
	B.O.	13	10	--	--
Public Relations	Pres.	8	13	3	--
	B.O.	8	13	2	--
Public Speaking	Pres.	4	12	8	--
	B.O.	2	14	6	1
Persuasive	Pres.	12	11	--	--
	B.O.	10	12	--	1
Technical Report Writing	Pres.	8	15	1	--
	B.O.	7	8	5	3

N = 24 - Presidents

N = 23 - Business Officers

* Asterisk denotes at least a two-thirds consensus.

Fifteen business officers identified personnel management as being the area of greatest need for personal improvement. It appears that the presidents were basically satisfied with the chief business officer's performance in this area since it was mentioned by only six presidents. Collective bargaining was mentioned ten times by the chief business officers, while the presidents mentioned it only four times.

Three areas stand out, however, where the presidents' responses were greater than the chief business officer's and tend to be of somewhat the same nature: personal skill development, leadership, and human relations.

Other areas mentioned are budgeting (17), accounting (10), legislative relations (9), data processing (9), insurance (6), leadership (6), investment (5), and human relations (5). Others mentioned, but with less than five responses, may be seen in Table 4-11.

Interview Results

Twelve chief business officers representing a cross section of colleges, type, and size were selected for a follow-up interview. The questionnaire provided the chief business officer with an opportunity to identify any functions in addition to the original thirty-seven. To support the need for in-service

TABLE 4-11.--Those areas considered to be most important for in-service training programs for the chief business officer

	All Respondents	Chief Business Officers	Presidents
	Number	Number	Number
Management Systems	28	14	14
Personnel Management	21	15	6
Budgeting	17	9	8
Collective Bargaining	14	10	4
Accounting	10	7	3
Personal Skill Development	10	2	8
Legislative Relations	9	5	4
Data Processing	9	6	3
Insurance	6	4	2
Leadership	6	1	5
Investment	5	3	2
Human Relations	5	1	4
Legal Matters	4	3	1
Plant Management-- Facilities Utilization	3	2	1
Federal Relations	2	1	1
Long-Range Planning	2	0	2
Purchasing	2	1	1
Fund Raising	1	0	1
Policy Making	1	0	1
Research	1	1	0
Salary Determination	1	0	1
Food Service	1	0	1
Protection of Persons and Property	1	0	1

training programs the business officers were asked to identify the most significant changes that have occurred during the past five years. Since skill in personnel management was an area of importance, as noted by the chief business officers (Table 4-11), and leadership and human relation skills were identified by the presidents, the interviewees were asked to identify, in rank order, those five persons with whom they come in contact most frequently. Another area, again related to in-service needs, was to determine those functional areas that had been most difficult to perform because of inadequate formal training. The fifth area attempted to glean the activities of the chief business officer which might be considered as aids to self-improvement: conferences and seminars attended, periodicals read on a regular basis, and memberships in job-related professional organizations.

Additional Functions Verified

The business officers identified eight functions (Table 4-12) that they considered performed by their office that were separate and distinct from the original thirty-seven functions: board relations, borrowing of finances, college services, professional development, reporting--federal and state, cashiering, building and construction, and public relations. The interviewees

were asked if the function as defined in Appendix C was an appropriate function and if the function was under their jurisdiction.

TABLE 4-12.--Eight functions performed by the chief business officer identified in the interview as performed in addition to the thirty-seven stated functions

Functions	Is Performed Percentage (N=12)
Board Relations	100
Borrowing of Finances	100
College Services	100
Professional Development	100
Reporting--Federal and State	100
Cashiering	92
Building and Construction	92
Public Relations	83

One hundred per cent responded that board relations, borrowing of finances, college services, professional development, and reporting--federal and state functions were appropriate and performed as a part of their assigned responsibilities.

Cashiering and building and construction received a 92 per cent response. The respondents that gave negative responses indicated that the registrar was responsible for the cashiering function and that a resident engineer handled the building and construction function. It appears rather unusual for the registrar

to be involved in the collection of monies. Two interviewees did not see themselves assuming the role of public relations representative for the college. They indicated that a person was hired specifically to do this job.

Significant Changes in Job Responsibilities

The most significant changes that occurred during the past five years were (Table 4-13): collective bargaining (6), reporting demands (state and federal) (5), accountability (4), data processing services (3), new concepts in management techniques (3), and involvement in the legislative process. Enrollment trends with two followed by security, inflation, leadership, instability, and state funding procedures each mentioned once.

Frequency of Contact

The CBO's were asked to list in rank order those persons that they came in contact with most frequently on a weekly basis. The results, as shown in Figure 1, list the president first, mentioned eleven times. The dissenting CBO reported to the executive vice-president and, therefore, did not have reason to see the president. Of interest is the number of times that the director of physical plant was mentioned (8) especially when one considers that more than 80 per cent of the

chief business officers indicated that they spent only some, little, or no time on maintenance activities (grounds, equipment, facilities).

TABLE 4-13.--The most significant changes mentioned in the functional activities of the chief business officer noted during the past five years

	Number of Times Mentioned N=12
Collective Bargaining*	6
Reporting Demands (State and Federal)	5
Accountability	4
Data Processing Services	3
New Concepts in Management Techniques	3
Involvement in the Legislative Process	3
Enrollment Trends	2
Campus Security	1
Inflation	1
Leadership Instability	1
State Funding Procedure	1

* Three of the interviewees do not have collective bargaining at their college.

The deans for student affairs and academic affairs were each mentioned eight times. Next in order were the accountant and controller each with four. Several received two: assistant dean for business affairs, director of purchasing, dean of occupations, and registrar. Mentioned once were the: vice-president for research and development, board members, physical plant planner, executive vice-president, internal auditor,

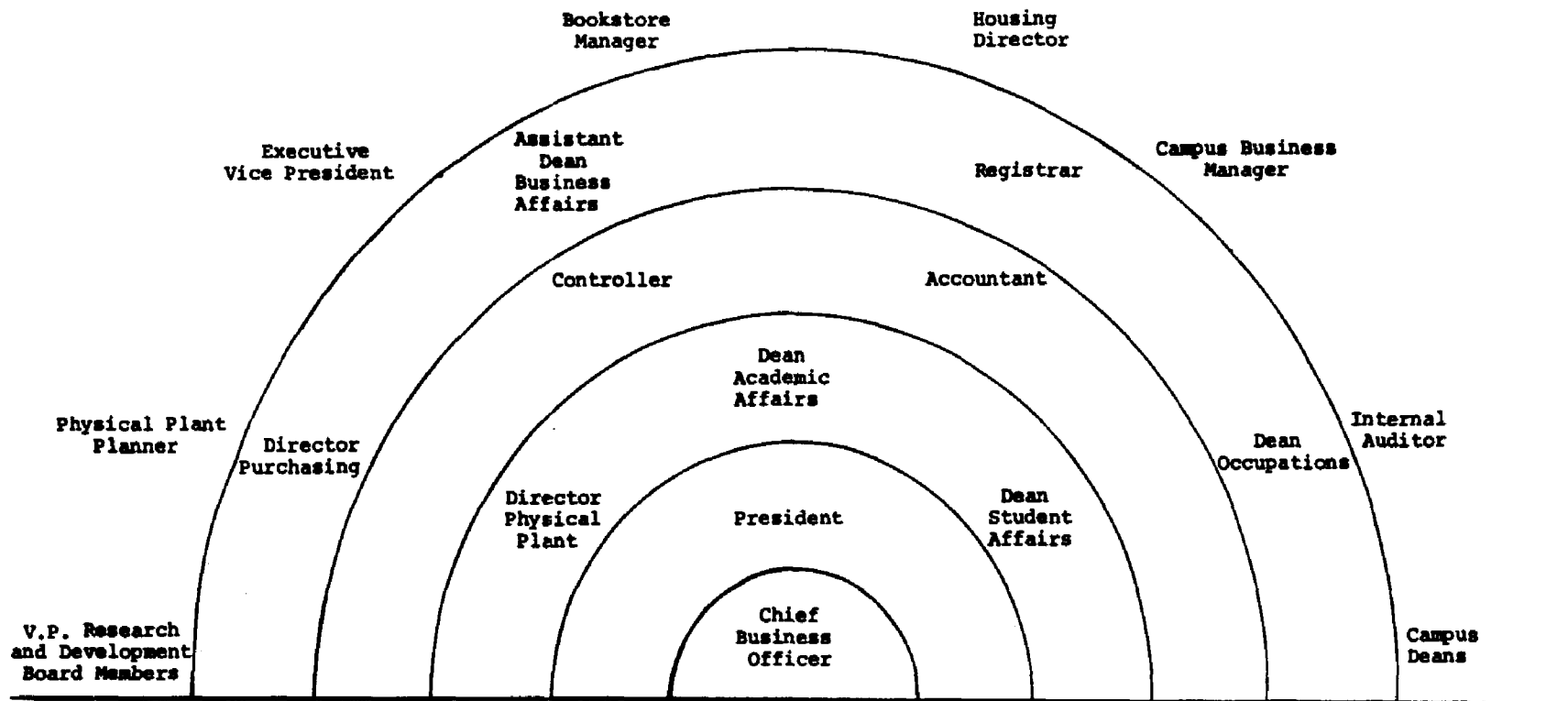


Fig. 1.--A pictorial presentation of the chief business officer's frequency of contact with college personnel

campus business managers, campus deans, bookstore manager, and housing director.

Inadequate Formal Training

The business officers were asked what functional areas were difficult for them to perform because of inadequate formal training. Accounting was mentioned six times followed by collective bargaining (4), budgeting, personnel management, and planning each mentioned three times. Auditing was mentioned twice with the remaining functions mentioned once as shown in Table 4-14.

TABLE 4-14.--Functional areas performed with difficulty resulting from inadequate formal training

Areas	Number of Times Mentioned N=12
Accounting	6
Collective Bargaining	4
Budgeting	3
Personnel Management	3
Planning	3
Plant Management	3
Auditing	2
Administrative Organization	1
Data Processing	1
Facility Utilization	1
Legislative Relations	1
Policy Formulation	1
Political Interaction	1
Purchasing	1
Technical Report Writing	1

Professional Improvement Activities

Activities designed to upgrade professional skills and competencies were categorized into three areas:

conferences and seminars, periodicals and professional journals, and memberships in professional associations. In Tables 4-15, 4-16, and 4-17 are the responses of the CBO's business officer as to their involvement.

TABLE 4-15.--Conferences and seminars attended by the chief business officer for purposes of upgrading professional skills

Conferences and Seminars	Number of Times Mentioned N=12
Michigan Community College Business Officers Association	12
University Seminars (long-range planning--budgeting)	3
American School Business Officials Financial Aids Seminar	1
National Association of College and University Business Officers	1

Conferences and Seminars.--The Michigan Community College Business Officers Association appeared to serve as the primary conference/seminar resource. Only three interviewees mentioned attending university seminars in recent years. Topics of the seminars dealt primarily with long-range planning and budgeting. American School Business Officials and National Association of College and University Business Officers Conferences were mentioned once, as was a financial aid seminar sponsored by state and federal agencies.

TABLE 4-16.--Periodicals read by the chief business officer for purposes of upgrading professional skills

Periodicals	Number of Times Mentioned
College and University Management	8
U.S. News and World Report	4
University and School Business	3
Gongwer Newsletter (State Daily Legislative Report)	2
Journal of Accounting	2
National Association of College and University Business Officers-- Publications	2
Management Review	1
Newsweek	1
Fortune	1
Wall Street Journal	1
Federal Registrar	1
NECHEMS Publications	1
Kiplinger Newsletter	1
Trade Magazines	1
Junior College Journal	1

TABLE 4-17.--Professional association memberships held by the chief business officer for purposes of upgrading professional skills

Association Memberships	Number of Times Mentioned
Michigan Community College Business Officers Association	12
National Association of College and University Business Officials	4
Association of School Business Officials	2
American Institute of Certified Public Accountants	2
American Management Association	1
College and University Business Officials	1
American Association of School Administrators	1
Michigan Association of Certified Public Accountants	1

Periodicals Read.--It appears, from the list of periodicals and professional journals read, that the chief business officers spend very little time reading. Most of the interviewees said that they were "too busy" and that the "quality and relevance" of the articles left much to be desired. College and University Management led the list being mentioned eight times. Perhaps because of a business background, both job related and for personal interests, the U.S. News and World Report was mentioned four times. University and School Business received three votes followed by the Gongwer Newsletter, Journal of Accounting, and publications from the National Association of College and University Business Officers with two votes. Of interest is the lack of support for the Junior College Journal. The one interviewee that mentioned it commented that he "glanced through the content page" for articles of interest that pertained to his functional responsibilities. Generally, there were no articles.

Professional Memberships.--The membership activities are again primarily confined to the State Michigan Community College Business Officers Association. This organization elects officers from its membership each year and meets at least four times to discuss relevant topics of interest. All of the interviewees hold

membership in this organization. The National Association of College and University Business Officials was mentioned four times while the Association of School Business Officials and the American Institute of Certified Public Accountants each received two responses.

Policy Involvement

Table 4-18 provides some very interesting data regarding the interviewees' involvement in matters pertaining to policy formulation. Each of the twelve felt that he was in a position to influence crucial policy decisions and in fact does influence crucial policy decisions. The distribution, by size of college, was the same in each case. When it comes to exerting "undue" influence on the academic and student personnel programs, eleven indicated that they did not. One person, however, felt that he did exert "undue" influence. As a chief business officer in a small college (less than 2,000), he qualified his statement by saying that where decisions involving financing were required, he was in an extremely vital position to influence expenditures and was not confined only to determining if sufficient dollars were available.

Four respondents rejected any desire to be involved in the formulation of policies affecting academic and student personnel functions. Of

TABLE 4-18.--Functional interrelationships of the chief business officer as they pertain to policy formulation

	All Respon- dents		Head Count Enrollments					
			Less Than 2,000		2,000- 5,000		More Than 5,000	
	Yes	No	Yes	No	Yes	No	Yes	No
Does the Chief Business Office perceive that he:								
1. is in a position to influence crucial policy decisions?	12	0	5	0	4	0	3	0
2. in fact does influence crucial policy decisions?	12	0	5	0	4	0	3	0
3. exerts "undue" influence on the academic and student personnel programs?	1	11	1	4	0	4	0	3
4. should be involved in the formulation of policies affecting total college operations, including academic and student personnel functions?	8	4	5	0	3	1	0	3

significance, the three chief business officers from colleges of more than 5,000 students said that they should not be involved. Comments supporting their position were made as follows:

- (1) Involvement should be only when there are financial implications;
- (2) May understand issues but the final decision to "go--no go" is the president's;
- (3) Has enough to handle with own affairs; and
- (4) Should act as a buffer--says no when president says no.

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose and Procedures

The primary purpose of this study was to:

- (1) Identify and verify the range and nature of the functions performed by chief business officers (CBO) in small, medium, and large community colleges;
- (2) Determine which of the functions might be regarded as particularly "critical" to the performance of the CBO;
- (3) Clarify the range of skills perceived as important in adequate performance of the role of the CBO;
- (4) Determine the organizational relationships of the CBO as they pertain to locus of power, organizational rank, circle of influence, and organizational role; and
- (5) Consider the implications of the critical functions, skill requirements, and relationship patterns for pre-service and in-service training of the CBO.

As a basis for gathering the information needed for making this study, a questionnaire, with two formats (Appendices A and B), was developed for mailing and a structured interview guide (Appendix D) for follow-up interviews. The questionnaire consisted of four parts. Part 1 was designed to identify the functions performed by the chief business officer, the degree of essentialness or importance of each function to the college, the assigned responsibility of the chief business officer to each function, and the time demands required to execute each function. Part 2 investigated the organizational relationships of the chief business officer within the organization: his rank, circle of influence, and role. Part 3 was designed to obtain information regarding skill types and importance in executing functional responsibilities. Part 4 requested general information pertaining to the size of college, college type (single campus-multi campus), and in-service training needs.

Two formats were designed since the presidents of each college were also asked to participate. It was assumed that their willingness to participate would be increased if the questionnaire was in a simple check-list format. This apparently had some influence as twenty-four of twenty-five presidents cooperated in the study.

The interview guide, used for follow-up interviews with selected chief business officers, sought

information: clarifying the status of eight additional functions that were mentioned by the business officers in the mailed questionnaires; pertaining to their involvement and role in making policy decisions; and concerning what activities they pursued for purposes of upgrading their personal skills.

The questionnaire was sent to the chief business officers and presidents of twenty-five Michigan public independent community colleges. The interview guide was administered in personal interviews with a sample (12) of chief business officers selected by institution type and size.

The information received from the questionnaire and the interviews was coded and tabulated by hand. The analysis included:

- (1) A tabulation by frequency and percentage of each response to a given item;
- (2) A comparison of composite responses, with those made by individual groupings--chief business officers and presidents; and
- (3) A comparison of responses based on size of institution.

Further research is needed, however, to determine if there may be any values of testable significance.

Summary of Findings

Thirty-seven functions were identified in the literature and from experience thought to be performed by the community college chief business officer. Each function was defined and further clarified by illustrated assignments related to the execution of the function.

Functions Verified Performed

Twenty-four functions were verified as being performed by at least a two-thirds consensus of each group. The typical community college business officer can be expected to have responsibilities (broad or direct) for:

Resource Planning

Policy Formulation

Resource Procurement

Collection of Student Fees

Purchasing

Resource Allocation

Budgeting

Collective Bargaining

Payroll

Salary and Wage Determination

Resource Administrative Services

Food Service

Resource Property Maintenance

Inventory

Maintenance of Equipment

Maintenance of Facilities

Maintenance of Grounds

Resource Staff Maintenance

Personnel Management

Resource Development

Investment

Leadership

Resource Fiscal Maintenance

Accounting

Student Activity Fund**Resource Protection****Student Loan****Auditing****Student Store-Bookstore****Bonding****Transportation****Insurance****Protection of Persons and
Property**

Functions campus planning, information systems, fund raising, long-range planning, legislative, federal relations, facilities utilization, data processing, and endowment fund management were verified performed by two-thirds of the CBO's while the number of presidents responding failed to reach a two-thirds consensus. Neither group verified publication services, student housing, faculty and staff housing, and real estate functions as being performed.

Size of college does not appear to have any relationship to the number and type of functions performed. Generally, it can be stated that the CBO, regardless of college enrollments, performs essentially the same functions.

Essentialness of the Functions

Thirty-three of the thirty-seven functions were considered to be highly essential or essential. Both groups responded 100 per cent in support of the essentialness of functions: policy formulation, purchasing, budgeting, payroll, accounting, data processing, student

housing, auditing, and bonding. Fund raising, publication services, faculty and staff housing, and real estate functions failed to receive at least a two-thirds consensus by both groups.

Supervisory Responsibilities

The basic responsibilities of the CBO in executing the functions can be classified in two categories: broad supervision and direct supervision.

The following functions, classified by resource category, received at least a two-thirds response by both groups as involving broad or direct supervision.

Resource Planning

None

Resource Procurement

Collection of Student Fees

Purchasing

Resource Allocation

Budgeting

Payroll

Resource Fiscal Maintenance

Accounting

Resource Administrative Services

Food Service

Student Store-Bookstore

Transportation

Resource Property Maintenance

Inventory

Maintenance of Equipment

Maintenance of Facilities

Maintenance of Grounds

Resource Staff Maintenance

None

Resource Development

Investment

Leadership

Resource Protection

Auditing

Bonding

Insurance

Time Demands

Only three functions--budgeting, collective bargaining, and accounting--received at least a two-thirds consensus response regarding the time required by each group. It appears that the diversity and breadth of functional responsibilities do not encourage spending an inordinate amount of time on a few selected functions. The presidents, two-thirds responding, mentioned that functions purchasing, payroll, and auditing required extensive or considerable time demands.

The factor of college size appears to have some bearing on the amount of time spent supervising selected functions. The CBO's from the smaller colleges mentioned, at least two-thirds, that they spend extensive or considerable time executing the information systems, leadership, purchasing, and auditing functions in addition to those functions identified in all three groupings by size. The larger the college the greater the time spent with policy formulation and leadership which fall into resource categories planning and development.

Critical Functions Established

The verified functions performed by the CBO were compared with "essentialness" and "assignment." Eighteen functions received at least two-thirds responses from each group in categories "performed," "essentialness," and "assignment" (broad or direct) and are, therefore,

considered to be the critical functions performed by the CBO. These are classified by resource category as follows:

Resource Planning

None

Resource Procurement

Collection of Student Fees

Purchasing

Resource Allocation

Budgeting

Payroll

Resource Fiscal Maintenance

Accounting

Resource Administrative Services

Food Service

Student Store-Bookstore

Transportation

Resource Property Maintenance

Inventory

Maintenance of Equipment

Maintenance of Facilities

Maintenance of Grounds

Resource Staff Maintenance

Personnel Management

Resource Development

Investment

Leadership

Resource Protection

Auditing

Bonding

Insurance

Organizational Considerations

The presidents and chief business officers were in basic agreement (more than two-thirds responding) that the chief business officer should:

- (1) Be a member of administrative councils;
- (2) Provide direct assistance in the development, evaluation, and control of operations;

- (3) Report directly to the president;
- (4) Be a member of standing and/or special study committees; and
- (5) Be a consultant to those officers responsible for obtaining financial support.

Areas of disagreement were centered around holding faculty rank and having an organizational rank higher than the academic dean. In both cases, a much higher percentage of chief business officers responded that they should hold faculty rank and have a higher organizational status than the chief academic officer.

Although two-thirds of each group did not respond, the majority, however, indicate that the CBO should hold a staff position in the organization.

Required Skills

The CBO's are perceived, at least two-thirds of each group responding, as requiring three very important skills: budgeting, organizing, and leadership. In addition to these three skills, the presidents (at least two-thirds) felt that the accounting and analytical skills were also "very" important. Only one other skill received more than a two-thirds response--the long-range planning skill which was considered important by the presidents. Several skills, although not mentioned

by two-thirds of either group, emerged as being least important--legislative relations and public speaking.

In-Service Training Needs

Both the presidents and business officers see management systems as being the most important in-service training need. Personnel management and collective bargaining received fifteen and ten responses respectively by the business officers. Disagreeing with the business officers, the presidents indicated that the business officer required improvement in his personal relationships. Personnel skills, leadership, and human relations were identified by the presidents as being important in-service training considerations.

Interview Results

Other Functions

The business officers identified in the questionnaire, and verified in the interview, eight functions in addition to the thirty-seven: board relations, borrowing of finances, college services (telephone, duplication, etc.), professional development, federal and state reporting, cashiering, building and construction, and public relations.

Frequency of Contact

During the course of a week's activities, the business officer comes in contact¹ most frequently with the president, accountant, controller, director of physical plant, dean for student affairs, and the dean for academic affairs.

Job Difficulties

The business manager mentioned that he had the greatest difficulty functioning, when he assumed the position as CBO in accounting, collective bargaining, budgeting, personnel management, planning, and plant management.

Professional Growth

Only one organization, The Michigan Community College Business Officers Association (mentioned 12 times) is used on a regular basis as a resource for professional improvement. Periodicals, used for the same purpose, were headed by College and University Management, U.S. News and World Report, and University and School Business. Only one person responded that the Junior College Journal was used as a resource, and that very sparingly.

¹Those individuals mentioned four or more times.

Policy Involvement

The involvement of the business officer in the formulation of policy was identified throughout the study as being a significant area of disagreement between the chief business officers and the presidents. In the interviews, the business officers perceived that they were in a position to influence policy, that they in fact did influence crucial policy decisions. They did not, however, perceive that they exerted "undue" influence on the academic and student personnel programs. More than two-thirds responded that they should at least participate in the formulation of college-wide policies.

Conclusions

Several conclusions may be made based on the findings of the study.

First, the primary emphasis and thrust of the CBO's responsibilities is to be a manager of college resources. The majority of his functional responsibilities fall within resource categories: allocation, administrative services, property maintenance, fiscal maintenance, and resource protection.

A second conclusion that may be made is that although there are a substantial number of functions to be performed, the CBO's time tends to be concentrated in a few selected areas; budgeting, collective bargaining, and accounting (mentioned as requiring extensive and

considerable time demands). Although the remainder of the functions were more frequently mentioned as requiring some or little time, this does not lessen the significance or importance of the function to the operation of the college. Bonding, as an example, is extremely important to the safety and protection of college resources. However, the amount of time required to establish bond criteria may be very little, as demonstrated in the findings.

A third conclusion pertains to the selection criteria for hiring a CBO. Based on the findings, the first priority would be to locate a person with skills in accounting, analyzing, budgeting, leadership, and organizing. Other skills considered important are negotiating, persuasion, long-range planning, and personnel management. Skill requirements considered least important are public speaking and legislative relations.

With the advent of new and approved management concepts, i.e., systems analysis, management by objectives, and others, a majority of all respondents (presidents and CBO's) indicated that management systems should receive the highest priority for in-service training. Next, in order of importance, is a need for seminars and conferences on personnel management techniques. This topic received the largest response by the CBO's.

Of interest is the president's concern that the CBO improve in the area of personal skills (8) and leadership (5). In neither case did the CBO recognize these as important areas for improvement. Perhaps this indicates the existence of a communication gap between the CBO's and the presidents.

Three areas--budgeting, accounting, and collective bargaining--emerge as areas worthy of both pre-service and in-service training programs. All three emerged as being critical functions. All three ranked within the top five areas considered most important for in-service training programs. These areas were also ranked (Table 4-14) one, two, and three in the responses obtained through the interview as being areas that were "performed with difficulty" resulting from "inadequate formal training."

It would appear that the core curriculum for CBO's be developed to include accounting, collective bargaining, budgeting techniques, personnel management, and leadership. Related curriculum offerings should include data processing, insurance, investments, and legal matters (business law).

It would appear that the CBO's are involved in policy making (Table 4-18) and perceive that they do play a role in influencing policy decisions. It is important to note, however, that they do not see

themselves exerting "undue" influence. One may draw the conclusion, however, that the involvement in policy decisions, as they influence total college operations, including academic and student personnel functions, is more important to CBO in the smaller college than to the CBO in the larger college (over 5,000). A CBO from a large college commented that he "didn't care what they (the academic and student personnel functions) did, as long as they had sufficient finances to meet the obligations."

It would seem that the most appropriate placement of the CBO in the organization would be in a staff position with line responsibilities for his functional areas. His primary focus should be on keeping an accurate account of available revenues and, when policy affecting expenditures is being discussed, he should provide assistance in determining the best way to utilize these revenues.

Perhaps a communication gap is partially responsible for a lack of understanding as to what functions are performed by the chief business officer. Each business officer was asked to return a copy of his job description with the questionnaire. Less than half returned a job description or indicated that they had a formal job description. Most of those that were returned did not give explicit descriptions of their

job responsibilities. Perhaps the absence of a formally prepared description is an indication of a lack of communication.

Colleges of a larger size tended to demonstrate less involvement of the chief business officer in direct supervisory and/or active participation in executing the functions. It is likely that the larger the college the greater the number of support staff to handle detail and, therefore, the more involvement of the chief business officer in broad supervisory responsibilities.

Since budgeting has policy and long-range planning considerations, it would stand to reason that policy formulation and long-range planning, in this study considered as separate functions, would also be placed high in terms of essentialness and time demands. The fact that they were not can only be assumed that the president considers himself as the formulator of policy for board of trustee action.

With the advent of unionism collective bargaining was mentioned frequently as involving great amounts of time. In a state where collective bargaining is the rule rather than the exception, the chief business officer must spend considerable time either acting as the agent for the board of trustees, or if not, then acting as a resource person for the chief negotiator.

Topics for Further Research

As frequently tends to be the case, many research efforts raise more questions than they answer. This would also seem to be true with this study. Several areas emerged where related research might possibly strengthen the findings.

- (1) A comparison should be made of the chief business officers' functional responsibilities in the public, independently operated community junior college with those functional activities of his counterpart in private junior colleges and/or community junior colleges operating under the jurisdiction of a K-12 board of trustees.
- (2) A similar study, using the same questionnaire format, could be expanded to determine what would be the ideal functional involvement and functional interrelationships of the chief business officer.
- (3) A more detailed study might be done to determine the functional competencies required of the chief business officer. In this study, a preliminary list of functional skills was identified which might be expanded and clarified for purposes of determining the reliability and validity of the findings.

- (4) A comparison of the functions performed by the chief business officer might be conducted to determine similarities of functional responsibilities with K-12 business managers.
- (5) A comparison of the responses given to the functions policy making and leadership indicated that the perception of the president differed considerably from that of the chief business officer. Further research may be in order to determine the conceptualization process of each group as they responded to these two functions.
- (6) A study designed to include a larger sample of multi-campus operations would increase the reliability of the findings in this study.

APPENDICES

APPENDIX A

**QUESTIONNAIRE SENT TO THE CHIEF
BUSINESS OFFICERS**

APPENDIX A

**QUESTIONNAIRE SENT TO THE CHIEF
BUSINESS OFFICERS**

**A STUDY TO ESTABLISH AND CLARIFY THE FUNCTIONS AND SKILLS
REQUIRED OF
SELECTED MICHIGAN COMMUNITY COLLEGE CHIEF BUSINESS-FINANCIAL OFFICERS**

Response Guide to Part I

Please Fold Out and Read Instructions

RESPONSE GUIDE FOR PART I OF THE INVENTORY

1.00 THE DESCRIPTION OF THE FUNCTION	2.00 THE ESSENTIALNESS OF THE FUNCTION	3.00 THE ASSIGNMENT OF THE FUNCTION	4.00 THE TIME DEMANDS OF THE FUNCTION
How would you judge the accuracy of the statement pertaining to this function?	How would you judge the essentialness of the stated function to the operation of your college?	Your assignment in relationship to the activities associated with this function is best described as	How would you measure your time spent in activities related to this function?
KEY 1 - Is not a function at your institution. (If 1 is not a function, proceed to the next stated function.) 2 - Accurate as stated 3 - Accurate with slight modification required 4 - Accurate with major modification required 5 - Inaccurate If answers 3, 4 or 5 were given, <u>please</u> modify the function as stated where comments are requested.	KEY 1 - Highly essential 2 - Essential 3 - Somewhat essential 4 - Not essential	KEY 1 - Broad Supervision 2 - Direct Supervision 3 - Assisting in Supervision 4 - Active participation with no Supervision 5 - Occasional Contribution 6 - Not Involved	KEY 1 - Extensive 2 - Considerable 3 - Some 4 - Little 5 - None

Instructions

Part 1

Part I consists of a statement describing a function thought to be performed by the chief business-financial officer. Please read the statement and provide on the answer sheet the status of the function at your college: your evaluation of its essentialness; your involvement in executing the function; and, time demands.

Examples:

The Accounting Function	<u>3</u> Description	<u>1</u> Essentialness	<u>2</u> Assignment	<u>2</u> Time Demands
	Comments:			
The Faculty and Staff Housing Function	<u>1</u> Description	<u> </u> Essentialness	<u> </u> Assignment	<u> </u> Time Demands
	Comments:			
The Student Loan Function	<u>3</u> Description	<u>2</u> Essentialness	<u>4</u> Assignment	<u>3</u> Time Demands
	Comments: Responsibilities extend beyond just the "loan" aspect. Involved in keeping records for other student financial aid: state scholarships, Law Enforcement Education Program (LEEP), work study and others.			

TURN TO PAGE 1

1. THE ACCOUNTING FUNCTION - Those activities performed by the chief financial officer designed (1) to maintain an accurate record of all financial transactions (2) to classify accounts according to the Accounting Manual, State Department of Education 1969, (3) to record and report all financial transactions by account, (4) utilize a standard accounting terminology, and (5) to establish internal control and audit procedures. Illustrated Assignments: Prepare monthly financial report . . . prepare annual financial report . . . provide cost/benefit comparison data . . . receive and account for all funds . . . etc.

2. THE AUDITING FUNCTION - Those activities performed by the chief financial officer designed (1) to insure proper accounting of revenues received to the appropriate fund account, (2) to insure accuracy in the accounting of expenditures to the appropriate expenditure account (3) to insure proper accounting of inter fund account transactions, (4) safeguard assets of the college, (5) to check accuracy and reliability of accounting data, (6) to promote operational efficiency, (7) to reduce errors and discourage misuse of funds. Illustrated Assignments: Prepare all documents for auditing by external auditor . . . establish controls so that no one person should have complete control over all aspects of financial transactions . . . prepare statements and supporting schedules for the annual financial report . . . etc.

3. THE BONDING FUNCTION - Those activities performed by the chief financial officer designed (1) to insure that the college will be recompensed if an employee or a contractor fails to perform his obligations; and (2) to insure that losses due to the dishonesty of an employee will be recovered. Illustrated Assignments: Securing performance payment bonds when retaining contractors . . . securing bonds for staff handling large sums of money . . . etc.

4. THE BUDGETING FUNCTION - Those activities performed by the chief financial officer designed (1) to identify in cooperation with the chief academic officer and chief student personnel officer desired programs (2) to assist the president and the board in determining allocation policies, (3) to notify state and local support agencies of financial needs, (4) to prepare budget in keeping with the long-range financial plan. Illustrated Assignments: Estimate current funds revenue and expenditures . . . prepare budget request for state support agencies . . . prepare annual budget needs for college . . . prepare long-range financial needs of college . . . etc.

5. THE CAMPUS PLANNING FUNCTION: Those activities performed by the chief financial officer designed (1) to develop and/or maintain a plan that will permit an orderly and useful improvement and rehabilitation of plant facilities and land, (2) to oversee the implementation of changes to facilities and land. Illustrated Assignments: Analyze current space utilization . . . obtain projected requirements for changes in numbers of students and staff . . . assist in obtaining reliable professionals (architects & engineers) . . . serve on a campus planning committee . . . etc.

RESPONSE PATTERNS

Page 2.

1.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

2.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

3.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

4.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

5.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

-
6. THE COLLECTION OF STUDENT FEES FUNCTION: Those activities performed by the chief financial officer designed to assist the registration office in assuring accuracy and safety in the collection and accounting of all tuition and fees. Illustrated Assignments: Locate necessary equipment and staff in registration area . . . hire security guards . . . check all collections with credit hour registrations . . . etc.
-
7. THE COLLECTIVE BARGAINING FUNCTION: Those activities performed by the chief financial officer designed (1) to assist the board of trustees, whether by direct or indirect involvement, in establishing the working conditions for faculty, custodial, and clerical staff through the negotiation process, (2) to execute the terms of the negotiated agreement reducing grievances and conflicts to a minimum level. Illustrated Assignments: Directly responsible for representing the board of trustees . . . calculate and determine the cost of the negotiated agreement . . . do salary cost studies of persons in similar positions . . . etc.
-
8. THE DATA PROCESSING SERVICES FUNCTION: Those activities performed by the chief financial officer designed (1) to facilitate an orderly collection of pertinent data (2) to develop a system that provides immediate retrieval of data (3) to serve the college community (instructional, student and financial areas). Illustrated Assignments: Writes programs for collection and dissemination of data . . . prepares payroll checks . . . prepares monthly budget reports . . . prepares and disseminates grade reports . . . etc.
-
9. THE ENDOWMENT AND FUND MANAGEMENT FUNCTION: Those activities performed by the chief financial officer designed (1) to preserve the principal donated to the college, and (2) through investment to obtain the greatest interest return for college use. Illustrated Assignments: Establish policies to insure integrity is maintained with donors . . . establish procedures for use of funds as investment potential . . . etc.
-
10. THE FACILITIES UTILIZATION FUNCTION: Those activities performed by the chief financial officer designed to insure effective and efficient use of college facilities. Illustrated Assignments: Identify space type, size and number of student stations . . . calculate percentage use of space (hours used per week - weekly student station use) . . . etc.
-

6.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

7.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

8.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

9.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

10.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

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11. THE FACULTY AND STAFF HOUSING FUNCTION: Those activities performed by the chief financial officer designed to insure adequate housing is made available for faculty, professional/administrative and support staff. Illustrated Assignment: Purchase or lease housing units . . . maintain property as needed . . . purchase insurance for property and occupant protection . . . establish policy guidelines for determining occupants . . . prepare procedural guidelines for use of property by occupant . . . etc.
-
12. THE FEDERAL RELATIONS FUNCTION: Those activities performed by the chief financial officer designed (1) to be knowledgeable of possible federal support for college programs, (2) to have an adequate knowledge and understanding of requirements for federal assistance, and (3) to maintain adequate records complying with federal reporting requirements. Illustrated Assignments: Prepare forms requesting federal assistance . . . establish accounting procedures complying with federal guidelines . . . make periodic audits of federal expenditures . . . complete federal forms (HEGIS) requesting financial information . . . establish guidelines for use and disposal of federal equipment . . . etc.
-
13. THE FOOD SERVICE FUNCTION: Those activities performed by the chief financial officer designed (1) to provide reasonably priced quality food for commuting students and staff, (2) to provide food service for special groups entertained on campus. Illustrated Assignments: Identify student food likes and dislikes . . . purchase and maintain food preparation equipment . . . provide staff . . . compare food prices with nearby retail outlets . . . reports of numbers of students served, numbers of meals served, and cost per meal served . . . etc.
-
14. THE FUND RAISING FUNCTION: Those activities performed by the chief financial officer designed to bring revenue into the college in addition to revenue received from regular sources i.e. local taxes, state aid, tuition. Illustrated Assignments: Prepare for distribution of financial need . . . establish accounting procedures to handle revenues . . . make periodic reports of collections and disbursements . . . etc.
-
15. THE INFORMATION SYSTEMS FUNCTION: Those activities performed by the chief financial officer designed (1) to facilitate the accumulation of voluminous random information quickly and accurately, (2) to provide storage of the collected data in a central repository, (3) to provide a system for analyzing and disseminating the data effectively and efficiently. Illustrated Assignments: Payroll records . . . Inventory control and reorder notices . . . allocation of payments to interest and principal . . . budget management . . . accounts payable . . . etc.
-

11.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

12.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

13.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

14.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

15.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

-
16. THE INSURANCE FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that the college is protected against personal liability claims, (2) to insure that damage to and/or loss of college property will be replaced at minimum cost to the college. Illustrated Assignments: Determine type and amount of insurance required . . . provide input to coordinator responsible for protection of persons and property . . . to reduce hazards to persons and potential loss of property . . . select insurance carrier . . . etc.
-

17. THE INVESTMENT FUNCTION: Those activities performed by the chief financial officer designed to insure that all "idle" income is returning additional income to the college. Illustrated Assignments: Secure the services of a competent investment advisor . . . identify funds that have income for investment . . . be acquainted with state and federal regulations for investment of public funds . . . assist governing board in determining investment policy . . . etc.
-

18. THE INVENTORY FUNCTION: Those activities performed by the chief financial officer designed (1) to maintain an accurate record of the value of all physical plant and equipment assets for purposes of replacement in case of loss by fire or theft, (2) to maintain accurate records of equipment received from special gifts and federal grants requiring periodic audits. Illustrated Assignments: Establish policies and procedures for enacting guidelines . . . perform an annual inventory audit . . . develop a manual of standardized terminology . . . prepare annual listing of obsolete or non-functional equipment for sale by bid . . . etc.
-

19. THE LEADERSHIP FUNCTION: Those activities performed by the chief financial officer designed (1) to cooperatively determine with staff the goals and objectives of the business operations and (2) to stimulate the cooperation and participation of the staff in reaching the stated goals and objectives effectively and efficiently. Illustrated Assignments: Hold staff meetings for developing goals and objectives . . . develops plans for increasing subordinate motivation . . . provide opportunities for subordinates to grow and mature . . . etc.
-

20. THE LEGISLATIVE FUNCTION: Those activities performed by the chief financial officer designed (1) to maintain open and effective communication with legislators and the legislative process, (2) to provide every opportunity for the college to benefit from legislative actions, (3) to propose and support legislation that will be beneficial to the college. Illustrated Assignments: Personal contacts with legislators representing the college . . . maintaining knowledge of proposed and pending legislation . . . maintaining contact with legislative staff members . . . etc.
-

16.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

17.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

18.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

19.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

20.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

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21. THE LONG RANGE PLANNING FUNCTION: Those activities performed by the chief financial officer designed (1) to provide the college with anticipated expenditure requirements for facilities, staff and related activities and (2) to assist the college in making expenditure commitments in keeping with anticipated revenues. Illustrated Assignments: Obtain long range data pertaining to anticipated increase in property value . . . prepare long range revenue projections . . . obtain long range cost of living data . . . prepare an analysis of cost/revenue factors . . . etc.
-
22. THE MAINTENANCE OF EQUIPMENT FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that all equipment used for instructional purposes is in working condition and (2) to insure that all equipment used for building and grounds maintenance is available in working condition. Illustrated Assignments: Provide a well equipped shop for making equipment repairs . . . maintains a list of servicemen in the community . . . keeps records of all equipment repairs and maintenance activities . . . obtains service contracts for costly items and large groups of items (typewriters) . . . etc.
-
23. THE MAINTENANCE OF FACILITIES FUNCTION: Those activities performed by the chief financial officer designed (1) to insure proper functioning of mechanical equipment, (2) to maintain aesthetically pleasing and attractive study, learning, and work areas, (3) to provide a system of preventative maintenance. Illustrated Assignments: Minor plumbing, electrical, and woodworking maintenance . . . etc.
-
24. THE MAINTENANCE OF GROUNDS FUNCTION: Those activities performed by the chief financial officer designed (1) to provide an aesthetically pleasing and attractively landscaped campus, (2) to insure safe and convenient walking surfaces. Illustrated Assignments: Mow lawns . . . remove snow from walkways and parking areas . . . cultivate shrubs and plants . . . etc.
-
25. THE PAYROLL FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that personnel receive their pay in the appropriate amount and as scheduled (2) to provide all information required by federal and state taxing and retirement agencies. Illustrated Assignments: Prepare and distribute payroll checks . . . prepare W-2 forms . . . prepare forms for retirement and social security payments . . . etc.
-

21.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

22.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

23.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

24.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

25.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

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26. THE PERSONNEL MANAGEMENT FUNCTION: Those activities performed by the chief financial officer designed (1) to provide a corps of competent support staff, (2) to provide a system for recruitment, use, and development of staff, (3) to maintain a high level of staff morale. Illustrated Assignments: Recruiting and screening applicants . . . establishing training and supervisory programs . . . developing salary and wage plans . . . maintain personnel records . . . etc.
-
27. THE POLICY FORMULATION FUNCTION: Those activities performed by the chief financial officer designed (1) to assist the chief administrator in identifying and preparing policy recommendations for board of trustees action (2) and, to translate board policies into operational procedures and guidelines. Illustrated Assignments: Includes budgetary development and budget expenditure control . . . serves as a member of the chief administrator's policy formulating cabinet . . . etc.
-
28. THE PROTECTION OF PERSONS AND PROPERTY FUNCTION: Those activities performed by the chief financial officer designed (1) to insure the ultimate safety for the physical well-being of students, staff, and members of the community, (2) to reduce damage to and theft of college owned property. Illustrated Assignments: Establish a security force . . . establish system for periodic checks of facilities . . . develop inventory controls . . . etc.
-
29. THE PUBLICATION SERVICES FUNCTION: Those activities performed by the chief financial officer designed to provide a system of reproducing accurately and expeditiously: Tests, brochures, college newspaper, and other related materials. Illustrated Assignments: Purchases and maintains graphic reproduction equipment . . . establishes procedures for processing staff requests . . . prepares analysis of graphic reproduction costs . . . maintains records of departmental costs and allocates to the appropriate expenditure fund account . . . etc.
-
30. THE PURCHASING FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that faculty and staff have ready access to supplies and equipment without hindering the teaching and service activities of the college, (2) to insure that the greatest economy of college funds is achieved, (3) to insure that purchasing procedures will protect the integrity of the governing body and staff of the college. Illustrated Assignments: Establish bidding procedures . . . develop standards for equipment and supplies . . . maintain records of purchase orders, vendors, price information, etc. . . establish procedures for disposing surplus equipment and supplies . . . etc.
-

26.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

27.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

28.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

29.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

30.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

-
31. THE REAL ESTATE PROGRAM FUNCTION: Those activities performed by the chief financial officer designed (1) to locate and purchase property for expansion and/or relocation of college facilities and (2) to purchase property that may bring financial benefit to the college through leasing or selling for a profit. Illustrated Assignments: Purchase property . . . maintain property . . . rents or leases property . . . etc.
-
32. THE SALARY AND WAGE DETERMINATION FUNCTION: Those activities performed by the chief financial officer designed to secure and retain a competent staff by paying salaries competitive with local businesses and other institutions engaged in educational activities. Illustrated Assignments: Assemble and analyze selected data . . . etc.
-
33. THE STUDENT ACTIVITY FUND FUNCTION: Those activities performed by the chief financial officer designed to assist student operated and funded organizations in maintaining an accurate record of funds received and expenditures made. Illustrated Assignments: Design accounting system compatible with the college system . . . perform periodic audit checks . . . provide periodic fund status reports . . . etc.
-
34. THE STUDENT HOUSING FUNCTION: Those activities performed by the chief financial officer designed to provide suitable housing accommodations on campus for students living beyond a reasonable commuting distance. Illustrated Assignments: Responsible for staffing and providing food and maintenance services . . . collection of housing charges . . . solving problems cooperatively with the student personnel staff . . . etc.
-
35. THE STUDENT LOAN FUNCTION: Those activities performed by the chief financial officer designed (1) to insure compliance with federal, state and donors regulations and requirements and (2) to work cooperatively with the chief financial aid officer in maintaining accurate accounting of funds received and spent. Illustrated Assignments: Complete and file forms and reports with appropriate agencies . . . establish appropriate accounting procedures . . . etc.
-

31.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

32.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

33.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

34.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

35.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

36. THE STUDENT STORE - BOOKSTORE FUNCTION: Those activities performed by the chief financial officer designed to provide a necessary and convenient service to students, faculty and staff. Illustrated Assignments: Conduct periodic supply inventory . . . conduct market analysis to determine customer needs . . . conduct cost comparison with nearby retail outlets . . . etc.

37. THE TRANSPORTATION FUNCTION: Those activities performed by the chief financial officer designed to provide an efficient and effective means of transporting staff, classes, athletic teams and others to and from their designation. Illustrated Assignments: Establish procedures for routine vehicle maintenance . . . establish procedures for requesting and returning vehicles . . . develop emergency procedures . . . purchase appropriate liability insurance coverage . . . establish guidelines and regulations for operating vehicles . . . prepare cost analysis of vehicles driven . . . etc.

Other: Please list other functions that you perform. If time permits, provide a brief description and give illustrated assignments.	42.
38.	43.
39.	44.
40.	45.
41.	46.

36.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

37.	<u>DESCRIPTION</u>	<u>ESSENTIALNESS</u>	<u>ASSIGNMENT</u>	<u>TIME DEMANDS</u>
	COMMENT:			

PLEASE FOLD RESPONSE GUIDE

AND

CONTINUE TO PART II - PAGE 17

How should the chief business-financial officer be incorporated into the organizational structure? What functional interrelationships should he have with other staff? To whom should he be responsible? You are asked to draw upon your experience and observations to judge whether the ideas presented here are appropriate functional interrelationships for the chief business-financial officer. As you read each item, do you agree that the statement is appropriate? As you judge each statement please check the appropriate box.

	Functional Interrelationships	Agree	Disagree	No Opinion
5.10 Locus of Power	The chief business-financial officer should:			
5.11	hold a staff position,	☐	☐	☐
5.12	report directly to the president.	☐	☐	☐
5.13	report to the executive vice-president.	☐	☐	☐
5.14	report to the academic dean.	☐	☐	☐
5.15	report to the board of trustees treasurer.	☐	☐	☐
5.20 Rank	The chief business-financial officer should have:			
5.21	higher organization status than the chief academic officer.	☐	☐	☐
5.22	equal organizational status with the chief academic officer.	☐	☐	☐
5.23	faculty rank	☐	☐	☐
5.30 Circle of Influence	The chief business-financial officer should be:			
5.31	a member of the administrative councils.	☐	☐	☐
5.32	a member of standing and/or special study committees.	☐	☐	☐
5.33	a consultant to those offices responsible for obtaining financial support.	☐	☐	☐
5.40 Definition of Role	The chief business-financial officer should:			
5.41	be a neutral independent separate from the actual study of immediate problems.	☐	☐	☐
5.42	be concerned with providing direct assistance in development, evaluation and control of operations.	☐	☐	☐
5.43	be concerned with operational problems but be free of identification with any specific institutional policy or action.	☐	☐	☐

Part III - REQUIRED SKILLS

What skills should be required of the chief business and financial officer if he is to perform the required functions satisfactorily? As you read each item, do you agree that the idea presented is an appropriate skill requirement for the chief business-financial officer in your community college? As you judge each statement, please check the appropriate box indicating degree of importance.

	Required Skills	Not Important	Important	Very Important	No Opin.
6.00 Skills	In order to execute the stated functions the chief business-financial officer should possess skills in:				
6.01	accounting.	☐	☐	☐	☐
6.02	analysis.	☐	☐	☐	☐
6.03	budgeting.	☐	☐	☐	☐
6.04	legal matters.	☐	☐	☐	☐
6.05	investment.	☐	☐	☐	☐
6.06	leadership.	☐	☐	☐	☐
6.07	legislative relations.	☐	☐	☐	☐
6.08	long range planning.	☐	☐	☐	☐
6.09	negotiating.	☐	☐	☐	☐
6.10	organizing.	☐	☐	☐	☐
6.11	personnel management.	☐	☐	☐	☐
6.12	policy formulation.	☐	☐	☐	☐
6.13	public relations.	☐	☐	☐	☐
6.14	public speaking.	☐	☐	☐	☐
6.15	persuasion.	☐	☐	☐	☐
6.16	technical report writing.	☐	☐	☐	☐

Please add any others you feel are important.

Part IV - SUPPLEMENTARY DATA

7.11 Your Organizational Title _____

7.12 Years of experience in present type of work (not position) _____

7.13 Fall 1972 Head Count Enrollment (please check one)

☐ Less than 2,000 ☐ 2,000 to 5,000 ☐ 5,001 to 7,000 ☐ over 7,000

7.14 Institution type

☐ Single Campus☐ Multi Campus

7.15 Location of Main Campus

☐ Urban Setting☐ Non-Urban Setting

7.16 In-Service Training Programs:

If a major university were to provide in-service training programs for purposes of upgrading the skill requirements of chief business financial officers, list in order of priority those areas that you would consider most valuable to you personally. Example: (1) Legislative relations, (2) insurance programs, (3) salary and wage determination.

1.

4.

2.

5.

3.

6.

7.17 Do you have a written job description () Yes () No; Please include if answer is yes.

7.18 Would you like to receive an abstract of this study? () Yes () No

7.19 Name _____ Address _____

Please return any information that you feel might be supportive of this study. Your response will be appreciated.

APPENDIX B

QUESTIONNAIRE SENT TO THE PRESIDENTS

**A Study to Establish and Clarify the Functions
And Skills Required of Selected
Michigan Community College Chief Business-Financial Officers**

PART I - DETERMINING FUNCTIONAL AREAS OF RESPONSIBILITY

The board of trustees, president and staff depend extensively on the services performed by the chief business-financial officer. You are asked to draw upon your experiences and observations to judge whether the function as identified is appropriate for the chief business-financial officer to perform. As you judge each statement, please check the appropriate box.

FUNCTION	Part I A - IDENTIFICATION OF THE FUNCTION - Would you say the function identified is a function performed at your college.		
	Is Performed	Is Not Performed	Was Performed
1.00 The Accounting Function	☐	☐	☐
1.01 The Auditing Function	☐	☐	☐
1.02 The Bonding Function	☐	☐	☐
1.03 The Budgeting Function	☐	☐	☐
1.04 The Campus Planning Function	☐	☐	☐
1.05 The Collection of Student Fees Function	☐	☐	☐
1.06 The Collective Bargaining Function	☐	☐	☐
1.07 The Data Processing Services Function	☐	☐	☐
1.08 The Endowment Fund Management Function	☐	☐	☐
1.09 The Facilities Utilization Function	☐	☐	☐
1.10 The Faculty and Staff Housing Function	☐	☐	☐
1.11 The Federal Relations Function	☐	☐	☐
1.12 The Food Service Function	☐	☐	☐
1.13 The Fund Raising Function	☐	☐	☐
1.14 The Information System Function	☐	☐	☐
1.15 The Insurance Function	☐	☐	☐
1.16 The Investment Function	☐	☐	☐
1.17 The Inventory Function	☐	☐	☐
1.18 The Leadership Function	☐	☐	☐
1.19 The Legislative Function	☐	☐	☐

THE FUNCTION - Would you say the function identified is a function performed at your college.

FUNCTION	Is Performed	Is Not Performed	Was Performed
1.20 The Long Range Planning Function	☐	☐	☐
1.21 The Maintenance of Equipment Function	☐	☐	☐
1.22 The Maintenance of Facilities Function	☐	☐	☐
1.23 The Maintenance of Grounds Function	☐	☐	☐
1.24 The Payroll Function	☐	☐	☐
1.25 The Personnel Management Function	☐	☐	☐
1.26 The Policy Formulation Function	☐	☐	☐
1.27 The Protection of Persons and Property Function	☐	☐	☐
1.28 The Publications Services Function	☐	☐	☐
1.29 The Purchasing Function	☐	☐	☐
1.30 The Real Estate Program Function	☐	☐	☐
1.31 The Salary and Wage Determination Function	☐	☐	☐
1.32 The Student Activity Fund Function	☐	☐	☐
1.33 The Student Housing Function	☐	☐	☐
1.34 The Student Loan Function	☐	☐	☐
1.35 The Student Store - Bookstore Function	☐	☐	☐
1.36 The Transportation Function	☐	☐	☐

Part I B - THE ESSENTIALNESS OF THE FUNCTION -
How would you judge the essentialness of the stated function to the operation of your college?

FUNCTION	Highly Essential	Essential	Somewhat Essential	Not Essential
2.00 The Accounting Function	☐	☐	☐	☐
2.01 The Auditing Function	☐	☐	☐	☐
2.02 The Bonding Function	☐	☐	☐	☐
2.03 The Budgeting Function	☐	☐	☐	☐
2.04 The Campus Planning Function	☐	☐	☐	☐
2.05 The Collection of Student Fees Function	☐	☐	☐	☐
2.06 The Collective Bargaining Function	☐	☐	☐	☐

Part I B (Cont.) - THE ESSENTIALNESS OF THE
FUNCTION - How would you judge the essential-
ness of the function to the operation of your
college?

FUNCTION	Highly Essential	Essential	Somewhat Essential	Not Essential
2.07 The Data Processing Services Function	☐	☐	☐	☐
2.08 The Endowment Fund Manage- ment Function	☐	☐	☐	☐
2.09 The Facilities Utilization Function	☐	☐	☐	☐
2.10 The Faculty and Staff Hous- ing Function	☐	☐	☐	☐
2.11 The Federal Relations Function	☐	☐	☐	☐
2.12 The Food Service Function	☐	☐	☐	☐
2.13 The Fund Raising Function	☐	☐	☐	☐
2.14 The Information System Function	☐	☐	☐	☐
2.15 The Insurance Function	☐	☐	☐	☐
2.16 The Investment Function	☐	☐	☐	☐
2.17 The Inventory Function	☐	☐	☐	☐
2.18 The Leadership Function	☐	☐	☐	☐
2.19 The Legislative Function	☐	☐	☐	☐
2.20 The Long Range Planning Function	☐	☐	☐	☐
2.21 The Maintenance of Equip- ment Function	☐	☐	☐	☐
2.22 The Maintenance of Facilities Function	☐	☐	☐	☐
2.23 The Maintenance of Grounds Function	☐	☐	☐	☐
2.24 The Payroll Function	☐	☐	☐	☐
2.25 The Personnel Management Function	☐	☐	☐	☐
2.26 The Policy Formulation Function	☐	☐	☐	☐
2.27 The Protection of Persons and Property Function	☐	☐	☐	☐
2.28 The Publications Services Function	☐	☐	☐	☐
2.29 The Purchasing Function	☐	☐	☐	☐
2.30 The Real Estate Program Function	☐	☐	☐	☐
2.31 The Salary and Wage Deter- mination Function	☐	☐	☐	☐
2.32 The Student Activity Fund Function	☐	☐	☐	☐

FUNCTION	Highly Essential	Essential	Somewhat Essential	Not Essential
2.33 The Student Housing Function	☐	☐	☐	☐
2.34 The Student Loan Function	☐	☐	☐	☐
2.35 The Student Store - Book-store Function	☐	☐	☐	☐
2.36 The Transportation Function	☐	☐	☐	☐

PART I C - THE ASSIGNMENT OF THE FUNCTION - Would you say that the assigned relationship of the chief business-financial officer to the function could be best described as:

[illegible]

Part I C (Cont.) - THE ASSIGNMENT OF THE FUNCTION - Would you say that the assigned relationship of the chief business-financial officer to the function could be best described as:

FUNCTION	Broad Supervision	Direct Supervision	Assisting In Supervision	Active Particip. No Supervision	Occasional Contribution	Not Involved
3.19 The Legislative Function	☐	☐	☐	☐	☐	☐
3.20 The Long Range Planning Function	☐	☐	☐	☐	☐	☐
3.21 The Maintenance of Equipment Function	☐	☐	☐	☐	☐	☐
3.22 The Maintenance of Facilities Function	☐	☐	☐	☐	☐	☐
3.23 The Maintenance of Grounds Function	☐	☐	☐	☐	☐	☐
3.24 The Payroll Function	☐	☐	☐	☐	☐	☐
3.25 The Personnel Management Function	☐	☐	☐	☐	☐	☐
3.26 The Policy Formulation Function	☐	☐	☐	☐	☐	☐
3.27 The Protection of Persons and Property Function	☐	☐	☐	☐	☐	☐
3.28 The Publications Services Function	☐	☐	☐	☐	☐	☐
3.29 The Purchasing Function	☐	☐	☐	☐	☐	☐
3.30 The Real Estate Program Function	☐	☐	☐	☐	☐	☐
3.31 The Salary and Wage Determination Function	☐	☐	☐	☐	☐	☐
3.32 The Student Activity Fund Function	☐	☐	☐	☐	☐	☐
3.33 The Student Housing Function	☐	☐	☐	☐	☐	☐
3.34 The Student Loan Function	☐	☐	☐	☐	☐	☐
3.35 The Student Store - Bookstore Function	☐	☐	☐	☐	☐	☐
3.36 The Transportation Function	☐	☐	☐	☐	☐	☐

Part I D - THE TIME DEMANDS OF THE FUNCTION - From your observation what would you say are the time demands on the chief business-financial officer in performing the stated function?

FUNCTION	Extensive	Considerable	Some	Little	None
4.00 The Accounting Function	☐	☐	☐	☐	☐
4.01 The Auditing Function	☐	☐	☐	☐	☐
4.02 The Bonding Function	☐	☐	☐	☐	☐
4.03 The Budgeting Function	☐	☐	☐	☐	☐
4.04 The Campus Planning Function	☐	☐	☐	☐	☐
4.05 The Collection of Student Fee Function	☐	☐	☐	☐	☐

Part I B (Cont.) - THE TIME DEMANDS OF THE FUNCTION - From your observation what would you say are the time demands on the chief business-financial officer in performing the stated function?

FUNCTION	Extensive	Considerable	Some	Little	None
4.33 The Student Housing Function	☐	☐	☐	☐	☐
4.34 The Student Loan Function	☐	☐	☐	☐	☐
4.35 The Student Store - Book-Store Function	☐	☐	☐	☐	☐
4.36 The Transportation Function	☐	☐	☐	☐	☐

Part II - FUNCTIONAL INTERRELATIONSHIPS - How should the chief business-financial officer be incorporated into the organizational structure? What functional interrelationships should he have with other staff? To whom should he be responsible? You are asked to draw upon your experience and observations to judge whether the ideas presented here are appropriate functional interrelationships for the chief business-financial officer. As you read each item, do you agree that the statement is appropriate? As you judge each statement, please check the appropriate box.

Functional Interrelationships		Agree	Disagree	No Opinion
5.10 Locus of Power	The chief financial officer should:			
5.11	hold a staff position.	☐	☐	☐
5.12	report directly to the president.	☐	☐	☐
5.13	report to the executive vice-president.	☐	☐	☐
5.14	report to the academic dean.	☐	☐	☐
5.15	report to the board of trustees treasurer.	☐	☐	☐
5.20 Rank	The chief financial officer should have:			
5.21	higher organizational status than the chief academic officer.	☐	☐	☐
5.22	equal organizational status with the chief academic officer.	☐	☐	☐
5.23	faculty rank.	☐	☐	☐
5.30 Circle of Influence	The chief financial officer should be:			
5.31	a member of the administrative councils.	☐	☐	☐
5.32	a member of standing and/or special study committees.	☐	☐	☐
5.33	a consultant to those offices responsible for obtaining financial support.	☐	☐	☐
5.40 Definition of Role	The chief financial officer should:			
5.41	be a neutral independent separate from the actual study of immediate problems.	☐	☐	☐
5.42	be concerned with providing direct assistance in development, evaluation and control of operations.	☐	☐	☐
5.43	be concerned with operational problems but be free of identification with any specific institutional policy or action.	☐	☐	☐

Part I D (Cont.) - THE TIME DEMANDS OF THE FUNCTION - From your observation what would you say are the time demands on the chief business-financial officer in performing the stated function?

FUNCTION	Extensive	Considerable	Some	Little	None
4.06 The Collective Bargaining Function	☐	☐	☐	☐	☐
4.07 The Data Processing Service Function	☐	☐	☐	☐	☐
4.08 The Endowment Fund Management Function	☐	☐	☐	☐	☐
4.09 The Facilities Utilization Function	☐	☐	☐	☐	☐
4.10 The Faculty and Staff Housing Function	☐	☐	☐	☐	☐
4.11 The Federal Relations Function	☐	☐	☐	☐	☐
4.12 The Food Service Function	☐	☐	☐	☐	☐
4.13 The Fund Raising Function	☐	☐	☐	☐	☐
4.14 The Information System Function	☐	☐	☐	☐	☐
4.15 The Insurance Function	☐	☐	☐	☐	☐
4.16 The Investment Function	☐	☐	☐	☐	☐
4.17 The Inventory Function	☐	☐	☐	☐	☐
4.18 The Leadership Function	☐	☐	☐	☐	☐
4.19 The Legislative Function	☐	☐	☐	☐	☐
4.20 The Long Range Planning Function	☐	☐	☐	☐	☐
4.21 The Maintenance of Equipment Function	☐	☐	☐	☐	☐
4.22 The Maintenance of Facilities Function	☐	☐	☐	☐	☐
4.23 The Maintenance of Grounds Function	☐	☐	☐	☐	☐
4.24 The Payroll Function	☐	☐	☐	☐	☐
4.25 The Personnel Management Function	☐	☐	☐	☐	☐
4.26 The Policy Formulation Function	☐	☐	☐	☐	☐
4.27 The Protection of Persons and Property Function	☐	☐	☐	☐	☐
4.28 The Publications Services Function	☐	☐	☐	☐	☐
4.29 The Purchasing Function	☐	☐	☐	☐	☐
4.30 The Real Estate Program Function	☐	☐	☐	☐	☐
4.31 The Salary and Wage Determination Function	☐	☐	☐	☐	☐
4.32 The Student Activity Fund Function	☐	☐	☐	☐	☐

Part III - REQUIRED SKILLS - What skills should be required of the chief business-financial officer if he is to perform the required functions satisfactorily? As you read each item, do you agree that the idea presented is an appropriate skill requirement for the chief business-financial officer in your community college? As you judge each identified skill, please check the appropriate box indicating degree of importance.

6.00 Skills	In order to execute the stated functions the chief business-financial officer should possess:	Not Important	Important	Very Important	No Opinion
6.01	accounting skills	☐	☐	☐	☐
6.02	analytical skills.	☐	☐	☐	☐
6.03	budgeting skills	☐	☐	☐	☐
6.04	skill in legal matters	☐	☐	☐	☐
6.05	investment skills	☐	☐	☐	☐
6.06	leadership skills.	☐	☐	☐	☐
6.07	legislative relations skills.	☐	☐	☐	☐
6.08	long range planning skills.	☐	☐	☐	☐
6.09	negotiating skills.	☐	☐	☐	☐
6.10	organizing skills.	☐	☐	☐	☐
6.11	personnel management skills	☐	☐	☐	☐
6.12	policy formulation skills.	☐	☐	☐	☐
6.13	public relations skills	☐	☐	☐	☐
6.14	public speaking skills.	☐	☐	☐	☐
6.15	persuasive skills.	☐	☐	☐	☐
6.16	technical report writing skills.	☐	☐	☐	☐

Part IV - SUPPLEMENTARY DATA

7.11 Your Organizational Title _____

7.12 Years of Experience in present work type (not position) _____

7.13 Fall 1972 Head Count Enrollment (please check one)

☐ Less than 2,000 ☐ 2,001 to 5,000 ☐ 5,001 to 7,000 ☐ Over 7,000

7.14 Institution Type

☐ Single Campus ☐ Multi Campus

7.15 Location of Main Campus

☐ Urban Setting ☐ Non-Urban Setting

7.16 Inservice Training Programs

If a major university were to provide in-service training programs for purposes of upgrading the skill requirements of chief business-financial officers, list in order of priority those areas that you would consider most valuable to the chief business-financial officer at your college. Example: (1) Legislative relations, (2) insurance programs, (3) salary and wage determination.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7.17 Would you like to receive an abstract of this study? () Yes () No

7.18 Name _____ Address _____

APPENDIX C

**GLOSSARY--FUNCTIONS PERFORMED BY COMMUNITY
COLLEGE CHIEF BUSINESS OFFICERS
DEFINED AND ILLUSTRATED**

1. THE ACCOUNTING FUNCTION - Those activities performed by the chief financial officer designed (1) to maintain an accurate record of all financial transactions (2) to classify accounts according to the Accounting Manual, State Department of Education 1969, (3) to record and report all financial transactions by account, (4) utilize a standard accounting terminology, and (5) to establish internal control and audit procedures. Illustrated Assignments: Prepare monthly financial report . . . prepare annual financial report . . . provide cost/benefit comparison data . . . receive and account for all funds . . . etc.
2. THE AUDITING FUNCTION - Those activities performed by the chief financial officer designed (1) to insure proper accounting of revenue received to the appropriate fund account, (2) to insure accuracy in the accounting of expenditures to the appropriate expenditure account (3) to insure proper accounting of inter fund account transactions, (4) safeguard assets of the college, (5) to check accuracy and reliability of accounting data, (6) to promote operational efficiency, (7) to reduce errors and discourage misuse of funds. Illustrated Assignments: Prepare all documents for auditing by external auditor . . . establish controls so that no one person should have complete control over all aspects of financial transactions . . . prepare statements and supporting schedules for the annual financial report . . . etc.
3. THE BONDING FUNCTION - Those activities performed by the chief financial officer designed (1) to insure that the college will be recompensed if an employee or a contractor fails to perform his obligations; and (2) to insure that losses due to the dishonesty of an employee will be recovered. Illustrated Assignments: Securing performance payment bonds when retaining contractors . . . securing bonds for staff handling large sums of money . . . etc.
4. THE BUDGETING FUNCTION - Those activities performed by the chief financial officer designed (1) to identify in cooperation with the chief academic officer and chief student personnel officer desired programs (2) to assist the president and the board in determining allocation policies, (3) to notify state and local support agencies of financial needs, (4) to prepare budget in keeping with the long-range financial plan. Illustrated Assignments: Estimate current funds revenue and expenditures . . . prepare budget request for state support agencies . . . prepare annual budget needs for college . . . prepare long-range financial needs of college . . . etc.
5. THE CAMPUS PLANNING FUNCTION: Those activities performed by the chief financial officer designed (1) to develop and/or maintain a plan that will permit an orderly and useful improvement and rehabilitation of plant facilities and land, (2) to oversee the implementation of changes to facilities and land. Illustrated Assignments: Analyze current space utilization . . . obtain projected requirements for changes in numbers of students and staff . . . assist in obtaining reliable professionals (architects & engineers) . . . serve on a campus planning committee . . . etc.

-
6. THE COLLECTION OF STUDENT FEES FUNCTION: Those activities performed by the chief financial officer designed to assist the registration office in assuring accuracy and safety in the collection and accounting of all tuition and fees. Illustrated Assignments: Locate necessary equipment and staff in registration area . . . hire security guards . . . check all collections with credit hour registrations . . . etc.
-

7. THE COLLECTIVE BARGAINING FUNCTION: Those activities performed by the chief financial officer designed (1) to assist the board of trustees, whether by direct or indirect involvement, in establishing the working conditions for faculty, custodial, and clerical staff through the negotiation process, (2) to execute the terms of the negotiated agreement reducing grievances and conflicts to a minimum level. Illustrated Assignments: Directly responsible for representing the board of trustees . . . calculate and determine the cost of the negotiated agreement . . . do salary cost studies of persons in similar positions . . . etc.
-

8. THE DATA PROCESSING SERVICES FUNCTION: Those activities performed by the chief financial officer designed (1) to facilitate an orderly collection of pertinent data (2) to develop a system that provides immediate retrieval of data (3) to serve the college community (instructional, student and financial areas). Illustrated Assignments: Writes programs for collection and dissemination of data . . . prepares payroll checks . . . prepares monthly budget reports . . . prepares and disseminates grade reports . . . etc.
-

9. THE ENDOWMENT AND FUND MANAGEMENT FUNCTION: Those activities performed by the chief financial officer designed (1) to preserve the principal donated to the college, and (2) through investment to obtain the greatest interest return for college use. Illustrated Assignments: Establish policies to insure integrity is maintained with donors . . . establish procedures for use of funds as investment potential . . . etc.
-

10. THE FACILITIES UTILIZATION FUNCTION: Those activities performed by the chief financial officer designed to insure effective and efficient use of college facilities. Illustrated Assignments: Identify space type, size and number of student stations . . . calculate percentage use of space (hours used per week - weekly student station use) . . . etc.
-

-
11. THE FACULTY AND STAFF HOUSING FUNCTION: Those activities performed by the chief financial officer designed to insure adequate housing is made available for faculty, professional/administrative and support staff. Illustrated Assignment: Purchase or lease housing units . . . maintain property as needed . . . purchase insurance for property and occupant protection . . . establish policy guidelines for determining occupants . . . prepare procedural guidelines for use of property by occupant . . . etc.
-
12. THE FEDERAL RELATIONS FUNCTION: Those activities performed by the chief financial officer designed (1) to be knowledgeable of possible federal support for college programs, (2) to have an adequate knowledge and understanding of requirements for federal assistance, and (3) to maintain adequate records complying with federal reporting requirements. Illustrated Assignments: Prepare forms requesting federal assistance . . . establish accounting procedures complying with federal guidelines . . . make periodic audits of federal expenditures . . . complete federal forms (HEGIS) requesting financial information . . . establish guidelines for use and disposal of federal equipment . . . etc.
-
13. THE FOOD SERVICE FUNCTION: Those activities performed by the chief financial officer designed (1) to provide reasonably priced quality food for commuting students and staff, (2) to provide food service for special groups entertained on campus. Illustrated Assignments: Identify student food likes and dislikes . . . purchase and maintain food preparation equipment . . . provide staff . . . compare food prices with nearby retail outlets . . . reports of numbers of students served, numbers of meals served, and cost per meal served . . . etc.
-
14. THE FUND RAISING FUNCTION: Those activities performed by the chief financial officer designed to bring revenue into the college in addition to revenue received from regular sources i.e. local taxes, state aid, tuition. Illustrated Assignments: Prepare for distribution of financial need . . . establish accounting procedures to handle revenues . . . make periodic reports of collections and disbursements . . . etc.
-
15. THE INFORMATION SYSTEMS FUNCTION: Those activities performed by the chief financial officer designed (1) to facilitate the accumulation of voluminous random information quickly and accurately, (2) to provide storage of the collected data in a central repository, (3) to provide a system for analyzing and disseminating the data effectively and efficiently. Illustrated Assignments: Payroll records . . . Inventory control and reorder notices . . . allocation of payments to interest and principal . . . budget management . . . accounts payable . . . etc.
-

16. THE INSURANCE FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that the college is protected against personal liability claims, (2) to insure that damage to and/or loss of college property will be replaced at minimum cost to the college. Illustrated Assignments: Determine type and amount of insurance required . . . provide input to coordinator responsible for protection of persons and property . . . to reduce hazards to persons and potential loss of property . . . select insurance carrier . . . etc.

17. THE INVESTMENT FUNCTION: Those activities performed by the chief financial officer designed to insure that all "idle" income is returning additional income to the college. Illustrated Assignments: Secure the services of a competent investment advisor . . . identify funds that have income for investment . . . be acquainted with state and federal regulations for investment of public funds . . . assist governing board in determining investment policy . . . etc.

18. THE INVENTORY FUNCTION: Those activities performed by the chief financial officer designed (1) to maintain an accurate record of the value of all physical plant and equipment assets for purposes of replacement in case of loss by fire or theft, (2) to maintain accurate records of equipment received from special gifts and federal grants requiring periodic audits. Illustrated Assignments: Establish policies and procedures for executing guidelines . . . perform an annual inventory audit . . . develop a manual of standardized terminology . . . prepare annual listing of obsolete or non-functional equipment for sale by bid . . . etc.

19. THE LEADERSHIP FUNCTION: Those activities performed by the chief financial officer designed (1) to cooperatively determine with staff the goals and objectives of the business operations and (2) to stimulate the cooperation and participation of the staff in reaching the stated goals and objectives effectively and efficiently. Illustrated Assignments: Hold staff meetings for developing goals and objectives . . . develops plans for increasing subordinate motivation . . . provide opportunities for subordinates to grow and mature . . . etc.

20. THE LEGISLATIVE FUNCTION: Those activities performed by the chief financial officer designed (1) to maintain open and effective communication with legislators and the legislative process, (2) to provide every opportunity for the college to benefit from legislative actions, (3) to propose and support legislation that will be beneficial to the college. Illustrated Assignments: Personal contacts with legislators representing the college . . . maintaining knowledge of proposed and pending legislation . . . maintaining contact with legislative staff members . . . etc.

21. THE LONG RANGE PLANNING FUNCTION: Those activities performed by the chief financial officer designed (1) to provide the college with anticipated expenditure requirements for facilities, staff and related activities and (2) to assist the college in making expenditure commitments in keeping with anticipated revenues. Illustrated Assignments: Obtain long range data pertaining to anticipated increase in property value . . . prepare long range revenue projections . . . obtain long range cost of living data . . . prepare an analysis of cost/revenue factors . . . etc.

22. THE MAINTENANCE OF EQUIPMENT FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that all equipment used for instructional purposes is in working condition and (2) to insure that all equipment used for building and grounds maintenance is available in working condition. Illustrated Assignments: Provide a well equipped shop for making equipment repairs . . . maintains a list of servicemen in the community . . . keeps records of all equipment repairs and maintenance activities . . . obtains service contracts for costly items and large groups of items (typewriters) . . . etc.

23. THE MAINTENANCE OF FACILITIES FUNCTION: Those activities performed by the chief financial officer designed (1) to insure proper functioning of mechanical equipment, (2) to maintain aesthetically pleasing and attractive study, learning, and work areas, (3) to provide a system of preventative maintenance. Illustrated Assignments: Minor plumbing, electrical, and woodworking maintenance . . . etc.

24. THE MAINTENANCE OF GROUNDS FUNCTION: Those activities performed by the chief financial officer designed (1) to provide an aesthetically pleasing and attractively landscaped campus, (2) to insure safe and convenient walking surfaces. Illustrated Assignments: Mow lawns . . . remove snow from walkways and parking areas . . . cultivate shrubs and plants . . . etc.

25. THE PAYROLL FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that personnel receive their pay in the appropriate amount and as scheduled (2) to provide all information required by federal and state taxing and retirement agencies. Illustrated Assignments: Prepare and distribute payroll checks . . . prepare W-2 forms . . . prepare forms for retirement and social security payments . . . etc.

-
26. THE PERSONNEL MANAGEMENT FUNCTION: Those activities performed by the chief financial officer designed (1) to provide a corp of competent support staff, (2) to provide a system for recruitment, use, and development of staff, (3) to maintain a high level of staff morale. Illustrated Assignments: Recruiting and screening applicants . . . establishing training and supervisory programs . . . developing salary and wage plans . . . maintain personnel records . . . etc.
-
27. THE POLICY FORMULATION FUNCTION: Those activities performed by the chief financial officer designed (1) to assist the chief administrator in identifying and preparing policy recommendations for board of trustees action (2) and, to translate board policies into operational procedures and guidelines. Illustrated Assignments: Includes budgetary development and budget expenditure control . . . serves as a member of the chief administrator's policy formulating cabinet . . . etc.
-
28. THE PROTECTION OF PERSONS AND PROPERTY FUNCTION: Those activities performed by the chief financial officer designed (1) to insure the ultimate safety for the physical well-being of students, staff, and members of the community, (2) to reduce damage to and theft of college owned property. Illustrated Assignments: Establish a security force . . . establish system for periodic checks of facilities . . . develop inventory controls . . . etc.
-
29. THE PUBLICATION SERVICES FUNCTION: Those activities performed by the chief financial officer designed to provide a system of reproducing accurately and expediently: Tests, brochures, college newspaper, and other related materials. Illustrated Assignments: Purchases and maintains graphic reproduction equipment . . . establishes procedures for processing staff requests . . . prepares analysis of graphic reproduction costs . . . maintains records of departmental costs and allocates to the appropriate expenditure fund account . . . etc.
-
30. THE PURCHASING FUNCTION: Those activities performed by the chief financial officer designed (1) to insure that faculty and staff have ready access to supplies and equipment without hindering the teaching and service activities of the college, (2) to insure that the greatest economy of college funds is achieved, (3) to insure that purchasing procedures will protect the integrity of the governing body and staff of the college. Illustrated Assignments: Establish bidding procedures . . . develop standards for equipment and supplies . . . maintain records of purchase orders, vendors, price information, etc. . . establish procedures for disposing surplus equipment and supplies . . . etc.
-

31. THE REAL ESTATE PROGRAM FUNCTION: Those activities performed by the chief financial officer designed (1) to locate and purchase property for expansion and/or relocation of college facilities and (2) to purchase property that may bring financial benefit to the college through leasing or selling for a profit. Illustrated Assignments: Purchase property . . . maintains property . . . rents or leases property . . . etc.

32. THE SALARY AND WAGE DETERMINATION FUNCTION: Those activities performed by the chief financial officer designed to secure and retain a competent staff by paying salaries competitive with local businesses and other institutions engaged in educational activities. Illustrated Assignments: Assembles and analyzes selected data . . . etc.

33. THE STUDENT ACTIVITY FUND FUNCTION: Those activities performed by the chief financial officer designed to assist student operated and funded organizations in maintaining an accurate record of funds received and expenditures made. Illustrated Assignments: Design accounting system compatible with the college system . . . perform periodic audit checks . . . provide periodic fund status reports . . . etc.

34. THE STUDENT HOUSING FUNCTION: Those activities performed by the chief financial officer designed to provide suitable housing accommodations on campus for students living beyond a reasonable commuting distance. Illustrated Assignments: Responsible for staffing and providing food and maintenance services . . . collection of housing charges . . . solving problems cooperatively with the student personnel staff . . . etc.

35. THE STUDENT LOAN FUNCTION: Those activities performed by the chief financial officer designed (1) to insure compliance with federal, state and donors regulations and requirements and (2) to work cooperatively with the chief financial aid officer in maintaining accurate accounting of funds received and spent. Illustrated Assignments: Complete and file forms and reports with appropriate agencies . . . establish appropriate accounting procedures . . . etc.

36. THE STUDENT STORE - BOOKSTORE FUNCTION: Those activities performed by the chief financial officer designed to provide a necessary and convenient service to students, faculty and staff. Illustrated Assignments: Conduct periodic supply inventory . . . conduct market analysis to determine customer needs . . . conduct cost comparison with nearby retail outlets . . . etc.

37. THE TRANSPORTATION FUNCTION: Those activities performed by the chief financial officer designed to provide an efficient and effective means of transporting staff, classes, athletic teams and others to and from their designation. Illustrated Assignments: Establish procedures for routine vehicle maintenance . . . establish procedures for requesting and returning vehicles . . . develop emergency procedures . . . purchase appropriate liability insurance coverage . . . establish guidelines and regulations for operating vehicles . . . prepare cost analysis of vehicles driven . . . etc.

APPENDIX D

INTERVIEW GUIDE AND PARTICIPANTS

APPENDIX D

Interview Guide for Michigan Community College Chief Business-Financial Officers

Part I - Functions

Several weeks ago you responded to a questionnaire that listed 37 functions thought to be performed by the community college chief business-financial officer and were asked to identify, in addition to the 37 stated functions, any others that you felt were appropriate. Among the responses received were eight items. As I read each of the following functions would you please indicate whether you feel they are in fact appropriate functions. A yes or no answer will suffice. If the function is performed by you also indicate. Please feel free, however, to make any comments that come to mind.

- a. Board Relations Function - Preparation of materials, abide by the bylaws and policies, meet with the board as a whole and with subcommittees, attend board meetings.
- b. College Services Function - Telephone services, mail receiving and distribution.
- c. Professional Development Function - Contact with professional colleagues, attendance at seminars and conferences, meetings with state officials, participation on local and state professional committees, serve as a consultant, publish.
- d. Public Relations Function - Liaison with locally elected officials (county treasurer, etc.) membership in service organizations (Kiwanis, Rotary, American Business Club), Liaison with state officials, process citizens complaints.
- e. The Construction Function - Supervise construction activities, maintain liason with architects, contractors, and vendors.
- f. The Cashier Function - Collection, receipt, deposit, banking operations.
- g. Reporting Function - State, Federal, intra-institutional.

- h. The Borrowing Function - Capital bonding, tax anticipation notes.

Part II - Functional Interrelationships

The following items pertain to your functional interrelationships in terms of policy involvement and contact with college staff. The responses requested are expected to strengthen and support the information already provided in the questionnaire.

1. a. Do you perceive that you are in a position to influence crucial policy decisions?
 b. Do you in fact influence crucial policy decisions?
2. Do you perceive that, to the level that you are responsible for managing the financial operation of the college, you exert "undue" influence on the academic and student personnel programs?
3. Should you, in your role as chief business-financial officer, be involved in the formulation of policies affecting all of the college, including academic and student personnel functions? Please explain your answer.
4. In your daily activities what five (5) people in rank order, by title, do you most frequently come in contact with? (Exclude your secretary.)

Part III - Training Requirements

An area of primary importance is that of the need for you to be constantly aware of changes that are occurring in your professional field. The following questions seek insight into: functional areas that you felt inadequate to handle because of your college (formal) training; significant changes in functional responsibilities that have occurred within the last five (5) years and; efforts made to keep you properly and adequately informed.

1. As you think back to your responses about the importance of the 37 stated functions which of these do you perceive you were least prepared to handle because of your formal (college) training?
2. Compared to five years ago or since you began in your present position, what significant changes of an important nature have occurred that affect the execution of your responsibilities?
3. What effort do you make to keep yourself up-to-date with your functional responsibilities (periodicals, seminars, conferences, etc.)?

Participants

Dr. Frank Blackford
Business Administrator
Macomb County Community College

Mr. Robert D. Bradley
Dean of Business Services
West Shore Community College

Mr. David C. Briegel
Vice-President of Business Affairs
Southwestern Michigan College

Mr. Thomas H. Cole
Controller
Kellogg Community College

Mr. Michael Crovella
Business Manager
Delta College

Mr. Edwin O. Dwyer
Dean of Business Affairs and Treasure
Monroe County Community College

Mr. Robert Grahm
Business Manager
North Central Michigan College

Mr. William E. Jelneck
Dean of Business Operations
Washtenaw Community College

Mr. Wally Nikkel
Vice-President Business and Financial Affairs and Treasure
Oakland Community College

Mr. Herbert Ostrander
Dean of Business Affairs
Kirtland Community College

Mr. Michael Ouwerkirk
Business Manager
Northwestern Michigan College

Mr. Donald P. Troyer
Comptroller
Jackson Community College

APPENDIX E

LETTERS OF REQUEST

APPENDIX E

SOUTHWESTERN MICHIGAN COLLEGE Dowagiac, Michigan

May 24, 1973

**Mr. Russell R. Waltmire
Business Manager
Genesee Community College
Flint, Michigan 48503**

Dear Russell:

As you well know, there is a dearth of material regarding the functions performed by community college chief business-financial officers. I am pleased that Fred Whims has selected this topic for his dissertation. Fred has discussed with me the need for your assistance in helping him complete his study.

I realize that you may be extremely busy at this time; however, a study of this nature would be extremely valuable in increasing our understanding of the functions we perform. Fred has spent many hours reviewing existing literature. Based on his findings a questionnaire has been developed for the purpose of obtaining our concept of the functions that we perform, our supervisory responsibilities and the amount of time that we spend executing. In addition, he is also seeking to obtain information regarding the types of skills that are necessary to perform our functional responsibilities.

Stu Olmstead, John Cuthbertson and Paul Jones assisted Fred in developing this questionnaire. The study is limited only to colleges with independent boards. The time required to fill out the questionnaire should not exceed 45 to 50 minutes. Fred has promised to provide each of us with copies, so that we might better understand and have knowledge of our activities.

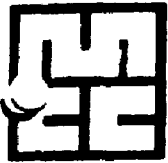
I, therefore, urge your cooperation in this matter.

Sincerely,

**David C. Briegel, President
Michigan Community College Business Officials Association**

DCB:do

P.S.: The presidents are also being asked to participate in this study for the purpose of gaining information regarding their knowledge of what we, the chief business-financial officers actually do. The study is not designed to evaluate our performance. Fred is seeking to determine if the presidents' concept of our functional responsibilities is similar to that perceived by us.



MUSKEGON COMMUNITY COLLEGE

P. O. BOX 629 • MUSKEGON, MICHIGAN • 49443

OFFICE OF THE
PRESIDENT

May 29, 1973

Dear

My past experience working in the state budget office and serving as acting dean for business affairs for Muskegon Community College (six months) convinced me that the functional responsibilities of the chief business-financial officer were far more extensive and comprehensive than most people realize. Therefore, I selected for my dissertation research the topic, "A Study to Establish and Clarify the Functions and Skills Required of Selected Michigan Community College Chief Business-Financial Officers."

Preliminary to the development of the questionnaire, I reviewed the literature available that pertained specifically to the discussion of the chief business-financial officer and the functions which he performed. It did not take long to discover that there was very little information that related specifically to your job. What information does exist is primarily written about the K-12 and university and college chief business-financial officers. Based on information gathered regarding areas of involvement, as identified in the literature, I have prepared a questionnaire listing 37 functions that I perceive to be performed by you. However, what I do not know is the degree of accuracy of the statement nor do I fully understand the amount and type of involvement in each. I am, therefore, asking for your assistance. Since the K-12 - junior college systems are excluded from the study, John Cuthbertson, Stu Olmstead and Paul Jones were asked to assist in the pre-testing of the instrument. They indicated that the amount of time required to fill out the questionnaire should not exceed 40 to 45 minutes.

I would appreciate receiving your response within one week after receipt of the questionnaire. Concomitant with having you fill out the questionnaire, I am also asking that the president at your institution fill out a similar questionnaire, expressly for the purpose of obtaining his perception of what functions you, the chief business-financial officer, perform. It is not designed nor is the intent to elicit responses that would evaluate your capability to perform the function.

Copies of the result will be made available to you. Again, may I stress that the success of this study is dependent upon your response, since only 25 community colleges are involved. Thank you for your cooperation.

Sincerely,

Frederick R. Whims
Executive Dean

FRW:do



OFFICE OF THE
PRESIDENT

MUSKEGON COMMUNITY COLLEGE

P. O. BOX 629 • MUSKEGON, MICHIGAN • 49443

June 18, 1973

Dear

My past working experience in the state budget office and serving as acting dean for business affairs for Muskegon Community College (six months) convinced me that the functional responsibilities of the chief business-financial officer were far more extensive and comprehensive than most people realize. Therefore, I selected for my dissertation research, the topic, "A Study to Establish and Clarify the Functions and Skills Required of Selected Michigan Community College Chief Business-Financial Officers."

Preliminary to the development of the questionnaire, I reviewed the literature that pertained specifically to the discussion of the chief business-financial officer and the functions which he performed. What information exists is primarily written about the K-12 and university and college chief business-financial officers. Based on information gathered regarding areas of involvement, as identified in the literature, a questionnaire was prepared listing 37 functions that were perceived to be performed by the chief business-financial officer. However, what is not known is the degree of accuracy of the description nor is the amount and type of involvement known. Since the K-12 junior college systems are excluded from the study, Presidents Herbert Stoutenburg and Frank McCarthy were asked to assist in the pre-testing of the instrument. They indicated that the amount of time required to fill out the questionnaire should not exceed 30 to 35 minutes.

I would appreciate receiving your response within one week after receipt of the questionnaire.

Concomitant with having you fill out the questionnaire, I am also asking that the chief business-financial officer at your institution fill out a similar questionnaire. The questionnaire is not designed nor is the intent to elicit responses that would place you in a position of evaluating the chief business-financial officer's capability to perform the function.

Copies of the results will be made available to the chief business-financial officer. Again, may I stress that the success of this study is dependent upon your response, since only 25 community colleges are involved. Thank you for your cooperation.

Sincerely,

Frederick R. Whinn
Executive Dean

FWW:dn

June 18, 1973

Dear

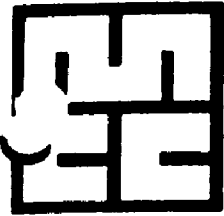
With the rapid growth in the development of the community college, the responsibilities assumed by the chief administrative officer and his immediate subordinates, (vice presidents and deans) has created a void in our understanding of the functions, tasks, responsibilities and skill requirements for these individuals. Formerly, one of these individuals, the chief business officer was responsible for many functions that were shared with the chief business officer for the K-12 junior college district. With the advent of independent community colleges, and their rapid growth, the functions presently performed by the chief business-financial officer may have been influenced and modeled after the K-12 system and four-year colleges and universities. As a review of the literature would indicate, there is a dearth of material regarding the functions performed by the chief business-financial officer in the community college. This is particularly true as we begin to identify the functions performed by a chief business-financial officer employed by an independent governing board.

In order to better understand this issue, Fred Whims has selected a dissertation topic entitled, "A Study to Establish and Clarify the Functions and Skills Required of Selected Michigan Community College Chief Business-Financial Officers." I believe that this study will be extremely valuable in assisting community college administrators to better understand the functions now performed by the chief business-financial officer. Your cooperation is of the utmost importance since he is asking the chief business-financial officers to also complete the questionnaire. One of his primary concerns is to obtain your perception of the role of the chief business-financial officer in your college. The responses from you, are not for the purpose of "evaluating" the chief business-financial officer's capability to perform his functions.

Presidents, Frank McCarthy and Herbert Stoutenburg, have assisted Fred in developing the questionnaire. Since the questionnaire is developed in a check list format, the length of time to complete should not exceed 30 to 35 minutes. The success of Fred's study is vitally dependent on your support and cooperation. I would, therefore, urge that you support him in this endeavor.

Sincerely,

Dr. Robert D. Cahow, Executive Secretary
Michigan Community College Association



OFFICE OF THE
P R E S I D E N T

MUSKEGON COMMUNITY COLLEGE

P. O. Box 629 . Muskegon, Michigan . 49443

June 18, 1973

Dear

I need your help. During the first week in June I sent to you a questionnaire for your response. As was indicated in the cover memo, your response to the questionnaire is extremely important since I am surveying only 25 chief business-financial officers.

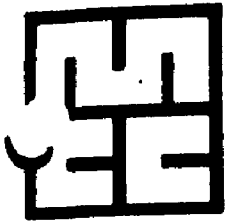
As of now, I have had good response, but with a little effort can have a 100 percent return. Several have indicated that they would like to have the results of the findings. I will attempt to have the new data compiled and ready for you at the July meeting at Shanty Creek. However, I must have the questionnaire by June 25.

Perhaps you have misplaced your questionnaire. If so, please call (616) 773-9131, Extension 312.

Sincerely,

Frederick R. Whims
Executive Dean

FRW:do



OFFICE OF THE
PRESIDENT

MUSKEGON COMMUNITY COLLEGE

P. O. Box 629 . Muskegon, Michigan . 49443

July 23, 1973

Dear

The responses to my questionnaire seeking information regarding the functions performed by community college chief financial and business officers have been very good (only two questionnaires have not been returned). The presidents have responded almost as well - 21 of 25.

One vital part of my study remains, that of interviewing individuals that have participated in filling out the questionnaire. Many answers cannot be obtained through the questionnaire technique and a follow-up interview helps immeasurably to obtain missing information or providing further explanation where needed.

I am asking your assistance in this matter. The time required should take no more than 45 minutes to one hour. For convenience purposes, I would like to arrange a time with you at Shanty Creek during the business officers' conference. I will be there Wednesday morning and stay through Thursday evening. In order to conserve time and to seek the best responses, I would like to have the interview sessions consist of three or four business officers in a group setting based on size of institution. Perhaps open time after business, during lunch or before the dinner hour would serve our purposes best. If this is agreeable, your cooperation would be greatly appreciated.

Sincerely,

Frederick R. Whims
Executive Dean

FRW:do

P.S.: Groupings of under 2,000 head count - R. Graham, L. Alperovitz, R. Bradley, D. Briegel, and E. Dwyer

2,000-5,000 head count - D. Troyer, R. Chick, R. Keessen, and W. Jelneck

Over 5,000 head count - M. Crovella, B. Newman, F. Blackford and W. Nikkel

APPENDIX F

**A COMPLETE TABULATION OF RESPONSES TO
VERIFICATION, ESSENTIALNESS,
ASSIGNMENT, AND TIME DEMANDS
OF FUNCTIONS PERFORMED**

APPENDIX F

TABLE F-1

A VERIFICATION OF FUNCTIONS PERFORMED BY THE COMMUNITY COLLEGE CHIEF BUSINESS OFFICER
AS MENTIONED BY THE PRESIDENTS AND BUSINESS OFFICERS

Functions by Resource Category		Is Performed		Is Not Performed	
		No.	%	No.	%
PLANNING					
Campus Planning	Pres.	14	58	10	42
	B.O.	21	91	2	9
Information Systems	Pres.	14	58	10	42
	B.O.	21	91	2	9
Long Range Planning	Pres.	15	63	9	17
	B.O.	23	100	--	--
Policy Formulation	Pres.	18	75	6	25
	B.O.	23	100	--	--
PROCUREMENT					
Collection of Student Fees	Pres.	21	88	3	12
	B.O.	23	100	--	--
Federal Relations	Pres.	13	54	11	46
	B.O.	23	100	--	--
Fund Raising	Pres.	8	33	16	67
	B.O.	17	74	6	26
Legislative	Pres.	13	54	11	46
	B.O.	19	83	4	17
Purchasing	Pres.	23	96	1	4
	B.O.	22	96	1	4
ALLOCATION					
Budgeting	Pres.	24	100	--	--
	B.O.	23	100	--	--
Collective Bargaining	Pres.	20	83	4	17
	B.O.	22	96	1	4
Facilities Utilization	Pres.	15	63	9	17
	B.O.	21	91	2	9
Payroll	Pres.	23	96	1	4
	B.O.	23	100	--	--
Salary and Wage Determination	Pres.	22	92	2	8
	B.O.	23	100	--	--
FISCAL MAINTENANCE					
Accounting	Pres.	22	92	2	8
	B.O.	23	100	--	--
ADMINISTRATIVE SERVICES					
Data Processing	Pres.	14	58	10	42
	B.O.	17	74	6	26
Food Service	Pres.	20	83	4	17
	B.O.	20	87	3	13
Publication Services	Pres.	10	42	14	58
	B.O.	14	61	9	39
Student Activity Fund	Pres.	17	71	7	29
	B.O.	22	96	1	4
Student Housing	Pres.	5	21	19	79
	B.O.	4	17	19	83
Student Loan	Pres.	17	71	7	29
	B.O.	21	91	2	9
Student Store-Bookstore	Pres.	20	83	4	17
	B.O.	20	87	3	13
Transportation	Pres.	18	75	6	25
	B.O.	17	74	6	26
PROPERTY MAINTENANCE					
Inventory	Pres.	21	88	3	12
	B.O.	23	100	--	--
Maintenance of Equipment	Pres.	19	79	5	21
	B.O.	22	96	1	4
Maintenance of Facilities	Pres.	19	79	5	21
	B.O.	21	91	2	9
Maintenance of Grounds	Pres.	19	79	5	21
	B.O.	21	91	2	9

TABLE F-1 - Continued

Functions by Resource Category		Is Performed		Is Not Performed	
		No.	%	No.	%
STAFF MAINTENANCE					
Faculty and Staff Housing	Pres.	4	7	20	83
	B.O.	6	26	17	74
Personnel Management	Pres.	17	71	7	29
	B.O.	22	96	1	4
DEVELOPMENT					
Endowment Fund Management	Pres.	13	54	11	46
	B.O.	19	83	4	17
Investment	Pres.	22	92	2	8
	B.O.	23	100	--	--
Real Estate	Pres.	15	63	9	17
	B.O.	14	61	9	39
Leadership	Pres.	18	75	6	25
	B.O.	22	96	1	4
PROTECTION					
Auditing	Pres.	20	83	4	7
	B.O.	23	100	--	--
Bonding	Pres.	19	79	5	21
	B.O.	21	91	2	9
Insurance	Pres.	23	96	1	4
	B.O.	23	100	--	--
Protection of Persons and Property	Pres.	20	83	4	17
	B.O.	20	87	3	13

N = 24 - Presidents

N = 23 - Business Officers

TABLE F-2

A COMPLETE TABULATION OF RESPONSES PERTAINING TO THE ESSENTIALNESS OF THE FUNCTIONS
PERFORMED BY THE COMMUNITY COLLEGE CHIEF BUSINESS OFFICERS

Function by Resource Category		Highly Essential		Essential		Somewhat Essential		Not Essential		Total Responses	No Opinion Not Performed
		#	%	#	%	#	%	#	%	#	#
PLANNING											
Campus Planning	Pres.	7	50	7	50	—	—	—	—	14	10
	B.O.	7	33	12	57	2	10	—	—	21	2
Information Systems	Pres.	7	50	6	43	1	7	—	—	14	10
	B.O.	12	57	9	43	—	—	—	—	21	2
Long Range Planning	Pres.	8	53	4	27	3	20	—	—	15	9
	B.O.	10	43	11	48	2	9	—	—	23	—
Policy Formulation	Pres.	12	67	6	33	—	—	—	—	18	6
	B.O.	14	61	9	39	—	—	—	—	23	—
PROCUREMENT											
Collection of Student Fees	Pres.	18	86	2	9	1	5	—	—	21	3
	B.O.	13	57	10	43	—	—	—	—	23	—
Federal Relations	Pres.	6	46	5	38	1	8	1	8	13	11
	B.O.	5	22	14	61	4	17	—	—	23	—
Fund Raising	Pres.	2	25	3	37	2	25	1	12	8	16
	B.O.	2	12	10	59	4	23	1	6	17	6
Legislative	Pres.	5	38	7	54	1	8	—	—	13	11
	B.O.	6	33	11	61	1	6	—	—	18	5
Purchasing	Pres.	19	83	4	17	—	—	—	—	23	1
	B.O.	14	64	8	36	—	—	—	—	22	1
ALLOCATION											
Budgeting	Pres.	24	100	—	—	—	—	—	—	24	—
	B.O.	21	91	2	9	—	—	—	—	23	—
Collective Bargaining	Pres.	13	65	6	30	1	5	—	—	20	4
	B.O.	14	67	6	28	1	5	—	—	21	2

TABLE 1-2 Continued

Function by Resource Category		Highly Essential		Essential		Somewhat Essential		Not Essential		Total Responses	No Opinion Not Performed
		#	%	#	%	#	%	#	%	#	#
Facilities Utilization	Pres.	6	37	8	50	2	13	—	—	16	8
	B.O.	3	14	14	67	4	19	—	—	21	2
Payroll	Pres.	20	91	2	9	—	—	—	—	22	2
	B.O.	15	68	7	32	—	—	—	—	22	1
Salary & Wage Determination	Pres.	14	64	6	27	2	9	—	—	22	2
	B.O.	6	26	15	65	2	9	—	—	23	—
FISCAL MAINTENANCE											
Accounting	Pres.	21	95	1	5	—	—	—	—	22	2
	B.O.	22	96	1	4	—	—	—	—	23	—
ADMINISTRATIVE SERVICES											
Data Processing	Pres.	7	50	7	50	—	—	—	—	14	10
	B.O.	5	29	12	71	—	—	—	—	17	6
Food Service	Pres.	10	50	9	45	1	5	—	—	20	4
	B.O.	4	20	11	55	5	25	—	—	20	3
Publication Services	Pres.	2	20	6	60	2	20	—	—	10	14
	B.O.	2	14	7	50	5	36	—	—	14	9
Student Activity Fund	Pres.	7	41	7	41	3	18	—	—	17	7
	B.O.	2	9	13	59	6	27	1	5	22	1
Student Housing	Pres.	2	40	3	60	—	—	—	—	5	19
	B.O.	—	—	3	100	—	—	—	—	3	20
Student Loan	Pres.	8	47	7	41	2	12	—	—	17	7
	B.O.	4	19	15	71	2	10	—	—	21	2
Student Store-Bookstore	Pres.	21	55	9	45	—	—	—	—	20	4
	B.O.	4	20	13	65	3	15	—	—	20	3
Transportation	Pres.	4	22	11	61	3	17	—	—	18	6
	B.O.	1	6	11	65	5	29	—	—	17	6

TABLE F-2 Continued

Function by Resource Category		Highly Essential		Essential		Somewhat Essential		Not Essential		Total Responses	No Opinion Not Performed
		#	%	#	%	#	%	#	%	#	#
PROPERTY MAINTENANCE											
Inventory	Pres.	14	67	7	33	—	—	—	—	21	3
	B.O.	8	35	11	48	4	17	—	—	23	—
Maintenance of Equipment	Pres.	15	79	4	21	—	—	—	—	19	5
	B.O.	4	18	15	68	3	14	—	—	22	1
Maintenance of Facilities	Pres.	14	74	5	26	—	—	—	—	19	5
	B.O.	5	24	15	71	1	5	—	—	21	2
Maintenance of Grounds	Pres.	14	74	5	26	—	—	—	—	19	5
	B.O.	3	14	15	71	3	14	—	—	21	2
STAFF MAINTENANCE											
Faculty & Staff Housing	Pres.	1	25	2	50	1	25	—	—	4	20
	B.O.	—	—	1	17	1	17	4	66	6	17
Personnel Management	Pres.	12	71	5	29	—	—	—	—	17	7
	B.O.	10	45	11	50	1	5	—	—	22	1
RESOURCE DEVELOPMENT											
Endowment Fund Management	Pres.	4	33	4	33	3	25	1	8	12	12
	B.O.	3	17	9	50	6	33	—	—	18	5
Investment	Pres.	15	68	7	32	—	—	—	—	22	2
	B.O.	9	39	13	57	1	4	—	—	23	—
Real Estate	Pres.	6	40	4	27	2	13	3	20	15	9
	B.O.	1	7	6	43	7	50	—	—	14	9
Leadership	Pres.	13	76	4	24	—	—	—	—	17	7
	B.O.	16	73	4	18	2	9	—	—	22	1

~~TABLE~~ F-2 Continued

Function by Resource Category		Highly Essential		Essential		Somewhat Essential		Not Essential		Total Responses	No Opinion Not Performed
		#	%	#	%	#	%	#	%	#	#
PROTECTION											
Auditing	Pres.	18	90	2	10	--	--	--	--	20	4
	B.O.	21	91	2	9	--	--	--	--	23	--
Bonding	Pres.	14	74	5	26	--	--	--	--	19	5
	B.O.	9	43	12	57	--	--	--	--	21	2
Insurance	Pres.	17	74	6	26	--	--	--	--	23	1
	B.O.	13	57	9	39	1	4	--	--	23	--
Protection of Persons	Pres.	10	50	8	40	2	10	--	--	20	4
	B.O.	7	35	12	60	1	5	--	--	20	3

TABLE *P-3

A COMPLETE TABULATION OF RESPONSES PERTAINING TO THE TIME DEMANDS REQUIRED TO EXECUTE
THE FUNCTIONS PERFORMED BY THE COMMUNITY COLLEGE CHIEF BUSINESS OFFICERS

Functions by Resource Category		Extensive		Considerable		Some		Little		None		Total
		#	%	#	%	#	%	#	%	#	%	Responses #
PLANNING												
Campus Planning	Pres.	1	7	4	29	4	29	5	35	--	--	14
	B.O.	--	--	7	33	10	48	4	19	--	--	21
Information Systems	Pres.	1	7	4	26	6	40	3	20	1	7	15
	B.O.	4	19	9	43	7	33	--	--	1	5	21
Long Range Planning	Pres.	3	20	2	13	8	53	2	13	--	--	15
	B.O.	1	4	9	39	12	52	1	4	--	--	23
Policy Formulation	Pres.	2	11	6	33	9	50	1	5	--	--	18
	B.O.	5	22	11	48	7	30	--	--	--	--	23
PROCUREMENT												
Collection of Student Fees	Pres.	--	--	10	45	7	32	5	23	--	--	22
	B.O.	--	--	5	22	12	52	6	26	--	--	23
Federal Relations	Pres.	--	--	3	23	7	54	2	15	1	8	13
	B.O.	1	4	5	22	10	43	7	30	--	--	23
Fund Raising	Pres.	--	--	1	12	2	25	1	12	4	50	8
	B.O.	--	--	1	6	8	47	8	47	--	--	17
Legislative	Pres.	2	15	3	23	6	46	2	15	--	--	13
	B.O.	1	6	2	11	10	55	5	28	--	--	18
Purchasing	Pres.	2	9	16	73	3	14	1	4	--	--	22
	B.O.	1	5	11	50	6	27	4	18	--	--	22

TABLE F-3 Continued

Functions by Resource Category		Extensive		Considerable		Some		Little		None		Total Responses
		#	%	#	%	#	%	#	%	#	%	#
ALLOCATION												
Budgeting	Pres.	14	58	10	42	--	--	--	--	--	--	24
	B.O.	12	52	9	39	2	9	--	--	--	--	23
Collective Bargaining	Pres.	5	24	10	47	5	24	1	5	--	--	21
	B.O.	5	24	12	57	3	14	1	5	--	--	21
Facilities Utilization	Pres.	--	--	2	14	9	64	2	14	1	7	14
	B.O.	--	--	1	5	7	33	11	52	2	10	21
Payroll	Pres.	4	18	12	55	5	23	1	4	--	--	22
	B.O.	--	--	6	27	10	45	6	27	--	--	22
Salary & Wage Determinations	Pres.	2	9	8	36	12	54	--	--	--	--	22
	B.O.	--	--	5	22	16	70	2	8	--	--	23
FISCAL MAINTENANCE												
Accounting	Pres.	8	36	11	50	3	14	--	--	--	--	22
	B.O.	5	22	13	56	5	22	--	--	--	--	23
ADMINISTRATIVE SERVICES												
Data Processing	Pres.	--	--	5	36	6	43	1	7	2	14	14
	B.O.	--	--	4	23	8	47	5	29	--	--	17
Food Services	Pres.	--	--	9	45	8	40	3	15	--	--	20
	B.O.	2	10	1	5	11	55	5	25	1	5	20
Publication Services	Pres.	--	--	2	20	3	30	3	30	2	20	10
	B.O.	--	--	--	--	5	36	6	43	3	21	14
Student Activity Fund	Pres.	--	--	1	6	12	71	3	17	1	6	17
	B.O.	--	--	--	--	10	45	9	41	3	14	22

TABLE F-3 Continued

Functions by Resource Category		Extensive		Considerable		Some		Little		None		Total Responses
		#	%	#	%	#	%	#	%	#	%	#
Student Housing	Pres.	--	--	3	60	2	40	--	--	--	--	5
	B.O.	--	--	1	25	1	25	2	90	--	--	4
Student Loan	Pres.	--	--	5	29	9	53	2	12	1	6	17
	B.O.	--	--	1	5	10	47	9	43	1	5	21
Student Store-Bookstore	Pres.	--	--	8	40	11	55	1	5	--	--	20
	B.O.	--	--	2	10	10	50	7	35	1	5	20
Transportation	Pres.	--	--	4	22	11	61	2	11	1	5	18
	B.O.	--	--	1	6	9	53	6	35	1	6	17
PROPERTY MAINTENANCE												
Inventory	Pres.	1	5	6	29	12	57	2	9	--	--	21
	B.O.	--	--	5	22	9	39	9	39	--	--	23
Maintenance of Equipment	Pres.	1	5	9	27	7	37	1	5	1	5	19
	B.O.	--	--	3	13	11	50	7	32	1	5	22
Maintenance of Facilities	Pres.	1	5	10	52	6	31	1	5	1	5	19
	B.O.	--	--	4	17	12	52	6	26	1	4	23
Maintenance of Grounds	Pres.	1	5	11	58	5	26	1	5	1	5	19
	B.O.	--	--	3	14	11	52	5	24	2	10	21
STAFF MAINTENANCE												
Faculty & Staff Housing	Pres.	--	--	--	--	3	75	1	25	--	--	4
	B.O.	--	--	--	--	3	50	1	17	2	33	6
Personnel Management	Pres.	3	17	7	41	6	35	1	6	--	--	17
	B.O.	2	9	5	23	10	45	4	18	1	5	22

TABLE F-3 Continued

Functions by Resource Category		Extensive		Considerable		Some		Little		None		Total Responses
		#	%	#	%	#	%	#	%	#	%	#
DEVELOPMENT												
Endowment Fund Management	Pres.	--	--	1	8	3	23	9	69	--	--	13
	B.O.	--	--	3	17	9	50	6	33	--	--	18
Investment	Pres.	2	9	10	48	9	43	--	--	--	--	21
	B.O.	1	4	7	30	12	52	3	13	--	--	23
Real Estate	Pres.	2	13	4	27	3	20	5	33	1	7	15
	B.O.	--	--	--	--	6	43	7	50	1	7	14
Leadership	Pres.	4	22	10	55	3	17	1	5	--	--	18
	B.O.	5	23	9	41	6	27	2	9	--	--	22
PROTECTION												
Auditing	Pres.	4	20	10	50	5	25	1	5	--	--	20
	B.O.	2	9	8	34	11	48	2	9	--	--	23
Bonding	Pres.	2	10	3	16	9	47	4	21	1	5	19
	B.O.	--	--	--	--	11	52	10	48	--	--	21
Insurance	Pres.	2	9	10	43	9	39	2	9	--	--	23
	B.O.	2	9	9	39	9	39	3	13	--	--	23
Protected Persons & Property	Pres.	1	5	5	25	8	40	4	20	2	10	20
	B.O.	--	--	4	20	11	55	3	15	2	10	20

TABLE F-4

A COMPLETE TABULATION OF RESPONSES PERTAINING TO THE FUNCTIONAL ASSIGNMENT
OF THE COMMUNITY COLLEGE CHIEF BUSINESS OFFICERS

Functions by Resource Category		Broad Supervision			Direct Supervision			Assist in Supervision			Active Partic. No Supervision			Occasional Contribution			Not Involved			Total Responses	No Opinion. Not Performed
		#	%	*	#	%	*	#	%	*	#	%	*	#	%	*	#	%	*		
PLANNING																					
Campus Planning	Pres.	3	21		2	14		7	50		2	14		—	—		—	—		14	10
	B.O.	6	29		2	9		8	38		4	19		1	5		—	—		21	2
Information Systems	Pres.	4	29		2	14		3	21		4	29		—	—		1	7		14	10
	B.O.	9	43		8	38		3	14		—	—		1	5		—	—		21	2
Long Range Planning	Pres.	2	13		2	13		6	40		5	33		—	—		—	—		15	9
	B.O.	6	26		8	35		3	13		5	22		1	4		—	—		23	—
Policy Formulation	Pres.	3	17		3	17		6	33		—	—		6	33		—	—		18	6
	B.O.	5	22		5	22		6	26		7	30		—	—		—	—		23	—
PROCUREMENT																					
Collection of Student Fees	Pres.	12	57		5	24		2	9		2	9		—	—		—	—		21	3
	B.O.	12	52		5	22		3	13		—	—		3	13		—	—		23	—
Federal Relations	Pres.	3	23		3	23		4	31		1	8		2	15		—	—		13	11
	B.O.	8	35		4	17		7	30		2	9		1	4		1	4		23	—
Fund Raising	Pres.	1	12		1	12		1	12		1	12		1	12		3	38		8	16
	B.O.	4	24		3	17		4	24		1	6		5	29		—	—		17	6
Legislative	Pres.	1	8		3	23		4	31		3	23		2	15		—	—		13	11
	B.O.	—	—		2	11		2	11		8	44		6	33		—	—		18	5
Purchasing	Pres.	12	52		11	48		—	—		—	—		—	—		—	—		23	1
	B.O.	12	54		10	46		—	—		—	—		—	—		—	—		22	1

TABLE F-4 (Continued)

A COMPLETE TABULATION OF RESPONSES PERTAINING TO THE FUNCTIONAL ASSIGNMENT
OF THE COMMUNITY COLLEGE CHIEF BUSINESS OFFICERS

Functions by Resource Category		Broad Supervision		Direct Supervision		Assist in Supervision		Active Partic. No Supervision		Occasional Contribution		Not Involved		Total Responses	No Opinion Not Functioning
		#	%	#	%	#	%	#	%	#	%	#	%		
ALLOCATION															
Budgeting	Pres.	6	25	17	71	1	4	—	—	—	—	—	—	24	—
	B.O.	5	22	14	60	2	9	2	9	—	—	—	—	23	—
Collective Bargaining	Pres.	5	25	7	35	6	30	2	10	—	—	—	—	20	4
	B.O.	3	14	5	24	4	19	8	38	1	5	—	—	21	2
Facilities Utilization	Pres.	5	33	4	27	5	33	—	—	—	—	1	7	15	9
	B.O.	4	19	—	—	7	33	4	19	5	24	1	5	21	2
Payroll	Pres.	14	64	7	32	1	4	—	—	—	—	—	—	22	2
	B.O.	15	68	6	27	—	—	—	—	1	4	—	—	22	1
Salary & Wage Determination	Pres.	5	23	6	27	5	23	5	23	1	4	—	—	22	2
	B.O.	7	30	7	30	5	22	3	13	1	4	—	—	23	—
FISCAL MAINTENANCE															
Accounting	Pres.	12	54	10	46	—	—	—	—	—	—	—	—	22	2
	B.O.	12	52	9	39	1	4	—	—	1	4	—	—	23	—
ADMINISTRATIVE SERVICES															
Data Processing	Pres.	6	43	3	21	3	21	1	7	1	7	—	—	14	10
	B.O.	7	41	3	17	4	24	3	17	—	—	—	—	17	6
Food Service	Pres.	9	45	8	40	2	10	1	5	—	—	—	—	20	4
	B.O.	15	75	2	10	2	10	1	5	—	—	—	—	20	4
Publication Services	Pres.	2	20	2	20	2	20	2	20	—	—	2	20	10	14
	B.O.	6	43	1	7	—	—	2	14	2	14	3	21	14	10
Student Activity Fund	Pres.	5	29	4	24	7	41	1	6	—	—	—	—	17	7
	B.O.	10	46	2	9	3	14	—	—	4	18	3	14	22	4

TABLE F-4 Continued

A COMPLETE TABULATION OF RESPONSES PERTAINING TO THE FUNCTIONAL ASSIGNMENT
OF THE COMMUNITY COLLEGE CHIEF BUSINESS OFFICERS

Functions by Resource Category		Broad Supervision		Direct Supervision		Assist in Supervision		Active Partic. No Supervision		Occasional Contribution		Not Involved		Total Responses	No Opinion Not Reported
		#	%	#	%	#	%	#	%	#	%	#	%	#	#
Student Housing	Pres.	1	25	2	50	1	25	—	—	—	—	—	—	4	20
	B.O.	2	50	—	—	1	25	—	—	1	25	—	—	4	19
Student Loan	Pres.	5	33	3	20	3	20	2	13	1	7	1	7	15	9
	B.O.	7	33	2	9	5	24	2	9	5	24	—	—	21	2
Student Store-Bookstore	Pres.	9	45	10	50	1	5	—	—	—	—	—	—	20	4
	B.O.	14	70	3	15	1	5	1	5	—	—	1	5	20	3
Transportation	Pres.	6	33	10	56	1	5	—	—	—	—	1	5	18	6
	B.O.	11	64	2	12	2	12	—	—	1	6	1	6	17	6
PROPERTY MAINTENANCE															
Inventory	Pres.	9	43	10	48	—	—	2	9	—	—	—	—	21	3
	B.O.	14	61	7	30	1	4	1	4	—	—	—	—	23	—
Maintenance of Equipment	Pres.	10	53	8	42	—	—	—	—	—	—	1	5	19	5
	B.O.	16	73	2	9	3	14	—	—	—	—	1	4	22	1
Maintenance of Facilities	Pres.	10	53	8	42	—	—	—	—	—	—	1	5	19	5
	B.O.	14	66	4	19	1	5	1	5	—	—	1	5	21	2
Maintenance of Grounds	Pres.	10	53	8	42	—	—	—	—	—	—	1	5	19	5
	B.O.	13	62	5	24	1	5	—	—	—	—	2	9	21	2
STAFF MAINTENANCE															
Faculty & Staff Housing	Pres.	1	25	2	50	1	25	—	—	—	—	—	—	4	20
	B.O.	1	20	2	40	—	—	—	—	—	—	2	40	5	18
Personnel Management	Pres.	4	24	9	52	2	12	—	—	2	12	—	—	17	7
	B.O.	10	46	3	14	5	23	2	9	1	4	1	4	22	1

~~TABLE~~ F-4 Continued

A COMPLETE TABULATION OF RESPONSES PERTAINING TO THE FUNCTIONAL ASSIGNMENT
OF THE COMMUNITY COLLEGE CHIEF BUSINESS OFFICERS

Function by Resource Category		Broad Supervision			Direct Supervision			Assist in Supervision			Active Partic. No Supervision			Occasional Contribution			Not Involved			Total Responses		No Opinion Not Performed	
		#	%	*	#	%	*	#	%	*	#	%	*	#	%	*	#	%	*	#		#	
DEVELOPMENT																							
Endowment Fund Management	Pres.	2	15		5	39		3	23		—	—		2	15		1	8		13		11	
	B.O.	6	33		6	33		4	22		2	11		—	—		—	—		18		5	
Investment	Pres.	6	27		14	64		1	4		1	4		—	—		—	—		22		2	
	B.O.	4	17		14	61		2	9		3	13		—	—		—	—		23		—	
Real Estate	Pres.	5	33		5	33		—	—		—	—		4	27		1	7		15		9	
	B.O.	3	21		4	29		2	14		2	14		3	21		—	—		14		9	
Leadership	Pres.	8	44		5	28		1	6		4	22		—	—		—	—		18		6	
	B.O.	8	36		11	50		1	4		1	4		1	4		—	—		22		1	
PROTECTION																							
Auditing	Pres.	10	50		8	40		1	5		1	5		—	—		20	4		20		4	
	B.O.	12	52		9	39		1	4		—	—		1	4		—	—		23		—	
Bonding	Pres.	7	37		10	53		1	5		1	5		—	—		—	—		19		5	
	B.O.	10	45		9	41		3	14		—	—		—	—		—	—		22		1	
Insurance	Pres.	5	22		17	74		—	—		1	4		—	—		—	—		23		1	
	B.O.	7	30		12	52		1	4		3	13		—	—		—	—		23		—	
Protection of Persons & Property	Pres.	8	40		5	25		4	20		1	5		1	5		1	5		20		4	
	B.O.	10	50		3	15		4	20		1	5		—	—		2	10		20		4	

APPENDIX G

**A PARTIAL LISTING OF LITERATURE PERTAINING
TO THE FUNCTIONS PERFORMED OF CHIEF
BUSINESS OFFICERS**

APPENDIX G

TOPICS PERTAINING TO THE FUNCTIONS IDENTIFIED AS PERFORMED

BY

COMMUNITY COLLEGE CHIEF BUSINESS OFFICERS

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APPENDIX H

PLACEMENT OF FUNCTIONS INTO RESOURCE MANAGEMENT CATEGORIES--QUESTION- NAIRE, PARTICIPANTS, AND RESULTS

APPENDIX H

QUESTIONNAIRE

The chief business officer in the comprehensive community college is thought to perform a number of functions. An assumption is made that each of these functions can be classified into one of nine categories which depict the chief business officer as being a resource manager.

Listed below are the nine categories. Definitions are attached for your information and assistance. Please enter in the space, behind each function, the number of the resource category that best fits the function classification.

Example:

Accounting	4
Auditing	9
Bonding	9

Although a function may have activities which qualify it for more than one category, select only the one category which best suits the characteristics of the function.

- | | |
|--------------------------------------|-----------------------------------|
| 1 Resource Planning | 6 Resource Maintenance - Property |
| 2 Resource - Procurement | 7 Resource Maintenance - Staff |
| 3 Resource Allocation | 8 Resource Development |
| 4 Resource Maintenance - Fiscal | 9 Resource Protection |
| 5 Resource - Administrative Services | |

FUNCTION	RESPONSE	FUNCTION	RESPONSE
Accounting	_____	Legislative	_____
Auditing	_____	Long Range Planning	_____
Bonding	_____	Maintenance of Equipment	_____
Budgeting	_____	Maintenance of Facilities	_____
Campus Planning	_____	Maintenance of Grounds	_____
Collection of Student Fees	_____	Payroll	_____
Collective Bargaining	_____	Personnel Management	_____
Data Processing Services	_____	Policy Formulation	_____
Endowment Fund Management	_____	Protection of Persons and Property	_____
Facilities Utilization	_____	Publication Services	_____
Facility and Staff Housing	_____	Purchasing	_____
Federal Relations	_____	Real Estate	_____
Food Service	_____	Salary and Wage Determination	_____
Fund Raising	_____	Student Activity Fund	_____
Information Systems	_____	Student Housing	_____
Insurance	_____	Student Loan	_____
Investment	_____	Student Store-Bookstore	_____
Inventory	_____	Transportation	_____
Leadership	_____		_____

Jury of Experts That Determined Placement of
Functions within Resource Categories

Dr. Max Raines
Professor
Michigan State University

Dr. Thomas E. McClung
Budget Analyst
Michigan Bureau of the Budget

Mr. Robert Endriss
Budget Analyst
Michigan Bureau of the Budget

Mr. Robert Chick
Dean for Business Affairs
Kalamazoo Valley Community College

Mr. Bruce Neuman
Dean for Business Affairs
Lansing Community College

A Tabulation of Responses Placing Functions into Broad Management Resource Categories by Jury of Experts

	Percentage Response
<u>Resource Planning</u>	
Campus Planning	100
Information Systems	40*
Long-Range Planning	100
Policy Formulation	80
<u>Resource Procurement</u>	
Collection of Student Fees	80
Federal Relations	100
Fund Raising	80
Legislative	80
Purchasing	80
<u>Resource Allocation</u>	
Budgeting	80
Collective Bargaining	40*
Facilities Utilization	80
Payroll	40*
Salary and Wage Determination	80
<u>Resource Fiscal Maintenance</u>	
Accounting	100
<u>Resource Administrative Services</u>	
Data Processing	80
Food Service	100
Publication Services	80
Student Activity Fund	80
Student Housing	80
Student Loan	60
Student Store-Bookstore	100
Transportation	80
<u>Resource Property Maintenance</u>	
Maintenance of Equipment	100
Maintenance of Facilities	100
Maintenance of Grounds	100
Inventory	40*

Tabulation Continued

	Percentage Response
<u>Resource Staff Maintenance</u>	
Faculty and Staff Housing	40*
Personnel Management	40*
<u>Resource Development</u>	
Endowment Fund Mgt.	40*
Investment	60
Real Estate	60
Leadership	40*
<u>Resource Protection</u>	
Auditing	80
Bonding	80
Insurance	100
Protection of Persons and Property	100

* Writer cast tie-breaking vote

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