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Faculty perceptions of institutional goals and faculty influence in university governance at an historically black state university

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FACULTY PERCEPTIONS OF INSTITUTIONAL GOALS AND FACULTY INFLUENCE IN UNIVERSITY GOVERNANCE AT AN HISTORICALLY BLACK STATE UNIVERSITY

by

Merdis Taylor McCarter

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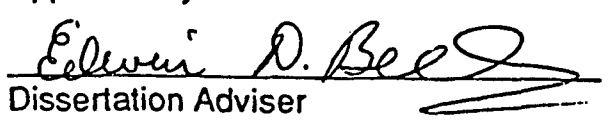

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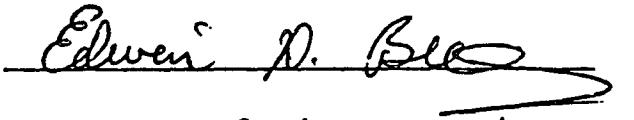
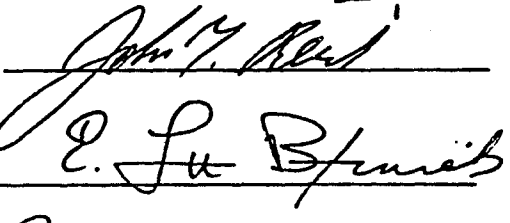
Dissertation Adviser 

Committee Members 

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The major purpose of this study was to determine the relationship between the perceived and the preferred importance of institutional goals and between the perceived and the preferred amount of influence of the faculty in university governance, according to the perceptions of faculty members at an historically black state university. A related purpose was to determine whether length of service at the institution affected faculty members' perceptions of goal congruence and of faculty influence congruence.

A questionnaire was developed and was used to collect data. The questionnaire was administered to 93 full-time faculty member at an historically black state university in North Carolina. Usable responses were received from 80 respondents, for an 86 percent response rate. Using a five-point Likert scale, respondents rated each goal and each influence statement twice. Their first rating indicated what "is" the case, the perceived rating. Their second rating indicated what "should be" the case, the preferred rating.

Spearman's correlational analysis and one-tailed Kolmogorov-Smirnov two-sample tests were used to analyze the data. An alpha level of .05 was used in determining the statistical significance of these tests.

Based on the findings of this study, the following conclusions were made:

1. Faculty members at the historically black state university in this study view perceived and preferred institutional goals as being unrelated in a

significant way. This finding supports previous goal research by Bacon (1975), in which campus constituents felt that institutional goals and institutional practices were not related in a significant way.

2. Length of service at the institution did not contribute to significantly different perceptions among the faculty regarding the degree of goal congruence. Although not significant, the trend was toward a greater degree of congruence between the perceived and preferred importance of institutional goals among faculty members who had taught at the institution for at least seven years than among faculty members who had taught for fewer than seven years.
3. Faculty members at the institution in this study view the perceived and preferred influence of faculty members in university governance as being unrelated in a significant way.
4. Length of service did not contribute to any significantly different perceptions among the faculty regarding the degree of congruence between the perceived and the preferred amount of faculty influence. The views of faculty members who had taught at the institution for at least seven years and those who had taught for fewer than seven years were similar, although a greater degree of congruence tended to be among those in the latter group.

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TABLE OF CONTENTS

LIST OF TABLES

Table Page

CHAPTER I

INTRODUCTION

The purpose of this study was to examine faculty members' perceptions of institutional goals and of their influence in university governance at one institution. The major focus of the study was on faculty members' perceptions of goals listed in publications about their institution. Faculty members were studied to determine the relationship between the actual and the preferred importance of institutional goals.

Another focus was on faculty members' perceptions of their influence in university governance. Faculty members perceptions were ascertained and then studied to determine the relationship between their actual and their preferred amount of influence in institutional decision-making.

A subordinate focus of the study was the development of a testing instrument which assessed faculty members' perceptions of institutional goals and of faculty influence in university governance. The instrument was used in this study to test hypotheses concerning institutional goals and faculty influence.

Background of the Problem

Public colleges and universities are under considerable pressure to improve the quality of education, to make effective and efficient use of resources, and to admit only those students who are prepared to do

college-level work. Several authors (e.g., Kerr, 1980; Millett, 1984; and Newell, 1984) have noted that some states have addressed these accountability issues by assuming a more active role in formulating educational policies and goals, in specifying educational objectives, in establishing administrative guidelines, and in assessing educational outcomes. Moreover, other authors (e.g., Baldridge, Curtis, Ecker, and Riley, 1978; Hage and Aiken, 1970; and Pfeffer, 1982) have pointed out that organizations under pressure tend to move toward increased centralization of authority structures. Pfeffer (1981) has suggested that it is also believed that decentralization of power is essential for organizational effectiveness in complex organizations. Yet, according to Baldridge et al. (1978), many public colleges and universities that have a high degree of complexity have responded to external pressures for change by increasing centralization of power. Keeton (1977) has suggested that a shift from the sharing of authority with faculty could threaten the implementation of institutional goals.

As Millett (1984) and Jaschik (1986) have suggested, for state colleges and universities this shift becomes increasingly significant as more and more decisions that were previously made by these colleges and universities are now being made by higher education boards and by state agencies. Since higher education boards are exerting more influence over educational decisions, Richman and Farmer (1974) have pointed out the necessity for public colleges and universities to become "more concerned

about clearer and ordered goals" (p. 289). Moreover, Millard (1980) has suggested that "if institutions are to benefit from statewide planning efforts" (p. 82), institutional goals must reflect statewide goals. In North Carolina, the institutional goals of each of the fifteen state universities have been modified, as needed, to reflect statewide educational goals. The request for modification of goals has come from the Board of Governors, the state higher education authority for the University of North Carolina system. The University of North Carolina Board of Governors (1983) has requested that each state university place renewed emphasis (1) on improving the quality of education; (2) on raising admission standards; (3) on extending the benefits of higher education to citizens who are able to pursue undergraduate, graduate, and professional degree programs; and (4) on instituting administrative practices which might maximize resource use.

Factors Affecting North Carolina's Historically Black State Universities

Goal definition and goal attainment have become central issues of concern, especially for the historically black state universities in the University of North Carolina system. In the past, the attainment of institutional goals for North Carolina's five predominantly black state universities has been hampered by limited curricular offerings, by inadequately prepared students, and by inadequate fiscal resources and facilities. Other constraints have included an inadequate number of administrative

personnel, an inadequate number of faculty members with appropriate credentials, and inadequate coordination. In recent years, however, the State has recognized these problems and has instituted several measures to address these issues.

Prior to 1971, black campuses had been unsuccessful in their efforts to obtain appropriations for current operations and for capital improvements that were on par with historically white institutions. Funding which was appropriated by the General Assembly often lagged several years behind current operating needs and authorized expansion of institutional mission. Even when the North Carolina Board of Higher Education recommended that the General Assembly provide additional funds to upgrade and to expand programs at the historically black state institutions, favorable action was not taken. Instead Governor Moore and the Advisory Budget Commission said this:

> We believe that the philosophy under which these institutions were created is outmoded, that their continued development along present lines will prove costly to the State, and that sweeping changes are required if they are to assume their places in the mainstream of higher education. Since the results of the Board's studies are not available to us at this time, however, we have limited our recommendations for these institutions to modest improvements, on the expectation that the General Assembly will act on the more comprehensive recommendations of the Board when these are presented, subject to the availability of funds. (North Carolina Board of Higher Education, 1967, p. 60)

Eventually, in the 1967-69 biennium, the General Assembly appropriated $1 million of the $8.25 million that was requested for program improvements by the five black state college presidents and by the North

Carolina Board of Higher Education.

As reported by the University of North Carolina Board of Governors (1974), the North Carolina General Assembly reorganized North Carolina's higher education system in 1971. The fifteen state universities and the North Carolina School of the Arts became constituent institutions of the University of North Carolina system. The Board of Governors was created to coordinate this system.

Replacing the North Carolina Board of Higher Education, the University of North Carolina Board of Governors (1974) was granted powers "to set enrollment levels; to determine functions, educational activities, academic programs, and degree programs; . . . to set tuition and fees subject to override by the legislature; and to prepare a single budget" (pp. 30, 32).

When the sixteen state supported colleges and universities were reorganized to form the University of North Carolina system, several policy changes were made. One change involved the budgetary process.

According to the North Carolina Statute 116-11(9), the Board of Governors was authorized to submit a unified budget for all institutions in the system. This budget includes continuing operations (i.e., the continuation budget) for each institution, salary increases for non-State Personnel Act employees and allocations for new programs (i.e., the expansion budget), and allocations for capital improvements.

After budget requests are received from individual campuses, the Board of Governors prepares a unified budget for the University of North Carolina system and submits a single budget request to the General Assembly. The General Assembly appropriates funds for operating budgets directly to each institution. Funds for program expansion and for capital improvements are allocated to the Board of Governors for distribution to the sixteen institutions.

Individual campuses submit budget requests for program expansion and for capital improvement projects directly to the Board of Governors. The submission of budget requests to the Board of Governors, rather than to the General Assembly, might have neutralized the political advantage that one institution might have had with State legislators. As discussed in the 1985 University of North Carolina Board of Governors' Fifth Annual Report Under the Consent Decree, the black campuses have received a more equitable share of funds than they received prior to 1971.

In addition to the change in the budgetary process, the Board of Governors has adopted a policy which addresses admission standards. As reported in the Winston-Salem Journal by Eisenstadt (1934), minimum admission requirements, which all students who attend one of the North Carolina's public universities must meet, include a high school diploma or its equivalent and the completion of a prescribed college preparatory curriculum.

Each of the fifteen state universities has modified institutional admission statements to reflect the statewide admission policy. The implementation of the new admission policy might result in each institution admitting students who are better prepared for college-level work.

The raising of minimum admission standards also has ramifications for the curricular offerings of the predominantly black state universities. Since their inception, North Carolina's historically black state institutions of higher education have provided precollegiate as well as collegiate programs for many of their students. The admission of a better prepared student might enable each of North Carolina's historically black state universities to de-emphasize its remedial education program.

Another factor which has affected the institutional role of North Carolina's historically black state universities has been the federal mandate to desegregate public systems of postsecondary education. The mandate was an outgrowth of the Adams desegregation suit which was filed by the NAACP Legal Defense Fund, in 1970, to prohibit North Carolina and other states from operating segregated postsecondary education systems.

After extended deliberations and litigation, North Carolina entered into a consent decree with the Department of Education on July 17, 1981. Under the terms of the consent decree, North Carolina agreed to implement a plan which provided (1) for increasing white student enrollment on predominantly black campuses and for increasing black student enrollment on predominantly white

campuses; (2) for increasing the number of faculty members with terminal degrees at the predominantly black campuses and increasing the number of black faculty members on predominantly white campuses; and (3) for upgrading and for enhancing academic programs and physical facilities at historically black institutions.

As outlined in the consent decree, North Carolina v. Department of Education (1979), minority enrollment goals were set for each of the University of North Carolina campuses and were to be achieved by December 1986. For the historically black state universities, the white student enrollment goal was 15 percent. The black student enrollment goal for the predominantly white state universities was 10.6 percent.

During Fall 1986, the historically black state universities had exceeded their minority enrollment goal. Predominantly white state universities had not met their minority enrollment goals. Although the terms of the consent decree expired December 31, 1986, Kilby (1986) reported in the Winston-Salem Journal that North Carolina volunteered to continue its "minority recruitment programs in high school [for two additional years] " (December 31, 1986, p. 15).

The Board of Governors adopted two initiatives to increase the percentage of faculty members with doctor's degrees at historically black state universities. First, faculty study assignment grants were made available to assist selected faculty members in the completion of graduate study leading

to a doctorate. A second initiative has involved the establishment of guidelines governing the hiring of new faculty members at historically black state universities. The hiring of new faculty members has been restricted to only those who have earned the appropriate terminal degrees.

The consent decree also provided for new degree programs at each of the historically black state universities. The State did not make a commitment to provide funding for new degree programs. However, North Carolina did agree to maintain the funding of its historically black state universities, in terms of full-time student enrollments, at a level "at least equal to the weighted average of the financial support provided to the predominantly white institutions in the same institutional category" (North Carolina v. Department of Education, 1979, p. 23).

North Carolina continued its commitment to fund capital improvement projects for each of its historically black state universities. Some projects had been funded prior to the consent decree, while others had been approved for funding in the long-range plan.

Mandates from the State to raise admission standards, to strengthen the credentials of the faculty, to upgrade and to enhance academic programs, to increase the racial diversity of the student body, and to provide adequate funding might have provided the impetus for Winston-Salem State University to re-examine its institutional role. These mandates have addressed many of the historical problems which have hampered the attainment

of institutional goals at the historically black state universities. Indeed, the survival of Winston-Salem State University and of other historically black state universities might depend on how well they are able to incorporate statewide educational goals in their traditional institutional goals.

Institutional Profile of Winston-Salem State University

Winston-Salem State University, in Winston-Salem, North Carolina, is a "Public Comprehensive II" institution, according to the Carnegie Corporation classification (The Chronicle of Higher Education, July 8, 1987, p. 28). The institution was founded in 1892 as Slater Industrial Academy and became a state normal school for the preparation of black elementary school teachers in 1897. Between 1953 and 1971, Winston-Salem State University was authorized by the North Carolina General Assembly to offer bachelor's degrees in nursing, in secondary education, and in several non-teaching majors. In 1972, Winston-Salem State University became one of the sixteen constituent institutions in the University of North Carolina system and came under the control of the newly created University of North Carolina Board of Governors.

Presently, thirty-one degree programs are offered at the baccalaureate-level. Six of these programs (Spanish, chemistry, accounting, recreation therapy, economics, and mass communications) were authorized for planning by the Board of Governors and were included in the terms of the consent decree.

Under the terms of the consent decree, North Carolina also made a commitment to establish a Graduate Center at Winston-Salem State University. Appalachian State University, a predominantly white constituent institution in the University of North Carolina system, offers master's degrees in education and in business administration at the Graduate Center on the campus of Winston-Salem State University.

During the fall of 1986, as reported by the University of North Carolina Board of Governors (1987) in the Statistical Abstract of Higher Education in North Carolina, the enrollment at Winston-Salem State University was 2,590. Of this number, over 79 percent were enrolled as full-time students. The racial composition of the student body was 84.8 percent black and 15.2 percent white.

Additionally, Winston-Salem State University employed 114 full-time instructional faculty members. Full-time instructional faculty members refer to those individuals who fill state allocated positions at the institution. Other individuals who teach but who are also administrators, part-time faculty, or temporary faculty are not classified as full-time instructional faculty members.

The Fall 1986 full-time instructional faculty at Winston-Salem State University included 29 professors, 35 associate professors, 34 assistant professors, 12 instructors, and 4 lecturers. Sixty-one percent of these faculty members, which included 64 men and 50 women, had earned the doctorate or

the first professional degree. The faculty also included 73 black and 41 non-black individuals.

Statement of the Problem

The problem in this study is to determine the relationship between the perceived and the preferred importance of institutional goals and between the perceived and the preferred amount of faculty influence in university governance at an historically black state university, according to faculty members' perceptions. A secondary problem is to determine if the instrument developed for this study could be used to assess faculty members' perceptions of institutional goals and of faculty influence in university governance.

Purpose of the Study

The purposes of the study were threefold. The major purpose was to determine the relationship between the perceived and the preferred importance of institutional goals at an historically black state university, according to the perceptions of faculty members. A second purpose was to determine the relationship between the perceived and the preferred amount of influence of the faculty in university governance. In order to test hypotheses concerning faculty members' perceptions of institutional goals and of faculty influence, a third purpose was to develop an instrument and to apply it in this one case.

Significance of the Study

In recent years, state governments have responded to the public's demand for greater accountability on the part of public institutions of higher

education. Coordinating, governing and local boards, and state agencies have been granted increased authority to institute measures to improve the quality of education and to make maximum use of resources. Concomitant with pressures for more efficient and effective management of public institutions of higher education has been the adjustment of institutional goals at some colleges and universities to reflect more accurately statewide educational goals. Significant issues of concern for university administrators have included the identification of goals, the support for goals, and the attainment of goals.

As administrators respond to pressures for greater accountability, it becomes increasingly important for them to focus on the campus constituency which plays the major role in the implementation of many institutional decisions relating to academic issues. The study of faculty perceptions of institutional goals and faculty influence might provide useful information to assist the chief executive in managing differences that might threaten the attainment of institutional goals.

This study has specific ramifications for historically black state universities that have been mandated to modify institutional goals. The modification of institutional goals at historically black state universities has centered around expanding the curriculum, recruiting a better prepared student, and employing more qualified faculty.

The instrument developed for this study measures, in part, the extent to which faculty members believe that the modification of institutional goals relating to curricula, students, and faculty are being emphasized; it also measures the extent to which faculty members believe these goals should be emphasized. Thus, the results of this study, which involve the level of faculty commitment and support for institutional goals and the amount of faculty influence regarding goal attainment, might provide some insight into institutional response to state directives for change that relate to academic policies, procedures, and programs.

Definition of Terms

The definitions that follow were used in this study.

Faculty Member

Faculty member refers to an individual (1) who holds the rank of instructor, assistant professor, associate professor, or professor; (2) who has a teaching load of at least nine credit hours per semester; (3) who has an employment status of tenured, tenured-track, or non tenured-track; and (4) who holds a permanent rather than temporary faculty position at the institution.

Length of Service at the Institution

Only faculty members who have taught at the institution for at least one academic year (nine months) are included in this study. Faculty members were further divided into two groups: those who have taught at the institution for at least seven academic years and those who have taught at the institution

for fewer than seven years. The validity of this subdivision is supported by the 1980 Glass study which found an association between length of service and faculty members' perceptions of faculty influence.

Goals

Institutions of higher education have formal and informal goals. Fenske (1980) defines formal goals as statements of the purposes and the functions which are included in institutional documents and publications.

Informal or implicit goals, according to Conrad (1974), are reflected through "an extended body of collective understandings rather than in explicit statements" (p. 505). These unwritten goals often become embedded in an institution's traditions, activities, and beliefs.

However, Fenske's (1980) definition of goals focuses on how the institution is perceived by its internal constituents. He refers to goals as

> the aspirations, functions, and purposes of the institution itself as viewed by its internal constituents. They are more specific than missions, and usually include reference to a clientele being served, a process, and an outcome or outcomes. Not all such goals are stated in the publications or documents of the institution. Some are revealed in what the institution actually does as represented by its resource allocations and activities--and they may be at variance with its stated goals. (p. 179)

Since this study is concerned with perceptions, Fenske's definition of goals will be used.

Additionally, Gross and Grambsch's (1974) conceptual framework for further categorizing goals as output goals and as support goals will be used. They have provided the following definitions:

Output Goals. Output goals are those goals of the university which, immediately or in the future, are reflected in some product, service, skill, or orientation which will affect society. (p. 22)

Gross and Grambsch (1974) identified four types of output goals:

Student-Expressive goals involve the attempt to change the student's identity or character in some fundamental way. (p. 22)

Student-Instrumental goals involve equipping the student to do something specific for the society into which he will be entering or to operate in a specific way in that society. (p. 22)

Research goals involve the production of new knowledge for the solution of problems. (p. 22)

Direct Service goals involve the direct and continuing provision of services to the population outside the university. (p. 22)

Gross and Grambsch (1974) define support goals as "the goals of those who are charged with responsibility for the maintenance activities" (p. 15). They identified four types of support goals:

Adaption goals reflect the need for the university as an organization to come to terms with the environment in which it is located: to attract students and staff, to finance the enterprise, to secure needed resources, and to validate the activities of the university with those persons or agencies in a position to affect them. (p. 23)

Management goals involve decisions on who should run the university, the need to handle conflict, and the establishment of priorities as to which output goals should be given maximum attention. (p. 24)

Motivation goals seek to ensure a high level of satisfaction on the part of staff and students and emphasize loyalty to the university as a whole. (p. 24)

Position goals help to maintain the position of the university in terms of the kind of place it is compared with other universities and in the face of trends which could change its position. (p. 25)

Perceived goals refer to those that internal constituents believe the

institution is actually accomplishing. Preferred goals refer to those goals that internal constituents believe the institution should be accomplishing.

Congruence

The congruence score, for each item, is defined as the absolute (unsigned) value of the difference between the perceived rating and the preferred rating. Since each of these ratings can range from 1 to 5, a congruence score can range from 0 to 4. Using Neumann and Neumann's (1983) definition, "0 reflects maximal agreement, and 4 - maximal disagreement" (p. 201). Clearly, for each item, there will be congruence between the perceived rating and the preferred rating when the congruence score is 0. A congruence score of 4 denotes little or no congruence between the perceived rating and the preferred rating for an item.

Item congruence refers to agreement between perceived ratings and preferred ratings of goal and of influence items, respectively.

Group congruence refers to agreement between the cumulative frequency distribution of two groups of congruence scores.

Faculty Influence

Regarding influence, Bacharach and Lawler (1980) note Tannenbaum's definition: "Influence consists of efforts to affect organizational decisions indirectly, while authority makes final decisions" (p. 29). Thus, faculty influence, as used in this study, will refer to the ability to affect the outcome of institutional decisions.

Research Questions and Research Hypotheses

The more specific purposes of this study are stated in terms of the following research questions and research hypotheses:

Research Questions

1. What is the relationship between the perceived and the preferred importance of institutional goals?
2. What variables are related to faculty members' perceptions of congruence between the perceived and the preferred importance of institutional goals?
3. What is the relationship between the perceived and the preferred amount of influence of the faculty in university governance?
4. What variables are related to faculty members' perceptions of congruence between the perceived and the preferred amount of faculty influence in university governance?
5. Can an instrument be developed which provides for the assessment of faculty members' perceptions of institutional goals and of faculty influence in university governance?

Research Hypotheses

1. There is a significant relationship between the perceived and the preferred importance of institutional goals, according to the perceptions of faculty members.

   Subhypothesis 1: Concerning the traditional institutional goals gleaned from institutional publications the degree of congruence among faculty

members who have taught at the institution for at least seven years is significantly greater than that among faculty members who have taught at the institution for fewer than seven years.

Subypothesis 2: Concerning the institutional goals that have been recently mandated by the North Carolina Board of Governors and by the consent decree between North Carolina and the Department of Education the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly greater than that among faculty members who have taught for fewer than seven years.

2. There is a significant relationship between the perceived and the preferred amount of influence of the faculty in university governance.

Subhypothesis 1: Concerning the influence of the faculty in university governance there is a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there is among faculty members who have taught for fewer than seven years.

Assumptions and Delimitations

Assumptions

Several assumptions that were derived from the literature were made in this study.

1. In response to the public's demand for accountability, state governments have increased the centralization of higher education

authority for public universities in governing or coordinating boards, and in state agencies.

2. Goal commitment is essential to organizational effectiveness.
3. The sharing of authority with faculty members facilitates goal attainment.
4. Although some conflict is desirable in an organization, the lack of faculty commitment regarding some academic issues can threaten institutional survival.

Assumptions were also made about faculty members' perceptions of institutional goals. One major assumption was that all faculty members were aware of institutional goal statements that have appeared in institutional publications. A related assumption was that each goal statement carried the same meaning for each faculty member. Statements that might have evoked mixed responses were revised following the pretesting of the questionnaire.

It was further assumed that faculty members were aware of the university's governance structure and of their role in university governance. Influence items included only those areas of faculty influence which have appeared in institutional publications and which have appeared in the literature on university governance.

For each survey item, it was assumed that faculty members provided responses which accurately represented their current perceptions. Two steps

were taken to increase the accuracy of responses. First, the Chancellor of the university encouraged faculty members to participate in the study. Second, faculty members were assured that individual responses would remain confidential.

Delimitations

This study examined only the perceptions of faculty members concerning institutional goals and faculty influence. Other campus constituents, such as students, administrators, and trustees were not included in this study. Faculty members were selected because they are the implementors of many institutional decisions. An analysis of their perceptions of institutional goals and of faculty influence might provide some information concerning the degree to which they support goals and influence some of the institutional decisions they implement.

A second delimitation is that faculty members at only one institution were included in this study. This limits the generalizability of the results of the study. However, the instrument developed for this study can be used to measure faculty members' perceptions of institutional goals and faculty influence at other institutions that are undergoing similar changes in institutional goals.

Organization of the Study

The introduction to the study is included in Chapter I. The purpose of this chapter has been to introduce the problem of concern: faculty members' perceptions of institutional goals and faculty influence in university

governance at an historically black state university. The review of related literature on university goals and faculty influence in university governance is contained in Chapter II. The institutional goals and problems of historically black state universities and the influence of their faculty members in university governance were also included in Chapter II to focus the significance of this study to these institutions. In Chapter III, the research methods, the development and pretesting of the survey instrument, and analytical techniques are presented. A discussion of the testing of hypotheses and the analysis and interpretation of findings relating to goals and faculty influence are provided in Chapter IV. In Chapter V, the summary, the discussion of findings, the conclusions, and recommendations are presented.

Summary

The purpose of Chapter I has been to present the problem which was investigated in this study. The problem is to determine the relationship between the perceived and the preferred importance of institutional goals and between the perceived and the preferred amount of faculty influence in university governance, according to the perceptions of faculty members at Winston-Salem State University, an historically black state university.

Past and recent factors that have affected the institutional goal attainment of Winston-Salem State University and of other institutions like it were presented as background for the problem. These historical and contemporary issues have centered around curricular offerings, student

preparation, faculty credentials, and fiscal resources.

In recent years, the Board of Governors, the governing board of the University of North Carolina system, has taken several steps to address these problems. The Board has (1) approved new degree programs; (2) raised minimum admission standards; (3) restricted the hiring of new faculty to only those with appropriate terminal degrees; and (4) requested and obtained additional state appropriations from the legislature for current, expansion, and capital improvement operations. The Board's actions and directives may have served as the impetus for the adjustment of institutional goals at Winston-Salem State University and at other North Carolina historically black state universities.

One major research hypothesis was used in testing faculty members' perceptions of goals: (1) There is a significant relationship between the perceived and the preferred importance of institutional goals. The two subhypotheses concerning faculty members' perceptions of goals were these: (a) There is a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there is among faculty members who have taught for fewer than seven years; and (b) Concerning institutional goals that have been recently mandated by the North Carolina Board of Governors and by the consent decree between North Carolina and the Department of Education the degree of congruence among faculty members who have taught at the institution for at least seven

years is significantly greater than that among faculty members who have taught for fewer than seven years.

The perceptions of faculty members concerning their influence in university governance was tested using one principal hypothesis: (2) There is a significant relationship between the perceived and the preferred amount of influence of the faculty in university governance. One subhypothesis concerning faculty members' influence was tested in this study: (a) There is a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there is among faculty members who have taught for fewer than seven years.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study was to determine the relationship between the perceived and the preferred importance of institutional goals and between the perceived and the preferred amount of faculty influence in university governance at an historically black state university, according to the beliefs of faculty members. Thus, a review of selected literature relating to higher education institutional goals, faculty influence in university governance, and black colleges and universities contributes to an understanding of the theoretical background of the study. More specifically, the literature review contains two major sections: 1) selected literature regarding higher education institutional goals and faculty influence in university governance at colleges and universities; and 2) a review of literature relating to problems, goals, and faculty influence at historically black state colleges and universities.

Higher Education Institutional Goals and Faculty Influence in University Governance

Several studies of institutional goals and faculty influence in university governance have been conducted within the past twenty years. An understanding of the goals and the decision-making processes of these institutions have been considered essential to an understanding of their effectiveness as complex organizations.

Higher Education Institutional Goals

Gross and Grambsch published two major studies of goals in American universities, in 1968 and in 1974. Although these studies were conducted during a period of student unrest and although the findings might have been more salient for the period when institutions of higher education enjoyed enrollment growth and economic prosperity, these authors have provided a conceptual framework for examining institutional goals which continues to be widely used and to influence other researchers (e.g., Peterson and Uhl, 1977; and Neumann and Neumann, 1983).

In each study, Gross and Grambsch (1968, 1974) mailed questionnaires to administrators and faculty members at 68 universities. They used their goals' instrument to examine administrators' and faculty members' perceptions of the perceived and the preferred importance of goals. Their questionnaire contained forty-seven goal statements. These authors classified their goals as output goals (i.e., student-expressive, student-instrumental, research, and direct service) and as support goals (i.e., adaption, management, motivation, and position). Using a five-point Likert scale, Gross and Grambsch requested that each respondent rate each goal statement twice: (1) the actual emphasis given to the goal and (2) the emphasis the goal should receive.

When comparing results of the 1968 study with the 1974 study, Gross and Grambsch (1974) found that in each study respondents ranked the goal "protect academic freedom" first. Another major finding concerned the

increase in importance of the goal "involve faculty in university governance"; in terms of ranking, this goal moved from twenty-fifth to ninth place as a perceived goal, and from nineteenth to twelfth place as a preferred goal.

Using Goodman and Kruskal's correlation formula and a .05 level of statistical significance, Gross and Grambsch (1974) also found that, within the 68 universities in their study, congruence existed for 38 of their 47 goals. Perfect congruence (i.e., correlation of 1.00) existed between perceived and preferred goal ratings for these statements: 1) cultivate students' intellect, 2) develop students' objectivity, 3) train students for scholarship and research, 4) cultivate students' taste, 5) disseminate new ideas, 6) keep harmony, 7) protect academic freedom, 8) maintain top quality in important academic programs, 9) keep up to date, and 10) increase or maintain prestige. Other statements which received relatively high congruence scores (i.e., correlation values ranging from .540 to .981) included these goals: 1) prepare students for useful careers, 2) carry on pure/applied research, 3) provide special adult training, 4) involve faculty in university governance, 5) maintain top quality in all programs, 6) preserve institutional character, and 7) accept good students only.

Gross and Grambsch (1974) found a lack of congruence between perceived and preferred goals for these nine statements: 1) affect students with great ideas, 2) keep costs down, 3) reward for contribution to profession, 4) reward for contribution to institution, 5) let will of faculty prevail, 6) provide

student activities, 7) protect students' rights of action, 8) develop pride in university, and 9) develop faculty loyalty in institution. Regarding the lack of congruence for those goals which related to faculty members, Gross and Grambsch (1974) concluded that (1) the lack of agreement concerning the reward system might "be a prelude to the coming of . . . more collective bargaining" (p. 72) and that (2) the lack of congruence regarding the goal of "letting the will of the full-time faculty prevail is an indication of a possible power struggle" (p. 72).

In examining university goals by type of control (i.e., public vs. private), Gross and Grambsch (1974) found that public and private universities differed in their goals. Public universities emphasized and preferred these goals: 1) carry on applied research, 2) provide special adult training, 3) assist students through extension programs, 4) provide community cultural leadership, 5) educate to utmost high school graduates, and 6) satisfy area needs. At private universities, respondents emphasized and preferred these goals: 1) affect students with great ideas, 2) carry on pure research, 3) accept good students only, 4) ensure confidence of contributors, 5) encourage graduate work, 6) give faculty maximum opportunity to pursue careers, and 7) develop faculty loyalty in institution. Gross and Grambsch concluded that "public and private universities showed an increasingly diverse set of goals" (p. 117). Furthermore, they argued that it was inappropriate to speak of "'university' as a uniform category of analysis,"

(p. 117) even when referring to those institutions with similar characteristics, since goal emphases and preferences varied from "campus to campus" (p. 117).

Authors of later goal studies (e.g., Neumann and Neumann, 1983; and Rugg, Warren, and Carpenter, 1981) have not viewed the university as the unit of analysis. Instead, they have conducted studies of respondents at only one institution. Although this approach could result in a loss of generalizability, findings tend to reflect the goal structure of that institution.

Neumann and Neumann (1983) conducted a study of the differences between perceived and preferred goals among faculty members and students at a regional university in Israel. They administered a twenty-four item questionnaire, which was adapted from Gross and Grambsch's (1974) institutional goals questionnaire, to 90 faculty members and 150 students in three academic programs: medicine, social sciences, and engineering. They found that all faculty members, medical students, and social science students had low congruence scores (i.e., relatively small differences between perceived and preferred ratings) on the goal item "run the university democratically" and also had overall low congruence scores for other goal items such as "preserve academic freedom" and "provide useful careers." Neumann and Neumann (1983) concluded that shared control might result in greater goal consensus for all but the engineering students. Increased participation for engineering students, they argued, could lead to more conflict

over goals.

Rugg et al. (1981) examined faculty members' perceptions of the preferred importance of institutional goals. They mailed Peterson and Uhl's (1977) Institutional Goals Inventory to 507 teaching faculty members at a public university and received 289 usable returns. After excluding administrators and engineering faculty members, the authors categorized the remaining 207 respondents into five disciplines: Science and Mathematics, Social Sciences, Fine Arts and Humanities, Education, and Business.

Rugg et al. (1981) found that group consensus existed for these goals:

> academic development and intellectual orientation of students; the development of basic reading, writing, and mathematics competencies in students; the provision of effective academic advisement, the pursuit of scholarly activities and research; . . . advanced training and graduate programs; an intellectual and aesthetic campus environment; a strong academic reputation; . . . economic resources to attract and retain highly qualified faculty and staff employees. (p. 165).

In several other goal areas, however, Rugg et al. (1981) found a lack of consensus among the five faculty groups. Six of these goal categories included public service, meeting local needs, democratic governance, freedom, program accountability and efficiency, and off-campus learning.

Based on their findings, Rugg et al. (1981) concluded that it might be inappropriate to speak of the faculty viewpoint regarding institutional goals. These authors contended that

> goal attainment in several important areas of institutional functioning may well hinge on the degree to which college and university administrators and planners recognize and take into account differences in the goal orientations of faculty in the different academic disciplines. (p. 172)

Their findings suggest that one way to increase faculty commitment for institutional goals might be to involve faculty members in institutional planning.

From the studies of institutional goals, two major issues have emerged. One issue concerns the difference in the goal orientations among universities. Administrators and faculty members at public universities, according to Gross and Grambsch's (1974) research, tended to agree that conducting applied research, educating all qualified high school graduates, and providing public service were goals of the university. Private institutions stressed educating only good students, exposing students to great ideas, preparing students for further study, and expanding knowledge through pure research. Overall, the goals of private universities appear to have been more student-centered than have been the goals of public universities. However, Rugg et al.'s (1981) findings suggested that faculty members at public universities preferred a goals orientation which stressed the teaching and the research functions of the university, rather than the public service function. In terms of preference, Rugg et al.'s results revealed that faculty members at public universities shared the goals orientation of faculty members at private institutions.

At public and private universities, the goal of democratic governance represented a central issue of concern. Furthermore, if Neumann and Neumann's (1983) findings hold across different types of institutions, faculty members' support for basic institutional goals might depend upon whether

consensus exists concerning governance.

Faculty Influence in University Governance

In order to attain many of their institutional goals, colleges and universities have relied on the work of the faculty. According to Keeton (1971), "the faculty's cooperation is essential if the work of the campus is to be done" (p. 11). In teaching, in research, and in service, faculty members play critical roles in the attainment of institutional goals. Moreover, faculty members' professional competence place them in a position where they can influence many decisions.

In distinguishing between influence and authority, Bacharach and Lawler (1980) noted that "Influence consists of the ability to affect organizational decisions indirectly, while authority makes final decisions" (p. 29). Over the last several decades, educational theorists have contended that faculty members have exerted influence and authority regarding academic decisions. Thus, to place the governance role of the faculty in perspective, one needs to examine normative theories as well as current practices.

In discussing faculty involvement in academic governance, Mortimer and McConnell (1978) examined theoretical statements and current practices. According to these authors, two joint policy statements, one from each of the following groups contain guidelines regarding the normative role of the faculty in university governance: (1) the American Association of University Professors, the American Council on Education and the

Association of Governing Board; and (2) the American Association of Higher Education and the National Education Association. They also cited studies which indicated that sharing authority with faculty represented an ideal, not current practice.

In their "Statement on Government in Colleges and Universities," Mortimer and McConnell (1978) noted that the AAUP, the American Council on Education, and the Association of Governing Board have contended that campus constituents have primary responsibility for different issues. Primary responsibility, according to Mortimer and McConnell (1978), refers to "the ability to take action which has the form of legislation and can be overruled only in rare instances and for compelling reasons stated in detail" (pp. 5-6). Examples of issues over which faculty members retain primary responsibility include the curriculum, course content, method of instruction, research, faculty status, and the educational aspect of student life. However, in view of the AAUP-ACE-AGB's statement concerning a president's special obligation to always act in the best interest of the institution regarding all issues, Mortimer and McConnell (1978) questioned whether faculty members have primary authority over any issues. In fact, these authors noted that AAUP conducted a study, in 1970, to determine the extent to which current practices reflected their recommended principles of governance. According to Mortimer and McConnell, (1978) the AAUP found that

> faculties had final or operational control over the academic performance of students; mutual veto power with the administration over issues such

> as types of degrees offered, curriculum, degree requirements, membership on departmental committees, and establishment of new academic programs; and only informal influence over long-and short-range budget planning, staff size, salary scales, individual professors' salaries, and selection of presidents and academic deans. . . . The general conclusion was that "on the average, faculty participation in college and university governance in the United States is viewed by faculties and administrators as being at the level of consultation, a far cry from ideas envisaged by the 1966 'Statement on Government of Colleges and Universities.' " (p. 7)

The second policy statement which Mortimer and McConnell (1978) examined was published by the American Association of Higher Education and the National Education Association in their report Faculty Participation in Academic Governance. In this report, AAHE-NEA suggested that faculty members should have complete control over grading; the administration should have complete control over business management. In commenting on other aspects of this report, Mortimer and McConnell pointed out that AAHE-NEA identified issues over which different campus groups should have effective influence. Effective influence, according to Mortimer and McConnell, refers to "the relative ability to specify the alternatives considered in resolving a given issue and to control the determination of the alternative that is ultimately selected" (p. 8). Examples of issues over which faculty members should exert effective influence, according to the report, included the curriculum, academic policies, and faculty personnel policies. However, Mortimer and McConnell reported that the findings from the task force survey of 34 institutions revealed that "none of the institutions could be described as cases of faculty dominance. Shared authority existed in

only one in four institutions" (p. 10).

Mortimer and McConnell (1978) also noted that the findings of other authors (e.g., Gunne and Mortimer, 1975) supported the contention that faculty members did not share authority with administrators on several faculty personnel issues. Gunne and Mortimer examined the distribution of authority between faculty, and administrators at three state universities and two community colleges in Pennsylvania concerning faculty appointments, promotion, tenure, merit raises, and the curriculum. They found that faculty members exerted authority over the curriculum, while administrators retained final authority over all other major issues.

Based on his review of governance literature, his experience as an educator, and his role as a consultant, Corson (1975) also discussed the normative role of faculty members in academic governance. He focused on these seven areas: academic policies, faculty personnel decisions, annual budgets, selection of academic administrators, the student body, research, and service. According to Corson, the primary decision-making responsibilities of the departmental faculty relate to academic policies and to faculty personnel matters and include

1. those decisions dealing with the organization of academic departments, the framing of educational programs, degree requirements, the content of courses, assignment of teachers to courses, and patterns of student education; . . . and

2. personnel decisions, i.e., those with respect to hiring, promotion, the granting of tenure, retirement and dismissal of faculty members. (pp. 239-240)

Corson (1975) argued that the professional competence of the faculty served as the basis for their authority over departmental issues. However, he contended that in decisions relating to the annual budget and to the selection of academic administrators, faculty members should influence rather than make decisions. According to Corson, committees and the faculty senate provide the organizational structures for faculty participation in these decisions.

Corson (1975) argued that faculty members should participate in two governance areas they avoid. These areas of decision-making include admission criteria and student activities. However, he noted that faculty members "exhibit no substantial concern with either area of decision-making" (p. 241). Areas of concern over which individual faculty members do exert substantial authority include research and service. In discussing these areas, Corson pointed out that institutional resources and priorities represented the "only" constraints which could influence individual faculty members' involvement in research and in public service activities.

One way to determine how faculty members view their role in governance is to ask them about their preferred role. A second approach is to examine faculty involvement in governance. In his assessment of faculty participation in academic decision-making, Dykes (1968) used both approaches.

Dykes (1968) surveyed 20 percent of the faculty of a college of liberal arts and sciences at a large Midwestern university. His sample was stratified by

rank and included 106 faculty members. Respondents were interviewed concerning 1) faculty members' normative role in six areas of institutional governance: academic affairs, personnel matters, financial affairs, capital improvements, student affairs, and public and alumni relations; 2) faculty members' satisfaction with their actual role in institutional decision-making; and 3) faculty members' participation in decision-making.

In decisions relating to academic affairs such as degree requirements, curricula, student admission requirements, and academic standards, Dykes (1968) found that 86 percent of the respondents said the faculty should always, almost always, or usually play a determining role. According to the author, 69 percent of the respondents also indicated that the faculty should have a determining role in personnel matters such as promotion, tenure, and dismissal decisions. However, in decisions about financial affairs and capital improvements, Dykes (1968) found that a majority of respondents said faculty members should have the option to make final decisions. Although the author reported that 51 percent of the respondents felt that the faculty had too little influence in institutional decision-making, he noted that 66 percent indicated that a relatively small group of faculty members participated in governance through committees.

Dykes (1968) concluded that 1) faculty members viewed their proper role in governance as active and as influential in decisions relating to educational issues; 2) faculty members desired a collegial form of governance,

rather than the representative form of governance that actually existed; 3) faculty members classified decision-making areas as "educational" and "noneducational" and preferred involvement in educational areas, such as academic affairs and personnel matters; 4) faculty members viewed the conflict with the administration over the distribution of power from an adversarial position; 5) faculty members desired more influence than they had; and 6) faculty members disregarded internal and external constraints on the power of administrators and attributed more influence to the administration than it actually had. The author suggested that conflict and misunderstanding over authority relations hampered the definition and the attainment of institutional goals.

As reported earlier, Gross and Grambsch (1974) concluded that disagreement over democratic governance represented a potential source of conflict which could threaten other important goal areas. These authors also explored the issue of major power holders in the university. Gross and Grambsch conducted a survey of faculty members and administrators at 68 universities to determine the influential groups in the university. They asked respondents to indicate "how much say" each of sixteen groups had over major decisions. The authors listed the following groups as power holders: regents (or trustees), legislators, major contributors, federal agencies, state agencies, president, vice-presidents, dean of the graduate school, dean of liberal arts, deans of professional schools, department chairmen, the

faculty, the students, parents, citizens, and alumni.

Gross and Grambsch (1974) found that presidents were more influential than any other group. Trustees ranked second, vice-presidents ranked third, and the faculty ranked in the middle. In public universities, the authors reported that legislators ranked fourth.

Further support for the belief that university governance is a problem was provided by Keeton (1971). He conducted a Nineteen Campus study of students, faculty members, department chairmen, and administrators. Data for his study were obtained from questionnaires and interviews. The study was designed to identify critical problems affecting the governance and the management of institutions of higher education. Keeton found that campus constituencies' perceptions of problems varied between and within campuses. However, the common problem cited by faculty members on each campus, according to the author, dealt with "decision-making in academic affairs" (p. 80).

In discussing the faculty's role in governance Keeton (1971) argued that the professional competence of the faculty provided the basis for their participation in decision-making. He further noted that faculty members had tenure, experience, and commitment. Keeton contended that these attributes placed faculty members in the unique position of being more familiar with the tasks and the problems of the campus than were other campus constituencies.

Indeed, the professional competence and the tenured-status of the faculty contributed to the belief that they possessed the knowledge base and the longevity to affect institutional decision-making. As professionals, faculty members have tended to exercise influence at the departmental-level, more so than at the university-level. The findings of the Carnegie Commission on Higher Education (1973) provided some support for this contention.

In 1973, the Carnegie Commission on Higher Education published a descriptive study concerning perceptions of students and faculty members regarding the governance of American Colleges and universities. Using a mailed questionnaire, the Carnegie Commission on Higher Education surveyed undergraduate students in 189 institutions, graduate students in 158 institutions, and faculty members in 303 institutions. In addition to responses from students, the Carnegie Commission on Higher Education received responses from 60,028 faculty members.

Regarding faculty members' participation in university governance at Comprehensive II institutions, the Carnegie Commission on Higher Education (1973) found that only 31 percent of these faculty members classified their active participation in governance as much more than average or somewhat more than average and that only 21 percent rated their opportunity to influence institutional policies as a great deal or quite a bit. These findings implied that at the university-level, most faculty members did not actively participate in university governance and that most believed that the

university did not provide enough opportunities for faculty members to influence university policies.

In terms of faculty involvement in departmental governance at Comprehensive II institutions, the Carnegie Commission on Higher Education (1973) also reported that 62 percent of the faculty classified their active participation in departmental affairs as much more than average and that 65 percent rated their opportunities to influence departmental policies as a great deal or quite a bit. These findings revealed that at the departmental-level, most faculty members participated in departmental governance and had opportunities to influence departmental policies.

Jones (1977) observed faculty members' and administrators' involvement in decision-making and planning at five colleges and university. Although Jones did not describe his data collection procedures, he indicated that his observations were made during a two-year project of the Academy for Education Development, sponsored by the W. K. Kellogg Foundation. Jones reported that at most of the institutions in his study the president's office coordinated all institutional activities. The author also found that final decisions were made by administrators and not by joint action of administrators and faculty members. Faculty members participated in decision-making, according to Jones, by providing input; their major decision-making roles were in the areas of teaching and teaching-related activities.

Based on his observations, Jones (1977) concluded 1) that the president and his senior administrative staff managed, coordinated, and directed all institutional activities; and 2) that the more effective presidents involved campus constituencies in decision-making. To improve institutional functioning, he recommended 1) that presidents obtain input from faculty members and other campus groups before making decisions, and 2) that faculty members should participate in decisions about faculty welfare and curricular issues.

Stonewater (1977) conducted a study of faculty members' and administrators' perceptions of academic decision-making at a large, public, midwestern university. She mailed a questionnaire to 627 faculty members from five colleges within the university and to 288 academic administrators. She received usable responses from 347 faculty members and 197 administrators. The author also compared data which had been collected at the university in 1970 with her 1977 data. Chi-Square Tests of Independence and Yule's Q were used to test the significance of the 1977 data.

Stonewater (1977) reported four major findings: 1) administrators perceive faculty members as having more influence than faculty members attribute to themselves; 2) among faculty members, differences between perceived and preferred influence ratings were greater than they were among administrators; 3) faculty members in larger colleges believed they

have more influence than did faculty members in smaller colleges; and 4) faculty members had less influence in 1977 than they had in 1970.

Baldridge et al. (1978) examined governance patterns at 249 institutions of higher education. They mailed questionnaires to 17,296 randomly selected faculty members and received 9,237 responses. The authors reported 23 major findings. Three of their conclusions were 1) that governance patterns vary at different types of institutions; 2) that departmental faculty members at larger, more prestigious universities have more influence over the curriculum and over faculty status than do those at smaller, less prestigious institutions; and 3) that women faculty members are not as active in institutional governance as are male faculty members.

Other findings of Baldridge et al. (1978) study concerned the influence of six groups in five areas of governance. In their questionnaire, the authors requested that respondents use a five-point Likert scale to rate the influence of six groups: departmental faculty members, department heads, college-wide faculty committees, deans, presidents, and trustees. The five areas of decision-making were curriculum, faculty status, selection of department heads, long-range planning, and global influence. The authors found 1) that departmental faculty members exerted more influence than any other group over curricular issues and over the selection of their department heads; 2) that deans had a great deal of influence over all governance issues and exerted more influence over faculty appointments than did any other group; 3) that

presidents and trustees had more influence in long-range planning than did other groups; and 4) that presidents had more global influence than did other groups. Baldridge et al.'s (1978) finding about the overall influence of the president supports the results reported by Jones (1977) and by Gross and Grambsch (1974).

Miller (1984) conducted a study of the locus of control for academic decision-making in 38 independent colleges and universities in Ohio, as perceived by faculty members, administrators, and trustees. The purpose of her study was to determine which combination of campus constituents (i.e., faculty members; administrators; trustees; faculty members and administrators; faculty members and trustees; administrator and trustees; and faculty members, administrators, and trustees) should make decisions relating to admission requirements, curriculum and instruction, student evaluation procedures, graduation requirements, and the academic calendar and schedule. The author mailed a 38-item questionnaire to a random sample of 649 faculty members, 137 department heads, and 151 trustees and to an entire population of 38 presidents and 87 deans. The overall response rate was 59.2 percent.

Miller (1984) found that "authority should be shared by faculty and administrators on questions dealing with admission, graduation requirements, academic standards . . . academic calendar and schedule, curriculum, and instruction" (pp. 143, 145). The author also found that respondents believed

the faculty should control decisions relating to individual courses, such as course content, course prerequisites, examinations, and grading procedures. This finding supports the AAUP-ACE-AGB'S contention that faculty members should control individual courses. For decisions involving registration and room assignments, Miller found that administrators should have sole authority, as reported by a majority of respondents.

In terms of overall responses to all items, Miller (1984) stated that "35 percent of the faculty indicated that faculty alone should have the authority to make selected academic decisions, and 47 percent responded that the decision-making authority should be shared by faculty and administrators" (p. 65). Regarding faculty perceptions of the location of decision-making authority, Miller concluded that

1. A larger percentage of faculty in independent colleges and universities of Ohio perceived the decision-making authority should be shared by faculty and administrators when those decisions affected the academic program.

2. In categories other than shared authority, more faculty perceived academic program decisions should be made by sole faculty authority.

3. The one decision relating to the mission of the college revealed that a larger percentage of all the constituents assigned this authority to shared authority of faculty, administrators, and trustees. (p. 149)

The consultative or advisory role of faculty members in academic decision-making and an even lesser role in other areas of institutional governance imply that faculty members influence rather than make

institutional decisions. Baldridge et al.'s (1978) results revealed that faculty members had more influence over curricular issues than did other groups; however, faculty influence over other issues was minimal compared to the influence of other campus groups, such as administrators and trustees. Regarding faculty personnel policies, an area over which Corson (1975) and the AAUP have indicated faculty members should share authority with administrators, Baldridge et al. found that academic deans exerted more influence than did the faculty.

Current governance practices do not reflect normative governance theories. Contrary to Corson's (1975) view that faculty members should have a dominant role in academic governance, Miller's (1984) findings suggest that faculty members believe that faculty members and administrators should share authority regarding academic issues. Miller's findings do support the normative position of shared governance advocated by the AAUP. However, Mortimer and McConnell (1978) reported that the sharing of authority with faculty members occurred at only a few institutions. Further, the findings of Dykes (1968) and of the Carnegie Commission on Higher Education (1973) suggested that although faculty members claimed they desired involvement in governance, faculty members did not actively participate in departmental or university governance.

Overall, the major power holders on campus, according to the findings of Jones (1977) and Gross and Grambsch (1974), are presidents and senior

administrators. Yet, Stonewater's (1977) results imply that administrators believe faculty members exert considerably more influence in governance than faculty members say they do. This suggests that administrators might not view governance as an issue of concern. Furthermore, there seems to be little or no support for Keeton's (1971) contention that the professional competence and the experience of the faculty might lead to their having a major role in all areas of institutional decision-making.

Problems, Goals, and Faculty Influence at Historically Black Colleges and Universities

Historically black colleges and universities refer to those institutions of higher education that were founded to provide training for black citizens and that have remained predominantly black, in terms of student enrollment. However, historically black public colleges and universities are the major focus of this study. To place this study in perspective, one needs to examine problems, goals, and faculty influence at black colleges and universities.

Problems

In descriptive studies of black colleges, several authors (e.g., McGrath, 1965; Jencks and Riesman, 1968; Bowles and DeCosta, 1971; and Carnegie Commission on Higher Education, 1971) reported that the attainment of institutional goals at these institutions has been hampered by several problems. Four of these problems included (1) inadequately prepared students, (2) inadequate financial resources, (3) limited curricular offerings,

and (4) inadequate faculty credentials. To resolve these problems, Jencks and Riesman (1968) recommended the closing of those institutions of low academic quality. However, McGrath (1965), Bowles and DeCosta (1971), and the Carnegie Commission on Higher Education (1971) recommended providing adequate support for their survival.

Following the publication of these reports, the focus of later studies was on how constituents of black colleges viewed the problems of their institutions. In two empirical studies, Hill (1975) and Willie and MacLeish (1976) surveyed presidents of black colleges concerning problems at their institutions.

Hill (1975) conducted a study to determine the major problems and major administrative needs of public black colleges. He mailed a questionnaire to 33 presidents and received 22 usable responses. Hill found that four major problems, in order of priority, included (1) finances; (2) communication; (3) recruitment, improvement and retainment of faculty; and (4) expansion of academic programs (p. 57).

In commenting on the financial position of these institutions, Hill (1975) stated that

> endowment of resources have advanced slowly and all of the black colleges are suffering from a paucity of funds for salaries and new programs. Thus, these institutions entered the decade of the 1970s beset by a multitude of financial difficulties. (p. 58)

The two major administrative needs of black publicly-assisted colleges, according to the presidents and as reported by Hill (1975), concerned adequate finances and additional administrative personnel. Contrary to the

findings of earlier studies (i.e., McGrath, 1965; Jencks and Riesman, 1968; Bowles and DeCosta, 1971; and Carnegie Commission on Higher Education, 1971), Hill found that black college presidents did not view faculty credentials as a major problem. In fact, Hill reported that presidents ranked "better prepared teachers who had earned the terminal degree as the fifth administrative need" (p. 61).

Willie and MacLeish (1976) conducted a survey of 88 institutional members of the National Association for Equal Opportunity in Higher Education. They mailed a letter to the president of each four-year black college in the association and requested that each president describe his or her institution. The purpose of the study was to determine the perceptions and the priorities of black college presidents regarding their institutions. The authors received statistical data and narrative explanations from 15 presidents and narrative explanations from 7 presidents. Of the 22 respondents, 9 were presidents of historically black state colleges.

In summarizing presidents' perceptions of their institutions, Willie and MacLeish (1976) noted that

> the black college presidents believe the following to be unique aspects of their programs: (1) the career orientation of the curriculum, (2) admission of students at whatever level of preparedness they find, (3) individualized attention, tailored to meet the academic needs of each student, and (4) outreach programs and concern for the local community. (p. 95)

Although the findings relating to student preparation supported the conclusions of earlier studies (i.e., McGrath, 1965; Jencks and Riesman,

1968; Bowles and DeCosta, 1971; and Carnegie Commission on Higher Education, 1971), black college presidents, according to Willie and MacLeish (1976), did not view them as problems; in fact, presidents considered providing educational opportunities for the underprepared student as part of their institutional mission.

The major findings of Willie and MacLeish's (1976) study concerned the top priorities of black college presidents: educational needs, financial resources, and management skills. The first priority, which Willie and MacLeish reported, dealt with

> curriculum reform, faculty development, improvements in the system for advising students, innovations in career education (including the design of new graduate programs and undergraduate concentrations in the professions). (p. 96)

The authors noted that obtaining funds for basic operating costs represented a second priority. The third priority of black college presidents, according to Willie and MacLeish, involved these management concerns:

> recruitment of students, public relations, long-range planning, establishment of an efficient decision-making process, improvements in registration and record keeping system, and the development of uniform pay scale for full- time employees. (p. 96)

The findings of Hill (1975) and Willie and MacLeish (1976) provide additional support for the contention that funding was a major problem for public black colleges, in the past. Although Willie and MacLeish's survey included a smaller sample of presidents than did Hill's survey, Willie and MacLeish have focused attention on black colleges' historical mission of

providing educational opportunities for students with diverse educational backgrounds.

In recent years, however, the historical mission and the survival of public black colleges have become central issues of concern. The major factor affecting their future role has been the desegregation of public postsecondary institutions of higher education. According to Wright (1981), the dismantling of the racially dual system of higher education in the South under the terms of the Adams case has created opportunities and problems for public black colleges. On the one hand, he argues that court ordered desegregation initiatives, if implemented, might enable public black colleges to obtain additional financial resources and programs, and then to more effectively compete for students. On the other hand, Wright contends that

> as more progress is made toward the real dismantling of the dual system of higher education in the South, the question of the role and the mission of the black colleges will be more seriously raised. This examination will probably occur when a genuine effort is made to eliminate unnecessary duplication of proximate institutions, one white and one black. (p. 57)

However, as reported by Fields (1988) in The Chronicle of Higher Education,

> Judge John H. Pratt has dismissed landmark litigation that for nearly 15 years forced states in the South to submit college desegregation plans and prodded federal civil-rights agencies to resolve bias complaints within set time limits.
>
> Judge John H. Pratt of the U.S. District Court for the District of Columbia held that under a 1984 Supreme Court ruling, the civil rights organizations that have pursued the lawsuit--known as the Adams case--no longer had

legal standing to continue it.

> He added that it was "entirely speculative" whether use of the federal government's ultimate civil-rights weapon--a cutoff of federal tax funds -- would lead discriminatory states or institutions to change their actions. (p. 1)

If upheld by the Supreme Court, this ruling might affect desegregation activities in 18 states. In some states where desegregation lawsuits have already expired, Fields (1988) reported that "spokesmen for some states . . . said the dismissal of the lawsuits would not affect their actions" (p. 22). Prior to Judge Pratt's ruling, Kilby (1986) reported in the Winston-Salem Journal that officials in North Carolina had volunteered to extend the state's commitment to desegregate its public higher education system following the expiration of its desegregation lawsuit.

Nevertheless, in summarizing the status of desegregation plans in Louisiana and in Mississippi, Fields (1988) reported that questions have been raised about the future of public black colleges in these states. Central issues of concern involved adequate financial support for historically black public colleges and universities and further desegregation activities at predominantly white institutions of higher education.

Goals of Black Colleges and Universities

Like other American colleges and universities, the traditional mission of black colleges and universities has included teaching and service. However, circumstances surrounding their evolution in a legally segregated society resulted in black institutions of higher education emphasizing social, political,

and economic goals, as well as traditional educational goals. In addition to offering a career-oriented curriculum and a liberal arts curriculum, one primary goal of black colleges has been to prepare black students to survive as productive, competitive minorities in society. This, then, is the context within which the following review of the goals of black colleges and universities takes place.

Based on their analysis of the writings of W. E. DuBois and Martin Luther King, Jr., Willie and Hedgepeth (1979) discussed the educational goals of black colleges from a sociological perspective. They identified three goals: double culture, double consciousness, and double victory. These authors contended that, in admitting students of diverse socioeconomic backgrounds and in encouraging students to interact with individuals from different cultures, black colleges have promoted their goal of exposing students to a double culture. In commenting on the second goal, double consciousness, Willie and Hedgepeth argued that black colleges have prepared students to adapt and to survive in a society where blacks represent a minority. The authors indicated that black colleges have promoted the goal of double victory by developing students' awareness of the need to seek freedom for themselves and for perpetrators of injustices. Willie and Hedgepeth's analysis suggests that black colleges provide an environment which promotes an understanding of diversity and of freedom.

Some empirical support for Willie and Hedgepeth's (1979) contentions concerning the educational goals of black colleges was provided by Kannerstein (1978). In his study, Kannerstein examined institutional publications of a sample of black colleges to determine how these institutions perceived their goals. The author found statements linking instruction, research, learning, and service. He concluded that service to the community and to the nation represented a major function of black colleges.

A second major goal of black colleges, according to Kannerstein (1978), included open admission for a diverse student population, with a special commitment to admit blacks and other minorities. In summarizing admission statements, Kannerstein said, "One theme unites all of them: attracting, educating, and graduating men and women who otherwise would not have gone to college" (p. 36). Furthermore, the author noted that although black colleges admitted several students with inadequate precollegiate backgrounds, their official statements indicated that they prepared graduates "to compete on any level with college graduates from around the nation" (p. 36).

Kannerstein (1979) also reported that black colleges stressed the importance of democracy, citizenship, leadership, social change, and physical and mental health. The author concluded that many of the collective statements of black colleges addressed goals which W. E. DuBois advocated in his writings. These goals related to social change and the liberation of society. This concept of a unique mission for black colleges has

been reinforced by Crayton's (1980) findings.

Crayton (1980) conducted a study to determine whether predominantly black colleges and universities had a unique mission. A mail questionnaire, interviews, and literature on black colleges were data sources for his study. He mailed a questionnaire to 103 black college presidents and received 73 usable responses. The author also interviewed 7 black college presidents and 11 higher education leaders.

In his questionnaire, Crayton (1980) requested that respondents use a four-point scale to rate the importance of eight mission statements. The author reported that the mission statement "developing traits of adaptability, self-confidence, initiative, self-discipline, and leadership" received the highest rating by 98 percent of the presidents. The lowest ranked mission statement, as reported by Crayton, dealt with black colleges as centers of black American cultural heritage.

Based on the ranking of mission statements, interviews, and an analysis of the literature on black colleges, Crayton (1980) concluded that black colleges have a unique mission. Their primary mission, according to Crayton, is to develop in students "traits such as adaptability, self-confidence, initiative, self-discipline, and leadership" (p. 159). He contended that black colleges pursue this mission in a unique way by emphasizing both black and white American culture. The author pointed out that predominantly white colleges and universities do not stress cultural diversity in their mission

statements.

Bacon (1975) conducted a study of the goals of a public, four-year, predominantly black college in the Southwest. His purpose was to determine the relationship between present goal emphases and actual practices, as perceived by administrators, faculty members, and students. The author used the Institutional Goals Inventory and the Institutional Functioning Inventory-University of Oklahoma Modification to collect data. Bacon surveyed a random sample of 35 participants from each of the following groups: administrators, senior faculty members, junior faculty members, upper division students, and lower division students. Of the 175 participants, 173 or 99 percent returned the questionnaire. Bacon reported three major findings concerning perceptions of perceived goals, of current practices, and of the relationship between the two.

Bacon (1975) found that significant differences in perceptions existed among respondents concerning the present importance of goals. The author indicated that although agreement was found for 12 goal areas, respondents differed in their perceptions in these eight goal areas: "Traditional Religiousness, Vocational Preparation, Advanced Training, Public Service,Social Criticism/Activism, Freedom, Democratic Governance, and Accountability/Efficiency" (pp. 56-57). In discussing areas of disagreement, Bacon noted that administrators and faculty members considered advanced training to be more important that did students. However, he pointed

out that students perceived vocational training to be more important than did administrators and faculty members. Furthermore, Bacon found that students attached a greater degree of importance to democratic governance than did administrators and junior faculty members. Moreover, the author reported that senior faculty members and upper division students rated accountability/efficiency higher than did administrators and junior faculty members.

Another major finding of Bacon's (1975) study concerned the disagreement among respondents regarding the importance of current institutional practices. In comparing the ratings of all groups over 12 goal areas, the author noted that significant differences existed for three goal areas: Academic Development, Intellectual Orientation, and Individual Personal Development. For instance, faculty members attached more importance to intellectual orientation practices than did administrators and students. However, the author found that among faculty members and administrators there was agreement about the importance of current institutional practices.

Bacon (1975) also found no significant relationship between goals and practices. For 19 institutional goal areas and the corresponding 19 institutional practice areas, the author reported that correlation coefficients were less than .40. A correlation coefficient of .49 was obtained for the goal area of freedom.

Based on the findings of his study, Bacon (1975) concluded that (1) administrators and faculty members tend to perceive goals and practices in a similar manner and that (2) the greater amount of agreement among respondents concerning practices but not goals suggested greater familiarity with activities than with goals. Yet, one wonders whether other factors might account for the lack of significant agreement between perceived goals and current practices. Indeed, Bacon's findings reinforces the appropriateness of ascertaining an institution's goals and then which goals guide institutional practices.

Faculty Influence at Historically Black State Colleges and Universities

Glass (1980) conducted a study to determine how faculty members at seven historically black public colleges and universities perceived their current and their desired forms of participation in university governance. She mailed a questionnaire to 1,908 full-time faculty members and received 1,017 responses, a 53 percent return rate. The instrument for the study was adapted from the 1969 AAUP Survey on Faculty Participation in College and University Government. The 30 items on the questionnaire dealt with seven areas of decision-making: faculty status; academic operations; academic planning and policies; selection of top administrators and department chairpersons; financial planning and policies; professional duties; and organization of university and faculty committees. For each item, Glass

requested that respondents indicate their level of current and desired participation; the response levels which she defined were these:

1. Determination - faculty of an academic unit or authorized representatives have final operational authority with respect to policy or action.

2. Joint action - formal agreement by both faculty and administration for affirmative action or policy determination.

3. Consultation - formal procedure for faculty to present its judgment in terms of a recommendation.

4. Discussion - informal expression of an opinion from individual or group of faculty.

5. None - no opportunity to express opinions. (pp. 11 - 12)

Glass (1980) also requested that respondents provide the following demographic data: academic department, sex, age, tenure status, highest degree earned, rank, number of years of experience, number of years at present institution, and faculty senate or council membership status. The last four variables reflected the author's modification of the instrument.

Using Chi Square tests of independence with a .05 level of statistical significance, Glass (1980) compared respondents' current and desired forms of participation in governance for each of the 30 survey items. After subdividing respondents in terms of the demographic variables, the author also analyzed current and desired levels of participation of each subgroup.

Regarding faculty perceptions of their participation in university governance, Glass (1980) found that current forms of participation depended upon desired forms. In other words, faculty members desired more input than

they actually had in university governance. For instance, Glass reported that respondents had no input regarding faculty status and very little input concerning academic policies and selection of department chairpersons.

However, Glass (1980) found that faculty members desired participation in governance at the joint action level in these areas: faculty status, academic policies and planning, professional duties, and the selection of department chairpersons. Faculty members preferred a consultative role, according to the author, in financial planning and policy, in the selection of presidents and academic deans, and in the organization of departmental and university committees. In terms of their overall involvement in university governance, their current levels of participation included no input, discussion, or consultation. According to the author, a plurality of faculty members desired a consultative or joint action role in all areas of university governance.

Glass (1980) also found that several variables (e.g., sex, rank, years of experience, and years at present institution) related to current-levels of participation in governance. In terms of sex, for example, the author stated that a "plurality of female faculty indicated that they had no input in all areas of governance, except academic operations, academic planning, and organization of faculty agencies" (p. 432). This finding confirms the results of other studies (e.g., Baldridge et al. 1978; and Carnegie Commission on Higher Education, 1973), which concluded that male faculty members exerted more influence in governance than did female faculty members.

According to Glass' (1980) findings, rank related to current and to desired forms of participation in all areas of governance. The authors reported that senior faculty members had and preferred higher levels of participation in decision-making than did junior faculty members.

One of Glass' (1980) findings, which relates to the current study, concerns the current perceptions of faculty members who have taught at their institutions for at least ten years. In all governance areas, the author reported that the number of years at present institution related to current levels of decision-making. In general, she indicated that a plurality of faculty members who had ten or more years of service at the institution perceived their current participation level as being consultative.

Overall, Glass (1980) concluded that faculty members at historically black state universities had little influence concerning several specific issues relating to academic governance. These issues included curriculum, degree requirements, types of degrees, new programs, appointments, reappointments, dismissals, promotion, tenure, program evaluation, long-range budgetary planning, and composition of the student body. For these and other issues, Glass noted that faculty members desired a greater level of participation than they currently held.

In the past, inadequate finances and limited curricular offerings hampered the attainment of institutional goals at historically black state colleges and universities. Despite these problems and despite their

previous commitment to open enrollment, black public colleges and universities have pursued their basic institutional goals of teaching and service. Crayton's (1980) research suggests that black colleges pursue their mission in a unique way by stressing both black and white American culture. The findings of other authors (e.g., Willie and MacLeish, 1976; Willie and Hedgepeth, 1979; and Kannerstein, 1978) also support the contention that black colleges and universities prepare their students to compete in a multicultural society. According to Bacon's (1975) results, administrators and faculty members have similar views about teaching and research goals. Although a common view existed among faculty and administrators regarding academic-related-goals and regarding institutional practices, Bacon found that practices and goals were unrelated in a significant way. The overall influence of the faculty in establishing policies and procedures to guide institutional practices, according to Glass' (1980) findings, appears to be limited to informal input.

In recent years, public black colleges and universities have received more financial support from state legislatures than they did prior to 1970. As a result of the Adams desegregation lawsuit, 18 states instituted initiatives to increase funding for black public colleges, to expand program offerings, and to increase white student enrollment. Wright (1981) suggested that the increased funding would enable black public colleges and universities to more effectively attain institutional goals. However, the recent dismissal of the

Adams case has raised questions about future funding and program expansion efforts at historically black public colleges and universities.

Summary

The review of selected literature on goals, faculty influence, and black colleges and universities revealed a diversity of goals orientations. Private colleges and universities tended to emphasize student-centered goals, while public institutions tended to stress broader public service goals. Yet, in terms of preferences, faculty members at public universities shared the goal orientations of faculty members at private institutions. Although the goals of black colleges and universities included the teaching and the service goals that white institutions emphasized, the research supports the belief that black institutions have also focused on black and white American culture, unlike their white counterparts.

The goal of democratic governance represented a major concern of faculty and of students at all universities. The desire for greater involvement in academic decision-making appears to be a central issue of concern at all colleges and universities. Experienced, senior, and male faculty members tended to exert more influence in university governance than did other faculty groups. Only at a few, more prestigious institutions did faculty members share authority with administrators. However, administrators attributed more influence to faculty members than did faculty members. Further, in comparing current practices with normative theories, there appeared to have

been no support for the contention that faculty members controlled decisions relating to the curriculum and to faculty status.

In recent years, several factors which had affected institutional goal attainment at public black colleges and universities have been addressed through efforts to desegregate postsecondary systems of higher education. As a result of desegregation initiatives, many public black colleges and universities have expanded curricular offerings and have received additional appropriations for programs and for facilities. Concerted efforts have also been made, at these institutions, to diversify the student body by recruiting more white students. As public black colleges and universities diversify their student bodies, it appears that their historical role of serving as centers for the preservation of black American cultural heritage has been de-emphasized by black college presidents.

CHAPTER III

METHODOLOGY

This study had two purposes that are related to the perceptions of faculty members at an historically black state university. One purpose was to determine the relationship between the perceived and the preferred importance of institutional goals, according to faculty members perceptions. A second purpose was to determine the relationship between the perceived and the preferred amount of faculty influence in university governance at their institution.

Design of the Study

In a study of social inquiry, a researcher selects a research design, data collection procedures, and data analysis methods consistent with the purpose of the study. Although the inductive paradigm and the multioperations paradigm are respectable research processes, the scientific paradigm informed the design of this study. Further, since this study dealt with the perceptions of an entire population, survey methods were used in the design of the study. In particular, a questionnaire was developed and was used to collect data from faculty members at one institution. Since this institution was assumed to be representative of a larger population, inferential statistical techniques were used in testing the hypotheses of the study. Thus, the overall design of the study is explanatory.

Regarding studies of social inquiry, Smith and Glass (1987) have pointed out that researchers usually use the scientific paradigm, the inductive paradigm, or the multioperations paradigm. These research paradigms are theories about how research should occur. The most widely used and widely accepted approach, according to theses authors, is the scientific paradigm.

Smith and Glass (1987) indicated that researchers who use the scientific paradigm in studies of social inquiry (1) assume that a theory about the social phenomenon exists; (2) formulate hypotheses from existing theories; (3) collect data or conduct experiments to test these hypotheses; and (4) draw conclusions based on the results of the hypotheses testing. Survey research and experimental studies are examples of this paradigm.

In discussing the inductive paradigm, Smith and Glass (1987) noted that researchers who use this research approach do not assume "that a theory of the phenomenon exists prior to the collection of data" (p. 23). Instead, these researchers develop theories and hypotheses during data collection. Ethnographic studies and naturalistic inquiry are examples of the inductive paradigm.

Guba and Lincoln (1983) have argued that the naturalistic paradigm provides a more accurate view of reality than does the scientific paradigm. In explaining their position and in comparing these two paradigms, they contended that naturalistic inquiry

> offers a contextual relevance and richness that is unmatched; it displays a sensitivity to process virtually excluded in paradigms stressing control and

> experimentation; it is driven by theory grounded in the data -- the naturalist does not search for data that fit a theory but develops a theory to explain the data. Finally, naturalistic approaches take full advantage of the not inconsiderable power of the human-as-instrument, providing a more than adequate trade-off for the presumably more objective approach that characterizes rationalistic inquiry. (p. 313)

Although these authors argued that naturalistic inquiry is a viable alternative to rationalistic inquiry, Guba and Lincoln do concede that the scientific paradigm is viewed as the most legitimate research process.

Advocates of a third research theory, the multioperations paradigm, believe that several research perspectives should be used to produce knowledge. According to Smith and Glass (1987), proponents of the multioperations paradigm recommend that researchers

> [examine] data generated by different researchers and [employ] different methods and alternative operationalizations of a construct . . . If the findings of other studies that employed different indicators and different methods (some ethnographic, some experimental perhaps) begin to converge on a particular conclusion, the reader can attribute validity to that conclusion. (p. 25)

In their evaluation of the three research paradigms, Smith and Glass (1987) concluded that

> there exists no single, infallible method or sequence of methods that inevitably leads to truth. . . . All three paradigms are respectable and fall into a more general category termed disciplined inquiry by Cronbach and Suppes (1969) . . . . They share the following characteristics: meaningful topics are addressed; the researchers employ systematic, clearly described procedures so that the reader can closely follow the logic of the study and assess the validity of the conclusions; the researchers are sensitive to the errors that are associated with their methods and seek to control them or consider how the errors influence the results; empirical verification and sound logic are valued; and plausible alternative explanations for results are sought. (p. 25)

Based on these authors' assessment of the three research paradigms, it seems

reasonable to conclude that a researcher selects a research process consistent with his or her view of the best approach to use in examining social phenomena and in generating scientific knowledge.

However, the appropriate research methodology does depend upon the purpose of the study. When the purpose of the social inquiry is explanatory, Smith and Glass (1987) have noted that survey methods provide procedures for collecting data that can be used "to describe the variables in a population and to test the relationship among variables in a population" (p. 225). In commenting on collecting data about people, Moser and Kalton (1972) cited four widely used methods: documents, observation, questionnaires, and interviews. For studies of perceptions, however, they suggested that only interviews and questionnaires provided appropriate data sources. Since the current study dealt with a relatively large group regarding several institutional goals and several influence areas, a questionnaire, rather than interviews, was a more efficient and a more effective procedure for collecting data. Furthermore, for large samples, Alreck and Settle (1985) and Jaegar (1984) have observed that cost and time might prevent one from using personal interviews as a data source. These factors become particularly significant when the survey involves the perceptions of a population concerning several issues, as was the case in the current study.

Survey methods of social inquiry have been widely used in education. As evidence of their widespread use, Borg and Gall (1985) pointed out that "Lazarsfeld and Sieber did a content analysis of educational research appearing

in 40 journals in 1964 and found that about a third of them involved the use of the survey method" (p. 405).

Nevertheless, Smith and Glass (1987) have noted that survey research has been criticized because of some poorly designed surveys. For example, they reported that in a 1979 study, Haller found that many of the dissertations in educational administration included a poorly designed questionnaire. However, the existence of several flawed studies, Smith and Glass argued, does not mean that all survey studies are poorly designed. In fact, they noted that "outstanding examples of survey research in education and in applied social science include studies such as that of Coleman (Coleman et al., 1966), Weiss (1978), and the National Assessment of Educational Progess (1978)" (p. 225). Gay (1981) also offered her support for well-designed survey studies when she said

> You should not condemn survey research just because it has often been misused . . . Descriptive research at its best can provide very valuable data. It represents considerable more than asking questions, and reporting answers; it involves careful design and execution of each of the components of the research process, including the formulation of hypotheses, and may describe variables and relationships between variables. (pp. 155-156)

Moreover, Smith and Glass (1987) have pointed out that each research design contains errors and limitations. And although the careful selection of a research design can reduce the amount of error, these authors have contended that all bias cannot be completely eliminated.

However, Jaegar (1984) has pointed out that one way to reduce the errors in a study is to select an appropriate sampling design. Several sampling

procedures exist that one can use to conduct a survey concerning faculty perceptions of institutional goals and of faculty influence in university governance at selected institutions of higher education. One technique involves selecting a probability sample of faculty members at each institution. Selecting an accessible institution and drawing a probability sample from its faculty represents a second sampling approach. A third approach, the one used in this study, involves drawing a census -- the entire population -- from an accessible institution which might be representative of a larger population. This sampling procedure allows a researcher to collect data from one institution, to analyze the data using inferential statistical procedure, and to generalize the results of the study to a larger population of institutions -- a superpopulation.

Superpopulation

The concept of a superpopulation relates to the definition of a census. The traditional definition of a census, according to Alreck and Settle (1985), refers to "counting or taking measurements from all members of a given population, rather than sampling only a portion to represent the whole" (p. 405). However, Deming and Stephan (1941) have provided a broader view of a census. They stated that

> any census gives data of the past, but the generalizations and courses of action that are based on it concern the population as it will exist at some time in the future. A census describes a population that is subject to the variations of chance, because it is only one of the many possible populations that might have resulted from the same underlying system of social and economic causes. . . . A census shows what resulted from a combination of chance causes at a certain time in the past, but any generalizations that are not restricted to a particular date and place must

> recognize the fact that some other population might have resulted, and must in fact be expected to arise in the future from the same underlying causes. Because of the statistical fluctuations, it follows that as a basis for scientific generalizations and decisions for action, the distinction between complete and sample coverage is often only a matter of degree. (pp. 45 - 46)

In their definition, Deming and Stephan (1941) have characterized a census population as a random sample of a larger population relative to a set of underlying conditions. Thus, in expanding their definition of a census as a sample, Deming and Stephan have provided this definition of a super-population:

> A complete sample, for scientific generalizations, describes a population that is but one of the infinity of populations that will result by chance from the same underlying social and economic cause systems. This infinity of populations may itself be thought of as a population and might possibly be called a super-population. A sample enquiry is then a sample of a sample, and a so-called 100 percent sample is simply a larger sample, but still only a sample. (p. 46)

In more recent years, other authors (e.g. Cochran, 1977; Cassel, Sardnal and Wretman, 1977; and Smith, 1976) refined Deming and Stephan's 1941 definition and contributed to the development of a theory of the superpopulation approach to survey designs. In discussing one theoretical interpretation of the superpopulation concept, Cassel et al. (1977) noted that "the finite population is actually drawn from a larger population" (p. 81).

Critics of the superpopulation approach to survey sampling have pointed out the difficulty of determining all of the important variables that should be included in the model. Stuart (1976) has argued that "surveys deal with many variables simultaneously, and indeed often do not determine all variables they

are concerned with until after the survey is complete" (p. 195). Indeed, the omission of critical variables in the model can affect the validity of the survey results. Concerning the reliability of the results, O'Muircheartaigh (1976) has contended that "there will be no 'objective' (agreed) prior distribution and hence the results obtained will differ from one investigator to another" (p. 199). However, O'Muircheartaigh has conceded that the results "are appropriate only if the superpopulation model used is appropriate" (p. 199).

Despite these criticisms, Hansen, Madow and Tepping (1978) have noted that the superpopulation approach to sampling has been offered as an alternative to probability sampling. They stated that "the finite population under study is assumed to be a random realization of the assumed superpopulation" (p. 82) but cautioned that "the validity of inference about the population depends on the degree to which the population conforms to the assumed superpopulation model" (p. 82).

Cassel et al. (1977) contend that the loss of what traditionalists consider essential for making statistical inferences--randomization in the survey design--represents the major objection to the superpopulation approach to survey sampling. In the absence of probability sampling, Smith and Glass (1987) have suggested that

> the second basis for population external validity involves description and judgment. Even though a sample in an experiment was not selected at random, it may still be typical of some larger group of individuals. But the researcher is obliged to describe the subject characteristics of the sample as completely as possible. (p. 145)

In the superpopulation approach to survey sampling, according to Cassel et al. (1977), the researcher specifies the characteristics of the superpopulation. Describing the characteristics of the population which represents the superpopulation furnishes the only empirical basis for determining whether uniformity exists among the populations in the superpopulation. The description of the population-in-the-study also provides the statistical basis for generalizing the results of the study to similar populations.

Characteristics of the Superpopulation

The historically black state universities in the superpopulation have the following characteristics:

1. The colleges or universities were founded to provide training for black citizens.
2. Historically, the institutions have shared several problems relating to the inadequacy of student preparation, faculty credentials, curricula offerings, physical facilities, and fiscal resources when compared with their white counterparts.
3. Institutional initiatives to address these problems and to respond to statewide mandates have centered around raising admission standards, increasing the racial diversity of the student body, upgrading and expanding curricular offerings, improving physical facilities, hiring more faculty with appropriate credentials, and obtaining additional resources.

4. The primary mission of these senior colleges or universities is teaching, rather than research.
5. The undergraduate student population is predominantly black.
6. The faculty at these colleges or universities is predominantly black.
7. Each college or university has a faculty senate or a committee system which provides for faculty participation in university governance.
8. The college or university is coordinated by a governing board of higher education.
9. Each institution is located in a state which has been under court order to desegregate its public system of higher education.

Twelve institutions met all of the requirements of the superpopulation characteristics and are included in Appendix D. The coordination of the remaining twenty-one historically black state universities by a board other than a governing board resulted in their exclusion from the superpopulation. Governing boards coordinate public higher education systems in only four states which contain historically black state universities. These states are Florida, Georgia, Mississippi, and North Carolina.

Selection of the Institution

In this study, Winston-Salem State University, in Winston-Salem, North Carolina, was selected for two reasons. First, it possesses all of the characteristics of the superpopulation. As one of five historically black state universities in the University of North Carolina system, Winston-Salem State

University has undergone changes in institutional goals as mandated by state and federal agreements and guidelines. Mandated changes have centered around expanding curricular offerings, raising admission standards, increasing the racial diversity of the student body, hiring more qualified faculty members, improving physical facilities, and obtaining additional fiscal resources. Conceptually, Winston-Salem State University represents the historically black state universities in the superpopulation.

Second, during the 1987-88 academic year, the Chancellor has emphasized an ongoing strategic planning process, which has enabled campus constituents to actively participate in shaping the destiny of the university. Faculty members and other campus constituents have discussed institutional goals, have assessed institutional strengths and weaknesses, and have developed future institutional plans. The institution's focus on shaping its destiny provides a receptive climate for the study of goals and of faculty influence in university governance.

As indicated in the institutional profile presented in Chapter I, Winston-Salem State University represents an institution in transition. It has evolved from a two-year institution with one department, elementary education, to a four-year university with eight academic departments; it now offers 31 degree programs in teaching and non-teaching majors. In addition to expanding its curricular offerings, Winston-Salem State University has adjusted its institutional goals to more accurately reflect statewide goals and to chart its

future institutional role. The transition in institutional goals provides a dynamic environment for the study of change. Importantly, the same set of conditions that have led to the evolution of Winston-Salem State University might have produced other institutions like it. In fact, the infinite population of historically black state universities which might have arisen and which might arise in the future, given the same set of underlying conditions as Winston-Salem State University, constitute the superpopulation. In this study, Winston-Salem State University represents this superpopulation.

Selection of Respondents

Respondents

Faculty members were selected as the respondents for this study because several authors (e.g., Uhl, 1971; and Rugg et al., 1981) have contended that faculty members implement many institutional decisions and have a great deal of influence over the attainment of goals. Furthermore, according to Tannenbaum (1968), organizational theorists believe that a lack of goal commitment threatens institutional effectiveness. Thus, it is desirable to know whether faculty members have the commitment and the authority to implement educational policies.

At Winston-Salem State University, faculty members have played a major role in defining and in implementing many institutional goals relating to academic programs, policies, and procedures. Additionally, during the 1987-88 academic year, they have participated in developing a strategic plan for the

future role of their institution. Their current perceptions of institutional goals and faculty influence can provide some information about (1) whether conflict exists concerning goals and faculty influence and (2) whether length of service and source of goals are associated with faculty members' perceptions.

Sampling Techniques

Jaeger (1984) has pointed out the importance of providing "an operational definition of the population to which survey results may be generalized" (p. 6). In outlining an essential step in this process, he stressed the need for a sampling frame: "In order to select a sample of person, objects, or institutions, one must have a list from which to sample. Such a list is called a sampling frame" (p. 6).

For this study, the Fall 1986 faculty roster of full-time instructional faculty from the Office of the Vice Chancellor for Academic Affairs provided the sampling frame. The list contained the names of chairpersons, permanent faculty members, and temporary faculty members.

Chairpersons were deleted from the list because of their administrative status; chairpersons' teaching loads range from three to six hours per semester. Although temporary faculty members usually teach 12 credit hours per semester, they had replaced faculty members who have been granted leaves of absences. Since these individuals held temporary positions, their names were deleted from the list. The revised list contained the names of 114 faculty members who held permanent employment positions and who had taught at the

institution for at least one year.

Comparing the revised Fall 1986 faculty roster with the Fall 1987 roster and class schedule revealed the following additional information: (1) Six individuals were no longer employed by the university; (2) Ten faculty members had been granted leaves of absences; and (3) Four faculty members held administrative positions with teaching loads ranging from 3 to 6 credits hours per semester. The names of these individuals and myself, a member of the faculty, were deleted from the list of full-time instructional faculty members.

The updated sampling frame for this study included the names of 93 faculty members. In terms of length of service, a variable which was used to divide the faculty into two groups, the list contained (1) sixty-three individuals who had taught at the at the university for at least seven years and (2) thirty who had taught for fewer than seven years.

The Questionnaire

The overall survey design is an adaption of an instrument developed by Gross and Grambsch (1974) which measures perception of institutional goals. Gross and Grambsch's instrument uses the "is--should" technique to examine perceptions of perceived and preferred goals. In this approach, respondents use a five-point Likert scale to rate the actual and the desired emphasis on a goal at their institution.

The questionnaire in the current study also extends the "is--should" technique to measure perceptions of faculty influence in university governance.

This also requires that respondents use a five-point Likert scale to rate the actual and the preferred amount of faculty influence in university governance. The influence section of the questionnaire represents an adaption of Baldridge et al.'s (1978) "Spheres of Influence" instrument, which measures faculty influence in these areas: curriculum development, faculty appointments, selection of department heads, long-range planning, and general influence. Unlike Baldridge et al.'s instrument, in which participants rate only their actual influence, respondents in the current study rated their actual and their preferred influence.

The questionnaire, in this study, contains 52 items and instructions for each section of the instrument. Part one includes 28 goal statements and the request that respondents rate each statement twice. The second section contains 16 influence statements and instructions. The instructions include a definition of influence and the request that faculty members respond to each statement twice. Part three consists of eight biographical questions. The questionnaire is Appendix A.

Section one of the questionnaire contains these goal statements:

1. Prepare students for useful careers.
2. Provide additional career options for enrolled and prospective students by adding new degree programs.
3. Encourage students to pursue graduate or professional training.
4. Assist students to develop critical thinking skills.

5. Produce a student who has been developed culturally.
6. Provide an effective advisement process for students.
7. Admit only those students who meet all admission requirements.
8. Increase the racial diversity of the student body.
9. Evaluate all academic programs for quality and for productivity.
10. Ensure that programs meet the approval of validating agencies.
11. Strengthen existing academic programs by updating the curricula.
12. Ensure that an adequate number of faculty members are hired to support existing academic programs.
13. Improve or maintain those physical facilities which house academic programs.
14. Provide academic support services, instead of formal remedial courses, to assist students in making satisfactory progress in college-level courses.
15. Protect the faculty's right to academic freedom.
16. Provide a climate which fosters faculty commitment for the purposes, functions, and activities of the university.
17. Ensure the appropriate involvement of the faculty in the governance and the decision-making processes of the university.
18. Provide resources for the work of the faculty, such as equipment, materials, etc.
19. Ensure that faculty members are satisfied with the incentives the

university provides, such as salaries, benefits, recognition, etc.

20. Strengthen the academic credentials of the faculty by hiring only those qualified individuals who hold the appropriate terminal degrees.
21. Increase the prestige of the university.
22. Increase the university's involvement in providing graduate degree programs.
23. Preserve the present institutional character of the university, that is, its traditions, beliefs, and history.
24. Strengthen and expand the academic programs for which there is high student and high market demand, such as Business/Economics.
25. Provide credit and non-credit courses and activities for evening and adult students.
26. Provide public service activities to meet the needs of various community groups which the university serves.
27. Carry on pure or applied research.
28. Keep all costs down as low as possible, through more effective and efficient use of resources.

These 28 statements represent possible formal and informal goals of Winston-Salem State University. The formal goals included only those statements that have appeared in publications about the institution. The university bulletin, the faculty handbook, the student handbook, the institutional long-range planning document, the North Carolina Board of Governors

long-range planning document, and the consent decree between North Carolina and the Department of Education provided data sources for formal goals.

Unwritten statements concerning campus constituents' beliefs about organizational functions, activities, and purposes represented informal goals. Propositions from the literature and interviews supplied information concerning informal goals.

Four faculty members were interviewed regarding the informal goals of the university. Each faculty member pointed out that maintaining the university's heritage as a historically black institution represented an unwritten institutional goal for many of its constituents. This goal appears in the questionnaire as goal 23.

In addition, two informal goals emerged from the literature. The first goal (16) concerned the organizational expectation noted by Pfeffer (1982) that the members of an organization would develop commitment for its purposes and activities. The second informal goal (19) involved the organizational belief espoused by Maslow (1978) and Herzberg (1978) that providing appropriate incentives might motivate employees to achieve organizational goals.

Part one of the questionnaire appears in Table 1. As shown in this table, Gross and Grambsch's (1974) classification of goals was used. The instrument, in the current study, contains six output goal statements: two student-expressive (4 and 5), one student-instrumental (1), one research (27), and two direct service (25 and 26). The remaining twenty-two support goal statements include four

Table 1

Classification of Goals by Category, by Source, and by Type

Goal	Category: Output				Category: Support				Source			Type	
	DS	R	SI	SE	A	MGT	MOT	P	WSSU	CD	BG	FOR	INF
1. useful careers for students			X						X			X	
2. add new program					X					X		X	
3. further study for students						X			X			X	
4. critical thinking for students				X					X			X	
5. students' cultural development				X					X			X	
6. advisement process					X				X			X	
7. maintain admission standards					X						X	X	
8. racial diversity					X					X		X	
9. evaluate academic programs					X						X	X	
10. validate academic program					X				X			X	
11. update curricula					X					X		X	
12. hire more faculty					X					X		X	
13. improve physical facilities					X					X		X	
14. academic support services					X				X			X	
15. academic freedom for faculty							X		X			X	
16. faculty commitment							X						X
17. involve faculty in govern.						X			X			X	
18. resources for faculty						X			X			X	
19. incentives for faculty							X		X				X
20. faculty credentials						X				X		X	
21. prestige of university					X			X	X			X	
22. provide graduate programs								X	X			X	
23. preserve heritage								X	X				X
24. expand Business/Economics					X				X			X	
25. adult education programs	X								X			X	
26. public service programs	X								X			X	
27. research			X						X			X	
28. minimize costs											X	X	

Note: DS = Direct Service. R = Research. SI = Student Instrumental. SE = Student Expressive. A = Adaption, MGT = Management. MOT = Motivation. P = Position. WSSU = Winston-Salem State University. CD = Consent Decree. BG = Board of Governors. FOR = Formal. INF = Informal.

management goals (3, 17, 18, and 20), three motivation goals (15, 16, and 19), three position goals (21, 22, and 23), and twelve adaption goals (2, 6-14, 24, and 28).

Six of the twelve adaption goals (2, 8, 11, 12, 13, and 20) resulted from the agreement between North Carolina and the Department of Education to strengthen and to upgrade North Carolina's historically black state universities. Three of the remaining adaption goals (7, 9, and 28) represent recent statewide educational mandates from the North Carolina Board of Governors. These nine goals will be referred to as mandated institutional goals. The remaining nineteen goals will be referred to as traditional institutional goals.

Following the adoption of education policies and guidelines by the Board of Governors, each institution in the University of North Carolina system modifies its goals, as needed, to reflect statewide goals. Eventually, mandated goals become known as the formal goals of an institution. Table 1 contains fourteen formal institutional goals (1-14). Eleven formal goals (15, 17, 18, 20-22, 24-28) also appear in Table 1.

As shown in Table 1, the questionnaire includes three informal goals (16, 19, and 23). Interviews with selected faculty members and the review of the literature provided the source for these informal goal statements.

In this study, recent statewide goals from the Board of Governors and from the consent decree are referred to as mandated institutional goals. Other formal and informal goals that are institutional based are referred to as traditional

institutional goals.

The influence section of the questionnaire contains 16 influence statements and they appear in Table 2. These statements address the influence of individual faculty members, departmental faculty members, university faculty members, university committees, and the faculty senate. As shown in Table 2, influence statements cover seven areas: curriculum (1 and 2), appointments/hiring (3, 4, and 5), admission/degree criteria (6, 7, and 8), budgeting (9 and 10), planning (11), policies and procedures (12-15), and institutional goals (16).

Institutional publications and theoretical propositions provided data sources for the influence statements. Fifteen of the sixteen statements (1-15) reflected faculty members' roles in university governance as indicated in the faculty handbook and in committee assignment brochures. Findings from the literature on higher education and organizational behavior served as the data source for item 16 .

Part three of the questionnaire includes a request for biographical data. Respondents were asked to provide the following information: (1) number of years at the institution; (2) academic rank; (3) highest earned degree; (4) academic department; (5) teaching load, in semester hours; (6) sex; and (7) employment status (i.e., tenured, tenured-track, or non-tenured).

In the arrangement of goal and influence statements, in sections one and two of the questionnaire, Fink and Kosecoff's (1985) suggestions for grouping

Table 2

Classification of Influence Statements by Issues and by Groups

Influence Statement	IF	DF	UF	UC	FS
Curriculum:					
1. development of general studies curriculum			X		
2. development of departmental curriculum		X			
Appointment/Hiring:					
3. hiring of departmental faculty		X			
4. selection of departmental chairperson		X			
5. promotion and tenure decisions		X			
Admission/Degree Criteria					
6. determining general admission criteria			X		
7. determining departmental admission criteria		X			
8. determining departmental graduation criteria		X			
Budgeting:					
9. preparation of departmental budget		X			
10. preparation of university budget			X		
Planning:					
11. formulating long-range university plans			X		
Policies and Procedures:					
12. determining academic policies & procedures					X
13. determining administrative policies & procedures					X
14. determining academic policies & procedures				X	
15. determining administrative policies & procedures				X	
Institutional Goals:					
16. determining institutional goals	X				

Note. IF = Individual Faculty. DF = Departmental Faculty. UF = University Faculty.

UC = University Committees. FS = Faculty Senate.

survey items were followed. Fink and Kosecoff (1985) provided the following guidelines for arranging questions in a survey:

(1) The first question should be clearly connected to the purpose of the survey as defined in the introduction.

(2) For any given topic, ask relatively objective questions before the subjective ones.

(3) Move from the most familiar to the least.

(4) Follow the natural sequence of time.

(5) See to it that all questions are independent.

(6) Relatively easy-to-answer questions should be asked at the end.

(7) Avoid many items that look alike.

(8) Sensitive questions should be placed well after the start of the survey, but also well before its conclusion.

(9) Questions should be in logical order. (p. 44)

Using Fink and Kosecoff's (1985) guidelines, related items were identified and were grouped together. The goal section of the questionnaire reflected the following issue-related-arrangement: student related goals (1-8); programmatic goals (9-14); faculty related goals (15-20); position related goals(21-24); direct service goals (25-27); and minimizing costs goal (28). The arrangement of influence statements centered around seven issues: curriculum (1 and 2); appointments/hiring (3-5); admission/degree criteria (6-8); budgeting (9-10); long-range planning (11); policies and procedures (12-15); and general influence (16).

In the biographical data section of the questionnaire, a response format which required that respondents check the appropriate option for seven of the eight questions was used. According to Fink and Kosecoff (1985), requesting that respondents check or circle the appropriate option, rather than fill-in-the-blank, enhances the efficiency and the reliability of an instrument.

However, in the eighth question--item 1, respondents were asked to fill in the blank. This was done to obtain the exact length of service, rather than a range for each respondent. Data concerning the exact length of service was used to test each subhypothesis of the study.

In developing the questionnaire for this study, established procedures for the ordering and the wording of questions were followed. Statements which appeared in publications about the institution served as the source for most survey items. However, for clarity and for brevity, several institutional statements were modified. Using documents about the institution as a data source probably contributed to the face validity of the questionnaire. Face validity, according to Gay (1981), "refers to the degree to which a test appears to measure what it purports to measure" (p. 111) and "determining face validity provides an initial screening procedure in test selection" (p. 111).

Pilot Survey

Following the selection of an instrument for a study, the researcher must determine the adequacy of the instrument. Jaegar (1984) has pointed out that "a pilot survey can be used to examine the clarity and adequacy of survey

instruments" (p. 13). According to Jaegar, "If any part of the survey is unclear or ambiguous, a well-designed pilot survey will allow the researcher to detect the problem" (p. 13).

On October 5, 1987, the questionnaire for this study was distributed to 14 faculty members at Winston-Salem State University. The survey instrument contained 24 goal statements, 16 influence statements, and 8 biographical questions. In the cover letter which accompanied the instrument, each participant was asked to provide comments concerning the questionnaire and the amount of time it took to complete it.

The pilot survey was conducted to obtain the following information:

(1) The amount of time required to administer the questionnaire;

(2) whether the instrument contained vague or inappropriate statements;

(3) whether the instrument included the appropriate goals of the university; and

(4) whether the instrument contained the appropriate issues relating to faculty members' influence in university governance.

By October 15, 1987, all participants returned the questionnaire and the comment form. Based on the respondents' comments, the questionnaire took, on the average, 15 minutes to complete. The time to complete the questionnaire ranged from 10 to 20 minutes.

After reviewing the other written comments and conducting follow-up interviews with participants, revisions were made in section one of the

questionnaire. Participants' comments related to the wording of these four goal statements:

5. Produce a student who has been developed morally, intellectually, socially, and culturally.

7. Accommodate only those students who meet established legal admission requirements.

11. Strengthen existing academic programs by revising the curriculum, hiring additional faculty, and improving facilities.

26. Keep costs down as low as possible, through more effective and efficient use of resources.

Several participants indicated that goal statement 5 measured more than one goal. The revised goal statement reflected the goal which faculty members said they could measure. The revised goal statement reads: "Produce a student who has been developed culturally."

Four participants noted that goal statement 7 contained two ambiguous terms: "accommodate" and "legal". The revised goal statement reads: "Admit only those students who meet all admission requirements."

In rating goal statement 11, two participants pointed out that they provided an average for the three components of this goal statement. The restatement of statement 11 resulted in these goal items:

11. Strengthen existing academic programs by updating the curriculum.

12. Ensure that an adequate number of faculty members are hired to support existing academic programs.

13. Improve or maintain those physical facilities which house academic programs.

Goal statement 26 was revised after two participants indicated their desire to write in "administrative" or "academic" before costs. This goal statement appears in the revised questionnaire as goal statement 28 and reads, "Keep all cost down as low as possible, through more effective and efficient use of resources."

Following the revisions suggested by participants in the pilot survey, the questionnaire contained 28 goal statements, 16 influence statements, and 8 biographical questions. In order to include the responses of the 14 pilot survey participants in this study, these individuals were asked to complete the seven revised questionnaire items.

Reliability and Validity of the Questionnaire

Using a well-established research procedure--the is--should technique--for measuring perceptions, according to Fink and Kosecoff (1985), enhances the reliability of a survey instrument. This approach has been used successfully by several authors (e.g. Gross and Grambsch, 1974; Neumann and Neumann, 1983; and Peterson and Uhl,1977).

However, since the instrument was developed for this study, one additional step was taken to validate the survey instrument. Fink and Koseff's (1985) suggestion for validating the survey instrument was followed. These authors pointed out that "reliable and valid surveys are obtained by making sure the definitions you have used are grounded in fact or established theory or practice" (p. 20). Thus, a panel of experts was asked to review the instrument.

The panel of experts reviewed the questionnaire to determine (1) whether Gross and Grambsch's (1974) goal taxonomy had been adequately applied in the classification of goals; (2) whether goal statements adequately represented the institutional goals of Winston-Salem State University and of other institutions like it; and (3) whether the influence statements adequately reflected areas of faculty participation in university governance.

Their review resulted in the reclassification of two goal statements:

	Goal Statement	Initial Category
16.	Provide a climate which fosters faculty commitment for the purposes, functions, and activities of the university.	Management
24.	Strengthen and expand the academic programs for which there is high student and high market demand, such as Business/Economics.	Management

The initial classification of these two goals addressed the management function of the administration in setting institutional priorities. However, according to the experts, goal statement 16 measures faculty satisfaction with the institutional climate. From their perspective, the management classification remained secondary to that of the motivation classification. Since goal statement 16 dealt with some intangibles which might motivate faculty members to develop commitment for university goals, this goal was reclassified as a motivation goal.

In the institutional long-range planning document, the university indicated its intention to expand those programs for which there exists high market and high student demand. Viewed as as institutional priority, this goal, as reflected in goal statement 24, represented a management decision. However, as the expert panel noted, the overriding thrust of this decision represented the institution's attempt to adapt to its environment. Consequently, goal statement 24 was reclassified as an adaption goal.

Overall, the expert panel found that the 28 goal statements adequately represented the goals of Winston-Salem State University and of historically black institutions like it. The experts also indicated that, in theory, the influence statements reflected the traditional roles of faculty members in university governance. For the influence statements in this questionnaire, the faculty handbook and committee assignment brochures provided data sources.

Data Collection Procedures

On October 22, 1987, individual questionnaires were distributed to each respondent's mailbox or faculty office. The mailing also contained cover letters from me and from the Chancellor of Winston-Salem State University.

My cover letter included an explanation of the purpose of the study and the request that participants complete and return the questionnaire in the campus mail by November 4, 1987. Additionally, in the cover letter, each respondent, was assured that all individual responses would remain confidential but that summary results would be reported in the study. A copy of the cover letter

appears in Appendix B.

Three steps were taken to obtain faculty participation in the study. First, in my cover letter, my affiliation with the university was indicated by using Winston-Salem State University stationery and by noting my role as a faculty member. This was done to encourage the cooperation of faculty members who did not know me. Second, between October 22 and December 11, faculty participation was sought through telephone calls and through personal contacts. Third, the mailing included a cover letter from the Chancellor of Winston-Salem State University.

In his letter, which appears in Appendix B, Chancellor Cleon F. Thompson, Jr. indicated his support for the study and encouraged faculty members' participation. He also pointed out how the study might provide an opportunity for faculty members to reflect on the university's strategic planning process. I believed that the Chancellor's support for the study might increase faculty participation.

By November 9, 1987, fifty-seven of the ninety-three questionnaires (61.3 percent) had been returned. To encourage the participation of non-respondents, a follow-up letter was distributed on November 10, 1987. In the follow-up letter, which appears in Appendix C, the importance of each faculty member's response and of each individual's contribution to the study were stressed. For the convenience of respondents, the mailing contained an address label and an offer of another questionnaire. To focus attention on my

role as a doctoral candidate, the follow-up letter was typed on University of North Carolina at Greensboro stationery.

By December 4, 1987, seventeen additional questionnaires were returned. The response rate had increased from 61.2 percent to 79.6 percent. By departments, the response rate ranged from 60 percent to 100 percent.

On December 7, 1987, a final follow-up letter was distributed to non-respondents. The mailing contained another questionnaire, a self-addressed envelope, and the request that nonrespondents assist in increasing their departmental response rate to 100 percent. Appendix C contains a copy of the second follow-up letter.

This mailing generated 9 additional responses and brought the overall response rate to 89.2 percent (83 returns). Of the 83 faculty members who returned the questionnaire, 3 omitted pertinent biographical, goal, or influence information. In terms of usable questionnaires, the response rate for this study was 86 percent (80 returns).

Null Hypotheses Tested

Five null hypotheses were tested:

1.0 There is not a significant relationship between the perceived and the preferred importance of institutional goals, according to the perceptions of faculty members.

1.1 Concerning the traditional institutional goals gleaned from institutional publications the degree of congruence among faculty members who

have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years.

1.2 Concerning institutional goals that have been recently mandated by the North Carolina Board of Governors and by the consent decree between North Carolina and the Department of Education the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years.

2.0 There is not a significant relationship between the perceived and the preferred amount of influence of the faculty in university governance, according to the perceptions of faculty members.

2.1 Concerning the influence of the faculty in university governance the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years.

Data Analysis Procedures

In testing hypotheses 1.0 and 2.0, Spearman's correlational analysis was used to determine the relationship between the perceived and the preferred ratings for each goal and each influence statement. An alpha level of .05 was

used to determine the significance of the results.

To test subhypotheses 1.1, 1.2, and 2.1, questionnaire responses from faculty members were divided into two groups, in terms of length of service: (1) those who have taught at the university for at least seven years and (2) those who have taught for fewer than seven years. Using Kolmogorov-Smirnov two-sample test, the two groups were compared to determine whether differences existed in the degree of congruence between the two faculty groups. A one-tailed test with an alpha level of .05 served as the basis for determining statistical significance.

Summary

The purpose of this chapter has been to present the methodology for examining faculty perceptions of institutional goals and faculty influence in university governance. The emphasis of this chapter has been on the research design, on the development and pretesting of the questionnaire, and on data collection and data analysis procedures.

In designing the study, a well-established research procedure was used. To measure faculty perceptions of goals and of faculty influence in university governance, Gross and Grambsch's (1974) "is--should" technique for measuring perceptions of goals was used.

The adequacy and the accuracy of the survey instrument were determined by conducting a pilot survey and by obtaining the judgement of an expert panel. Following revisions, the questionnaire was administered to 93 faculty members

and an 89 percent response rate was obtained.

Although an entire population provided data for this study, inferential statistical techniques were used to analyze the data. The superpopulation concept, in which a finite population represents a random sample of a larger population, served as the basis for using inferential statistics, rather than descriptive statistics, to test the five hypotheses of the study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this study, data were collected from faculty members regarding their perceptions of the perceived and the preferred importance of institutional goals and of the perceived and the preferred amount of faculty influence in university governance. This was done to determine whether there is a relationship between perceived and preferred institutional goals and between perceived and preferred faculty influence in university governance. Absolute differences between perceived and preferred ratings were also examined to determine whether length of service is related to goal congruence and to faculty influence congruence. A subsidiary purpose was to develop an instrument which assessed faculty members' perceptions of institutional goals and of faculty influence in university governance.

Questionnaire responses from 80 participants provided the data for this study. For each participant, demographic data, perceived ratings, preferred ratings, and congruence scores were recorded in a 1032 database management system file. The Statistical Package for the Social Sciences, SPSSX, was used to analyze the data on goals and on faculty influence. The results are reported in these sections: demographic information, analysis of the questionnaire, analysis of institutional goals, and analysis of faculty influence in university governance.

Demographic Information

As noted in Chapter III, the questionnaire was distributed to 93 full-time faculty members. Usable data were obtained from 80 questionnaires, for an 86 percent return rate. Each respondent provided demographic information on length of service at the institution, academic rank, highest earned degree, academic department, teaching load, sex, and tenure status.

Table 3 is a comparison of respondents with the sample, in terms of academic rank. The sample consisted of 28 professors, 28 associate professors, 31 assistant professors, and 6 instructors. The respondents included 25 professors, 24 associate professors, 26 assistant professors, and 5 instructors. As shown in Table 3, professors comprised 30.1 percent of the sample. When compared with the total number of respondents, professors constituted 31.3 percent.

Table 3

Comparison of Respondents with Sample by Rank

	Sample		Respondents	
Rank	n	%	n	%
Professor	28	30.1	25	31.3
Associate Professor	28	30.1	24	30.0
Assistant Professor	31	33.3	26	32.5
Instructor	6	6.5	5	6.3
Total	93	100.0	80	100.1[a]

Note. [a] Rounding error.

A summary of other demographic characteristics of respondents is included in Table 4. As shown in Table 4, 55 respondents have taught at the institution for at least seven years and 56 have earned the doctorate or the first professional degree. The majority of the respondents, 57.5 percent, were tenured. Only nine respondents held non-tenure track positions. The respondents also consisted of 44 males and 36 females. The teaching loads of 82.5 percent of the respondents ranged from 9 to 13 hours per semester.

Analysis of the Questionnaire

Although the fifth research question was secondary, it was central to the study and was answered first. This research question was, "Can an instrument be developed which provides for the assessment of faculty members' perceptions of institutional goals and faculty influence in university governance?" To answer this question, several steps were taken. The questionnaire was developed, pretested, and reviewed by a panel of experts. The revised instrument was used to collect data. A preliminary analysis of the data was made prior to testing the hypotheses of the study.

The questionnaire contains 8 biographical questions, 28 goal items, 16 influence items, and instructions that respondents rate each goal and each influence item twice. In developing the questionnaire, goal and influence statements were obtained from institutional publications. As indicated in Chapter III, the accuracy and the adequacy of the instrument were assessed by respondents in the pilot study and by a panel of experts. The revised 52 item instrument was administered to 93 full-time faculty members and 80 usable

Table 4

Summary of Demographic Characteristics of Respondents

Category	n	%
Length of Service:		
At least 7 years	55	68.8
Fewer than 7 years	25	31.2
Highest Earned Degree:		
Doctor's degree	56	70.0
Master's degree	24	30.0
Tenure Status:		
Tenured	46	57.5
Tenured-track	25	31.3
Non-tenured-track	9	11.3
Sex:		
Male	44	55.0
Female	36	45.0
Teaching Load:		
9 - 13 semester hours	66	82.5
14 - 18 semester hours	14	17.5
Academic Department:		
Business/Economics	9	11.3
Education	10	12.5
English/Communication Arts	14	17.5
Fine Arts	7	8.8
Mathematics/Computer Science	9	11.3
Natural Science	8	10.0
Nursing/Allied Health	9	11.3
Social Science	14	17.5

Note. The total in each category is 80.

questionnaires were returned, for an 86 percent return rate. Further support for the adequacy of the questionnaire was provided during the preliminary analysis of the data.

For each questionnaire item, the frequency distribution of perceived and preferred ratings provided by the 80 respondents was examined. This was done to determine whether a majority of respondents felt that some survey items did not represent institutional goals or faculty influence issues. In this study, perceived and preferred ratings could range from a low of one to a high of five. A perceived rating of one would be an indication that a goal or an influence item might not be an appropriate survey item for the respondents in the study.

For each goal item, minimum perceived ratings and median perceived ratings were examined. Seventy-five percent of the respondents assigned a rating of two or higher to each of the 28 goal items. This indicates that a majority of respondents felt that each goal was receiving some emphasis.

The median perceived ratings were two, three, and four. For five goals (1, 10, 20, 24, and 23), the median perceived rating was four. Two goals (19 and 27) had a median perceived rating of two. However, the preferred median rating for each of these two goals was five. For the remaining 21 goals, the median perceived rating was three.

In examining preferred goal ratings, it was found that the lowest possible rating, a one, was assigned by 1.3 percent or one respondent to seven goal statements. The median preferred rating for 14 goals was five. Thirteen goal statements had a median preferred rating of four. For goal 8, "Increase the racial

diversity of the student body," the median preferred rating was three.

A majority of respondents assigned a perceived rating of two or higher to each goal item. This suggests that at least 50 percent of the respondents believe that the 28 goal statements represent possible goals of the university in this study. Further, a minimum perceived rating of one was assigned to some of the goals by fewer than 25 percent of the respondents. Median perceived importance ratings ranging from two to four and the absence of a large percentage of perceived ratings of one suggest that the instrument was adequate for assessing the goals of the institution in this study.

The instrument also contained 16 influence statements that were designed to measure the perceived and the preferred amount of influence of the faculty in university governance. The percentage of respondents who assigned a perceived rating of one to an influence item ranged from a low of three percent for one item to a high of 43.8 percent for another item. However, median perceived ratings ranged from two to four. A median perceived rating of four was found for the influence item which dealt with the influence of the departmental faculty in developing the departmental curriculum. Six influence items had median perceived ratings of three. A majority, nine out of sixteen, of the influence items had a median perceived rating of two. The median preferred rating for 13 items was four and for three items was five.

Since a majority of respondents assigned a perceived rating of two or higher and a preferred rating of three or higher to each goal and each influence statement, it seems reasonable to conclude that the instrument contained goals

and faculty influence issues which relate to the institution and to the faculty members in this study. Thus, there is further support for believing that the instrument developed for this study could be used to assess goals and faculty influence in university governance.

Analysis of Institutional Goals

The questionnaire contained 28 goal statements. Using a five-point Likert scale (i.e., 1 = of no importance or not applicable, 2 = of low importance, 3 = of medium importance, 4 = of high importance, and 5 = of extremely high importance), respondents rated the importance they believe a goal "is" receiving, the perceived goal rating. Their second rating indicated the importance they believe a goal "should be" receiving, the preferred goal rating. Data relating to goal ratings and length of service provided by the 80 respondents were used in testing the first three null hypotheses and in answering the first two research questions. An alpha level of .05 was used in testing the significance of each of the three research hypotheses.

The first research question was, "What is the relationship between the perceived and the preferred importance of institutional goals?" The first null hypothesis formulated to address this question stated, "There is not a significant relationship between the perceived and the preferred importance of institutional goals, according to the perceptions of faculty members." To test null hypothesis 1.0, the perceived and the preferred ratings were examined. For each of the 28 goal statements, a Spearman correlation was computed. A 95% confidence interval was used to test for statistical significance. In setting confidence

intervals, each correlation coefficient was converted to a Fisher's Z value, where $Z = 1/2\ln[(1 + |r|)/(1 - |r|)]$. Using the Fisher's Z transformation, the 95% confidence interval is $(Z_r - 1.96\sigma_r, Z_r + 1.96\sigma_r)$. The standard error, σ_r, is defined as $1/\sqrt{n - 3}$, with n equal to the sample size (n = 80).

The correlation between the perceived and the preferred importance ratings of each of the 28 goals indicates the degree to which the two variables are related. A positive correlation means there is some agreement between what "is" occurring and what "should be" occurring. A negative correlation indicates disagreement between what "is" occurring and what "should be" occurring. In this study, positive correlations ranged from r = .01 to r = .26. Negative correlations ranged from r= -.01 to r = -.23. According to Champion (1981), correlations for which $| r | < .26$ indicate a weak association between the two variables.

The first eight goal statements (1 - 8) dealt with student related goals. Table 5 contains the eight Spearman correlations and the corresponding 95% confidence intervals. For mandated goal statement 8, "increase the racial diversity of the student body," the correlation between perceived and preferred importance ratings was r = -.23. As shown in Table 5, the corresponding 95% confidence interval contains correlation parameters between -.424 and -.007. Since this interval does not contain the parameter zero, r = -.23 is significantly different from zero. Thus, the null hypothesis was rejected for this goal statement. For the mandated goal of increasing the racial diversity of the student body, there was a significant inverse relationship between the perceived and the

Table 5

Spearman Correlations Between Perceived and Preferred Importance Ratings of Student Related Institutional Goals (1 - 8) and 95% Confidence Intervals (CI) (.05 Significance Level)

Goal Statement	Correlation	95% CI
1. Useful careers for students	.02	(-.200, .238)
2. Add new degree programs	.19	(-.033, .391)
3. Further study for students	.01	(-.210, .229)
4. Critical thinking for students	.02	(-.200, .238)
5. Cultural development of students	.03	(-.191, .248)
6. Advisement process for students	.07	(-.152, .285)
7. Raise admission standards	.11	(-.113, .321)
8. Increase racial diversity	-.23*	(-.424, -.007)

Note. *Significant at the .05 level.

preferred importance ratings. This means that there is some significant disagreement over the emphasis this goal is receiving and the emphasis it should be receiving.

Regarding the remaining seven student related goals, each correlation between perceived and preferred importance ratings was positive and indicated some agreement between perceived and preferred importance ratings. The following positive correlations were found between the perceived and the preferred importance ratings: 1) Prepare students for useful careers, r = .02; 2) Provide additional career options for enrolled and prospective students by adding new degree programs, r = .19; 3) Encourage students to pursue graduate or professional training, r = .01; 4) Assist students to develop critical thinking skills, r = .02; 5) Produce a student who has been developed culturally, r = .03; 6) Provide an effective advisement process for students, r = .07; and 7) Admit only those students who meet all admission requirements, r = .11. For r = .19, the largest positive correlation in Table 5, the 95% confidence interval contains parameters between -.033 and .391 and also contains the parameter zero. Table 5 shows that the 95% confidence interval of each of the other six correlations also contains the parameter zero. This means that these correlations are not significantly different from zero. Thus, for each of these goals, the null hypothesis was retained. There was not a significant relationship between perceived and preferred importance ratings, for these seven institutional goals. Although there appeared to be some agreement between the perceived and the preferred importance ratings of each of these student

related goals, the relationship was not statistically significant.

Goal statements 9 - 14 represent programmatic as well as adaption goals. As shown in Table 6, the correlations for two of these goals (10 and 14) were: 1) Ensure that programs meet the approval of validating agencies, r = .26 and 2) Provide academic support services, instead of remedial courses, to assist students in making satisfactory progress in college courses, r = -.23. Since neither of the corresponding 95% confidence intervals contains the parameter zero, r = .26 and r = -.23 are significantly different from zero. The null hypothesis was rejected for these two goals. Thus, concerning program validation there was a significant positive relationship between the perceived and the preferred importance rating. For the goal of providing academic support service there was a significant inverse relationship between the perceived and the preferred importance ratings. The latter result means that there is probably some significant disagreement over the emphasis this goal is receiving and over the emphasis it should be receiving, according to respondents' ratings.

The following correlations were found for the remaining four programmatic adaption goals (9, 11, 12, and 13): 1) Evaluate all academic programs for quality and for productivity, r = .19; 2) Strengthen existing academic programs by updating the curricula, r = .20; 3) Ensure that an adequate number of faculty members are hired to support existing academic programs, r = -.07; and 4) Improve or maintain those physical facilities which house academic programs, r = -.16. Since each of the corresponding 95% confidence intervals shown in Table 6 contains the parameter zero, none of these correlations is significantly

different from zero. For these four programmatic adaption goal statements the null hypothesis was retained. There was not a significant relationship between the perceived and the preferred importance ratings for these four goal statements.

Table 6

Spearman Correlations Between Perceived and Preferred Importance of Programmatic Institutional Goals (9 - 14) and 95% Confidence Intervals (CI) (.05 Significance Level)

Goal Statement	Correlation	95% CI
9. Evaluate academic programs	.19	(-.033, .391)
10. Approval of Validating agencies	.26*	(.047, .457)
11. Update curricula	.20	(-.023, .339)
12. Hire more faculty	-.07	(-.285, .152)
13. Improve facilities	-.16	(-.365, .063)
14. De-emphasize remediation	-.23*	(-.424, -.007)

Note. *Significant at the .05 level.

Six goal statements (15 - 20) represent motivation or management goals relating to the faculty. As shown in Table 7, five of the six correlations are negative and indicate an inverse relationship between perceived and preferred importance ratings. The following correlations were obtained: 1) Protect the academic freedom of the faculty, r = -.09; 2) Provide a climate which fosters

Table 7

Spearman Correlations Between Perceived and Preferred Importance Ratings of Motivation and Management Institutional Goals (15 - 20) Relating to the Faculty and 95% Confidence Intervals (CI) (.05 Significance Level)

Goal Statement	Correlation	95% CI
15. Academic freedom for faculty	-.09	(-.303, .132)
16. Faculty commitment	-.07	(-.285, .152)
17. Faculty involvement in gov.	-.03	(-.248, .191)
18. Resources for faculty's work	.09	(-.132, .303)
19. Incentives for faculty	-.01	(-.229, .210)
20. Strengthen faculty credentials	-.11	(-.321, .113)

faculty commitment for the purposes, functions, and activities of the university, r= -.07; 3) Ensure the appropriate involvement of the faculty in the governance and the decision-making processes of the university, r = -.03; 4) Provide resources for the work of the faculty, r = .09; 5) Ensure that faculty members are satisfied with the incentives the university provides, r = -.01; and 6) Strengthen the academic credentials of the faculty by hiring only those qualified individuals who hold the appropriate terminal degrees, r = -.11. As shown in Table 7, the corresponding 95% confidence interval associated with each of these six correlations contains the parameter zero. Thus, none of the six correlations is significantly different from zero. The null hypothesis was retained for these six goals. Regarding each of these motivation and management goals there was not a significant relationship between the perceived and the preferred importance ratings. These results suggest that there is neither strong agreement nor strong disagreement between perceived and preferred ratings regarding commitment, incentives, resources, academic freedom, and governance statements.

Four goals (21 - 24) related to the current position or to the changing position of the institution. Table 8 contains correlations between perceived and preferred importance ratings for these four goals: 1) Increase the prestige of the university, r = .06; 2) Increase the university's involvement in providing graduate programs, r = .06; 3) Preserve the present institutional character of the university, r = -.07; and 4) Strengthen and expand the academic programs for programs for which there is high market and high student demand, r = -.11.

Table 8

Spearman Correlations Between Perceived and Preferred Importance Ratings of Institutional Goals (21 - 28) and 95% Confidence Intervals (CI) (.05 Significance Level)

Goal Statement	Correlation	95% CI
21. Prestige of the university	.06	(-.162, .276)
22. Provide graduate programs	.06	(-.162, .276)
23. Preserve inst'l character	-.07	(-.285, .152)
24. Expand high demand programs	-.11	(-.321, .113)
25. Provide adult education	.19	(-.033, .391)
26. Provide public service	.23*	(.007, .424)
27. Conduct research	-.01	(-.229, .210)
28. Minimize costs	-.03	(-.248, .191)

Note. *Significant at the .05 level.

As indicated in Table 8, each of the corresponding 95% confidence intervals contains the parameter zero. This means that these four correlations did not differ in a statistically significant way from zero. The null hypothesis was retained for each goal. Concerning the position related goals there was not a significant relationship between perceived and preferred importance ratings.

For goal statement 25, "Provide public service activities to meet the needs of various community groups which the university serves," the correlation between perceived and preferred importance ratings was r = .23. Since the corresponding 95% confidence interval shown in Table 8 did not contain the parameter zero, r = .23 was found to be significantly different from zero. The null hypothesis was rejected for this goal statement. Concerning the goal of providing public service activities there was a significant relationship between perceived and preferred importance ratings.

The correlation for the second direct service goal statement (25), "Provide credit and non-credit courses and activities for evening and adult students," was r = .19. Since the 95% confidence interval of r = .19 shown in Table 8 contains the parameter zero, r = .19 is not significantly different from zero. The null hypothesis was retained for this goal. Concerning the goal of providing adult education there was not a significant relationship between perceived and preferred importance ratings.

One goal statement (27) addressed the research function of the university. As shown in Table 8, the correlation between the perceived and the preferred importance ratings for the goal "carry on pure or applied research" was r = -.01.

Since the 95% confidence interval associated with r = -.01 contains the parameter zero, this correlation is not significantly different from zero. The null hypothesis was retained for this goal. Concerning the research function of the university there was not a significant relationship between perceived and preferred importance ratings.

Goal statement 28 dealt with an adaption goal which has been mandated by the North Carolina Board of Governors. For the goal "keep all costs down as low as possible, through more effective and efficient use of resources," r = -.03. Since the corresponding 95% confidence interval shown in Table 8 contains the parameter zero, this correlation did not differ from zero in a statistically significant way. The null hypothesis was retained for this goal statement. There was not a significant relationship between the perceived and the preferred importance ratings of minimizing costs.

The null hypothesis was retained for 24 of the 28 goal statements. There was no support for the contention that perceived and preferred importance of institutional goals are related in a significant way.

The second research question was, "What variables are related to faculty members' perceptions of congruence between the perceived and the preferred importance of institutional goals?" To answer this question, subhypothesis 1.1 and subhypothesis 1.2 were formulated and were tested.

Null subhypothesis 1.1 stated, "Concerning the traditional goals gleaned from institutional publications the degree of congruence among faculty members who have taught at the institution for at least seven years is

significantly less than or equal to that among faculty members who have taught for fewer than seven years." To test this hypothesis, faculty members were divided into two groups based on length of service at the institution. Further, for the two ratings provided by the 80 respondents to each of the 19 traditional goals, item congruence scores were tabulated by computing absolute differences between perceived and preferred importance ratings. For each traditional goal item, differences in the cumulative frequency distribution of item congruence scores of the two faculty groups were computed by tabulating differences between the two sample distributions at five congruence points (i.e., 0 = perfect congruence; 1, 2, 3, 4 = perfect incongruence). One-tailed Kolmogorov-Smirnov two-sample tests were conducted to compare the two cumulative frequency distributions of congruence scores. An alpha level of .05 was used in testing the significance of the difference between the two distributions. The critical difference needed for statistical significance was found by using the formula provided by Champion (1981). The critical difference is $D = 1.22\sqrt{(n_1 + n_2)/(n_1 n_2)}$.

When the data was analyzed, three types of differences were observed: positive differences, positive and negative differences, and negative differences. All positive differences indicate that the distribution of congruence scores is in the direction assumed under the research hypothesis. It means that there is a greater degree of congruence among faculty members who have taught at the institution for at least seven years than there is among those who have taught for fewer than seven years. Positive and negative differences indicate that the two

distributions are not consistent with the direction predicted under the research hypothesis. It means that either the distributions are different or the distributions are the same without regard to direction. All negative differences indicate that the two distributions are the opposite of the hypothesized direction. It means that there is a greater degree of congruence among faculty members who have taught at the institution for fewer than seven years than there is among faculty members who have taught for at least seven years.

Indeed, two types of unexpected differences (i.e., positive and negative, and negative) were observed. According to Glass and Hopkins (1984), when the empirical evidence is inconsistent with that predicted under the research hypothesis, the null hypothesis is retained. Concerning the unexpected observed differences in the distribution of some scores, the null hypothesis was retained. However, for each of these statements the largest absolute difference and the sign associated with that difference were reported.

Additionally, since some differences were not as predicted, descriptive statistics were used to determine whether any trends would emerge in the distribution of congruence scores. Further, to eliminate the possibility that small cell size might have resulted in positive and negative differences in the distribution of congruence scores, the number of congruence categories was reduced from five to three. The following categories were identified and were defined: 1) Congruence scores of 0 or 1, indicating little or no difference between perceived and preferred ratings (High congruence); 2) Congruence scores of 2, indicating a moderate difference between perceived and preferred

ratings (Medium congruence); and 3) Congruence scores of 3 or 4 (Low congruence), indicating a great deal of difference in perceived and preferred ratings. The congruence scores in the two relative frequency distributions were then compared.

The 19 traditional goal statements, maximum differences in cumulative frequency distributions, and the difference needed for statistical significance are included in Table 9.

For goal 15, "Protect the faculty's right to academic freedom," the maximum observed difference in the cumulative frequency distribution of congruence scores of the two groups was .305. The observed maximum difference of .305 indicates that 30.5 percent more of those faculty members who have taught at the institution for at least seven years had lower congruence scores than did those who have taught for fewer than seven years. The null hypothesis was rejected for this goal. Thus, concerning goal statement 15 there was a significantly greater degree of congruence in the distribution of faculty members who have taught at the institution for at least seven years than there was in that of those who have taught for fewer than seven years.

As shown in Table 9, positive differences in the cumulative frequency distribution of congruence scores of the two faculty groups were also found for 11 of the remaining 18 traditional goals. These goals are 1) Provide useful careers for students, D = .145; 2) Encourage students to pursue graduate or professional study, D = .175; 3) Assist students to develop critical thinking skills, D =.007; 4) Produce a student who has been developed culturally, D = .207;

Table 9

Kolmogorov-Smirnov Two-Sample Tests of Differences in the Cumulative Frequency Distribution of Traditional Goals' Congruence Scores of the Two Faculty Groups

Goal Statement	Maximum Difference in Cumulative Distribution	Difference needed for Statistical Significance (α = .05)
1. Provide useful careers	.145	.294
3. Further study for students	.175	.294
4. Critical thinking for students	.007	.294
5. Cultural develop. of students	.207	.294
6. Advisement process	.167[a]	.294
10. Approval of valid. agencies	.080	.294
14. Academic support services	.098	.294
15. Academic freedom of faculty	.305*	.294
16. Faculty commitment	.073[a]	.294
17. Involve faculty in governance	.164	.294
18. Resources for faculty	.087	.294
19. Incentives for faculty	.095[a]	.294
21. Prestige of university	.258	.294
22. Provide graduate programs	.222	.294
23. Preserve inst'l character	-.127[a]	.294
24. Expand high demand progs.	-.131[a]	.294
25. Provide adult education	-.284[b]	.294
26. Provide public service	-.276[b]	.294
27. Conduct research	.156	.294

Note. [a]Positive and negative differences were observed; the largest absolute difference and the direction of the difference were reported. [b]All negative differences were observed.

*Significant at the .05 level.

5) Ensure that programs meet the approval of validating agencies, D = .080; 6) Provide academic support services, instead of formal remedial courses, to assist students in making satisfactory progress in college-level courses, D = .098; 7) Ensure the appropriate involvement of the faculty in the governance and the decision-making processes of the university, D = .164; 8) Provide resources for the work of the faculty, such as equipment, materials, etc., D = .087; 9) Increase the prestige of the university, D = .258; 10) Encourage students to pursue graduate or professional study, D = .222; and 11) Carry on pure or applied research, D =.156. For these eleven goals, there was a greater degree of congruence in the distribution of faculty members who have taught at the institution for at least seven years than in that among those who have taught for fewer than seven years. However, since these observed differences did not exceed the critical value of .294, they were not significant. The null hypothesis was retained for these 11 traditional goals. Regarding each of these 11 traditional goals, the degree of congruence in the distribution among faculty members who have taught at the institution for at least seven years was not significantly greater than it was in that of those who have taught for fewer than seven years.

For the remaining seven traditional goals, the distribution of congruence scores was not consistent with that predicted under the research hypothesis. As shown in Table 9, positive and negative observed differences in the cumulative frequency distribution of congruence scores were found for five goals: 1) Provide an effective advisement process for students, D = .167; 2) Provide a

climate which fosters faculty commitment for the purposes, functions, and activities of the university, D = .073; 3) Ensure that faculty members are satisfied with the incentives the university provides, D =.095; 4) Preserve the present institutional character of the university, D = -.127; and 5) Strengthen and expand those programs for which there is high student demand and high market demand, D = -.131. For these five goal (6, 16, 19, 23, and 24), positive and negative differences indicated that the degree of congruence was not in the direction predicted. The null hypothesis was retained for these five goal statements.

For goal statements 6, 23, and 24, the examination of the relative frequency distribution of the two groups of congruence scores revealed that 1) a majority of the respondents in each faculty group had congruence scores of zero or one, but 2) that among faculty members who have taught at the institution for at least seven years, there was a higher percentage of low congruence scores (3 or 4) than there was among those who have taught for fewer than seven years. For example, Table 10 shows that 80 percent of those in the latter group had congruence scores of zero or one, while 23.7 percent of those in the former group had congruence scores of two or higher for goal statement 24. As shown in Table 10, although the trend for these three goals was toward a greater degree of congruence in the distribution of faculty members who have taught at the institution for fewer than seven years, there appeared to be relatively little difference between the two groups of congruence scores.

Table 10

Comparison of the Relative Frequency Distribution of Congruence Scores of the Two Faculty Groups for Traditional Goals 6, 16, 19, and 23 -26

Goal Statement	Congruence Scores 0 - 1	2	3 - 4
6. Provide academic advisement:			
Group 1	50.9	41.8	7.3
Group 2	56.0	20.0	24.0
1 6. Develop faculty commitment:			
Group 1	29.1	38.2	32.7
Group 2	32.0	28.0	40.0
19. Provide faculty incentives:			
Group 1	25.5	27.3	47.3
Group 2	16.0	40.0	44.0
23. Preserve inst'l character:			
Group 1	60.0	30.9	9.1
Group 2	72.0	20.0	8.0
24. Expand high demand programs:			
Group 1	76.4	16.4	7.3
Group 2	80.0	8.0	12.0
25. Provide adult education:			
Group 1	43.6	40.0	16.4
Group 2	72.0	24.0	4.0
26. Provide public services:			
Group 1	56.4	34.5	9.1
Group 2	84.0	7.3	8.7

Note. Group 1 = Faculty members who have taught at the institution for at least seven years (n = 55). Group 2 = Faculty members who have taught at the institution for fewer than seven years (n = 25).

A second trend concerned goals relating to faculty commitment (16) and to faculty incentives (19). For each of these goals, there appeared to be three categories of congruence within each of the two distributions: high congruence, medium congruence, and low congruence. In the combined distributions, the majority of the congruence scores were in the low congruence category.

For the distribution of scores of faculty members who have taught at the institution for at least seven years, relative to goal statement 16, 29.1 percent were high congruence scores, 38.2 percent were medium congruence scores, and 32.7 percent were low congruence scores. For the other faculty distribution of scores, 32.0 percent were high congruence scores, 28.0 percent were medium congruence scores, and 40.0 percent were low congruence scores. In the combined distributions, over 72 percent of the scores were in the low congruence category. Similar results are shown in Table 10 for goal statement 19. For this influence statement, over 91 percent of the combined distribution of scores were in the low congruence category.

The analysis of the relative frequency distribution of congruence scores for goals 16 and 19 revealed that within each faculty group, the variable length of service did not detect differences in the two distributions of congruence scores. The analysis showed a trend toward three categories of congruence scores within each distribution. Concerning the similarity of differences within each distribution, in terms of congruence categories there might be other variables which could detect a significant difference in the two distributions. Since senior faculty members, tenured faculty members, and faculty members who have

earned a doctor's degree tend to have higher salaries than do other faculty members, those in the first group might be more satisfied with the incentives the institution provides. Thus, the analysis of the data using the variables of rank, highest degree earned, and tenure status might be used to determine whether significant differences exist among faculty members.

As shown in Table 9, negative differences were found for these two direct service goals: 1) Provide credit and noncredit activities and courses for evening and adult students, D = -.284; and 2) Provide public service activities to meet the the needs of various community groups which the university serves, D = -.276 The negative values indicate that the distribution of congruence scores was not in the direction predicted. The null hypothesis was retained for these two goal statements.

For goal statements 25 and 26, the relative frequency distribution of the two groups of congruence scores shown in Table 10 revealed that there is a greater degree of congruence in the distribution of faculty members who have taught at the institution for fewer than seven years than there is in that of those who have taught for at least seven years. As indicated in Table 10, over 70 percent of those in the former group had high congruence scores, while high congruence scores of those in the latter category tended to be under 57 percent.

Since 18 of the 19 differences were not significant, null subhypothesis 1.1 was retained. With the exception of the goal statement concerning academic freedom of the faculty, the degree of congruence in the distribution of faculty members who have taught for at least seven years was not significantly greater

than in that of those who have taught for fewer than seven years. Subsequent analysis of the data revealed that, for 12 of the 19 traditional goals, the trend was toward a greater degree of congruence in the distribution of scores of those in the former group. However, there appeared to be no significant relationship between degree of congruence and length of service. Concerning the traditional institutional goals, the degree of congruence in the distribution of faculty who have taught at the institution for at least seven years was not significantly greater than in that of those who have taught for fewer than seven years.

In the third null hypothesis, null subhypothesis 1.2, it was assumed that, "Concerning institutional goals that have been recently mandated by the North Carolina Board of Governors and by the consent decree between North Carolina and the Department of Education the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught at the institution for fewer than seven years." To test this hypothesis, faculty members were divided into two groups based on length of service. For the two ratings provided by the 80 respondents to the nine mandated goals, congruence scores were computed, and the cumulative frequency distributions of congruence scores of the two faculty groups were compared. One-tailed Kolmogorov-Smirnov two-sample tests were conducted to determine whether the cumulative frequency distribution of congruence scores of faculty members who have taught at the institution for at least seven years was significantly greater than the scores of those who have taught for fewer than seven years. An

alpha level of .05 was used in testing the significance of the difference between the two distributions.

Table 11 contains the nine mandated institutional goal statements, maximum differences in cumulative frequency distributions, and the difference needed for statistical significance. As summarized in Table 11, two types of differences were observed. First, for six mandated goals, observed differences were positive and were in the predicted direction. These goals are 1) Provide additional career options for enrolled and prospective students by adding new degree programs, D = .178; 2) Increase the racial diversity of the student body, D = .149; 3) Evaluate all academic programs for quality and for productivity, D = .145; 4) Strengthen existing academic programs by updating the curricula, D = .185; 5) Ensure that an adequate number of faculty members are hired to support existing academic programs, D = .265; and 6) Strengthen the academic credentials of the faculty by hiring only those qualified individuals who hold the appropriate terminal degrees, D = .044. Each maximum observed difference did not exceed the difference needed for statistical significance. For example, the largest observed difference in the cumulative frequency distribution of congruence scores for goal statement 12, "Ensure that an adequate number of faculty members are hired to support existing academic programs," was .265. This observed difference did not exceed the critical value of .294. The null hypothesis was retained for these six goals. For these six mandated goals, the degree of congruence among faculty members who have taught at the institution for at least seven years was not significantly greater than that among those who

Table 11

Kolmogorov-Smirnov Two-Sample Tests of Differences in the Cumulative Frequency Distribution of Mandated Goals' Congruence Scores of the Two Faculty Groups

Goal Statement	Maximum Difference in Cumulative Distribution	Difference needed for Statistical Significance (α = .05)
2. Add new programs	.178	.294
7. Raise admission standards	-.120[a]	.294
8. Increase racial diversity	.149	.294
9. Evaluate programs	.145	.294
11. Update curricula	.185	.294
12. Hire more faculty	.265	.294
13. Improve facilities	.069[a]	.294
20. Strengthen faculty credentials	. 044	.294
28. Minimize costs	-.105[a]	.294

Note. [a]Positive and negative differences were observed; the largest absolute difference and the direction of the difference were reported.

have taught for fewer than seven year.

The second type of observed difference in the cumulative frequency distribution of congruence scores was positive and negative values. As shown in Table 11, the observed differences were not as predicted for these three goals: 1) Admit only those students who meet all admissions standards, D = -.120; 2) Improve or maintain those physical facilities which house academic programs, D = .069; and 3) Keep all costs down as low as possible, through more effective and efficient use of resources, D = -.105. In each case, the distribution of congruence scores in the two faculty groups was not in the direction predicted under the research hypothesis. Therefore, the null hypothesis was retained for these three goal statements.

However, for these three goal statements (7, 13, and 28), the congruence scores of the two relative frequency distributions were compared and are summarized in Table 12. This was done to determine whether any additional trends would emerge in the distribution of scores.

For each goal statement, except statement 13, the majority of the congruence scores were in the congruence category of zero or one in each of the two distributions. For example, 68 percent of the distribution of scores of those faculty members who have taught at the institution for fewer than seven year were in the high congruence category for goal statement 7. A similar result was found for goal statement 28. In each distribution of congruence scores for each of the three goal statements, congruence scores of 2 or higher ranged from 24 percent to 36 percent. There appeared to be relatively little difference

Table 12

Comparison of the Relative Frequency Distribution of Congruence Scores of the Two Faculty Groups for Goals 7, 13, and 28

Goal Statement	Congruence Scores		
	0 - 1	2	3 - 4
7. Admission standards:			
Group 1	56.4	30.9	12.7
Group 2	68.0	24.0	8.0
13. Improve facilities:			
Group 1	50.9	29.1	20.0
Group 2	44.0	36.0	20.0
28. Minimize costs:			
Group 1	61.8	27.3	10.9
Group 2	60.0	24.0	16.0

Note. Group 1 = Faculty members who have taught at the institution for at least seven years (n = 55). Group 2 = Faculty members who have taught at the institution for fewer than seven years (n = 25).

between the distributions for these three goal statements.

Concerning the nine mandated institutional goals, the null hypothesis was retained. There appeared to be no significant difference in the cumulative frequency distribution of congruence scores of the two faculty group, in terms of length of service. There was not a significantly greater degree of congruence in the distribution of scores of faculty members who have taught at the institution for at least seven years than there was in that of those who have taught for fewer than seven years. Length of service did not appear to be a significant factor in explaining any differences that might exist among the faculty. However, regarding six of the nine mandated goals, the results revealed a trend toward a greater degree of congruence in the distribution of scores among faculty members who have taught for at least seven years than in that of those who have taught for fewer than seven years.

The findings of this study did not confirm the three research hypothesis on institutional goals. The analysis of the data indicated that the perceived and the preferred importance ratings of institutional goals are not related in a significant way. Although only one result relating to academic freedom of the faculty was significant, the analysis of faculty perceptions of institutional goals revealed that a greater degree of congruence tended to exist among faculty members who have taught at the institution for at least seven years than among those who have taught for fewer than seven years. This trend was evident in 12 of the 19 traditional goals and in 6 of the 9 mandated goals.

Analysis of Faculty Influence in University Governance

Part two of the questionnaire contained 16 faculty influence statements. Respondents used a five-point Likert scale (i.e., 1 = no influence or not applicable, 2 = very little influence, 3 = some influence , 4 = much influence, and 5 = very much influence) to rate each influence statement twice. Their first rating indicated the amount of influence they felt faculty members actually have, the perceived rating. Their second rating indicated the amount of influence they felt faculty members should have, the preferred rating.

For each of the 16 influence items, respondents' perceived and preferred ratings were recorded in a 1032 database management system file, and the data were analyzed by using the Statistical Package for the Social Sciences, SPSSX.

The third research question was, "What is the relationship between the perceived and the preferred amount of influence of the faculty in university governance?" To answer this question, null hypothesis 2.0 was formulated and was tested.

Null hypothesis 2.0 stated: "There is not a significant relationship between the perceived and the preferred amount of influence of the faculty in university governance, according to the perceptions of faculty members." To test this hypothesis, the perceived and the preferred influence ratings supplied by the 80 respondents were compared. For each of the 16 influence statements, a Spearman correlation was computed and, as described in the institutional goals' section, a 95% confidence interval with an alpha level of .05 was used to test for

statistical significance.

Table 13 contains seven influence statements, seven Spearman correlations, and the corresponding 95% confidence intervals. These seven statements (2 - 5 and 7 - 9) concerned the influence of the departmental faculty. For each of the following four influence statements (2, 7, 8, and 9), a positive correlation was found between perceived and preferred influence ratings: 1) The influence of the departmental faculty in developing their departmental curriculum, r = .16; 2) Influence of the departmental faculty in determining their departmental admission criteria, r = .22; 3) Influence of the departmental faculty in determining departmental graduation requirements, r = .08; and 4) Influence of the departmental faculty in the preparation of the departmental budget, r = .03. The positive correlations indicate some agreement between the perceived and the preferred ratings. However, since the 95% confidence interval of each correlation contains the parameter zero, none of the correlations was significantly different from zero. The null hypothesis was retained for each of these influence statements. Concerning these influence statements there was not a significant relationship between perceived and preferred ratings of the departmental faculty influence in university governance.

For each of the three influence statements (3 - 5) which dealt with the departmental faculty's influence over faculty personnel issues, the correlation between the perceived and the preferred ratings was negative, indicating an inverse relationship between what "is" occurring and what "should be" occurring. As shown in Table 13, negative correlations were obtained for these influence

Table 13

Spearman Correlations Between Perceived and Preferred Importance Ratings of the Departmental Faculty's Influence and 95% Confidence Intervals (CI) (.05 Significance Level)

Influence Statement	Correlation	95% CI
2. Dept'l curriculum	.16	(-.063, .365)
3. Hiring dept'l faculty	-.13	(-.339, . 093)
4. Selecting dept'l chair	-.01	(-. 229, .210)
5. Promotion/tenure	-.21	(-. 408, .013)
7. Dept'l admission criteria	.22	(-. 003, .416)
8. Dept'l grad. requirements	.08	(-. 142, .294)
9. Dept'l budget	.03	(-.191, .248)

statements: 1) The influence of the departmental faculty in the hiring of the departmental faculty, r = -.13; 2) Influence of the departmental faculty in the selection of their departmental chairman, r = -.01; and 3) Influence of the departmental senior faculty in promotion and tenure decisions, r = -.21. The 95% confidence interval of each of the three correlations contains the parameter zero. This means that these correlations are not significantly different from zero. The null hypothesis was retained for these influence statements. Thus, concerning the influence of the departmental faculty over these two personnel issues there was not a significant relationship between the perceived and the preferred influence ratings.

Four influence statements (1, 6, 10, and 11) addressed the influence of the university faculty over issues such as the general studies curriculum, general admission standards, the university budget, and long-range university planning. As shown in Table 14, positive correlations were obtained for three influence statements (1, 6, and 10): 1) Influence of the university faculty in the development of the general studies curriculum, r = .16; 2) Influence of the university faculty in determining general admission criteria, r = .10; and 3) Influence of the university faculty in the preparation of the university budget, r = .05. A negative correlation was found for influence statement 11: The influence of the university faculty in formulating long–range university plans, r = -.05. As Table 14 shows, each of the corresponding 95% confidence intervals contains the parameter zero. None of the four correlations was significantly different from zero. Thus, for each of the four statements concerning the influence of the

Table 14

Spearman Correlations Between Perceived and Preferred Importance Ratings of the Influence of Several Faculty Groups and 95% Confidence Intervals (CI) (.05 Significance Level)

Influence Statement	Correlation	95% CI
1. General curriculum (UF)	.16	(-.063, .365)
6. Gen'l admission criteria (UF)	.10	(-. 122, .312)
10. University budget (UF)	.05	(-. 171, .266)
11. Long-range university plans (UF)	-. 05	(-. 266, .171)
12. Academic policies (FS)	- . 04	(-. 257, .181)
13. Administrative policies (FS)	.06	(-. 162, .276)
14. Academic policies (UC)	.09	(-.132, . 303)
15. Administrative policies (UC)	.01	(-.210, .229)
16. Institutional goals (IF)	.06	(-.162, .276)

Note. UF = University faculty. FS = Faculty Senate. UC = University committees. IF = Individual faculty.

university faculty the null hypothesis was retained. There was not a significant relationship between perceived and preferred ratings of the influence of the university faculty.

Two influence statements referred to the influence of the Faculty Senate. For statement 12, "The influence of the Faculty Senate in determining academic policies and procedures," the correlation is -.04. As shown in Table 14, the 95% confidence interval contains the parameter zero. Thus, r = -.04 is not significantly different from zero. In statement 13, "The influence of the Faculty Senate in determining administrative policies and procedures," the correlation is .06. Since the 95% confidence interval contains the parameter zero, r = .06 is not significantly different from zero. Thus, for each statement concerning the Faculty Senate the null hypothesis was retained. There was not a significant relationship between the perceived and the preferred influence ratings involving the Faculty Senate in university governance.

Two statements (14 and 15) dealt with the influence of university committees. As shown in Table 14, positive correlations were obtained for these statements: 1) Influence of university committees in determining academic policies and procedures, r = .09; and 2) The influence of university committees in determining administrative policies and procedures, r = .01. Since each corresponding 95% confidence interval contains the parameter zero, neither correlation was significantly different from zero. The null hypothesis was retained for these two statements. Regarding the influence of university committees, there was not a significant relationship between the perceived and

the preferred influence ratings.

The last influence statement (16) dealt with the influence of individual faculty members in determining institutional goals. As indicated in Table 14, r = .06 and is not significantly different from zero. The null hypothesis was retained for this statement. There was not a significant relationship between the perceived and the preferred influence ratings of individual faculty members influence in determining institutional goals.

Since none of the 16 correlations was significantly different from zero, null hypothesis 2.0 was retained. There was not a significant difference between the perceived and the preferred ratings of the influence of the faculty in university governance.

The fourth research question was, "What variables are related to faculty members' perceptions of congruence between the perceived and the preferred amount of influence of the faculty in university governance?" To answer this question, subhypothesis 2.1 was formulated and was tested.

Null subhypothesis 2.1 stated, "Concerning the influence of the faculty in university governance the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years." To test this hypothesis, faculty members were divided into two groups based on length of service at the institution. For each respondent, 16 item congruence scores were tabulated by computing the absolute difference between perceived and preferred influence ratings. One-tailed

Kolmogorov-Smirnov two-sample tests were conducted to compare the two cumulative frequency distributions of congruence scores. An alpha level of .05 was used in testing the significance of the difference between the cumulative frequency distributions of the two groups.

Table 15 contains the 16 influence statements, maximum differences in cumulative frequency distribution of congruence scores, and the difference needed for statistical significance. Although none of the differences exceeded the difference needed for significance, three types of differences were observed. For two influence items, the distribution was as predicted: 1) Influence of the departmental faculty in the development of their departmental curriculum, D = .207; and 2) Influence of the departmental faculty in determining their departmental admission criteria, D =.044. These two results indicate that for those issues involving the departmental curriculum and departmental admission criteria, a greater degree of congruence exists among faculty members who have taught at the institution for at least seven years than among those who have taught for fewer than seven years. The observed difference of .207 for influence statement 2, "The influence of the departmental faculty in the development of the departmental curriculum," indicates that 20.7 percent more of those who have taught at the institution for at least seven years had lower congruence scores than did those who have taught for fewer than seven years. Nevertheless, the observed difference of .207 did not exceed the critical difference of .294 needed for significance. The null hypothesis was retained for each of these influence statements. For these two statements, the degree of

Table 15

Kolmogorov-Smirnov Two-Sample Tests of Differences in the Cumulative Frequency Distribution of Influence Congruence Scores of the Two Faculty Groups

Influence Statement	Maximum Difference in Cumulative Distribution	Difference needed for Statistical Significance (α = .05)
1. General curriculum (UF)	.076[a]	.294
2. Depart'l curriculum (DF)	. 207	.294
3. Hiring dept'l faculty (DF)	.080[b]	.294
4. Selecting dept'l chair (DF)	-.207[a]	.294
5. Promotion/tenure (DF)	-.178[a]	.294
6. Gen'l admission criteria (UF)	-.207[a]	.294
7. Dept'l admission criteria (DF)	.044	.294
8. Dept'l graduation criteria (DF)	-.127[b]	.294
9. Departmental budget (DF)	-.127[a]	.294
10. University budget (UF)	-.073[a]	.294
11. Long-range plans (UF)	-.160[a]	.294
12. Academic policies (FS)	-.185[a]	.294
13. Administrative policies (FS)	-.193[a]	.294
14. Academic policies (UC)	-.204[b]	.294
15. Administrative policies (UC)	-.236[a]	.294
16. Institutional goals (IF)	-.113[b]	.294

Note. DF = Departmental faculty. UF = University faculty. FS = Faculty Senate. UC = University committees. IF = Individual faculty.

[a] All negative differences were observed. [b]Positive and negative differences were observed.

congruence in the distribution of congruence scores of those who have taught for at least seven years was not significantly greater than was that of those who have taught for fewer than seven years.

For the remaining 14 influence statements, the distribution of congruence scores was not in the direction predicted under the research hypothesis. In each case, the null hypothesis was retained. For these 14 influence statements, the degree of congruence was not significantly greater among faculty members who have taught at the institution for at least seven years than among those who have taught for fewer than seven years.

The congruence scores in the two relative frequency distributions were examined for each of the 14 influence items. The procedure which was described in the section on institutional goals was used to determine whether any additional trends would emerge in the distribution of scores.

As indicated in Table 15, positive and negative differences were found for four influence statements (3, 8, 14, and 16): 1) Influence of the departmental faculty in the hiring of their departmental faculty, D = .207; 2) Influence of the departmental faculty in determining departmental graduation or degree requirement, D = .044; 3) Influence of university committees, overall, in determining academic policies and procedures, -.204; and 4) Influence of individual faculty members in determining institutional goals, D = -.113. In each case, the largest absolute difference and the sign of the difference were reported. Since the distribution was not as predicted under the research hypothesis, the null hypothesis was retained for each of these influence

statements.

However, the examination of the frequency distribution of congruence scores revealed that for each of these influence statements and for each of the two distributions of congruence scores, a majority or a plurality of scores were zero or one, with the exception of the distribution in statement 3. In statement 3, "The influence of the departmental faculty in hiring their departmental faculty members," a plurality, or 43.6 percent, of the scores were three or four, for faculty members who have taught at the institution for at least seven years. Overall, as shown in Table 16, a higher percentage of high congruence scores (0 - 1) were in the distribution of faculty members who have taught at the institution for fewer than seven years than in that of those who have taught for at least seven years. Further analysis of the distribution of congruence scores for statements 3 and 16 revealed that each of the two faculty distributions contained three prominent categories of scores, without a majority in any one category. For example, in influence statement 16, concerning the influence of individual faculty members who have taught for fewer than seven years in determining institutional goals, 44 percent of the scores were in the category of zero or one. Twenty-eight percent of the scores for this group were in the medium congruence category. Thus, regarding influence statements 3 and 16, it appeared that within each of the two faculty groups, there were three groups of respondents. Similar results were found for the two other influence statements. This pattern is suggestive that other variables are related to differences between the two faculty groups.

Table 16

Comparison of the Relative Frequency Distribution of Congruence Scores of the Two Faculty Groups for Influence Statements 3, 8, 14, and 16

Influence Statement	Congruence Scores 0 - 1	2	3 - 4
3. Hiring dept'l faculty (DF):			
Group 1	36.4	20.0	43.6
Group 2	36.0	28.0	36.0
8. Dept'l graduation requirements (DF):			
Group 1	60.0	25.5	14.5
Group 2	44.0	36.0	20.0
14. Academic policies (UC):			
Group 1	43.6	40.0	16.4
Group 2	64.0	12.0	24.0
16. Institutional goals (IF):			
Group 1	32.7	41.8	25.5
Group 2	44.0	28.0	28.0

Note. Group 1 = Faculty members who have taught at the institution for at least seven years (n = 55). Group 2 = Faculty members who have taught at the institution for fewer than seven years (n = 25). DF = Departmental faculty. UC = University committees. IF = Individual faculty.

As noted in Table 15, for 10 influence statements, all observed differences were negative. These statements are 1) Influence of the university faculty in the development of the general studies curriculum, D = -.076; 2) Influence of the departmental faculty in the selection of their departmental chairperson, D = -.207; 3) Influence of the departmental senior faculty in promotion and tenure decisions, D = -.178; 4) Influence of the university faculty in determining general admission criteria at the university level, D = -.207; 5) Influence of the departmental faculty in the preparation of the departmental budget, D = -.127; 6) Influence of the university faculty in the preparation of the university budget, D = -.073; 7) Influence of the university faculty in formulating long-range university plans, D = -.160; 8) Influence of the Faculty Senate in determining academic policies and procedures, D = -.185; 9) Influence of the Faculty Senate in determining administrative policies and procedures, D = -.193; and 10) Influence of university committees, overall, in determining administrative practices and procedures, D = -.236. For these ten influence statements, the findings revealed that the distribution of congruence scores was the opposite of the hypothesized direction. There appears to be a greater degree of congruence among faculty members who have taught at the institution for fewer than seven years than among those who have taught for at least seven years. However, since differences between the two faculty groups were not significant, the null hypothesis was retained in each influence statement.

Further analysis of the congruence scores in the two relative frequency distributions of these ten influence statements was conducted to determine

whether any additional trends would emerge. The results are summarized in Table 17.

For five of the ten influence statements (6, 11, 12, 13, and 15), over 50 percent of the distribution of scores among respondents who have taught at the institution for fewer than seven years were high congruence scores (0 or 1). In these statements, issues involved general admission criteria, long-range planning, academic policies, and administrative polices and procedures. As shown in Table 17, regarding each of these issues a larger percentage of those who have taught for fewer than seven years had higher congruence scores than did those who have taught for at least seven years. For influence statement 15, 60 percent of the distribution of scores of the former group were in the congruence category of zero or one, while 63.6 percent were in the medium or low congruence categories for the latter group. Similar results were found for the five remaining influence statements and are contained in Table 17.

Table 17 shows that for influence statements 1, 4, 9, and 10, over 64 percent of the distribution of scores in each group were in the medium or low congruence category. Over issues relating to the general studies curriculum, the selection of the departmental chairperson, the departmental budget, and the university budget, the analysis revealed that in each of the two distributions, the majority of the congruence scores were in the medium or the low congruence category. A larger percentage of the medium or low congruence scores were in the distribution of faculty members who have taught at the institution for at least seven years.

Table 17

Comparison of the Relative Frequency Distribution of Ten Influence Congruence Scores of the Two Faculty Groups

Influence Statement	Congruence Scores 0 - 1	2	3 - 4
1. General curriculum (UF):			
Group 1	36.4	47.3	16.4
Group 2	40.0	36.0	24.0
4. Selection of dept'l chair (DF):			
Group 1	14.5	29.1	56.4
Group 2	16.0	28.0	56.0
5. Promotion/tenure (DF):			
Group 1	52.7	25.5	21.8
Group 2	60.0	36.0	4.0
6. General admission criteria (UF):			
Group 1	36.4	41.8	21.8
Group 2	56.0	32.0	12.0
9. Departmental budget (DF):			
Group 1	27.3	38.2	34.5
Group 2	40.0	32.0	28.0
10. University budget (UF):			
Group 1	32.7	36.3	30.1
Group 2	40.0	36.0	24.0
11. Long-range university plans (UF):			
Group 1	50.9	27.3	21.8
Group 2	60.0	32.0	8.0
12. Academic policies (FS):			
Group 1	43.6	25.5	30.9
Group 2	52.0	28.0	20.0
13. Administrative policies (FS):			
Group 1	32.7	40.0	27.3
Group 2	52.0	24.0	24.0
15. Administrative policies (UC):			
Group 1	36.4	41.8	21.8
Group 2	60.0	32.0	8.0

Note. Group 1 = Faculty members who have taught at the institution for at least seven years (n = 55). Group 2 = Faculty members who have taught at the institution for fewer than seven years. UF = University faculty. DF = Departmental faculty. UF = University faculty. FS = Faculty Senate. UC = University committees.

Overall, the analysis of the distributions of each of the 10 influence statements for which negative differences were observed seemed to indicate two trends. One trend concerned issues involving general admission criteria, the departmental budget, long-range planning, the faculty senate's role in determining academic and administrative policies and procedures, and university committees' role in determining administrative policies. There tended to be a greater degree of congruence among faculty members who have taught for fewer than seven years than among those who have taught for at least seven years. One explanation for this trend might be that faculty members in the latter group were more willing to to admit that they had little or no influence than were those in the former group. Another explanation might be that less experienced faculty members held lower academic ranks, held untenured positions, and tended to view their involvement in governance as appropriate for their rank and their tenure status.

The second trend concerned issues such as the general studies curriculum, selection of departmental chairpersons, promotion and tenure, and the university budget. Over these issues, the data revealed that neither faculty group had much influence. However, in each group, most of the congruence scores were in the medium or in the low category. This indicates that faculty members probably believe that these decisions are being made by other campus constituents but that the faculty should be able to affect the outcome of these decisions.

Since the null hypothesis was retained for each of the 16 influence statements, null hypothesis 2.1 was retained. Concerning the influence of the

faculty in university governance there was not a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there was among those who have taught for fewer than seven years. In fact, there appeared to be a greater degree of congruence among those in the latter faculty group. Thus, length of service was not a significant factor in explaining any significant differences between the two faculty groups.

Summary

Faculty members' responses to 28 institutional goal items, to 16 influence items, and to 8 biographical questions provided the data for this study. The perceived and the preferred ratings assigned to each goal and each influence item by the 80 respondents were analyzed. The preliminary analysis of the data provided additional support for believing that the instrument was adequate for assessing institutional goals and faculty influence in university governance. The analysis of the frequency distribution of perceived and preferred ratings revealed that a majority of the 80 respondents in this study assigned a perceived rating of two or higher and a preferred rating of three or higher to each goal and each influence item. These results suggest that the instrument developed for this study was adequate for assessing institutional goals and faculty influence in university governance.

Following the preliminary analysis of the data, correlational analysis and Kolmogorov-Smirnov two-sample tests were used in analyzing the data. An alpha level of .05 was used in testing the significance of each null hypothesis.

In the first null hypothesis, 1.0, it was assumed that, "There is not a significant difference between the perceived and the preferred importance of institutional goals, according to the perceptions of faculty members." The analysis revealed that significant results were obtained for those goals dealing with public service, program validation, academic support services, and racial diversity. However, since only 4 of the 28 Spearman correlations relating to institutional goals were significantly different from zero, the null hypothesis was retained. It was concluded that the perceived and the preferred importance of institutional goals are not related in a significant way.

Under the second null hypothesis, subhypothesis 1.1, it was assumed that, "Concerning the traditional institutional goals gleaned from institutional publications the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years." It was found that there was a significantly greater degree of congruence among those in the former group than there was among those in the latter group, regarding the goal of "protect the academic freedom of the faculty." Although the analysis of the remaining 18 goals revealed that no significant difference existed between the two faculty groups, in terms of length of service, the trend was toward a greater degree of congruence among those in the former group than among those in the latter group. It was concluded that there is not a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there is among those who

have taught for fewer than seven years.

In subhypothesis 1.2, it was assumed that, "Concerning the institutional goals that have been recently mandated by the North Carolina Board of Governors and by the consent decree between North Carolina and the Department of Education the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years." Although the null hypothesis was retained, there was a trend toward a greater degree of congruence among faculty members in the former group than in the latter group. There was not a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there was among those who have taught for fewer than seven years. The results supported the contention that length of service does not explain any differences that might exist in the degree of goal congruence among faculty members.

Null hypothesis 2.0 stated, "There is not a significant relationship between the perceived and the preferred amount of faculty influence in university governance, among faculty members." Since the results of the analysis indicated that each of the 16 correlations did not differ from zero, in a significant way, the null hypothesis was retained. It was concluded that the perceived and the preferred amount of influence of the faculty in university governance are not related in a significant way.

In null subhypothesis 2.1, it was assumed that, "Concerning the influence of the faculty in university governance the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years." Since the null hypothesis was retained for each of the 16 influence statements, null hypothesis 2.1 was retained. There was not a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there was among those who have taught for fewer than seven years. However, there was a trend toward a greater degree of congruence among those who have taught for fewer than seven years. This result is the opposite of the predicted direction. Length of service did not seem to be a significant factor in explaining any significant differences that might exist among the two faculty groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study, a discussion of the findings, and conclusions. Recommendations for practice, recommendations for further research, and the chapter summary are included in the last three sections.

Summary of the Study

The problem addressed in this study was to determine the relationship between the perceived and the preferred importance of institutional goals and between the perceived and the preferred amount of faculty influence in university governance, according to the perceptions of faculty members at an historically black state university in North Carolina.

A questionnaire was developed and was used to collect data. The survey instrument consisted of 8 biographical questions, 28 goal statements (i.e., 19 traditional goals and 9 mandated goals), and 16 influence statements. Goal and faculty influence statements were obtained from the university bulletin, long-range planning documents, the faculty handbook, and the consent decree between North Carolina and the Department of Education. The questionnaire was sent to 93 full-time faculty members at an historically black state university in North Carolina. Usable responses were received from 80 individuals, for an 86 percent return rate. Using a five-point Likert scale, respondents rated each goal

and each influence statement twice. Their first rating indicated what "is" the case, the perceived rating. Their second rating indicated what "should be" the case, the preferred rating.

For each goal and each influence statement, perceived and preferred ratings were compared. Two statistical procedures were used to analyze the data, and the .05 level was used to test for significance. Spearman's correlational analysis was used to test the two major hypotheses. Hypothesis 1.0: There is not a significant relationship between the perceived and the preferred importance of institutional goals, according to the perceptions of faculty members. Hypothesis 2.0: There is not a significant relationship between the perceived and the preferred amount of influence of the faculty in university governance, according to the perceptions of faculty members. Both null hypotheses were retained. It was concluded that the perceived and the preferred importance of institutional goals and the perceived and the preferred amount of influence of the faculty in university governance, respectively, are not related in a significant way.

Questionnaire responses were divided into two groups: 1) respondents who had taught at the institution for at least seven years and 2) respondents who had taught at the institution for fewer than seven years. For each goal and each influence statement, item congruence scores, which measured the absolute difference between the perceived and the preferred ratings, were computed, and the congruence scores of the two groups were compared. One-tailed

Kolmogorov-Smirnov two-sample tests were used to test the three subhypotheses (1.1, 1.2, and 2.1).

Subhypothesis 1.1 stated, "Concerning the traditional institutional goals gleaned from institutional publications the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years." Although the null hypothesis was retained for 18 of the 19 traditional goals, the trend was as predicted for all but four of the goals. It was concluded that there is not a significantly greater degree of congruence among faculty members who have taught at the institution for at least seven years than there is among those who have taught for fewer than seven years.

Subhypothesis 1.2 stated, "Concerning the institutional goals that have been recently mandated by the North Carolina Board of Governors and by the consent decree between North Carolina and the Department of Education the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years." Although the null hypothesis was retained for each of the nine mandated goals, the trend was toward a greater degree of congruence among those in the former group. Regarding traditional and mandated institutional goals, it was concluded that length of service is not related to significant differences in the degree of congruence between the two faculty groups.

Subhypothesis 2.1 stated, "Concerning the influence of the faculty in university governance the degree of congruence among faculty members who have taught at the institution for at least seven years is significantly less than or equal to that among faculty members who have taught for fewer than seven years." In each influence item, the null hypothesis was retained but the direction was the opposite of that predicted for nine items. The degree of congruence among faculty members who have taught at the institution for at least seven years was not significantly greater than that among faculty members who have taught for fewer than seven years. It was concluded that length of service is not related in a significant way to differences in the degree of congruence between the two faculty groups. The trend was toward a greater degree of congruence among faculty members who have taught at the institution for fewer than seven years than among those who have taught for at least seven year.

Discussion of Findings

The findings regarding institutional goals indicated that there is not a significant relationship between the perceived and the preferred importance of institutional goals. However, the analysis of individual goal statements revealed that there was some support for four goal statements. For those traditional goals dealing with public service activities and program validation, the results revealed that a significant positive correlation existed between perceived and preferred ratings. These two findings are consistent with those of the Gross and Grambsch's (1974) study in which public universities identified with their public

service function and viewed program accreditation as essential to institutional functioning.

A significant negative correlation between perceived and preferred ratings was found for the traditional goal of providing academic support services, instead of formal remedial courses, to assist students in making satisfactory progress in college-level courses and for the mandated goal of increasing the racial diversity of the student body. Concerning academic support services the faculty members at the institution in this study tended to express some disagreement over the importance of this goal. This result seems to be contrary to the findings of Kannerstein (1978), in which he found that the catalogs of black colleges reflected a commitment to admitting students with varied levels of precollege preparation and, equally important, to providing them with necessary academic support services. In addition, the negative correlation regarding increasing the racial diversity of the student body indicates that faculty members believe that this goal is probably not receiving the emphasis it should be receiving. Together, these two findings seem to indicate that there is probably some dissatisfaction among the faculty concerning the direction in which the institution is moving.

The findings on traditional institutional goals revealed that the degree of congruence among faculty members who have taught at the institution for at least seven years was not significantly greater than that among faculty members who have taught for fewer than seven years. However, the analysis of

individual questions revealed that there was some support for one question. For the goal "protect the academic freedom of the faculty" a greater degree of congruence was found to exist among faculty members who have taught at the institution for at least seven years than among those who have taught for fewer than seven years. Thus, one might conclude that those individuals in the former group were probably more satisfied with the institution's commitment to the academic freedom of the faculty than were those in the latter group. Another factor affecting the degree of congruence among the more experienced faculty members might have been tenure status. More experienced faculty members are more likely to be tenured than are less experienced faculty members and to feel more secure about their academic freedom. A trend toward a greater degree of congruence was found to exist among more experienced faculty members. This was evident in the analysis of 11 of the 19 traditional goals.

The findings regarding the nine mandated institutional goals revealed that the degree of congruence among faculty members who have taught at the institution for at least seven years was not significantly greater than that among faculty members who have taught for fewer than seven years. Although the degree of congruence tended to be the same for each group, the trend was toward a greater degree of congruence among those in the former group.

Overall, the findings regarding institutional goals indicated that regardless of length of service, faculty members in this study have similar views about the traditional and the mandated goals of the institution. According to faculty

members' beliefs, it appears that the importance the institution attaches to goals is unrelated in a significant way to the importance it should attach to goals. This suggests that there is probably some conflict and some uncertainty over the direction in which the institution is moving. The results concerning the institutions' lack of goal clarity is similar to Bacon's (1975) finding that institutional goals and institutional practices are unrelated in a significant way, at a public black university. In addition to the confusion about the goals the institution is pursuing, the results revealed some disagreement over the institution's emphasis on remedial education and on integrating the student body. Thus, the institution might benefit from re-examining its stated goals with a view toward identifying and emphasizing those traditional goals central to its survival and toward developing strategies to resolve conflict over mandated goals. Perhaps as Uhl (1971) has pointed out, identifying and agreeing on the goals that should receive high priority might decrease "the complexity of the remaining decision-making processes" (p. 4).

The findings regarding the influence of the faculty in university governance revealed that there is not a significant relationship between the perceived and the preferred amount of influence of the faculty in university governance. For those issues relating to the curriculum, admission requirements, budgeting, faculty status, long-range planning, and institutional goals, there was some conflict and confusion over the role of the faculty in governance.

The findings on faculty influence in university governance indicated that the degree of congruence among faculty members who have taught at the institution for at least seven years is not significantly greater than that among faculty members who have taught for fewer than seven years. Although not significant, for those issues relating to the influence of the departmental faculty in the development of their departmental curriculum and determining departmental admission criteria there was a greater degree of congruence among the former group. However, the degree of congruence was found to be the opposite of the hypothesized direction for 10 of the 16 influence statements. Faculty members who had taught at the institution for fewer than seven years tended to be more satisfied with their influence in university governance than those individuals who had taught for at least seven years. This finding is inconsistent with that of Glass (1980), who found that more experienced faculty members tended to be more satisfied with their participation in academic governance than were less experienced faculty members. One explanation for the trend which emerged in the current study might be that less experienced faculty members, unlike more experienced faculty members, have accepted their limited role in governance. It may also be the case that neither group has much influence but that faculty members who have taught at the institution for at least seven years are more willing to express their dissatisfaction over the governance situation than are those who have taught for fewer than seven years.

The results regarding the influence of the faculty in university governance indicated that length of service does not seem to account for any differences that might exist among the faculty. The lack of a significant relationship between the perceived and the preferred amount of influence of the faculty in university governance suggests that there might be some uncertainty, some confusion, and some conflict over the faculty's role in university governance. This finding is not consistent with the normative theories espoused by Keeton (1971) and Corson (1975). They have argued that the professional competence of the faculty place faculty members in the position of having the experience, the tenure, and the commitment to do the work of the campus.

However, the findings of this study indicate that there appears to be a lack of commitment to institutional goals and a low degree of congruence over several governance issues. Yet, in complex organizations, Peffer (1982) and Baldridge et al. (1978) have contended that decentralization of authority and commitment to organizational goals are essential to organizational effectiveness. If these authors' contentions hold for universities, and more particularly, for the institution in this study, the absence of faculty commitment and faculty involvement in university governance could hamper institutional goal attainment. The findings of this study did reveal that faculty members in this study did not have strong agreement or strong disagreement with either institutional goals or with the influence of the faculty in university governance. This suggests a certain amount of disinterest, unfamiliarity, or disengagement on

the part of the faculty concerning institutional goals and faculty involvement in university governance. Thus, the administration at the institution in this study and at those institutions with similar problems might consider finding ways to obtain 1) faculty support for institutional goals; 2) faculty commitment for institutional purposes, functions, and activities; and 3) faculty involvement in university governance. Ignoring the possible conflict over faculty influence in university governance could result in the faculty becoming alienated from institutional goals. If these findings are generalized to other institutions in the superpopulation, the continued disengagement on the part of the faculty toward goals and toward their influence in university governance could adversely affect institutional effectiveness and, thus, the survival of historically black state colleges and universities.

In North Carolina, nine institutional goals have been recently mandated by the Board of Governors and by the consent decree between North Carolina and the Department of Education. The Board of Governors has adopted statewide educational policies relating to the raising of admission standards, to the evaluating of academic programs, and to the maximizing of resources. Under the terms of the consent decree between North Carolina and the Department of Education, the Board of Governors also adopted policies to address some of the previous problems which have hampered institutional goal attainment at its historically black state universities. These educational policies dealt with issues such as strengthening and expanding academic programs,

improving physical facilities, and recruiting more white students. However, the findings on the nine mandated goals imply that the institution might not yet have modified its institutional goals to reflect statewide educational policies. In view of accountability issues facing public institutions of higher education, such as improving the quality of education, recruiting better prepared students, and maximizing resources, goal clarification might be a critical factor in determining the institution's future role. Indeed, faculty members' perceptions of the goal situation provide only one perspective of what "is" and what "should be" occurring regarding institutional goals. Thus, the perceptions of faculty members and of other campus constituents (e.g., administrators, students, and trustees) might provide a more comprehensive view of the perceived and the preferred importance of institutional goals.

Additionally, since there appeared to be little or no significant attachment to institutional goals and little or no significant faculty influence in university governance, another level of analysis might provide some indication of which group or groups have influence over educational policies, of which policies guide institutional practices, and which policies and practices restrict the faculty's role in the decision-making process. Such an analysis should examine the role of the faculty, the administration, trustees, and the Board of Governors in the formulation of institutional goals and in the implementation of policies relating to these goals. Clarification of institutional goals and of the governance structure seem to have emerged as issues of concern which should be

examined in future studies.

Conclusions

The following conclusions emerged from this study:

1. Faculty members at the historically black state university in this study view perceived and preferred institutional goals as being unrelated in a significant way. This finding supports previous goal research by Bacon (1975), in which campus constituents felt that institutional goals and institutional practices were not related in a significant way.
2. Length of service at the institution did not contribute to significantly different perceptions among the faculty regarding the degree of goal congruence. Satisfaction with the direction in which the institution is moving tended to be the same for faculty members who had taught at the institution for at least seven years as for faculty members who had taught at the institution for fewer than seven years. The trend was toward a greater degree of congruence among those in the former group. If the findings regarding goals and goal congruence hold beyond this study and are generalized to similar institutions in the superpopulation, historically black state universities might consider re-examining their stated institutional goals, with a view toward identifying and, then, emphasizing goals central to their survival, such as expanding curricular offerings and recruiting better prepared

students.

3. Faculty members at the institution in this study view the perceived and preferred influence of faculty members in university governance as being unrelated in a significant way.
4. Length of service did not contribute to any significantly different perceptions among the faculty regarding the degree of congruence concerning faculty influence. The views of faculty members who had taught at the institution for at least seven years and those who had taught for fewer than seven years were similar, although a greater degree of congruence tended to be among those in the latter group.
5. The lack of strong agreement or strong disagreement concerning institutional goals and faculty influence in university governance among faculty members imply some dissatisfaction with the current situation and some disagreement over the institution's future direction.

Recommendations

The following recommendations are made:

1. The institution should consider re-examining its goals with a view toward identifying and emphasizing those traditional goals central to its survival and toward developing strategies to obtain faculty support for mandated goals.
2. The administration should identify strategies to resolve conflict over goals and over the influence of the faculty in university governance.

Recommendations for Further Research

To expand the findings of this study, the following recommendations for further studies are made:

1. This study should be replicated at other institutions with similar populations to determine the relationship between stated institutional goals and constituents' preferences for those goals. The population should be expanded to include administrators, students, and trustees. In addition, academic rank, tenure status, academic department, and length of service should be examined to determine the relationship of these variables to the degree of congruence among the faculty concerning institutional goals.
2. Additional research should be conducted on faculty influence in university governance at historically black state universities. Academic rank, tenure status, academic department, and length of service should be examined to determine the relationship of these variables to the degree of congruence regarding the influence of the faculty in university governance.
3. The lack of clarity regarding traditional and mandated institutional goals and regarding faculty influence in university governance suggests a need to conduct another level of analysis to examine state and institutional involvement in the formulation and implementation of institutional educational policies. Research in this area would clarify

state and institutional policies which guide institutional practices and which determine the faculty's role in institutional governance.

Chapter Summary

The purpose of this study was to examine faculty members' perceptions of institutional goals and of faculty influence in university governance. A questionnaire which contained 28 goal statements, 16 influence statements, and 8 biographical questions was administered to 93 full-time faculty members at an historically black state university in North Carolina. In the 80 usable questionnaires that were returned, respondents provided perceived and preferred ratings for each goal and each influence statement. The data was analyzed by using Spearman's correlational analysis and Kolmogorov-Smirnov two-sample tests. The results showed that neither the perceived and the preferred importance of institutional goals nor the perceived and the preferred amount of faculty influence in university governance were related in a significant way. Length of service did not explain any differences in faculty members' perceptions regarding institutional goals or regarding faculty influence in university governance.

Based on the conclusions, the following recommendations were made:

1. The institution should identify strategies designed to clarify goals central to its survival and to resolve conflict over goals and over the influence of the faculty in university governance.
2. The study should be replicated at other institutions with similar

populations to ascertain the perceptions of campus constituents (i.e., administrators, faculty members, students, and trustees) concerning the perceived and preferred importance of stated institutional goals and to determine whether there are differences in these groups. Academic rank, tenure status, academic department, and length of service should be examined to determine the relationship of these variables to the degree of congruence among the faculty concerning institutional goals.

3. To clarify institutional policies and practices which guide institutional goals and which determine the faculty's role in university governance, further studies should be conducted to examine state and institutional involvement in the formulation and implementation of educational policies.
4. More research should be conducted on faculty influence in university governance at historically black state colleges and universities. Academic rank, tenure status, academic department, and length of service should be examined to determine the relationship of these variables to the degree of congruence concerning the influence of the faculty in university governance.

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APPENDIX A

QUESTIONNAIRE OF INSTITUTIONAL GOALS AND FACULTY INFLUENCE

Questionnaire of Institutional Goals and Faculty Influence

I. Institutional Goals

The following statements represent possible institutional goals of Winston-Salem State University. Respond to each statement twice. First, indicate how important you think the goal actually is at WSSU. Second, indicate how important you think the goal should be at WSSU.

Using the following code, circle the appropriate response for each statement:

1 = of no importance or not applicable

2 = of low importance

3 = of medium importance

4 = of high importance

5 = of extremely high importance

Goal Statements

1.	Prepare students for useful careers	is:	1	2	3	4	5
		should be:	1	2	3	4	5
2.	Provide additional career options for enrolled and prospective students by adding new degree programs	is:	1	2	3	4	5
		should be:	1	2	3	4	5
3.	Encourage students to pursue graduate or professional training	is:	1	2	3	4	5
		should be:	1	2	3	4	5

4.	Assist students to develop critical thinking skills	is:	1	2	3	4	5
		should be:	1	2	3	4	5
5.	Produce a student who has been developed culturally	is:	1	2	3	4	5
		should be:	1	2	3	4	5
6.	Provide an effective advisement process for students	is:	1	2	3	4	5
		should be:	1	2	3	4	5
7.	Admit only those students who meet all admission requirements	is:	1	2	3	4	5
		should be:	1	2	3	4	5
8.	Increase the racial diversity of the student body	is:	1	2	3	4	5
		should be:	1	2	3	4	5
9.	Evaluate all academic programs for quality and for productivity	is:	1	2	3	4	5
		should be:	1	2	3	4	5
10.	Ensure that programs meet the approval of validating agencies	is:	1	2	3	4	5
		should be:	1	2	3	4	5
11.	Strengthen existing academic programs by updating the curricula	is:	1	2	3	4	5
		should be:	1	2	3	4	5
12.	Ensure that an adequate number of faculty members are hired to support existing academic programs	is:	1	2	3	4	5
		should be:	1	2	3	4	5
13.	Improve or maintain those physical facilities which house academic programs	is:	1	2	3	4	5
		should be:	1	2	3	4	5
14.	Provide academic support services, instead of formal remedial courses, to assist students in making satisfactory progress in college-level courses	is:	1	2	3	4	5
		should be:	1	2	3	4	5

15.	Protect the faculty's right to academic freedom	is:	1	2	3	4	5
		should be:	1	2	3	4	5
16.	Provide a climate which fosters faculty commitment for the purposes, functions, and activities of the university	is:	1	2	3	4	5
		should be:	1	2	3	4	5
17.	Ensure the appropriate involvement of the faculty in the governance and decision-making processes of the university	is:	1	2	3	4	5
		should be:	1	2	3	4	5
18.	Provide resources for the work of the faculty, such as equipment, materials, etc.	is:	1	2	3	4	5
		should be:	1	2	3	4	5
19.	Ensure that faculty members are satisfied with the incentives the university provides, such as salaries, benefits, recognition, etc.	is:	1	2	3	4	5
		should be:	1	2	3	4	5
20.	Strengthen the academic credentials of the faculty by hiring only those qualified individuals who hold the appropriate terminal degrees	is:	1	2	3	4	5
		should be:	1	2	3	4	5
21.	Increase the prestige of the university	is:	1	2	3	4	5
		should be:	1	2	3	4	5
22.	Increase the university's involvement in providing graduate degree programs	is:	1	2	3	4	5
		should be:	1	2	3	4	5
23.	Preserve the present institutional character of the university, that is, its traditions, beliefs, and history	is:	1	2	3	4	5
		should be:	1	2	3	4	5
24.	Strengthen and expand the academic programs for which there is high student and high market demand, such as Business/Economics	is:	1	2	3	4	5
		should be:	1	2	3	4	5

25. Provide credit and non-credit courses and activities for evening and adult students	is:	1	2	3	4	5
	should be:	1	2	3	4	5
26. Provide public service activities to meet the needs of various community groups which the university serves	is:	1	2	3	4	5
	should be:	1	2	3	4	5
27. Carry on pure or applied research	is:	1	2	3	4	5
	should be:	1	2	3	4	5
28. Keep all costs down as low as possible, through more effective and efficient use of resources	is:	1	2	3	4	5
	should be:	1	2	3	4	5

II. Faculty Influence

This section deals with your perception of the amount of influence that faculty members (individual, departmental, university, committees, and Faculty Senate) at Winston-Salem State University have within the university to affect the outcome of certain issues. Respond to each item twice. First, indicate the amount of influence you think is actually present. Second, indicate the amount of influence you think should be present.

Using the following code, circle the appropriate response for each item:

1 = no influence or not applicable

2 = very little influence

3 = some influence

4 = much influence

5 = very much influence

Influence Statements

1. Influence of the university faculty in the development of the general studies curriculum	is:	1	2	3	4	5
	should be:	1	2	3	4	5
2. Influence of the departmental faculty in the development of their departmental curriculum	is:	1	2	3	4	5
	should be:	1	2	3	4	5
3. Influence of the departmental faculty in the hiring of their departmental faculty	is:	1	2	3	4	5
	should be:	1	2	3	4	5
4. Influence of the departmental faculty in the selection of their departmental chairperson	is:	1	2	3	4	5
	should be:	1	2	3	4	5
5. Influence of the departmental senior faculty in promotion and tenure decisions	is:	1	2	3	4	5
	should be:	1	2	3	4	5
6. Influence of the university faculty in determining general admission criteria at the university-level	is:	1	2	3	4	5
	should be:	1	2	3	4	5
7. Influence of the departmental faculty in determining their departmental admission criteria	is:	1	2	3	4	5
	should be:	1	2	3	4	5
8. Influence of the departmental faculty in determining departmental graduation or degree requirements	is:	1	2	3	4	5
	should be:	1	2	3	4	5
9. Influence of the departmental faculty in the preparation of the departmental budget	is:	1	2	3	4	5
	should be:	1	2	3	4	5
10. Influence of the university faculty in the preparation of the university budget	is:	1	2	3	4	5
	should be:	1	2	3	4	5

11. Influence of the university faculty in formulating long-range university plans	is:	1	2	3	4	5
	should be:	1	2	3	4	5
12. Influence of the Faculty Senate in determining academic policies and procedures	is:	1	2	3	4	5
	should be:	1	2	3	4	5
13. Influence of the Faculty Senate in determining administrative policies and procedures	is:	1	2	3	4	5
	should be:	1	2	3	4	5
14. Influence of university committees, overall, in determining academic policies and procedures	is:	1	2	3	4	5
	should be:	1	2	3	4	5
15. Influence of university committees, overall, in determining administrative policies and procedures	is:	1	2	3	4	5
	should be:	1	2	3	4	5
16. Your influence in determining institutional goals	is:	1	2	3	4	5
	should be:	1	2	3	4	5

III. Biographical Data

Please respond to each of the following items by filling in the blank or by checking the appropriate option.

1. Number of academic calendar years (nine month periods) you have taught at Winston-Salem State University: _____

2. Your academic rank:

   ____ Instructor

   ____ Assistant Professor

   ____ Associate Professor

   ____ Professor

   ____ Other (Please specify) _____

3. Your highest earned degree:

   _____ Bachelor's degree

   _____ Master's degree

   _____ Doctor's degree

   _____ Other (Please specify) _____

4. Your department:

   _____ Business/Economics

   _____ Education (Education and Physical Education)

   _____ English and Communication Arts

   _____ Fine Arts (Art and Music)

   _____ Mathematics/Computer Science

   _____ Natural Sciences (Biological and Physical Sciences)

   _____ Nursing and Allied Health

   _____ Social Sciences

5. Your present teaching load (in semester hours): _____

6. Sex: _____ Male _____ Female

7. Your employment status: _____ Tenured _____ Non-tenured

8. If you are non-tenured, do you hold a tenure-track position? ___ Yes ___ No

APPENDIX B

COVER LETTERS

Winston-Salem State University
WINSTON—SALEM, NORTH CAROLINA 27110

Department of Mathematics/Computer Science

919/761-2153

October 22, 1987

Dear Colleague:

In addition to serving as a faculty member in the Mathematics/Computer Science Department at Winston-Salem State University, I am also enrolled in a doctoral program in Higher Educational Administration at the University of North Carolina at Greensboro. I am collecting data for my dissertation and am writing to request that you complete the questionnaire which I have enclosed.

The Chancellor's office has reviewed the questionnaire. Chancellor Cleon F. Thompson, Jr. has given his approval for the distribution of the questionnaire and for my research project.

The research for my dissertation involves the study of faculty members' perceptions of institutional goals and faculty influence in university governance at Winston-Salem State University. The present study is being conducted concurrently with the university's assessment of its present and its future institutional role. The results of this study might provide us with information about faculty members' views on areas of agreement and areas of disagreement regarding institutional goals and faculty influence.

Only group data will be reported in this study and in any future research projects. Your individual responses will remain confidential.

It should take approximately 15 minutes for you to complete the questionnaire. I would appreciate your completing the questionnaire and returning it to me in the campus mail by November 4, 1987.

Thank you for your cooperation.

Sincerely yours,

Merdis McCarter

MM/

Enclosures

Winston-Salem State University
WINSTON-SALEM, NORTH CAROLINA 27110

Office of the Chancellor

October 22, 1987

Dear Colleague:

I am writing to request your cooperation in a dissertation study that is being conducted by Mrs. Merdis McCarter, a faculty member in the Mathematics/Computer Science Department. Her research project involves the study of faculty members' perceptions of institutional goals and faculty influence in university governance at Winston-Salem State University.

Please take a few minutes to complete the questionnaire which has been prepared by Mrs. McCarter. Your participation in this study will provide an opportunity for you to reflect on two fundamental areas of concern which relate to our ongoing strategic planning process: (1) where we are now and (2) where you think we should be.

Thank you for your participation in this research project.

Sincerely,

Cleon F. Thompson, Jr.
Chancellor

CFT,Jr/vc

Enc.

APPENDIX C

FOLLOW-UP LETTERS

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

November 10, 1987

Dear Colleague:

As you know, I am collecting data for my dissertation. On October 22, 1987, I requested that you complete a questionnaire for a study concerning faculty perceptions of institutional goals and faculty influence in university governance at Winston-Salem State University.

In order for the study to provide accurate and comprehensive information, it is important that your views be included. Please be assured that your response will be held in strictest confidence.

If you have already returned the questionnaire, I am very appreciative of your assistance. In the event that I have not received your response, I hope you will be able to complete the questionnaire as soon as possible.

I know that you are very busy, but it would be helpful to me if you would complete the questionnaire and return it to me in the campus mail. If another questionnaire is needed, please call me at 750-2480.

Thank you very much for taking the time to provide information for my doctoral research.

Sincerely,

Merdis McCarter

Merdis McCarter
Mathematics/Computer Science
120 Carolina Hall
Winston-Salem State University

Winston-Salem State University
WINSTON—SALEM, NORTH CAROLINA 27110

186

Department of Mathematics/Computer Science

919/761-2153

December 7, 1987

Dear

My records indicate that four members of your department have not returned the Institutional Goals and Faculty Influence Questionnaire. The response rate, by department, has ranged from 60 percent to 100 percent. I am writing to request your assistance in increasing the response rate for your department to 100 percent.

If you have not had an opportunity to complete and to return the questionnaire, there is still time to do so. Since it is important for your views to be represented in the results of the study, I have delayed analyzing the data untii December 11th.

For your convenience, I am enclosing another questionnaire. It would be very helpful to me if you would complete and return the questionnaire in the enclosed self-addressed envelope by December 11th.

In the event that you have already responded, please disregard this reminder. In anticipation of your assistance, I thank you for your time, your patience and your support.

Sincerely,

Merdis McCarter

Merdis McCarter

Enclosures

APPENDIX D

INSTITUTIONS IN THE SUPERPOPULATION

Institutions in the Superpopulation

1. Albany State College
   Albany, Georgia

2. Alcorn A & M State University
   Lorman, Mississippi

3. Elizabeth City State University
   Elizabeth City, North Carolina

4. Fayetteville State University
   Fayetteville, North Carolina

5. Florida A & M University
   Tallahassee, Florida

6. Fort Valley State College
   Fort Valley, Georgia

7. Jackson State University
   Jackson, Mississippi

8. Mississippi Valley State University
   Itta Bena, Mississippi

9. North Carolina A & T State University
   Greensboro, North Carolina

10. North Carolina Central University
    Durham, North Carolina

11. Savannah State College
    Savannah, Georgia

12. Winston-Salem State University
    Winston-Salem, North Carolina