To the Graduate Council:

I am submitting herewith a dissertation written by Charles William McKee entitled "A Study of Institutional Decision Making by the Chief Academic Officers and the Chief Business Officers in Southern Colleges and Universities." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Technological and Adult Education.

John M. Peters, Major Professor

We have read the dissertation and recommend its acceptance:

Accepted for the Council:

Associate Vice Chancellor and
Dean of the Graduate School

A STUDY OF INSTITUTIONAL DECISION MAKING BY THE CHIEF ACADEMIC OFFICERS AND THE CHIEF BUSINESS OFFICERS IN SOUTHERN COLLEGES AND UNIVERSITIES

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Charles William McKee

May 1992

This Volume Is Dedicated To The

Life And Memory Of

Mary Argo McKee

Born - May 15, 1907

Died - November 4, 1985

Her Love - Made Me Believe In Myself

Her Example - Made Me Want to Be A Teacher

Her Encouragement - Made Me Strive For This Degree

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ABSTRACT

This study focused on chief academic officers and chief business officers in senior and graduate higher education institutions in the eleven states regulated by the Commission on Colleges of the Southern Association of Colleges and Schools. The two groups were compared in terms of their perception of who actually makes administrative decisions and who should make administrative decisions in the areas of budget, institutional programs, personnel, and physical plant. The groups were also compared in terms of selected personal and institutional characteristics and their perceived decision making responsibilities.

Data were collected by means of a mail questionnaire sent to the chief academic officer and the chief business officer at each of 290 higher education institutions. Eighty-six percent of the chief academic officers and 74 percent of the chief business officers returned usable instruments.

The two groups of officers were found to differ in their perception of which officer actually makes administrative decisions and in their perception of which officer should make administrative decisions. Their perception was associated with the areas in which decisions are made (budget, institutional programs, personnel, and physical plant) and with the length of their experience in

their positions, the type of governance structure of their institutions, and with the size of their institutions.

Additional studies of similar groups in other regions of the country were suggested by the results. Implications for reducing conflicts between the two groups were discussed.

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PART I

INTRODUCTION

BACKGROUND OF THE STUDY

In 1987, G. T. Gutek specified that the two major developments in American higher education in the twentieth century were: "The rapid increase in enrollment and the extensive expansion of the curriculum" (Gutek, 1987, p. 392). These two factors have forced educators to redefine the traditional roles of administrators in higher education. A brief look at the two major changes will illustrate the need for this redefinition.

Several population groups previously excluded from the "main stream" of higher education were beginning or returning adults, blacks and other minorities, the disadvantaged, and individuals seeking vocational and/or other specialized training in the college setting. Still, with all the egalitarian access routes, "the service that a university is prepared to deliver is not intended for everybody . . . . In spite of our great Jacksonian advances over the last seventy-five years in the field of education, it is generally true that a university education is generally usable by and therefore actually marketable to only one-third or, at the outside, one-half of the population" (Morris, 1981, p. 4). Therefore, a constant dilemma of "main stream" concepts and the reality of limited access requires new responses from the institutions of higher learning.

One such response was that the curriculum has been enlarged from the traditional arts and sciences to include more professional and/or technical majors. "Robert Hutchins' The Higher Learning in America (1936), in attacking what he considered the confusion in American higher education, charged that the modern university had developed into a `service station' by catering to vocationalism and money making" (Gutek, 1987, pp. 392-393).

Increased enrollment with changing student populations and curriculum expansion have severely tested the "single-manager" administrative structure of colleges/universities. No longer can the president or chancellor alone be the decision maker. The growth of institutional populations and the complexities of modern educational administrations have, by necessity, brought more decision maker specialists into the hierarchies of the institutions. Delegation of authority and responsibility seems necessary for both survival and growth. While emerging organizational patterns differ, however, two primary administrative officers seem universally included in a modern educational administrative structure. These are the chief academic (curriculum) officer and the chief business (fiscal) officer.

While scholars have written about the individual roles and duties of academic and business officers (Gould, 1964, James 1975, Morris, 1981, and Tucker & Bryan, 1988), no research has compared these officers in terms of the

performance of their duties. These duties are principally centered on budgetary demands, institutional programs, personnel problems, and physical plant needs. Which of these officers make which decisions is not always clear, and how each or both officers actually makes decisions concerning administrative problems might differ from how each would ideally make these decisions. Moreover, it is possible that administrative decision making by one or both officers is associated with features of their personal background or with features of their institutional contexts. Some writers, for example, indicate that an educational background in educational administration or business administration might be a determining factor in decision making (Bauer, 1955, p. 5 and Jacobson, 1983, pp. 5-6). The problem, however, is that little empirical information is available on which to base an understanding of the role of the two officers in decision making or the personal and institutional factors that influence their decision making.

PURPOSE OF THE STUDY

The purpose of this study was three-fold. The first purpose was to describe characteristics of persons serving as chief academic officers or chief business officers in senior and graduate institutions in the eleven states regulated by the Commission on Colleges of the Southern Association of Colleges and Schools. The second purpose was

to compare the responses of the chief academic and the chief business officers of these institutions in terms of their perceptions of who actually make decisions and who should make decisions in the areas of budget, institutional programs, personnel, and physical plant. The third purpose was to determine whether the factors of training, experience, gender, governance and size of institution are associated with the chief academic officers' and the chief business officers' perception of institutional decision making.

QUESTIONS

The study sought answers to the following questions:

1. What are the demographic characteristics of chief academic officers and chief business officers in the eleven states regulated by the Commission on Colleges of the Southern Association of Colleges and Schools?

2. Given a list of administrative decisions to be made by the chief academic officer and/or the chief business officer, from the point of view of the chief academic officer, is there a difference in who actually makes decisions ("actual") versus who should make decisions ("ideal")?

3. Given a list of administrative decisions to be made by the chief academic officer and/or the chief business officer, from the point of view of the chief business

officer, is there a difference in who actually makes the decisions ("actual") versus who should make the decisions ("ideal")?

4. Do chief academic officers differ from chief business officers in their perception of which officer actually makes administrative decisions and in their perception of who should make administrative decisions?

5. Do chief academic officers with an earned doctorate and chief academic officers without an earned doctorate differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

6. Do chief business officers with an earned doctorate and chief business officers without an earned doctorate differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

7. Do chief academic officers with three or less years in their position and chief academic officers with four or more years in their position differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

8. Do chief business officers with three or less years in their position and chief business officers with four or more years in their position differ in their perception of

who actually makes administrative decisions and who should make administrative decisions?

9. Do female chief academic officers and male chief academic officers differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

10. Do female chief business officers and male chief business officers differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

11. Do chief academic officers in privately controlled institutions and chief academic officers in publicly supported institutions differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

12. Do chief business officers in privately controlled institutions and chief business officers in publicly supported institutions differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

13. Do chief academic officers in institutions with a large student body based on head count and chief academic officers in institutions with a small or medium size student body based on head count differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

14. Do chief business officers in institutions with a large student body based on head count and chief business officers in institutions with a small or medium size student body based on head count differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

LIMITATIONS

1. The study did not include any chief academic officer or any chief business officer outside the eleven state accrediting territory of the Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS). Additionally those institutions accredited by COC/SACS not located on the United States mainland were omitted.

2. Only the institutions in the COC/SACS considered general senior colleges and graduate institutions were surveyed.

3. The data collected came from either the chief academic officer or the chief business officer of the institution. No responses were sought from individuals on the same administrative level or from the president/ chancellor of the institution, the administrator to whom the respondents report.

4. The research findings are subject to the personal point-of-view of the respondents.

DEFINITION OF TERMS

The following terms are defined in order to clarify specific meanings in the context of this research.

Academic Affairs. The functions of college/university management dealing with some or all of the following: recruiting/approving/evaluating faculty and other sub-academic administrators; forming/implementing academic policies, goals; planning and directing the curriculum; supervising the instructional program; developing class schedules/publications; counseling/advising; developing/managing educational grants; coordinating records management; enforcing regulations/discipline; and communicating with internal/external groups.

Areas. The term used to define the four research areas addressed in the "Decision Analysis Inventory" which are budget, institutional programs, personnel, and physical plant.

Business Affairs. The functions of college/university management dealing with some or all of the following: accounting; auxiliary enterprises; budgeting; bursaring/cashiering; data processing; construction; housekeeping/maintenance/renovations/ fund raising; grant/contract administration; groundskeeping; internal audit/control; investment/management of endowment; labor

relations/personnel management; purchasing; insurance/ employee benefits; security; transportation/parking; utilities/energy management and financial aid reporting.

Chancellor. See chief executive officer.

Cabinet. The individuals in the Administrative structure who report to the Chief executive officer, who share in the formation of institutional policy, and who participate in institutional decision-making activities.

Chief Academic Officer. The individual who is subordinate to the chief executive officer and who is assigned responsibility for planning and directing the curriculum as well as supervising the instructional program of the institution. (See Appendix A of this study for a list of titles associated with this position.)

Chief Business Officer. The individual who is subordinate to the chief executive officer and who is assigned responsibility for planning and directing the fiscal affairs of the institution. (See Appendix A of this study for a list of titles associated with this position.)

Chief Executive Officer. The individual selected by the board of trustees to provide overall leadership and supervision to the institution. Common titles associated with this office are president or chancellor.

Dean. See chief academic officer.

Domains. See areas.

Educational Affairs. See academic affairs.

General Senior Colleges and Graduate Schools. Post-secondary institutions offering, at a minimum, a bachelor's degree and which do not fit any one of the following seven categories: (a) those in transition from a two-year to a four-year status; (b) those located outside the territorial boundaries of the United States; (c) those which limit enrollment to either males or females; (d) those which are proprietary; (e) those which are single mission [fine arts, military, or religious]; (f) those which are historically Black; and/or (g) those which have graduate but no undergraduate degree programs.

Institutional Control/Church Related. The process of formal appointment of trustees to operate and oversee an institution of higher education that is vested with an established religious denomination. Particular church affiliation may be a condition of service. Money for funding the activities of the college/university may come from the parent organization and/or from individual denominational members. These institutions are considered privately controlled.

Institutional Control/Independent. The process of formal appointment of trustees to operate and oversee an institution of higher education that is vested with the current board. The sitting trustees elect their successors. Funds for continuing the institution come from student tuition/fees, gifts/grants, and endowment. The ability to

raise or contribute money may be a condition for election to the board. These institutions are considered privately controlled.

Institutional Control/Public. The process of formal appointment of trustees to operate and oversee an institution of higher education that is vested with a governmental entity (usually the state). Further, monies collected from taxation are a primary funding source for operating and capital expenditures, and such monies provided to an institution must be approved by an elected legislative body.

Institutional Size-Small. The range of enrolled students, by headcount rather than full-time equated, is between 1 and 2,500.

Institutional Size-Medium. The range of enrolled students, by headcount rather than full-time equated, is between 2,501 and 5,000.

Institutional Size-Large. The size of the student body, by headcount rather than full-time equated, is equal to or exceeds 5,001.

President. See chief executive officer.

Trustee. A member of a board/committee that has been given legal authority to operate an educational entity for the public good. Other titles associated with this position are commissioners, directors, overseers, regents, and visitors.

ABBREVIATIONS

The following abbreviations are used in the Abstract, List of Tables, summary sections and in the charts located in Part IV of this study.

CAO - Chief Academic Officer

CBO - Chief Business Officer

COC - Commission on Colleges

SACS - Southern Association of Colleges and Schools

PART II

REVIEW OF THE LITERATURE

OVERVIEW

The chief academic officer and the chief business officer are major actors in the management structure of institutions of higher education. Their ability to make administrative decisions is determined to a large extent by their interaction within the structure. This interaction, for the purpose of this study, is defined as agreement or disagreement on decision making to a number of administrative problems. These two officers play major roles in managing higher education, for institutions of higher education must be governed, managed, and administered. This chapter will provide information on the nature and structure of these active roles by reviewing the literature concerning management of institutions of higher education, concerning the role of the chief academic officer, and concerning the role of the chief business officer.

COLLEGE AND UNIVERSITY MANAGEMENT

Management means making decisions. Eble (1983) indicated that: "The willingness to make decisions may be one of the distinguishing characteristics of an administrator; making wise decisions the mark of an able administrator" (p. 126). The study of decision-making tends "to be inwardly oriented with each discipline developing

separately and independent of all others" (Amburgy, 1973, p. 11). This study will therefore be discipline independent.

To an expert administrator much of decision making is habitual or becomes so, particularly as habits apply to small decisions. A successful administrator cannot survive if every small decision involves a labored process. An administrator must be clear about how decisions are to be made, who will ultimately make them, what part the opinions and judgments of others will play in them, and when they have to be made (Eble, 1983, pp. 130-33).

It was pointed out by Dressel (1981) that "compared with business, industry, and government, higher education is a distinctive enterprise" (p. 1). The study of higher education management must assume that "colleges and universities are complex organizations of great diversity and scope, requiring many management skills; they are as difficult to manage as any other enterprise. But because of the intangible nature of their `products', results may not be as easy to measure as they are in other organizations" (Jacobson, 1983, p. 1:1).

It is difficult to know for sure when a service is being delivered and when it is not. The yield of a university's classrooms and research laboratories is "a phantom element that resists being added up to a bottom line" (Morris, 1981, p. 5). Jacobson (1983) stressed that "a clear understanding of the academic enterprise and

dedication to its mission are fundamental to service as an educational manager" (p. 1). It is especially true in times of fiscal restraint that good management and appropriate leadership in a university demand that energies and resources be directed toward the accomplishments of a distinctive mission, avoiding "byroads however attractive or however worthy of travel" (Plante, 1987, p. 12).

In any higher education environment, the president must be the primary educational manager, because the "pluralistic nature of the university makes it almost impossible for faculties to resolve priority issues" (Dressel, 1981, p. 15). Frederick de W. Bolman in describing the essential qualities for a college or university president states:

> Never has higher education had a greater need for strong leadership in the area of decision-making. Many critical decisions are arrived at by default, many are arbitrary, many are made as the result of extraneous and irrelevant pressures. The situation on all our campuses is likely to worsen unless the person at the top has intensive interest in, and unswervingly demands, intelligent decision making. (Smith, 1970, p. 245)

Fortunately, in most collegiate situations, the decisions for which an administrator has sole responsibility are relatively rare. Most of the vexing personnel decisions and major decisions involving curriculums, policies, and future directions are, most often, group decisions (Eble, 1983, p. 126). As Millett (1968) observed, the prevailing pattern of group participation in institutional governance is that the collective faculty in a college or university

will share authority with the administration in decision-making concerning the institution (p. 5). This shared authority is defined "as a pattern in which both faculty and administration exercise effective influence in decision-making" (p. 7).

CHIEF ACADEMIC OFFICER (THE DEAN)

Henry Wriston once quipped that "the duty of the dean is to make the college what the president has long asserted it already is" (Keller, 1983, p. 173).

Gould (1964) pointed out a current paradox in higher education:

> Only the faculty has the knowledge and wisdom to make judgments regarding the content and the conduct of the academic program, and only the persons whose energies are directed full time to control of the academic organization can administer those judgments effectively. There is constant need for balance between necessary faculty authority and desirable administrative efficiency. With very few exceptions, large faculties are unable to administer the programs they endorse. The paradox calls for a kind of leadership having few parallels in fields other than education. (p. 1)

How then did this academic leader emerge? Lee Browker (1981) in an article entitled "The Academic Dean" described the inauguration of this leader (titled Dean) in an institution of higher education in the United States by stating:

> Although the college deanship has a sixteenth century ecclesiastical precursor in the Jesuit prefect of studies, the first general dean in an American educational institution was not appointed

> until 1870, when President Eliot of Harvard created a deanship to relieve him of the immediate charge of the college administration. (p. 1)

Professor Ephraim Gurney (this first dean) "apart from teaching, was to take the burden of discipline off President Eliot's shoulders" (Deferrari, 1956, p. 55). Various other institutions recognized the necessity for such an office (Amherst, 1880; Yale, 1884; Chicago, 1892; Columbia, 1896) and by 1913 the office was already quite universal (Gould, 1964, p. 3).

Former Dean Herbert E. Hawkes of Columbia College commented: "There is no such thing as a standardized dean. There is a dean of this and that college, but I have never seen any two deans who could exchange places and retain the same duties" (Corson, 1960, p. 73). In the university of today, job responsibilities for the chief academic officer may "vary by institutional characteristics such as sponsorship, size, and function as well as by idiosyncratic factors such as the preferences of the presidents and other administrators to whom deans report" (Browker, 1981, p. 1).

The academic deanship historically was and continues to be an office where responsibility for the operation of the college/university is shared with other institutional officials and the faculty. The dean "is the highest officer in the hierarchy expected to have regular, operational contact with the faculty, the deliverers of the university's service. This close, everyday association with the central

element of the institution's personnel puts the dean at the center of a university's raison d'etre, i.e., teaching and research" (Morris, 1981, p. 8).

Typical duties of the dean would include some or all of the following: recruiting and approving faculty appointments; employing, training, encouraging and supervising additional academic sub-officers (e.g. associate/assistant deans, registrars, directors, division/department chairpersons); evaluating of the performance of faculty and staff members; forming and implementing academic policies, class schedules, plus advising and counseling students and other administrators; developing academic publications such as the catalog and recruitment brochures; monitoring the morale of faculty, staff and students; developing/managing educational and grant budgets; coordinating records management; enforcing regulations and discipline; communicating with various internal and external groups; and developing institution-wide goals and objectives for the academic program. These tasks are in addition to the daily routine of completing correspondence and committee work. Expectations from faculty and other administrators that personal scholarship (research, publication, and/or teaching) in the academic discipline should be maintained while a person serves in the deanship may make additional demands on the time and energy of the academic officer. Tucker and Bryan (1988) noted that

"the dean must learn the art of management" (p. 3). Any individual who serves in the office must accept the role of arbitrator. "Generosity, benevolence, intelligence, insight, courage, diligence, even knowledge, are not found evenly distributed across a university campus" (p. 2). Conflict may develop for many reasons. Too few resources and the differing personalities of faculty, staff, administrators, and students often spark clashes. Perfection is seldom achieved because of the following circumstances: insufficient budget; low salary/benefit package; lack of equipment; small support staff and/or student assistantships; insufficient computer availability (hardware, software, time); lack of travel funds; inappropriate funding for supplies; few (if any) consultant assistance; and the lack of sufficient faculty which then requires a heavier personal teaching load.

Feltner and Goodsell (1972) saw the deanship as pivotal in three forms of conflict: (1) "those in which the dean is the initiator of conflict, (2) those in which the dean is the defendant in an attack on the administration of the institution, and (3) those in which the dean is the conciliator in a conflict between two other elements of the campus community" (Browker, 1981, p. 2). Additionally, the person serving as dean may not be universally loved because the dean is most often the president's choice and not that of the faculty (Gould, 1964, p. 86).

Bauer (1955) explained that "the idea that individuals can be deliberately prepared for college administration at the college level is relatively new and controversial" (p. 5). Morris in Deaning stated that:

> Administrators are 51 percent born and 49 percent made. Like concert pianists or life-insurance salesmen, they bring some blend of basic traits to their work; but these traits must be cultivated, sharpened, and tested in performance before we may say the individual is ready for service. (p. 10)

Many educators believe that a dean must come out of the teaching ranks and know his or her fellows and their needs from first-hand experience (Gould, 1964, p. 85). Service as a professor, division/department chairperson; apprenticeship in a dean's or other administrative office; membership on institutional committees; and a knowledge of the current literature were cited by Gould (p. 86) as "traditional" preparation for the office.

Gould (1964) also identified five major challenges which a successful dean must accomplish upon taking office. The dean would need to:

> Gain the confidence and respect of the faculty; learn the nature of the job and the character of its formal and informal organization; learn how to change the status quo without upsetting useful elements therein; be objective, fair-minded, and college-wide in point of view; and to divorce him/herself from daily paper work, trivia, and delegable routine. (p. 88)

Morris (1981) suggested that "more than any other officer lower or higher in the hierarchy, a dean is the person responsible for the caliber of academic employees" (p. 8).

The review of the literature would indicate that: "Deans will increasingly be expected to deliver. If they don't, university presidents should replace them" (Keller, 1983, p. 88). "The process of delegation of responsibility, on the one hand, from the faculty, and on the other hand, and more substantially, from the president" is Corson's (1960) explanation of the growing work load. (p. 74) These increased duties are expected to expand and even to increase with growing work-loads. How then are deans to survive? The successful tenure of any dean may be his/her ability to motivate and direct subordinates.

The immediate subordinates that the academic dean must direct are the departmental chairpersons, for they are the instruments who must supervise the translation of institutional goals and policies into academic practice (Tucker, 1981, p. xiii). But many department chairs believe themselves to be independent contractors for educational services or scholars rather than employees, and hence do not freely take direction from appointed or elected administrators. Even with the performance pressures from both the president and faculty, deans do survive and help make colleges and universities a major educational force in American society.

THE CHIEF BUSINESS OFFICER

Most American colleges and universities, whatever the degree of financial management's centralization, have one or more officers whose primary responsibilities are to coordinate the financial management activities of the various units and to administer central financial management services -- budgeting, controlling expenditures, distributing periodic financial information to administrators, investing resources, and purchasing (Vandament, 1989, p. 17).

Vandament (1989) reported that effective financial management in a college or university comprises a wide range of activities, some requiring specialized skills and others only common sense. It seems that the task of financial management goes far beyond the simple budgeting of available resources; it involves the weaving together of multiple financial plans into a consolidated whole (p. 1). By virtue of his/her position, the chief business officer is the financial manager and thus the "weaver" of a pattern allowing (or perhaps insuring) institutional stability.

The business officer has become an indispensable administrator within the large organization structure, and he or she should be considered a member of the line management team (Collesano, 1974, p. 22). Gone are the days when "all financial affairs of the University were settled at the president's Saturday lunch with the treasurer"

(Barzun, 1968, p. 5). The chief business officer must be well informed as to the educational objectives and aims of the institution, participate in formulating them, and should understand and be sympathetic toward them (Collesano, 1974, p. 23).

Vandament (1989) suggested that in many institutions, unfortunately, financial management is regarded as the exclusive domain of the professional financial management staff; "However, an institution will achieve effective financial management only when there is a collective awareness of the roles that individuals play in its financial health" (p. 3).

Calver (1984) explored the creation of this office:

> The position of the Chief Business Officer in academe is not a product of the twentieth century. Its origin began in the eleventh and twelfth centuries when the medieval European universities had advanced sufficiently in organizational structure to recognize a division of labor in academic administration. (p.26)

An officer "identified as the treasurer, receptor, or steward" kept "fiscal accounts and attended to other matters of a clerical nature" (pp. 26-27).

In many early American colleges and universities, the president acted as the financial officer. "As the colleges established administrative positions other than the President, the evolution of the Chief Business Officer appeared later than many other positions since these other

positions came usually to those who were employed as faculty" (Calver, 1984, p. 29).

Baldridge (1971) found that "in early practice, many boards required that the chief financial officer as well as the president report directly to them. The theory was that the board was responsible for finances and that it needed to have an officer in charge independent of the president; thus also the president would be free to devote himself to education" (p. 115).

In the universities of today, "the budget and expenditures of a college or university reveal a great deal about its activities, achievements, and vicissitudes" (Bowen, 1980, p. 1). The budget should reflect the institution's examination of the difference between what is going on and what ought to be going on in the institution. In fact, the budget should always reflect the values of the organization, and it should also reveal choices about future directions for the institution (Campbell, 1985, p. 8).

James (1975) examined the position more closely:

> The role of the chief business officer in institutions of higher education, large and small, public and private, has undergone extensive change in the last one hundred years. This change has been brought about both by changes within the institutions and by pressures and changes from outside higher education (p. 1).

As the general public, governing boards, parents, and other constituency groups "become more and more concerned about accountability of educational institutions, knowledge

about the chief business official, his duties, responsibilities, and his influence upon the instructional program will become extremely important" (Moore, 1974, p. 14).

The 1980's saw declining enrollments and increased costs. Educational institutions have increasing demands for effective management (Jenkins, 1983, p. 14). This financial/management duty has often been assigned to the chief business officer. Is this person an educator, businessman, or perhaps just a bookkeeper? The chief business official is now caught in a swirling current of many rapidly changing and emerging points of view (Moore, 1974, p. 14). To be successful, "the chief business officer should possess an understanding of academic functions as well as business functions. He should be entirely familiar with the educational objectives of the institution which he serves" (Nance, Robbins, & Cain, 1965, p. 2).

Assuming that the chief business officer is considered a manager of institutional resources, what are the resources he/she is expected to manage? "Resources of the college or university -- large or small, private or public -- can be organized, for conceptual convenience, in four categories: funds; land, facilities and equipment; support staff; and faculty" (Nelson, 1987, p. 2). The duties (position responsibilities) of the chief business officer are directly related to these management areas. While the faculty should

be considered the most valuable and crucial institutional resource, the chief business officer has few responsibilities for this group of employees. What then does the chief business officer do?

Jenkins in his 1983 study identified areas of institutional responsibility for chief financial officers. While specific assignments may vary from campus to campus, major duties are some or all of the following: accounting including the preparation of financial reports and analyses; auxiliary enterprises; budget preparation and control; bursar operations (receipt of fiscal transactions); cashiering; data processing; planning and construction; fund raising; grant and contract administration; institutional research and planning; internal control/audit; investment and management of endowment and other funds; legal management; preparation and maintenance of a procedures and form manual; personnel services for non-academic employees; labor relations/collective bargaining negotiations; payroll; operation and maintenance of buildings, grounds, and other facilities plus custodial services, utilities, energy management, landscape/grounds maintenance, major repairs, renovations, and alterations; purchasing; insurance acquisition and risk management; security; transportation and parking; employee benefit program management; plus management and/or reporting for student financial aid programs (pp. 15-28).

What type of training and/or education is required to be successful in this post? "Frequently, general reference was made to the need for an educated and trained person to assume the position" (James, 1975, p. 4). Jacobson (1983) outlined the training for this position:

> The chief business officer's academic preparation typically includes a degree in business administration or in another related field. In addition, the officer often is a certified public accountant and/or has a master's degree in business administration, and may have earned, or be earning, a doctorate. Whatever the avenue or level of preparation, training in accounting is essential, for development in the business office context requires familiarity with the accounting and reporting functions. (pp. 5-6)

A small college chief business officer has particularly heavy responsibilities. Usually, he/she does not have the depth of staffing with professional experts in the various fields that is often found in larger institutions of higher education (James, 1975, pp. 2-3). Often, the small college chief business officer has more dependence on outside expertise than his counterpart chief financial officer in large institutions, especially in regard to investment management (p. 21).

A number of aids have been identified to assist the chief business officer in performing his/her tasks and duties such as:

> (1) National Association of College and University Business Officers literature, (2) other chief business officers, (3) workshops, (4) books, (5) regional and annual meetings of NACUBO and regional associations of business officers, (6)

> magazines, (7) outside experts, and (8) other organizations. (James, 1975, p. 118)

What issues are most likely to affect the financial and competitive position of colleges and universities?

> The selected top five issues are political, social, and economic concerns that shape the external marketplace for today's higher education institutions. Most are frustratingly difficult to address because they are out of control of any one institution; however, institutions of higher education must respond, either singly or collectively. (Meyerson & Johnson, 1989, p. 11)

The financial officer must also be aware of prevailing trends in the nation's economic structure: The first is demographic trends (fewer traditional-age students resulting in less tuition revenue). The second is state education policy (tuition outpaces appropriations in state supported institutions coupled with less state assistance to private higher education). The third is public opinion (higher tuition, less quality, lack of opportunities for minority citizens). The fourth is inflation concerns (failure to keep salaries moving with the consumer price index, necessity to increase the dollar amount of funded grants and scholarships). The fifth is family income and savings (families will need to assume a higher percentage of the future tuition burden and current family saving rates have decreased rather than increased during the last several years). (Meyerson & Johnson, 1989, pp. 12-16)

This position has to be in touch with all aspects of the college or university. As Klinger (1987) stated:

> The chief business officer has unique opportunity to literally work with practically all of the internal and external aspects of the college. The chief business officer is "in the know" all the time because most plans and decisions in higher education are based on money. (p. 20)

Many chief financial officers will have a broader appreciation of the work of the college than the chief academic officer, because of the criticalness of dollars to the total operation of the college (p. 20). A few chief business officers have been selected as college/university presidents because they have acquired this overview; however, their academic counterpart is much more likely to be chosen. Sister Mary Breslin, president of Mundelein College, stated that "the road to a college presidency does not often wind through the business office" (Klinger, 1987, p. 20). Upward mobility for the chief business officer usually means an institutional change, with the new position being in the financial affairs area.

SUMMARY

The review of the literature can be divided into three areas: the area of management, the area of the chief academic officer, and the area of the chief business officer. The literature in the management area is concerned with emerging trends in college administration that allowed the new roles of chief academic officer and chief business officer to move into the hierarchy of decision making.

The literature in the area of chief academic officer is also concerned, in some small measure, with the emergence of this role in management. The two principal concerns by writers is with the duties and responsibilities of this officer and with the preparation for this position.

The chief business officer is the subject of a limited number of documents. Writers are concerned with the emerging post of the chief business officer. The duties and responsibilities are topical, some attention is paid to the advanced training and experience needed for this position.

PART III

METHODOLOGY

POPULATION STUDIED

The population studied consisted of all chief academic officers and all chief business officers employed in the 290 general senior colleges and graduate institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS). The total number of administrators surveyed was 576.

The names of these academic and business officers were obtained from the hep 87 Higher Education Directory (Torregrosa, 1987). Branch campus administrators were included, but state system officers were excluded from the population. Special attention was given to identifying the specific chief academic or business officer on each campus. If the position was listed as vacant in the directory, a telephone call was placed to the institution to request the name of the individual serving in the post. In two instances each, the researcher could not identify the chief academic officer nor the chief business officer on a specific campus, thus the total population became 576 rather than 580.

A letter was then mailed to Dr. Henry L. Ashmore, Associate Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS), in Atlanta, Georgia, (see Appendix B) requesting that he review a furnished listing of the 290 accredited general senior colleges and graduate schools to insure that

no college/university fitting one of the seven exception rules (listed below) was included and that no institution meeting the general senior colleges and graduate schools category had been overlooked. Dr. Ashmore provided the researcher a certified listing of institutions, which became the population used in the study (see Appendix C).

Omitted from the study population were COC/SACS accredited post-secondary institutions in the following seven categories: (a) those in transition from a two-year to a four-year status; (b) foreign based (COC/SACS also has accrediting responsibilities for Africa, the Caribbean, Mexico, and South America); (c) single sex [male or female]; (d) proprietary; (e) single mission [fine arts, military, or religious]; (f) historically Black; and/or (g) totally graduate based having no undergraduate programs. Additionally, any institutions in which the researcher has been employed or served on an accreditation team were eliminated.

States and the number of institutions which the population represents are: Alabama (21), Florida (27), Georgia (22), Kentucky (23), Louisiana (16), Mississippi (9), North Carolina (33), South Carolina (20), Tennessee (30), Texas (62), and Virginia (27).

INSTRUMENT DEVELOPMENT

Since no appropriate commercially prepared or nationally normed instrument was available, the researcher developed a questionnaire to obtain the data for this study. The development of the instrument for the study necessitated that the researcher identify possible administrative problems confronted by chief academic officers and chief business officers. The basis for identifying these problems resulted from conversations with practicing chief academic and chief business officers and from selected faculty members in the College of Education at the University of Tennessee, Knoxville.

In an attempt to ensure clarity and communicability and to identify and correct problems prior to the typesetting, printing and distributing of the proposed research questionnaire, an original and two revised drafts of the instrument were reviewed by the researcher's doctoral committee. Additionally, ten knowledgeable higher education professionals (see Appendix D), known to the researcher and not employed by the College of Education at the University of Tennessee, Knoxville were selected as external evaluators. Each was contacted by telephone and asked to participate in this educational project. A follow-up letter explaining the purpose of the study and again seeking their assistance (see Appendix E) was mailed. All external

evaluators returned the draft document with suggestions and/or corrections.

The external evaluators identified additional administrative problems, suggested changes in the wording of the instrument, and commented on both the layout and design of the document. Each suggestion from this group was reviewed by the researcher and his major professor for inclusion or exclusion in later drafts for the instrument. After this review no further changes were made in the instrument.

The questionnaire was professionally typeset, printed, and bound. The instructions and response key were repeated on each page to facilitate answering. Sections on general information, mailing instructions, and a listing of the University of Tennessee, Knoxville College of Education faculty members involved in the project were included. A copy of the instrument is located in Appendix F of this study.

INSTRUMENT

The two-part document contained a respondent information section of three questions which were designed to acquire demographic information. Each respondent was asked to indicate the highest degree held, the number of years in the position, and gender. Using the hep 87 Higher

Education Directory, the researcher gleaned two additional catagories of data on each college/university not included on the instrument: (a) the size of the student body and (b) the type of institutional governance structure. A second section of the instrument, which consisted of twenty administrative problems constructed to determine how a chief academic officer and a chief business officer would (actual/observed) and should (ideal/expected) make a decision relating to a specifically described problem situation.

The twenty administrative problems were designed to seek information in one of four administrative categories. The categories and the number of administrative problems in each category were: budget (5), institutional programs (7), personnel (5), and physical plant (3). The problems were as follows:

Budget (5 administrative problems)

1. The Board of Trustees has required that the appropriate institutional officers submit a proposed budget for the next fiscal year which must include a suggested schedule for tuition and fees to be paid by students. Who would determine the fee schedule submitted to the Board of Trustees?

2. All academic department heads submitted a proposed budget to the Chief Academic Officer. This individual reviewed all submissions and determined that certain academic areas must be awarded less than the requested amount in order to comply with the institutional budget plan. Forcing each department budget to take a percentage decrease has been deemed to be inappropriate.

Who would determine where the "cuts" are to be made?

3. The institutional income did not meet projected revenue for the current fiscal year. The Board of Trustees has mandated a balanced budget. All areas of the institution must share in the budget reduction. Who determines the amount the academic budget must be reduced?

4. The institution has declared that items such as janitorial services, telephones, and utilities must be charged to the academic unit using them. Who determines the exact dollar amount each unit is charged?

5. The faculty has requested an infusion of funds into a developmental studies program and the Chief Academic Officer has concurred. Further, the Chief Academic Officer has stated this money is necessary to protect the academic standards of the institution. No funds are presently in the budget for this activity. Failure to provide funding would be considered to be a veto of the academic decisions of the faculty and Chief Academic Officer. Who determines if budget items will be re-prioritized?

Institutional Programs (7 administrative problems)

1. The institution has proposals for three (3) new degree programs submitted through appropriate faculty channels. Each new program would require library purchases, academic space allocation, plus additional academic and support personnel. Because of budget constraints only two (2) of the proposed programs can be funded. Who would be responsible for the institutional planning to determine which of the new programs would be initiated?

2. Previous experience on the campus has determined that pricing is a factor in student attendance at educational programs (concerts, plays, lectures). The higher the ticket price the lower the student participation. Ticket cost does not seem to affect community participation in a negative manner. The President has determined that

the Student Affairs staff are not to be involved in the pricing decision. Who would determine the ticket cost for educational programs on the campus?

3. The institution has determined that a consultant is needed to provide expert advice in several specific academic areas. The Board of Trustees has mandated the institution to develop a maximum daily rate which would be applied to all individuals hired as academic consultants. This rate does not include travel and meal costs. Who would determine the daily rate the institution would pay an academic consultant?

4. The institution has purchased a new computer system which must serve both educational and administrative needs. The combined requests for usage exceed the time available. Who determines how much time will be allotted to administrative versus educational needs?

5. The requests for the purchase of instructional micro-computers, library support materials, and audio-visual equipment exceed the allocated budgeted figure. All requests cannot be approved. Who determines which items are purchased?

6. Income projections for the next academic year suggest the necessity of eliminating at least one academic program. The Chief Academic Officer and Chief Business Officer disagree on the program to eliminate. The President has determined that both the Chief Academic Officer and Chief Business Officer have sufficient information from which to make a decision. Who would decide which program would be eliminated?

7. The institution has been awarded a grant totaling a possible $200,000 for strengthening/improving the teaching process. The number of actual dollars to be received depends on availability of matching funds. The ratio is four (4) grant dollars to each one (1) dollar of institutional contribution. Who would decide the amount of matching funds the institution would commit to the program.

Personnel (5 administrative problems)

1. The candidate for an advertised faculty position vacancy has been identified. The decision has been made to tender an offer of employment. Who would determine the salary package for this academic employee?

2. The total institutional payroll budget has been determined for the next fiscal year. Cost-of-living adjustments have been assigned to all employees and certain discretionary funds remain for salary increases. Who would determine the amount of merit raise for individual faculty members?

3. The institution has been given permission to develop a sabbatical leave system for full-time academic personnel. Currently no policies exist concerning leave time allowed for the sabbatical period. Who decides the policies for time granted for the sabbatical period.

4. The institution has been given permission to develop a sabbatical leave system for full-time academic personnel. Currently no policies exist concerning benefits received during the sabbatical period. Who decides the policies for the benefits received during the sabbatical period?

5. The insurance and benefit plan for all employees is scheduled for renewal. Due to budget constraints, all desired benefits cannot be provided. The Board of Trustees has authorized the administration to determine which options are most wanted and needed and then to submit a proposal for consideration. Who would determine which options would be submitted for Trustee consideration?

Physical Plant (3 administrative problems)

1. A new classroom and office complex for the division of arts and humanities is nearing completion. These educational units will not utilize the total floor space under construction. Who determines which departments and faculty will be given secondary use of the structure?

2. The Board of Trustees has allocated certain budgetary funds for the remodeling and renovation of existing campus academic facilities. The available dollars will not complete all the needed projects. Who determines which of the several needed projects will be funded?

3. The institution has documented the need for the construction of two (2) additional academic facilities. Each building can be constructed for approximately the same cost. The Board of Trustees approved the building of only one (1) and instructed the administration to proceed with the construction of the building which will be most beneficial to the institution. Who would determine which of the two (2) projects would be constructed?

The administrative problems were randomly distributed throughout the questionnaire.

The Response Key allowed the respondent to choose one of seven possible answers. The choices are as follows:

A. Chief Academic Officer would make the decision **WITHOUT CONSULTING** with the Chief Business Officer.

B. Chief Academic Officer would make the decision but **ONLY AFTER CONSULTING** with the Chief Business Officer.

C. The decision would be made **JOINTLY** by the Chief Academic Officer and Chief Business Officer, each having **EQUAL RESPONSIBILITY**.

D. Chief Business Officer would make the decision but **ONLY AFTER CONSULTING** with the Chief Academic Officer.

E. Chief Business Officer would make the decision **WITHOUT CONSULTING** with the Chief Academic Officer.

F. Neither the Chief Academic Officer nor the Chief Business Officer would make the decision but the **CHIEF ACADEMIC OFFICER** would have **GREATER**

INFLUENCE on the substance of the final decision than the Chief Business Officer.

G. Neither the Chief Business Officer or the Chief Academic Officer would make the decision but the **CHIEF BUSINESS OFFICER** would have **GREATER INFLUENCE** on the substance of the final decision than the Chief Academic Officer.

Each respondent was asked to give two responses to each administrative problem: to respond as to how a decision would actually be made on his or her campus and to respond as to how a decision should be made ideally on his or her campus.

DATA COLLECTION

All data for this study were collected during the months of April, May, and June 1987. All participants were guaranteed individual and institutional anonymity.

The original mailing consisted of the instrument, a self-addressed/stamped envelope for returning the completed document, and a personally-addressed letter written on official University of Tennessee stationery, requesting participation and hand-signed by the researcher's major professor and the dean emeritus of the College of Education at the University of Tennessee, Knoxville (see Appendix G). The request to complete the instrument from two professional colleagues, rather than a doctoral student, was designed to increase the instrument return rate.

In approximately one month, 328 questionnaires (57 percent) had been received by the researcher. Of these, 174

were from the chief academic officer, and 154 were from the chief business officer.

A follow-up questionnaire was mailed to the 252 non-respondents. Enclosed was a second personally-addressed cover letter encouraging response written on Cumberland University letterhead and hand-signed by the researcher, with an additional self-addressed/stamped envelope (see Appendix H).

The second request for participation produced an additional 134 completed forms thus increasing the return rate by 23 percent, producing a final response rate of 86.11 percent from the chief academic officers and a rate of 74.31 percent from the chief business officers. No additional follow-up was conducted, and no questionnaire received after June 30, 1987 was included in the study.

Of the 462 instruments returned, 437 (95 percent) were totally completed. Twenty-five or 5 percent were returned incomplete (18 from the chief academic officer and 7 from the chief business officer) and were unacceptable for inclusion in the study. Thus the net number of usable responses were received from 230 chief academic officers and 207 chief business officers.

ANALYSIS OF THE DATA

The Chi-square statistic was used in the statistical analysis of chief academic officer and chief business

officer responses to aggregate data in the four decision areas. Demographic data were tallied in terms of frequency and percentage distributions and displayed in the form of pie charts. Chief academic officer and chief business officer comments were summarized and a total list of comments appear in Appendix I.

PART IV

ANALYSIS AND INTERPRETATION OF THE DATA

INTRODUCTION

The purpose of this study was three-fold. The first purpose was to describe characteristics of persons serving as chief academic officers or chief business officers in senior and graduate institutions in the eleven states regulated by the Commission on Colleges of the Southern Association of Colleges and Schools. The second purpose was to compare the responses of the chief academic and the chief business officers of these institutions in terms of their perceptions of who actually make decisions and who should make decisions in the areas of budget, institutional programs, personnel, and physical plant. The third purpose was to determine whether the factors of training, experience, gender, governance and size of institution are associated with the chief academic officers' and the chief business officers' perception of institutional decision making.

Demographic characteristics of chief academic officers and chief business officers are presented in terms of position held, highest degree earned, years of service in the position, gender, size of the student body, and institutional governance.

Chief academic officers and chief business officers responded to administrative problem situations from two perspectives. The first perspective refers to who would actually make decisions in the problem area, given seven

alternative responses. The second perspective refers to who would "ideally" make decisions in the problem area, given seven alternative responses.

The problem statements were combined into four categories, and data are presented in terms of each category for each of the research questions two through fourteen. Contingency tables that show response frequencies and response percentages were developed for each decision category, and Chi-square analyses were performed on the data in each table.

An overall summary of responses can be found in Appendix J.

Analyses and Interpretations of Question One

Question 1: What are the demographic characteristics of chief academic officers and chief business officers in the eleven states regulated by the Commission on Colleges of the Southern Association of Colleges and Schools?

Demographic data were tabulated in terms of highest degree held; the number of years in the position; gender of the professional; size of the student body; and governance structure of the institutions served by each respondent. The data are summarized prior to question two.

HIGHEST DEGREE HELD

Of the 230 chief academic officers responding all were degreed, with 224 (97.40 percent) having been awarded the earned doctorate. Six (02.60 percent) held the master's degree. No chief academic officer responding listed the bachelor's or the associate as the highest degree held. (Figure 1 graphically displays these findings.)

Of the 207 chief business officers responding, 42 (20.29 percent) held the earned doctorate. One hundred (48.31 percent) had the master's and 60 (28.99 percent) listed the bachelor's as the highest degree earned. A total of five (02.42 percent) had no degree or a non-earned (honorary) diploma. (Figure 2 graphically displays these findings.)

YEARS IN THE POSITION

Of the 230 chief academic officers responding, 34 (14.78 percent) had less than one year, 70 (30.43 percent) had one to three years, 91 (39.57 percent) had four to ten years, and 35 (15.21 percent) had over ten years of experience in the position. (Figure 3 graphically displays these findings.)

Of the 207 chief business officers responding, 19 (09.18 percent) had less than one year, 50 (24.15 percent) had one to three years, 66 (31.88 percent) had four to ten years, and 72 (34.78 percent) had over ten years of

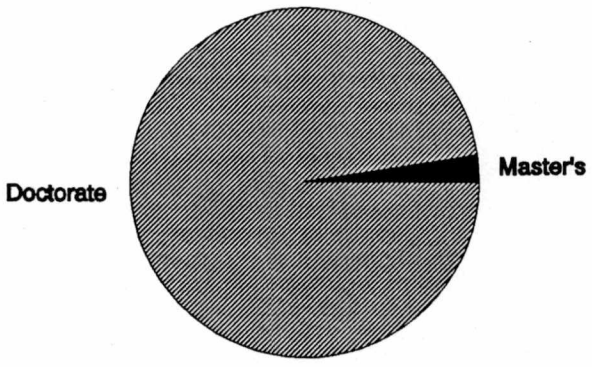

FIGURE 1
DEGREES HELD BY CHIEF ACADEMIC OFFICERS

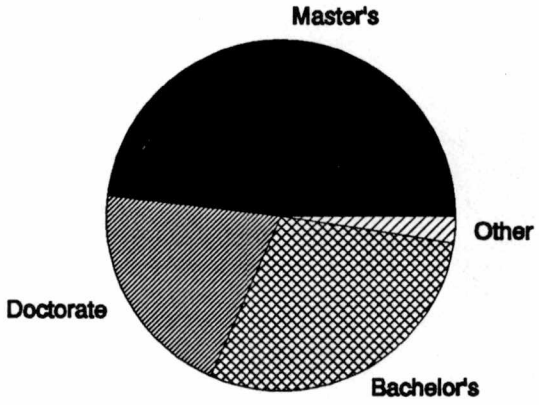

FIGURE 2
DEGREES HELD BY CHIEF BUSINESS OFFICERS

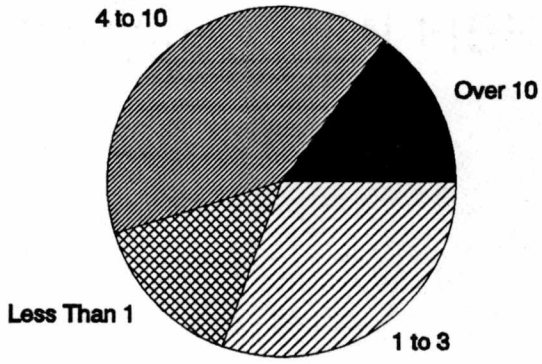

FIGURE 3
YEARS OF SERVICE OF CHIEF ACADEMIC OFFICERS

experience in the position. (Figure 4 graphically displays these findings.)

For the purpose of this study the less than one and the one to three year groups have been combined as have the four to ten year and over ten year groups.

GENDER

Of the 230 chief academic officers responding 206 (89.57 percent) were male and 24 (10.43 percent) were female. (Figure 5 graphically displays these findings.)

Of the 207 chief business officers responding, 196 (94.69 percent) were males and 11 (05.31 percent) were females. (Figure 6 graphically displays these findings.)

SIZE OF STUDENT BODY

Of the 230 chief academic officer responding, 123 (53.47 percent) were from institutions where the student body size was considered small, 30 (13.05 percent) were from institutions where the student body size was considered medium, and 77 (33.48 percent) were from institutions where the student body size was considered large. (Figure 7 graphically displays these findings.)

Of the 207 chief business officers responding, 100 (48.31 percent) were from institutions where the student body was considered small, 31 (14.97 percent) were from institutions where the student body size was considered

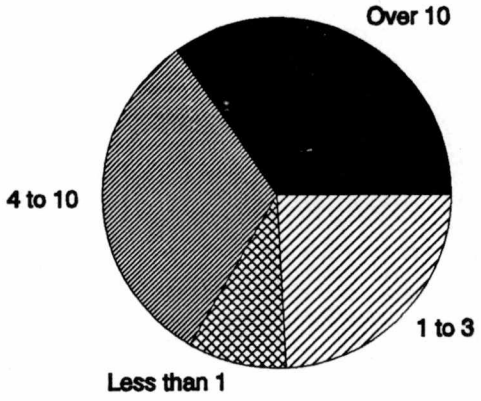

FIGURE 4
YEARS OF SERVICE OF CHIEF BUSINESS OFFICERS

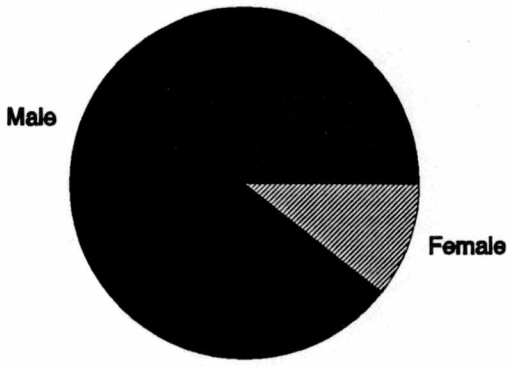

FIGURE 5
GENDER OF CHIEF ACADEMIC OFFICERS

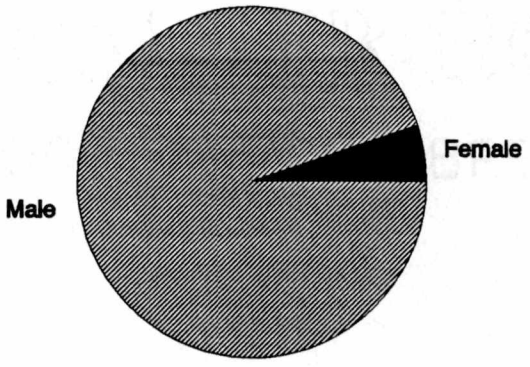

FIGURE 6
GENDER OF CHIEF BUSINESS OFFICERS

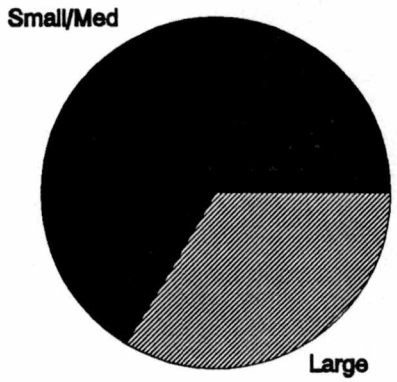

FIGURE 7
STUDENT BODY SIZE OF THE INSTITUTIONS OF THE CHIEF ACADEMIC OFFICERS

medium, and 76 (36.72 percent) were from institutions where the student body size was considered large. (Figure 8 graphically displays these findings.)

For the purposes of this study the small and medium groups have been combined.

GOVERNANCE STRUCTURE

Of the 230 chief academic officers responding, 98 (42.61 percent) were from state supported institutions, and 132 (57.39 percent) were from privately controlled institutions. Within the privately controlled grouping, 100 (43.48 percent) were from church related institutions, and 32 (13.91 percent) were from independent institutions. (Figure 9 graphically displays these findings.)

Of the 207 chief business officers reporting, 96 (46.38 percent) were from state supported institutions, and 111 (53.62 percent) were from privately controlled institutions. Within the privately controlled grouping, 81 (39.13 percent) were from church related institutions, and 30 (14.49 percent) were from independent institutions. (Figure 10 graphically displays these findings.)

For the purposes of this study the church and independent groups have been combined.

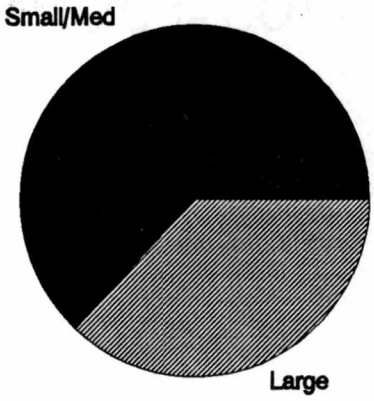

FIGURE 8
STUDENT BODY SIZE OF THE INSTITUTIONS OF THE CHIEF BUSINESS OFFICERS

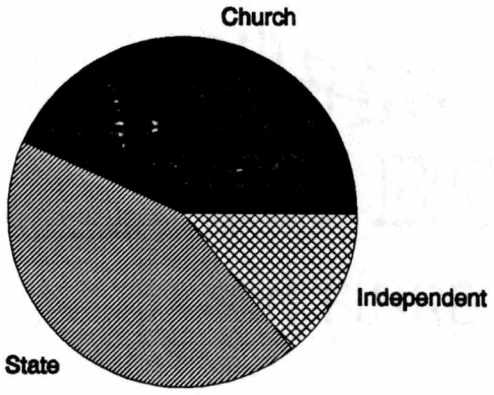

FIGURE 9
GOVERNANCE STRUCTURE OF THE INSTITUTIONS
OF THE CHIEF ACADEMIC OFFICERS

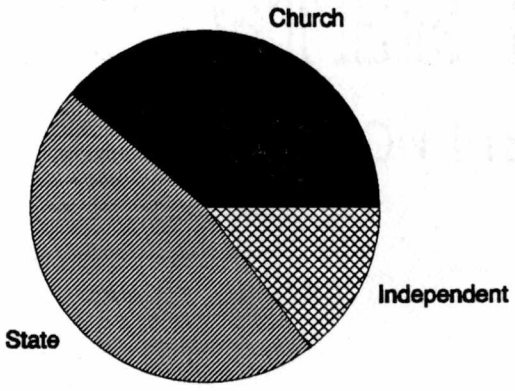

FIGURE 10
GOVERNANCE STRUCTURE OF THE INSTITUTIONS
OF THE CHIEF BUSINESS OFFICERS

SUMMARY OF FINDINGS FOR QUESTION ONE

With respect to the demographic characteristics of the chief academic officers and the chief business officers the following can be reported:

1. Chief academic officers tend to have more experience in their positions than do the chief business officers.

2. Fewer women than men serve as either a chief academic officer or a chief business officer.

3. As a group, the chief academic officers have higher academic degrees than do the chief business officers.

Analysis and Interpretation of Question Two

Question 2. Given a list of administrative decisions to be made by the chief academic officer and/or the chief business officer, from the point of view of the chief academic officer, is there a difference in who actually makes decisions ("actual") versus who should make decisions ("ideal")?

Tables one through four present response frequencies and percentages related to question number two. The data are presented so as to compare the chief academic officers' "actual" responses to the chief academic officers' "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the official(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question two follows table four.

TABLE 1

QUESTION 2 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	145 (48)	112 (46)	123 (41)	200 (47)	132 (65)	220 (47)	218 (59)	1150
CAO Ideal Totals	155 (52)	132 (54)	177 (59)	222 (53)	63 (32)	248 (53)	153 (41)	1150
TOTALS	300	244	300	422	195	468	371	2300

50.32 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 1 resulted in a Chi-square value of 50.32. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "actual" responses and the chief academic officer "ideal" responses are significantly different in the area of budget.

Statistically significant differences exist between chief academic officer "actual" totals and chief academic officer "ideal" totals, with respect to Columns A-E (17.972); A-G (7.262); B-E (20.845); B-G (9.787); C-E (33.712); C-G (20.933); D-E (22.110); D-G (10.233); E-F (23.646); E-G (4.321); and F-G (11.454). The differences between column E and other columns suggests that the data in column E account for most of the calculated Chi-Square value in Table 1. Sixty-five percent of the chief academic officer responses in this column indicate that chief academic officers perceive the chief business officer as the sole decision maker, while only 32 percent perceive this as ideal. A similar distribution of responses is found in column G, where 59 percent of the chief academic officers responses indicate that the chief business officer actually has more influence on other decision makers that the chief academic officer has, but only 41 percent perceive this as ideal.

TABLE 2

QUESTION 2 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	327 (49)	331 (48)	269 (45)	120 (50)	72 (69)	322 (49)	169 (63)	1610
CAO Ideal Totals	336 (51)	356 (52)	331 (55)	121 (50)	33 (31)	332 (51)	101 (37)	1610
TOTALS	663	687	600	241	105	654	270	3220

$39.21 > 12.59$ with 6 df. $p < .05$

The analysis of data in Table 2 resulted in a Chi-square value of 39.21. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "actual" responses and the chief academic officer "ideal" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief academic officer "actual" and chief academic officer "ideal" responses, with respect to Columns A-E (13.457; A-G (13.571); B-E (15.153); B-G (16.136); C-E (20.163); C-G (23.492); D-E (10.442); E-F (13.550); and F-G (13.692). Column E contains the largest single difference in percentage responses, with 69 percent of the responses in this column indicating that chief academic officers perceive the chief business officer as actually making decisions about institutional programs without consulting the chief

academic officer, while only 31 percent perceive this as ideal. A similar difference is shown in column G, where 63 percent of the responses indicate that the chief business officer actually has greater influence than the chief academic officer, while only 37 percent perceive this as being ideal.

TABLE 3

QUESTION 2 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	375 (49)	130 (45)	106 (42)	97 (46)	59 (74)	248 (54)	135 (55)	1150
CAO Ideal Totals	386 (51)	157 (55)	149 (58)	115 (54)	21 (26)	213 (46)	109 (45)	1150
TOTALS	761	287	255	212	80	461	244	2300

34.96 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 3 resulted in a Chi-square value of 34.96. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "actual" responses and the chief academic officer "ideal" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief academic officer "actual" and chief academic officer "ideal" responses, with respect to Columns A-C (4.553); B-E (20.279); C-E (25.232); D-E (10.294); E-F (11.058); and E-G

(8.511). The largest single difference in percentage responses is found in column E, where 74 percent of the responses indicate that chief academic officers perceive the chief business officers as actually making personnel decisions, but only 26 percent of the responses indicate that this should be the case.

TABLE 4

QUESTION 2 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	94 (46)	112 (44)	106 (44)	42 (66)	05 (71)	275 (51)	56 (77)	690
CAO Ideal Totals	109 (54)	141 (56)	133 (56)	22 (34)	02 (29)	266 (49)	17 (23)	690
TOTALS	203	253	239	64	07	541	73	1380

36.00 > 12.59 with 6 df. $p < .05$

Warning: Expected value in 1 cell < 5

The analysis of data in Table 4 resulted in a Chi-square value of 36.00. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "actual" responses and the chief academic officer "ideal" responses are significantly different in the area of physical plant.

However, due to the insufficient number of responses in 1 cell, no significant conclusions can be reached using the data in Table 4.

SUMMARY OF FINDINGS FOR QUESTION TWO

Statistically significant differences exist between chief academic officer "actual" and chief academic officer "ideal" responses with respect to all four decisions areas - budget, institutional programs, personnel, and physical plant. However, the data in the area of physical plant were not conclusive, due to low numbers of responses in parts of the data. The differences observed in tables one through three are primarily due to the chief academic officers' perception that the chief business officer actually makes decisions or has influence on other people's decisions more frequently than should be the case. It should be noted that the Chi-square analysis used may not accurately depict differences in independent groups. However, given the relatively large Chi-square values obtained, it is likely that the differences would be similar to those observed if a test of dependent groups had been used.

Analysis and Interpretation of Question Three

Question 3. Given a list of administrative decisions to be made by the chief academic officer and/or the chief business officer, from the point of view of the chief business officer, is there a difference in who actually makes the decisions ("actual") versus who should make the decisions ("ideal")?

Tables five through eight present response frequencies and percentages related to question number three. The data are presented so as to compare the chief business officers' "actual" responses to the chief business officers' "ideal" for each responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question three follows table eight.

TABLE 5

QUESTION 3 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO Actual Totals	132 (54)	95 (46)	112 (45)	170 (49)	138 (54)	144 (52)	244 (49)	1035
CBO Ideal Totals	112 (46)	113 (54)	136 (55)	126 (51)	116 (46)	132 (48)	250 (51)	1035
TOTALS	244	208	248	346	254	276	494	2070

8.12 < 12.59 with 6 df. p > .05

The analysis of data in Table 5 resulted in a Chi-square value of 8.12. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer "actual" responses and the chief business officer "ideal" responses are not significantly different in the area of budget.

TABLE 6

QUESTION 3 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO Actual Totals	250 (56)	253 (48)	236 (44)	164 (49)	59 (57)	289 (53)	198 (49)	1449
CBO Ideal Totals	194 (44)	278 (52)	306 (56)	168 (51)	45 (43)	254 (47)	204 (51)	1449
TOTALS	444	531	542	332	104	543	402	2898

21.56 > 12.59 with 6 df. p < .05

The analysis of data in Table 6 resulted in a Chi-square value of 21.56. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05

level was 12.59. The calculated Chi-square value is above this; therefore the chief business officer "actual" responses and the chief business officer "ideal" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief business officer "actual" and "ideal" responses with respect to Columns A-B (7.262); A-C (15.908); A-D (3.643); A-G (4.212); C-E (6.117); and C-F (10.178). In column A, the percentage of chief business officer's "actual" responses (56 percent) is greater than chief business officer's "ideal" responses (44 percent), indicating that chief business officers feel that more chief academic officers act alone in making institutional program decisions less than ideally should be the case.

TABLE 7

QUESTION 3 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO Actual Totals	318 (58)	123 (39)	77 (39)	75 (46)	29 (66)	242 (53)	171 (50)	1035
CBO Ideal Totals	235 (42)	193 (61)	119 (61)	88 (54)	15 (34)	212 (47)	173 (50)	1035
TOTALS	553	316	196	163	44	454	344	2070

44.45 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 7 resulted in a Chi-square value of 44.45. The value of Chi-square, with 6

degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officer "actual" responses and the chief business officer "ideal" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief business officer "actual" and chief business officer "ideal" responses, with respect to Columns A-B (27.776); A-C (19.271); A-D (6.715); A-G (5.197); B-E (11.529); B-F (15.452); B-G (7.756); C-E (10.828); C-F (10.765); C-G (5.463); D-E (5.487); and E-G (4.099). Column A shows that a higher percentage of chief business officers (58 percent) think that chief academic officers alone make personnel decisions than ideally should be the case (42 percent). Only 39 percent of the chief business officers' responses in column B indicate that chief business officers think they are consulted by chief academic officers on personnel decisions, while 61 percent of the responses indicate that, ideally, the chief business officer should be consulted. The same percentage distribution in column C indicates that chief business officers prefer more joint decision making in personnel matters.

TABLE 8

QUESTION 3 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO Actual Totals	70 (60)	86 (43)	115 (43)	38 (49)	09 (64)	205 (54)	98 (54)	621
CBO Ideal Totals	46 (40)	112 (57)	154 (57)	40 (51)	05 (36)	179 (46)	85 (46)	621
TOTALS	116	198	269	78	14	384	183	1242

17.91 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 8 resulted in a Chi-square value of 17.91. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officer "actual" responses and the chief business officer "ideal" responses are significantly different in the area of physical plant.

Statistically significant differences exist between chief business officer "actual" totals and chief business officer "ideal" totals, with respect to Columns A-B (8.367); A-C (10.051); B-F (5.175); B-G (3.899); C-F (7.159); and C-G (5.099). In column A, 60 percent of the chief business officer actual responses indicate that chief academic officers alone make physical plant decisions, but 40 percent "ideal" responses indicate that chief business officers feel that chief academic officers make unilateral decisions more often than they should. This perception is borne out in column B, where 43 percent of the responses indicate that

chief business officers perceive that the chief academic officer actually makes physical plant decisions only after consulting with the chief business officer, but 57 percent of their responses indicate that ideally, this should occur more often. The same percentage of response distribution in column C indicates that chief business officers perceive that fewer joint decisions are made than should be the case.

SUMMARY OF FINDINGS FOR QUESTION THREE

Statistically significant differences exist between chief business officer "actual" and chief business officer "ideal" responses in three decision areas - institutional programs, personnel, and physical plant. The differences observed in tables five through eight are attributable to the view held by the chief business officers that chief academic officers unilaterally make decisions concerning institutional programs, personnel, and physical plant more frequently that ideally should be the case. It should be noted that the Chi-square analysis used may not accurately depict differences in dependent groups. However, given the relatively large Chi-square values obtained, it is likely the differences would be similar to those observed if a test of dependent groups had been used.

Analysis and Interpretation of Question Four

Question 4. Do chief academic officers differ from chief business officers in their perception of which officer actually makes administrative decisions and in their perception of who should make administrative decisions?

Tables nine through sixteen present response frequencies and percentages related to question number four. The data are presented so as to compare the chief academic officers' "actual" responses to the chief business officers' "actual" responses and the chief academic officers' "ideal" responses to the chief business officers' "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officers who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following

each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question four follows Table 16.

TABLE 9

QUESTION 4 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	145 (52)	112 (54)	123 (52)	200 (54)	132 (49)	220 (60)	218 (47)	1150
CBO Actual Totals	132 (48)	95 (46)	112 (48)	170 (46)	138 (51)	144 (40)	244 (53)	1035
TOTALS	277	207	235	370	270	264	462	2185

16.41 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 9 resulted in a Chi-square value of 16.41. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers "actual" responses and the chief business officer "actual" responses are significantly different in the area of budget.

Statistically significant differences exist between chief academic officer "actual" and chief business officer "actual" responses, with respect to Columns A-F (4.202); C-F (3.828); D-G (3.876); E-F (8.375); and F-G (14.357). The largest single difference in percentage response exists in column F. Sixty percent of the responses in this column are

chief academic officer "actual" and 40 percent are chief business officer "actual." These data indicate that a higher percentage of chief academic officers think the chief academic officer has greater influence than chief business officers over others who make budget decisions.

TABLE 10

QUESTION 4 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Ideal Totals	155 (58)	132 (54)	177 (57)	222 (64)	63 (35)	248 (65)	153 (38)	1150
CBO Ideal Totals	112 (42)	113 (46)	136 (43)	126 (36)	116 (65)	132 (35)	250 (62)	1035
TOTALS	267	245	313	348	179	380	403	2185

$102.56 > 12.59$ with 6 df. $p < .05$

The analysis of data in Table 10 resulted in a Chi-square value of 102.56. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "ideal" responses and the chief business officer "ideal" responses are significantly different in the area of budget.

Statistically significant differences exist between chief academic officer "ideal" and chief business officer "ideal" responses with respect to Columns A-E (22.405); A-F (3.481); A-G (26.090); B-D (5.875); B-E (14.533); B-F (8.102); B-G (15.659); C-D (3.614); C-E (20.783); C-F (5.495); C-G (24.488); D-E (38.926); D-G (49.829); E-F

(44.569); and F-G (58.331). Columns E, F, and G are consistently and significantly different from other columns in the table. The differences in percentage responses in these three columns together indicate that chief academic officers think that chief business officers should have less decision making influence than chief business officers themselves think they should have in the area of budget.

TABLE 11

QUESTION 4 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	327 (57)	331 (57)	269 (53)	120 (42)	72 (55)	322 (53)	169 (46)	1610
CBO Actual Totals	250 (43)	253 (43)	236 (47)	164 (58)	59 (45)	289 (47)	198 (54)	1449
TOTALS	577	584	505	284	131	611	367	3059

26.63 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 11 resulted in a Chi-square value of 26.63. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "actual" responses and the chief business officer "actual" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief academic officer "actual" and chief business officer "actual" responses with respect to Columns A-D (15.851); A-G

(10.153); B-D (15.927); B-G (10.212); C-D (8.822); C-G (4.430); D-E (5.824); D-F (8.465); and F-G (4.058). Column D is consistently and significantly different from most of the other columns. The percentage response differences in this column (42 percent of chief academic officer "actual" versus 58 percent chief business officer "actual"), indicates that chief academic officers feel they are actually consulted by the chief business officer less often than chief business officers perceive actually happens.

TABLE 12

QUESTION 4 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO Ideal Totals	336 (63)	356 (56)	331 (52)	121 (42)	33 (42)	332 (57)	101 (33)	1610
CBO Ideal Totals	194 (37)	278 (44)	306 (48)	168 (58)	45 (58)	254 (43)	204 (67)	1449
TOTALS	530	634	637	289	78	586	305	3059

95.07 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 12 resulted in a Chi-square value of 95.07. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "ideal" responses and the chief business officer "ideal" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief academic officer "ideal" responses and chief business officer "ideal" responses with respect to Columns A-B (6.285; A-C (15.445); A-D (35.142); A-E (12.675); A-F (5.263); A-G (71.163); B-D (16.217); B-G (43.745); C-D (8.107); C-G (29.508); D-F (16.949); D-G (4.858); E-F (5.725); and F-G (44.499). Column A is consistently and significantly different from all of the other columns in Table 12. In this column, a higher percentage of chief academic officers' responses than chief business officers' responses (63 percent versus 37 percent, column A) favor the chief academic officer alone as ideal decision maker. This contrasts with the percentage distribution in column E, where a higher percentage of chief business officers' responses (58 percent versus 42 percent) favor the chief business officer as ideal decision maker.

TABLE 13

QUESTION 4 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	375 (61)	130 (40)	106 (47)	97 (52)	59 (80)	248 (54)	135 (44)	1150
CBO Actual Totals	235 (39)	193 (60)	119 (53)	88 (48)	15 (20)	212 (46)	173 (56)	1035
TOTALS	610	323	225	185	74	460	308	2185

73.43 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 13 resulted in a Chi-square value of 73.43. The value of Chi-square, with 6

degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "actual" responses and the chief business officer "actual" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief academic officer "actual" responses and chief business officer "actual" responses, with respect to Columns A-B (38.325); A-E (9.482); B-E (37.627); C-E (23.957); and D-E (21.423). These differences suggest that column E may account for much of the significant Chi-square value in Table 13. In this column, 80 percent chief academic officers' responses versus 20 percent chief business officers' responses indicate that chief academic officers are much more likely than chief business officers to view the chief business officer as sole decision maker in the area of personnel. It should also be noted that in columns A and B, the responses indicate that more chief academic officers feel that they are sole decision makers than chief business officers believe that they are (61 percent versus 39 percent, column A), and more chief business officers feel that they are actually consulted by chief academic officers than the chief academic officers themselves believe are consulted (60 percent versus 40 percent, column B).

TABLE 14

QUESTION 4 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO Ideal Totals	386 (62)	157 (45)	149 (56)	115 (57)	21 (58)	213 (50)	109 (39)	1150
CBO Ideal Totals	235 (38)	193 (55)	119 (44)	88 (43)	15 (42)	212 (50)	173 (61)	1035
TOTALS	621	350	268	203	36	425	282	2185

57.00 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 14 resulted in a Chi-square value of 57.00. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "ideal" responses and the chief business officer "ideal" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief academic officer "ideal" and chief business officer "ideal" responses, with respect to Columns A-B (27.181); A-F (14.947); A-G (43.261); B-C (7.003); B-D (7.149); C-G (15.842); D-G (15.383); E-G (5.116); and F-G (8.985). These differences suggest that columns A and G account for much of the overall difference in Table 14. In column A, the difference in percentage responses (62 percent chief academic officer versus 38 percent chief business officer) indicates that chief academic officers feel that they alone should make personnel decisions, but fewer chief business officers would agree with this perception. In column G, the

situation is reversed, where 61 percent of the chief business officers' responses favor greater influence by the chief business officers over personnel decisions than would be favored by chief academic officers (39 percent).

TABLE 15

QUESTION 4 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO Actual Totals	94 (57)	112 (57)	106 (48)	42 (52)	05 (33)	275 (57)	56 (36)	690
CBO Actual Totals	70 (43)	86 (43)	115 (52)	38 (48)	09 (67)	205 (43)	98 (64)	621
TOTALS	164	198	221	80	14	480	154	1311

$26.74 > 12.59$ with 6 df. $p < .05$

The analysis of data in Table 15 resulted in a Chi-square value of 26.74. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "actual" responses and the chief business officer "actual" responses are significantly different in the area of physical plant.

Statistically significant differences exist between chief academic officer "actual" responses and chief business officer "actual" responses, with respect to Columns A-G (13.993); B-G (14.171); C-G (4.977); D-G (5.632); and F-G (20.466). The data in column G seem to contribute more to this difference than data in any other column. Sixty-four

percent of the chief business officers' responses indicate that chief business officers view themselves as having greater influence over decisions made by other persons, whereas only 36 percent of the chief academic officers' responses support this view. The reverse relationship is seen in Column F and in Column A, where chief academic officers appear to view themselves as actually having the greater influence over decisions made by other persons.

TABLE 16

QUESTION 4 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO Ideal Totals	109 (70)	141 (56)	133 (46)	22 (35)	02 (29)	266 (60)	17 (17)	690
CBO Ideal Totals	46 (30)	112 (44)	154 (54)	40 (65)	05 (71)	179 (40)	85 (83)	621
TOTALS	155	253	287	62	07	445	102	1311

95.96 > 12.59 with 6 df. $p < .05$

Warning: Expected value in 1 cell < 5

The analysis of data in Table 16 resulted in a Chi-square value of 95.96. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer "ideal" responses and the chief business officer "ideal" responses are significantly different in the area of physical plant.

Due to the insufficient number of responses in one cell, no significant conclusions can be reached using the data in Table 16.

SUMMARY OF FINDINGS FOR QUESTION FOUR

The findings are summarized in three parts: (1) chief academic officer "actual" to chief business officer "actual" responses (2) chief academic officer "ideal" to chief business officer "ideal" responses, and (3) a comparison between "actual" and "ideal" responses.

Statistically significant differences exist between both chief academic officer "actual" - chief business officer "actual", and chief business officer "ideal" - chief business officer "ideal" responses in all four decision areas; budget, institutional programs, personnel, and physical plant. However, one table (chief academic officer "ideal" - chief business officer "ideal") contained a low number of responses in one decision area (physical plant), and thus this part of the findings is not discussable.

In comparing chief academic officer "actual" to chief business officer "actual" responses, significant differences indicate that (1) chief academic officers perceive themselves as actually having more decision-making influence than chief business officers think is actually the case; (2) chief academic officers perceive themselves as being consulted less frequently by the chief business officer than

the chief business officer thinks is actually the case, or (3) that chief business officers view themselves as having more influence over other decision makers than chief academic officers would attribute to chief business officers and (4) chief academic officers perceive that they actually have greater influence over others than chief business officers would actually attribute to them.

In comparing chief academic officer "ideal" to chief business officer "ideal," significant differences can be attributed to responses indicating that (1) chief academic officers' perception that they should have more influence on budget decisions and that chief business officers should have less influence on such decisions; (2) the chief academic officers perception that they alone should make decisions in the area of institutional programs and the chief business officers' perception that they should have greater influence in the same area; and (3) the perception of each official that he or she should have greater influence than the other in personnel matters.

An overview of the two sets of findings shows that the chief academic officer and the chief business officer each feels that he or she actually makes fewer decisions or has less influence on decisions made by others than would ideally be the case. This difference is consistent across the decision areas and follows much the same pattern within each area.

Analysis and Interpretation of Question Five

Question 5: Do chief academic officers with an earned doctorate and chief academic officers without an earned doctorate differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 17 through 24 present response frequencies and percentages related to question number five. The data are presented so as to compare the chief academic officers' with the doctorate "actual" responses to the chief academic officers' "actual" responses without a doctorate and the chief academic officers' with the doctorate "ideal" responses to the chief academic officers' "ideal" responses without a doctorate for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the official(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would

make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question five follows Table 24.

TABLE 17

QUESTION 5 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO With Doctorate Actual Totals	142 (98)	110 (98)	117 (95)	195 (98)	122 (92)	217 (99)	217 (99)	1120
CAO Without Doctorate Actual Totals	03 (02)	02 (02)	06 (05)	05 (02)	10 (08)	03 (01)	01 (01)	30
TOTALS	145	112	123	200	132	220	218	1150

21.09 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 4 cells < 5, 1 cell < 2

The analysis of data in Table 17 resulted in a Chi-square value of 21.09. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with the doctorate "actual" responses and the chief academic officer without the doctorate "actual" responses are significantly different in the area of budget. However, due to the insufficient number of responses in 4 cells, no significant conclusions can be reached using the data in Table 17.

TABLE 18

QUESTION 5 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Without Doctorate Ideal Responses	153 (99)	129 (98)	169 (95)	210 (95)	62 (98)	245 (99)	152 (99)	1120
CAO Without Doctorate Ideal Responses	02 (01)	03 (02)	08 (05)	12 (05)	01 (02)	03 (01)	01 (01)	30
TOTALS	155	132	177	222	63	248	153	1150

14.97 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 5 cells < 5, 2 cells < 2

The analysis of data in Table 18 resulted in a Chi-square value of 14.97. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with the doctorate "ideal" responses and the chief academic officer without the doctorate "ideal" responses are significantly different in the area of budget.

Due to the insufficient number of responses in five cells, no significant conclusions can be reached using the data in Table 18.

TABLE 19

QUESTION 5 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO With Doctorate Actual Responses	321 (98)	324 (98)	262 (97)	110 (92)	63 (88)	320 (99)	168 (99)	1568
CAO Without Doctorate Actual Responses	06 (02)	07 (02)	07 (03)	10 (08)	09 (12)	02 (01)	01 (01)	42
TOTALS	327	331	269	120	72	322	169	1610

52.00 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 2 cells < 5, 1 cell < 2

The analysis of data in Table 19 resulted in a Chi-square value of 52.00. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers with the doctorate "actual" responses and the chief academic officers without the doctorate "actual" responses are significantly different in the area of institutional programs. However, due to the insufficient number of responses in two cells, no significant conclusions can be reached using the data in Table 19.

TABLE 20

QUESTION 5 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO With Doctorate Ideal Responses	330 (98)	347 (97)	318 (96)	111 (92)	31 (94)	331 (99)	100 (99)	1568
CAO Without Doctorate Ideal Responses	06 (02)	09 (03)	13 (04)	10 (08)	02 (06)	01 (01)	01 (01)	42
TOTALS	336	356	331	121	33	332	101	1610

27.95 > 12.59 with 6 df. p < .05

Warning: Expected values in 3 cells < 5, 2 cells < 2

The analysis of data in Table 20 resulted in a Chi-square value of 27.95. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with the doctorate "ideal" responses and the chief academic officer without the doctorate "ideal" responses are significantly different in the area of institutional programs. However, due to the insufficient number of responses in three cells, no significant conclusions can be reached using the data in Table 20.

TABLE 21

QUESTION 5 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO With Doctorate Actual Responses	370 (99)	124 (95)	99 (93)	94 (97)	53 (90)	246 (99)	134 (99)	1120
CAO Without Doctorate Actual Responses	05 (01)	06 (05)	07 (07)	03 (03)	06 (10)	02 (01)	01 (01)	30
TOTALS	375	130	106	97	59	248	135	1150

29.51 > 12.59 with 6 df. p < .05

Warning: Expected values in 3 cells < 5, 1 cell < 2

The analysis of data in Table 21 resulted in a Chi-square value of 29.51. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with the doctorate "actual" responses and the chief academic officer without the doctorate "actual" responses are significantly different in the area of personnel. However, due to the insufficient number of responses in three cells, no significant conclusions can be reached using the data in Table 21.

TABLE 22

QUESTION 5 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO With Doctorate Ideal Responses	380 (98)	149 (95)	141 (95)	110 (96)	20 (95)	212 (99)	108 (99)	1120
CAO Without Doctorate Ideal Responses	06 (02)	08 (05)	08 (05)	05 (04)	01 (05)	01 (01)	01 (01)	30
TOTALS	386	157	149	115	21	213	109	1150

16.79 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 3 cells < 5, 3 cells < 2

The analysis of data in Table 22 resulted in a Chi-square value of 16.79. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with the doctorate "ideal" responses and the chief academic officer without the doctorate "ideal" responses are significantly different in the area of personnel. However, due to the insufficient number of responses in three cells, no significant conclusions can be reached using the data in Table 22.

TABLE 23

QUESTION 5 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO With Doctorate Actual Responses	92 (98)	111 (99)	104 (98)	37 (88)	05 (100)	268 (97)	55 (98)	672
CAO Without Doctorate Actual Responses	02 (02)	01 (01)	02 (02)	05 (12)	00 (00)	07 (03)	01 (02)	18
TOTALS	94	112	106	42	05	275	56	690

91.43 > 12.59 with 6 df. p < .05

Warning: Expected values in 5 cells < 5, 3 cells < 2

The analysis of data in Table 23 resulted in a Chi-square value of 91.43. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with the doctorate "actual" responses and the chief academic officer without the doctorate "actual" responses are significantly different in the area of physical plant. However, due to the insufficient number of responses in five cells, no significant conclusions can be reached using the data in Table 23.

TABLE 24

QUESTION 5 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO With Doctorate Ideal Responses	105 (96)	140 (99)	129 (97)	20 (91)	02 (100)	259 (97)	17 (100)	672
CAO Without Doctorate Ideal Responses	04 (04)	01 (01)	04 (03)	02 (09)	00 (00)	07 (03)	00 (00)	18
TOTALS	109	141	133	22	02	266	17	690

6.72 < 12.59 with 6 df. p > .05

Warning: Expected values in 7 cells < 5, 3 cells < 2

The analysis of data in Table 24 resulted in a Chi-square value of 6.72. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officers with the doctorate "ideal" responses and the chief academic officers without the doctorate "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION FIVE

All of the tables pertaining to question five contained one or more cells with frequencies of less than five responses, thus the findings are not conclusive.

Analysis and Interpretation of Question Six

Question 6: Do chief business officers with an earned doctorate and chief business officers without an earned doctorate differ in their perception of who actually makes

administrative decisions and who should make administrative decisions?

Tables 25 through 32 present response frequencies and percentages related to question number six. The data are presented so as to compare the chief business officers' "actual" with doctorate responses to the chief business officers' "actual" responses without a doctorate and the chief business officers' "ideal" with doctorate responses to the chief business officers' "ideal" responses without a doctorate for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question six follows Table 32.

TABLE 25

Question 6 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Actual Responses	33 (25)	27 (28)	27 (24)	35 (21)	26 (19)	27 (19)	35 (14)	210
CBO Without Doctorate Actual Responses	99 (75)	68 (72)	85 (76)	135 (79)	112 (81)	117 (81)	209 (86)	825
TOTALS	132	95	112	170	138	144	244	1035

$12.44 < 12.59$ with 6 df. $p > .05$

The analysis of data in Table 25 resulted in a Chi-square value of 12.44. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with the doctorate "actual" responses and the chief business officer without the doctorate "actual" responses are not significantly different in the area of budget.

TABLE 26

Question 6 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Ideal Responses	30 (27)	30 (27)	31 (23)	36 (20)	23 (20)	22 (17)	38 (15)	210
CBO Without Doctorate Ideal Responses	82 (73)	83 (73)	105 (77)	140 (80)	93 (80)	110 (83)	212 (85)	825
TOTALS	112	113	136	176	116	132	250	1035

11.28 < 12.59 with 6 df. p > .05

The analysis of data in Table 26 resulted in a Chi-square value of 11.28. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with the doctorate "ideal" responses and the chief business officer without the doctorate "ideal" responses are not significantly different in the area of budget.

TABLE 27

Question 6 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Actual Responses	78 (31)	43 (17)	51 (22)	41 (25)	10 (17)	44 (15)	27 (14)	294
CBO Without Doctorate Actual Responses	172 (69)	210 (83)	185 (78)	123 (75)	49 (83)	245 (85)	171 (86)	1155
TOTALS	250	253	236	164	59	289	198	1449

33.01 > 12.59 with 6 df. p < .05

The analysis of data in Table 27 resulted in a Chi-square value of 33.01. The value of Chi-square, with 6

degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officer with the doctorate "actual" responses and the chief business officer without the doctorate "actual" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief business officer with doctorate "actual" responses and chief business officer without doctorate "actual" responses, with respect to Columns A-B (13.887); A-C (5.726); A-E (4.759); A-F (19.535); A-G (18.995); B-D (3.963); D-F (6.559); and D-G (7.593). The data in column A likely account for most of the observed differences, since this column was statistically different from all but one of the remaining columns. A slightly smaller difference in group responses is shown in column A than in any other column. This indicates that there is more agreement among chief business officers with doctorates and those who do not hold the doctorate, with respect to the chief academic officer's actually being the sole decision maker in the area of institutional programs.

TABLE 28

Question 6 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Ideal Responses	57 (29)	54 (19)	66 (22)	42 (25)	06 (13)	45 (18)	24 (12)	294
CBO Without Doctorate Ideal Responses	137 (71)	224 (81)	240 (78)	126 (75)	39 (87)	209 (82)	180 (88)	1155
TOTALS	194	278	306	168	45	254	204	1149

24.21 > 12.59 with 6 df. p < .05

The analysis of data in Table 28 resulted in a Chi-square value of 24.21. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officer with the doctorate "ideal" responses and the chief business officer without the doctorate "ideal" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief business officers with doctorates "ideal" responses and chief business officer without doctorates "ideal" responses, with respect to column A and column B (6.298); C (3.907); E (4.846); F (8.511); and G (19.038). Significant differences also exist between columns B-G (5.090); C-G (8.095); and D-G (11.058). Column A contains the smallest difference in percentage response between the two groups. Seventy-one percent of the responses are by chief business officers without the doctorate, compared to 29 percent by those with a doctorate. This contrasts to the largest

difference in column G, where 88 percent of the responses are by the former and 12 percent are by the latter.

TABLE 29

Question 6 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Actual Responses	77 (24)	19 (15)	19 (25)	24 (32)	07 (24)	42 (17)	22 (13)	210
CBO Without Doctorate Actual Responses	241 (76)	104 (85)	58 (75)	51 (68)	22 (76)	200 (83)	149 (87)	825
TOTALS	318	123	77	75	29	242	171	1035

19.47 > 12.59 with 6 df. p < .05

The analysis of data in Table 29 resulted in a Chi-square value of 19.47. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officer with doctorate "actual" responses and the chief business officer without the doctorate "actual" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief business officer with doctorate "actual" responses and chief business officer without doctorate "actual" responses, with respect to Columns A-B (4.003); A-F (3.863); A-G (8.869); B-D (7.509); C-G (5.366); D-F (7.449); and D-G (12.556). However, these data show no consistent pattern of responses, and it is unclear which column(s) account for the significant Chi-square observed for Table 29.

TABLE 30

Question 6 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Ideal Responses	52 (22)	47 (24)	25 (21)	28 (32)	00 (00)	35 (17)	12 (13)	210
CBO Without Doctorate Ideal Responses	183 (78)	146 (76)	94 (79)	60 (68)	15 (100)	177 (83)	150 (87)	825
TOTALS	235	193	119	88	15	212	173	1035

20.66 > 12.59 with 6 df. p < .05

Warning: Expected values in 1 cell < 5, 1 cell < 2

The analysis of data in Table 30 resulted in a Chi-square value of 20.66. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officer with the doctorate "ideal" responses and the chief business officer without the doctorate "ideal" responses are significantly different in the area of personnel. However, due to the insufficient number of responses in one cell, no significant conclusions can be reached using the data in Table 30.

TABLE 31

Question 6 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Actual Responses	16 (23)	21 (24)	28 (24)	07 (18)	01 (11)	35 (17)	18 (18)	126
CBO Without Doctorate Actual Responses	54 (77)	65 (76)	87 (76)	31 (82)	08 (89)	170 (83)	80 (82)	495
TOTALS	70	86	115	38	09	205	98	621

4.45 < 12.59 with 6 df. p > .05

Warning: Expected values in 1 cell < 5, 1 cell < 2

The analysis of data in Table 31 resulted in a Chi-square value of 4.45. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with the doctorate "actual" responses and the chief business officer without the doctorate "actual" responses are not significantly different in the area of physical plant.

TABLE 32

Question 6 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO With Doctorate Ideal Responses	12 (26)	26 (23)	37 (24)	09 (23)	00 (00)	28 (16)	14 (16)	126
CBO Without Doctorate Ideal Responses	34 (74)	86 (77)	117 (76)	31 (77)	05 (100)	151 (84)	71 (84)	495
TOTALS	46	112	154	40	05	179	85	621

7.43 < 12.59 with 6 df. p > .05

Warning: Expected values in 1 cell < 5, 1 cell < 2

The analysis of data in Table 32 resulted in a Chi-square value of 7.43. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with the doctorate "ideal" responses and the chief business officer without the doctorate "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION SIX

Statistically significant differences exist between chief business officer with doctorate "actual" responses and chief business officer without doctorate "actual" responses, for the decision areas of institutional programs and personnel. Significant differences also exist between chief business officer with doctorate "ideal" responses and chief business officer without doctorate "ideal" responses for these same two decision areas, and for physical plant. However, low response rates in the area of personnel and physical plant prevent any further interpretation of data in those areas.

Overall, no consistent pattern of responses can be detected in the data, and the significant differences identified in Tables 27, 28, and 29 remain unexplained in terms of the association between decision making and whether or not chief business officers hold the doctorate.

Analysis and Interpretation of Question Seven

Question 7: Do chief academic officers with three or less years in their position and chief academic officers with four or more years in their position differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 33 through 40 present response frequencies and percentages related to question number seven. The data are

presented so as to compare the chief academic officers' "actual" with three or less years experience responses to the chief academic officers' "actual" with four or more years experience responses and the chief academic officers' "ideal" with three or less years experience responses to the chief academic officers' "ideal" with four or more years experience responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question seven follows Table 40.

TABLE 33

QUESTION 7 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Actual Responses	71 (49)	47 (42)	54 (44)	92 (46)	62 (47)	97 (44)	97 (44)	520
CAO 4 or more years Actual Responses	74 (51)	65 (58)	69 (56)	108 (54)	70 (53)	123 (56)	121 (56)	630
TOTALS	145	112	123	200	132	220	218	1150

1.76 < 12.59 with 6 df. p > .05

The analysis of data in Table 33 resulted in a Chi-square value of 1.76. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officer with three or less years experience "actual" responses and the chief academic officer with four or more years experience "actual" responses are not significantly different in the area of budget.

TABLE 34

QUESTION 7 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Ideal Responses	75 (48)	60 (45)	83 (47)	109 (49)	19 (30)	108 (44)	66 (43)	520
CAO 4 or more years Ideal Responses	80 (52)	72 (55)	94 (53)	113 (51)	44 (70)	140 (56)	87 (57)	630
TOTALS	155	132	177	222	63	248	153	1150

8.49 < 12.59 with 6 df. p > .05

The analysis of data in Table 34 resulted in a Chi-square value of 8.49. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officer with three or less years experience "ideal" responses and the chief academic officers with four or more years experience "ideal" responses are not significantly different in the area of budget.

TABLE 35

QUESTION 7 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Actual Responses	146 (45)	156 (47)	115 (43)	58 (48)	36 (50)	142 (44)	75 (44)	728
CAO 4 or more years Actual Responses	181 (55)	175 (53)	154 (57)	62 (52)	36 (50)	180 (56)	94 (56)	882
TOTALS	327	331	269	120	72	332	169	1610

2.54 < 12.59 with 6 df. p > .05

The analysis of data in Table 35 resulted in a Chi-square value of 2.54. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officer with three or less years experience "actual" responses and the chief academic officer with four or more years experience "actual" responses are not significantly different in the area of institutional programs.

TABLE 36

QUESTION 7 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Ideal Responses	149 (44)	174 (49)	144 (44)	57 (47)	14 (42)	152 (46)	38 (38)	728
CAO 4 or more years Ideal Responses	187 (56)	182 (51)	187 (56)	64 (53)	19 (58)	180 (54)	63 (62)	882
TOTALS	336	356	331	121	32	332	101	1610

5.09 < 12.59 with 6 df. p > .05

The analysis of data in Table 36 resulted in a Chi-square value of 5.09. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officer with three or less years experience "ideal" responses and the chief academic officer with four or more years experience "ideal" responses are not significantly different in the area of institutional programs.

TABLE 37

QUESTION 7 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Actual Responses	179 (48)	69 (53)	42 (40)	52 (54)	29 (49)	91 (37)	58 (43)	520
CAO 4 or more years Actual Responses	196 (52)	61 (47)	64 (60)	45 (46)	30 (51)	157 (63)	77 (57)	630
TOTALS	375	130	106	97	59	248	135	1150

16.21 > 12.59 with 6 df. p < .05

The analysis of data in Table 37 resulted in a Chi-square value of 16.21. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with three or less years experience "actual" responses and the chief academic officer with four or more years experience "actual" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief academic officer with three or less years "actual" responses and chief academic officer with four or more years "actual" responses, with respect to Columns A-F (7.409); B-C (4.243); B-F (9.378); C-D (3.985); and D-F (8.220). Column F is consistently and significantly different from other columns. In this column, 63 percent of responses by chief academic officers with four or more years of experience compared to 37 percent of chief academic officers with three or less years of experience feel that the chief business officer actually has greater influence than the chief academic officer over other decision makers in the area of personnel.

TABLE 38

QUESTION 7 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Ideal Responses	178 (46)	84 (54)	60 (40)	66 (57)	08 (38)	80 (38)	44 (40)	520
CAO 4 or more years Ideal Responses	208 (54)	73 (46)	89 (60)	49 (43)	13 (62)	133 (62)	65 (60)	630
TOTALS	386	157	149	115	21	213	109	1150

332.84 > 12.59 with 6 df. p < .05

The analysis of data in Table 38 resulted in a Chi-square value of 19.339. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officer with three or less years experience "ideal" responses and the chief academic officer with four or more years experience "ideal" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief academic officers with three or less years experience "ideal" responses and chief academic officer's with four or more years experience "ideal" responses, with respect to Columns A-D (4.510); A-F (4.097); B-C (5.375); B-F (9.311); B-G (4.447); C-D (7.628); D-F (11.893); and D-G (6.490). However, no pattern of responses can be detected in these data, and the significant Chi-square value observed in Table 38 remains unexplained.

TABLE 39

QUESTION 7 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Actual Responses	40 (43)	51 (46)	43 (41)	23 (55)	03 (60)	124 (45)	28 (50)	312
CAO 4 or more years Actual Responses	54 (57)	61 (54)	63 (59)	19 (45)	02 (40)	151 (55)	28 (50)	378
TOTALS	94	112	106	42	05	275	56	690

3.70 < 12.59 with 6 df. p > .05

Warning: Expected values in 2 cells < 5

The analysis of data in Table 39 resulted in a Chi-square value of 3.70. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officer with three or less years experience "actual" responses and the chief academic officer with four or more years experience "actual" responses are not significantly different in the area of physical plant.

TABLE 40

QUESTION 7 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO 3 or less years Ideal Responses	43 (39)	67 (48)	59 (44)	11 (50)	01 (50)	121 (45)	10 (59)	312
CAO 4 or more years Ideal Responses	66 (61)	74 (52)	74 (56)	11 (50)	01 (50)	145 (55)	07 (41)	378
TOTALS	109	141	133	22	02	266	17	690

3.30 < 12.59 with 6 df. p > .05

Warning: Expected values in 2 cells < 5, 2 cells < 2

The analysis of data in Table 40 resulted in a Chi-square value of 3.30. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officer with three or less years experience "ideal" responses and the chief academic officer with four or more years experience "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION SEVEN

Statistically significant differences exist between chief academic officers with three or less years of experience "actual" responses and chief academic officers with four or more years of experience "actual" responses with respect to the area of personnel. Significant differences also exist between these groups with respect to "ideal" responses. However, the only pattern that is discernable in these data is that chief academic officers with more experience attribute greater decision making influence to chief business officers than do chief academic officers with less experience.

Analysis and Interpretation of Question Eight

Question 8: Do chief business officers with three or less years in their position and chief business officers

with four or more years in their position differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 41 through 48 present response frequencies and percentages related to question number eight. The data are presented so as to compare the chief business officers' with three or less years experience "actual" responses to the chief business officers' with four or more years experience "actual" responses and the chief business officers' with three or less years experience "ideal" responses to the chief business officers' with four or more years experience "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis

of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question eight follows Table 48.

TABLE 41

QUESTION 8 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Actual Responses	37 (32)	38 (36)	30 (23)	60 (34)	44 (35)	43 (31)	93 (37)	345
CBO 4 or more years Actual Responses	78 (68)	69 (64)	98 (77)	114 (66)	80 (65)	96 (69)	155 (63)	690
TOTALS	115	107	128	174	124	139	248	1035

8.59 < 12.59 with 6 df. p > .05

The analysis of data in Table 41 resulted in a Chi-square value of 8.59. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "actual" responses and the chief business officer with four or more years experience "actual" responses are not significantly different in the area of budget.

TABLE 42

QUESTION 8 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Ideal Responses	34 (30)	44 (39)	38 (28)	62 (35)	36 (31)	36 (27)	95 (38)	345
CBO 4 or more years Ideal Responses	78 (70)	69 (61)	98 (72)	114 (65)	80 (69)	96 (73)	155 (62)	690
TOTALS	112	113	136	176	116	132	250	1035

9.01 < 12.59 with 6 df. p > .05

The analysis of data in Table 42 resulted in a Chi-square value of 9.01. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "ideal" responses and the chief business officer with four or more years experience "ideal" responses are not significantly different in the area of budget.

TABLE 43

QUESTION 8 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Actual Responses	81 (32)	73 (29)	73 (31)	62 (38)	21 (36)	96 (33)	77 (39)	483
CBO 4 or more years Actual Responses	169 (68)	180 (71)	163 (69)	102 (62)	38 (64)	193 (67)	121 (61)	966
TOTALS	250	253	236	164	59	289	198	1449

7.36 < 12.59 with 6 df. p > .05

The analysis of data in Table 43 resulted in a Chi-square value of 7.36. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "actual" responses and the chief business officer with four or more years experience "actual" responses are not significantly different in the area of institutional programs.

TABLE 44

QUESTION 8 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Ideal Responses	68 (35)	78 (28)	95 (31)	63 (37)	17 (38)	83 (33)	79 (39)	483
CBO 4 or more years Ideal Responses	126 (65)	200 (72)	211 (69)	105 (63)	28 (62)	171 (67)	125 (61)	966
TOTALS	194	278	306	168	45	254	204	1449

8.89 < 12.59 with 6 df. p > .05

The analysis of data in Table 44 resulted in a Chi-square value of 8.89. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "ideal" responses and the chief business officer with four or more years experience "ideal" responses are not significantly different in the area of institutional programs.

TABLE 45

QUESTION 8 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Actual Responses	105 (33)	45 (37)	27 (35)	26 (35)	08 (28)	75 (31)	59 (35)	345
CBO 4 or more years Actual Responses	213 (67)	78 (63)	50 (65)	49 (65)	21 (72)	167 (69)	112 (65)	690
TOTALS	318	123	77	75	29	242	171	1035

1.89 < 12.59 with 6 df. p > .05

The analysis of data in Table 45 resulted in a Chi-square value of 1.89. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "actual" responses and the chief business officer with four or more years experience "actual" responses are not significantly different in the area of personnel.

TABLE 46

QUESTION 8 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Ideal Responses	70 (30)	69 (36)	36 (30)	27 (31)	06 (40)	73 (34)	64 (37)	345
CBO 4 or more years Ideal Responses	165 (70)	124 (64)	83 (70)	61 (69)	09 (60)	139 (66)	109 (63)	690
TOTALS	235	193	119	88	15	212	173	1035

4.08 < 12.59 with 6 df. p > .05

The analysis of data in Table 46 resulted in a Chi-square value of 4.08. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "ideal" responses and the chief business officer with four or more years experience "ideal" responses are not significantly different in the area of personnel.

TABLE 47

QUESTION 8 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Actual Responses	21 (30)	32 (37)	38 (33)	12 (32)	05 (56)	61 (30)	38 (39)	207
CBO 4 or more years Actual Responses	49 (70)	54 (63)	77 (67)	26 (68)	04 (44)	144 (70)	60 (61)	414
TOTALS	70	86	115	38	09	205	98	621

5.47 < 12.59 with 6 df. p > .05

Warning: Expected values in 1 cell < 5

The analysis of data in Table 47 resulted in a Chi-square value of 5.47. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "actual" responses and the chief business officer with four or more years experience "actual"

responses are not significantly different in the area of physical plant.

TABLE 48

QUESTION 8 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO 3 or less years Ideal Responses	15 (33)	42 (38)	45 (29)	15 (38)	03 (60)	52 (29)	35 (41)	207
CBO 4 or more years Ideal Responses	31 (67)	70 (62)	109 (71)	25 (62)	02 (40)	127 (71)	50 (59)	414
TOTALS	46	112	154	40	05	179	85	621

7.80 < 12.59 with 6 df. p > .05

Warning: Expected values in 2 cells < 5

The analysis of data in Table 48 resulted in a Chi-square value of 7.80. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officer with three or less years experience "ideal" responses and the chief business officer with four or more years experience "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION EIGHT

No statistically significant differences exist between chief business officers with three or less years experience and chief business officers with four or more years of

experience for either "actual" or "ideal" decisions, in any decision area.

Analysis and Interpretation of Question Nine

Question 9: Do female chief academic officers and male chief academic officers differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 49 through 56 present response frequencies and percentages related to question number nine. The data are presented so as to compare the female chief academic officers' "actual" responses to the male chief academic officers' "actual" responses and the female chief academic officers' "ideal" responses to the male chief academic officers' "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief

business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question nine follows Table 56.

TABLE 49

QUESTION 9 BUDGET

	A	B	C	D	E	F	G	TOTALS
Female CAO Actual Responses	14 (10)	09 (08)	12 (10)	17 (09)	15 (11)	23 (10)	30 (14)	120
Male CAO Actual Responses	131 (90)	103 (92)	111 (90)	183 (91)	117 (89)	197 (90)	188 (86)	1030
TOTALS	145	112	123	200	132	220	218	1150

4.34 < 12.59 with 6 df. p > .05

The analysis of data in Table 49 resulted in a Chi-square value of 4.34. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the female chief academic officers' "actual" responses and the male chief academic officers' "actual" responses are not significantly different in the area of budget.

TABLE 50

QUESTION 9 BUDGET

	A	B	C	D	E	F	G	TOTALS
Female CAO Ideal Responses	16 (10)	14 (11)	19 (11)	20 (09)	07 (11)	26 (10)	18 (12)	120
Male CAO Ideal Responses	139 (90)	118 (89)	158 (89)	202 (91)	56 (89)	222 (90)	135 (88)	1030
TOTALS	155	132	177	222	63	248	153	1150

00.83 < 12.59 with 6 df. p >.05

The analysis of data in Table 50 resulted in a Chi-square value of 00.83. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the female chief academic officers' "ideal" responses and the male chief academic officers' "ideal" responses are not significantly different in the area of budget.

TABLE 51

QUESTION 9 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
Female CAO Actual Responses	27 (08)	31 (09)	25 (09)	13 (11)	10 (14)	43 (13)	19 (11)	168
Male CAO Actual Responses	300 (92)	300 (91)	244 (91)	107 (89)	62 (86)	279 (87)	150 (89)	1442
TOTALS	327	331	269	120	72	322	169	1610

6.43 < 12.59 with 6 df. p > .05

The analysis of data in Table 51 resulted in a Chi-square value of 6.43. The value of Chi-square, with 6

degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the female chief academic officers' "actual" responses and the male chief academic officers' "actual" responses are not significantly different in the area of institutional programs.

TABLE 52

QUESTION 9 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
Female CAO Ideal Responses	26 (07)	35 (10)	31 (09)	14 (12)	07 (21)	43 (13)	12 (12)	168
Male CAO Ideal Responses	310 (93)	321 (90)	300 (91)	107 (88)	26 (79)	289 (87)	89 (88)	1442
TOTALS	336	356	331	121	33	332	101	1610

9.90 < 12.59 with 6 df. p > .05

The analysis of data in Table 52 resulted in a Chi-square value of 9.90. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the female chief academic officers' "ideal" responses and the male chief academic officers' "ideal" responses are not significantly different in the area of institutional programs.

TABLE 53

QUESTION 9 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
Female CAO Actual Responses	29 (08)	15 (12)	05 (05)	13 (13)	09 (15)	29 (12)	20 (15)	120
Male CAO Actual Responses	346 (92)	115 (88)	101 (95)	84 (87)	50 (85)	219 (88)	115 (85)	1030
TOTALS	375	130	106	97	59	248	135	1150

12.38 < 12.59 with 6 df. p > .05

The analysis of data in Table 53 resulted in a Chi-square value of 12.38. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the female chief academic officers' "actual" responses and the male chief academic officers' "actual" responses are not significantly different in the area of personnel.

TABLE 54

QUESTION 9 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
Female CAO Ideal Responses	29 (08)	20 (13)	08 (05)	21 (18)	03 (14)	28 (13)	11 (10)	120
Male CAO Ideal Responses	357 (92)	137 (87)	141 (95)	94 (82)	18 (86)	185 (87)	98 (90)	1030
TOTALS	386	157	149	115	21	213	109	1150

18.07 > 12.59 with 6 df. p < .05

Warning: Expected values in 1 cell < 5

The analysis of data in Table 54 resulted in a Chi-square value of 18.07. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief academic officers' "ideal" responses and the male chief academic officers' "ideal" responses are significantly different in the area of personnel. However, due to the insufficient number of responses in one cell, no significant conclusions can be reached using the data in Table 54.

TABLE 55

QUESTION 9 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
Female CAO Actual Responses	07 (07)	06 (05)	07 (06)	04 (10)	03 (60)	40 (15)	05 (09)	72
Male CAO Actual Responses	87 (93)	106 (95)	99 (94)	38 (90)	02 (40)	235 (85)	51 (91)	618
TOTALS	94	112	106	42	05	275	56	690

23.94 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 3 cells < 5

The analysis of data in Table 55 resulted in a Chi-square value of 23.94. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief academic officers' "actual" responses and the male chief academic officers' "actual" responses are significantly different in the area of

physical plant. However, due to the insufficient number of responses in three cells, no significant conclusions can be reached using the data in Table 55.

TABLE 56

QUESTION 9 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
Female CAO Ideal Responses	08 (07)	11 (08)	08 (06)	05 (23)	00 (00)	39 (15)	01 (06)	72
Male CAO Ideal Responses	101 (93)	130 (92)	125 (94)	17 (77)	02 (100)	227 (85)	16 (94)	618
TOTALS	109	141	133	22	02	266	17	690

14.19 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 3 cells < 5, 2 cells < 2

The analysis of data in Table 56 resulted in a Chi-square value of 14.19. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief academic officers' "ideal" responses and the male chief academic officers' "ideal" responses are significantly different in the area of physical plant. However, due to the insufficient number of responses in three cells, no significant conclusions can be reached using the data in Table 56.

SUMMARY OF FINDINGS FOR QUESTION NINE

No statistically significant differences exist between male and female chief academic officers for either actual or ideal decisions in any decision area.

Analysis and Interpretation of Question Ten

Question 10: Do female chief business officers and male chief business officers differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 57 through 64 present response frequencies and percentages related to question number ten. The data are presented so as to compare the female chief business officers' "actual" responses to the male chief business officers' "actual" responses and the female chief business officers' "ideal" responses to the male chief business officers' "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents

a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question ten follows Table 64.

TABLE 57

QUESTION 10 BUDGET

	A	B	C	D	E	F	G	TOTALS
Female CBO Actual Responses	04 (03)	04 (04)	06 (05)	08 (05)	09 (07)	04 (03)	20 (08)	55
Male CBO Actual Responses	128 (97)	91 (96)	106 (95)	162 (95)	129 (93)	140 (97)	224 (92)	980
TOTALS	132	95	112	170	138	144	244	1035

7.99 < 12.59 with 6 df. p > .05

Warning: Expected values in 3 cells < 5

The analysis of data in Table 57 resulted in a Chi-square value of 7.99. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the female chief business officers' "actual" responses and the male chief business officers' "actual"

responses are not significantly different in the area of budget.

TABLE 58

QUESTION 10 BUDGET

	A	B	C	D	E	F	G	TOTALS
Female CBO Ideal Responses	02 (02)	05 (04)	09 (07)	06 (03)	09 (08)	03 (02)	21 (08)	55
Male CBO Ideal Responses	110 (98)	108 (96)	127 (93)	170 (97)	107 (92)	129 (98)	229 (92)	980
TOTALS	112	113	136	176	116	132	250	1035

13.21 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 2 cells < 5

The analysis of data in Table 58 resulted in a Chi-square value of 13.21. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief business officers' "ideal" responses and the male chief business officers' "ideal" responses are significantly different in the area of budget. However, due to the insufficient number of responses in two cells, no significant conclusions can be reached using the data in Table 58.

TABLE 59

QUESTION 10 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
Female CBO Actual Responses	07 (03)	14 (06)	11 (05)	07 (04)	03 (05)	12 (04)	23 (12)	77
Male CBO Actual Responses	243 (97)	239 (94)	225 (95)	157 (96)	56 (95)	277 (96)	175 (88)	1372
TOTALS	250	253	236	164	59	289	198	1449

20.13 > 12.59 with 6 df. p < .05

Warning: Expected values in 1 cell < 5

The analysis of data in Table 59 resulted in a Chi-square value of 20.13. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief business officers' "actual" responses and the chief male business officers' "actual" responses are significantly different in the area of institutional programs. However, due to the insufficient number of responses in one cell, no significant conclusions can be reached using the data in Table 59.

TABLE 60

QUESTION 10 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
Female CBO Ideal Responses	05 (03)	14 (05)	15 (05)	09 (05)	01 (02)	12 (05)	21 (10)	77
Male CBO Ideal Responses	189 (97)	264 (95)	291 (95)	159 (95)	44 (98)	242 (95)	183 (90)	1372
TOTALS	194	278	306	168	45	254	204	1449

14.12 > 12.59 with 6 df. p < .05

Warning: Expected values in 1 cell < 5, 1 cell < 2

The analysis of data in Table 60 resulted in a Chi-square value of 14.12. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief business officers' "ideal" responses and the male chief business officers' "ideal" responses are significantly different in the area of institutional programs. However, due to the insufficient number of responses in one cell, no significant conclusions can be reached using the data in Table 60.

TABLE 61

QUESTION 10 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
Female CBO Actual Responses	11 (03)	09 (07)	04 (05)	02 (03)	00 (00)	09 (04)	20 (12)	55
Male CBO Actual Responses	307 (97)	114 (93)	73 (95)	73 (97)	29 (100)	233 (96)	151 (88)	980
TOTALS	318	123	77	75	29	242	171	1035

20.84 > 12.59 with 6 df. p. < .05

Warning: Expected values in 3 cells < 5, 1 cell < 2

The analysis of data in Table 61 resulted in a Chi-square value of 20.84. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief business officers' "actual" responses and the male chief business officers' "actual" responses are significantly different in the area of

personnel. However, due to the insufficient number of responses in three cells, no significant conclusions can be reached using the data in Table 61.

TABLE 62

QUESTION 10 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
Female CBO Ideal Responses	08 (03)	09 (05)	11 (09)	02 (02)	00 (00)	09 (04)	16 (09)	55
Male CBO Ideal Responses	227 (97)	184 (95)	108 (91)	86 (98)	15 (100)	203 (96)	157 (91)	980
TOTALS	235	193	119	88	15	212	173	1035

13.78 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 2 cells < 5, 1 cell < 2

The analysis of data in Table 62 resulted in a Chi-square value of 13.78. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief business officers' "ideal" responses and the male chief business officers' "ideal" responses are significantly different in the area of personnel. However, due to the insufficient number of responses in two cells, no significant conclusions can be reached using the data in Table 62.

TABLE 63

QUESTION 10 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
Female CBO Actual Responses	01 (01)	04 (05)	03 (03)	01 (03)	00 (00)	10 (05)	14 (14)	33
Male CBO Actual Responses	69 (99)	82 (95)	112 (97)	37 (97)	09 (100)	195 (95)	84 (86)	588
TOTALS	70	86	115	38	09	205	98	621

20.65 > 12.59 with 6 df. p < .05

Warning: Expected values in 5 cells < 5, 3 cells < 2

The analysis of data in Table 63 resulted in a Chi-square value of 20.65. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief business officers' "actual" responses and the male chief business officers' "actual" responses are significantly different in the area of physical plant. However, due to the insufficient number of responses in five cells, no significant conclusions can be reached using the data in Table 63.

TABLE 64

QUESTION 10 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
Female CBO Ideal Responses	00 (00)	05 (04)	04 (03)	02 (05)	00 (00)	11 (06)	11 (13)	33
Male CBO Ideal Responses	46 (100)	107 (96)	150 (97)	38 (95)	05 (100)	168 (94)	74 (87)	588
TOTALS	46	112	154	40	05	179	85	621

15.36 > 12.59 with 6 df. p < .05

Warning: Expected values in 4 cells < 5, 2 cells < 2

The analysis of data in Table 64 resulted in a Chi-square value of 15.36. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the female chief business officers' "ideal" responses and the male chief business officers' "ideal" responses are significantly different in the area of physical plant. However, due to the insufficient number of responses in four cells, no significant conclusions can be reached using the data in Table 64.

SUMMARY OF FINDINGS FOR QUESTION TEN

No statistically significant differences exist between male and female chief business officers for either "actual" or "ideal" decisions in any decision area.

Analysis and Interpretation of Question Eleven

Question 11: Do chief academic officers in privately controlled institutions and chief academic officers in publicly supported institutions differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 65 through 72 present response frequencies and percentages related to question number eleven. The data are presented so as to compare the chief academic officers' in private institutions "actual" responses to the chief

academic officers' in public institutions "actual" responses and the chief academic officers' in private institutions "ideal" responses to the chief academic officers' in public institutions "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question eleven follows Table 72.

TABLE 65

QUESTION 11 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Actual Responses	67 (46)	65 (58)	74 (60)	117 (59)	85 (64)	113 (51)	139 (64)	660
CAO Public Institution Actual Responses	78 (54)	47 (42)	49 (40)	83 (41)	47 (36)	107 (49)	79 (36)	490
TOTALS	145	112	123	200	132	220	218	1150

17.45 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 65 resulted in a Chi-square value of 17.45. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' in private institutions "actual" responses and the chief academic officers' in public institutions "budget" responses are significantly different in the area of budget.

Statistically significant differences exist between chief academic officer in private institutions "actual" responses and chief academic officer in public institutions "actual" responses, with respect to A-B (3.539); A-C (5.199); A-D (5.104); A-E (9.230); A-G (10.933); E-F (5.6992); and F-G (6.889). Thus, column A is significantly different from all other columns except column F, and both columns show the smallest difference in the two groups' responses. In both columns, the chief academic officers' responses are more evenly divided between the two groups

than in other columns. These data show that a lower than expected percentage of chief academic officers from private institutions (46 percent) feel that the chief academic officer is the sole decision maker in the area of budget, and a higher than expected percentage of chief academic officers from public institutions (54 percent) perceive it this way.

TABLE 66

QUESTION 11 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Ideal Responses	71 (46)	77 (58)	120 (68)	129 (58)	39 (62)	130 (52)	94 (61)	660
CAO Public Institution Ideal Responses	84 (54)	55 (42)	57 (32)	93 (42)	24 (38)	118 (48)	59 (39)	490
TOTALS	155	132	177	222	63	248	153	1150

20.49 > 12.59 with 6 df. p = .05

The analysis of data in Table 66 resulted in a Chi-square value of 20.49. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' in private institutions "ideal" responses and the chief academic officers' in public institutions "ideal" responses are significantly different in the area of budget.

Statistically significant differences exist between chief academic officers' in private institutions "ideal"

responses and chief academic officers' in public institution "ideal" responses, with regard to Columns A-C (16.355); A-D (5.546); A-E (4.644); A-G (7.564); B-C (3.918); C-D (3.940); and C-F (10.003). These results indicate that column A and column C account for much of the significant Chi-square value for Table 66. The two chief academic officers' responses are more evenly divided in terms of the chief academic officer "ideally" being the sole decision maker. Column A shows that a lower than expected percentage of private institution chief academic officers and a higher than expected percentage of public institution chief academic officers view the chief academic officer as sole decision maker in the area of budget.

The largest percentage difference in responses is in column C, where a higher percentage of chief academic officers from private institutions (68 percent) than chief academic officers from public institution (32 percent) say that budget decisions should be jointly made by the chief academic officer and chief business officer. However, as in Table 65, a higher percentage of the chief academic officers from private institutions perceive the chief business officer as ideally having greater influence over decisions than is perceived by chief academic officers from public institutions (columns D, E, and F).

TABLE 67

QUESTION 11 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Actual Responses	130 (40)	190 (57)	174 (65)	67 (56)	46 (64)	206 (64)	111 (66)	924
CAO Public Institution Actual Responses	197 (60)	141 (43)	95 (35)	53 (44)	26 (36)	116 (36)	58 (34)	686
TOTALS	327	331	269	120	72	322	169	1610

59.26 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 67 resulted in a Chi-square value of 59.26. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' in private institutions "actual" responses and the chief academic officers' in public institutions "actual" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief academic officers' in private institutions "actual" responses and chief academic officers' in public institutions "actual" responses, with respect to column A and each of the other columns - B (20.505); C (36.702); D (9.206); E (13.940); F (38.116); and G (29.978). Thus, column A accounts for most of the Chi-square value obtained in Table 67. Data in column A show a higher percentage of responses from public institution chief academic officers

(60 percent) than responses from private institutions (40 percent). This indicates that the chief academic officer is peceived to actually make institutional decisions alone, without consulting the chief business officer. However, data in all other columns show a higher percentage of private institution chief academic officers' responses than chief business officers' responses, and these responses are as mixed as in tables 65 and 66. In some instances (column B, F) they indicate that the chief academic officer actually has greater influence and in other instances that the chief business officer actually has the greater influence (columns D, E, and F) on decision making.

TABLE 68

QUESTION 11 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Ideal Responses	140 (42)	202 (57)	220 (66)	74 (61)	22 (67)	203 (61)	63 (62)	924
CAO Public Institution Ideal Responses	196 (58)	154 (43)	111 (34)	47 (39)	11 (33)	129 (39)	38 (38)	686
TOTALS	336	356	331	121	33	332	101	1610

49.98 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 68 resulted in a Chi-square value of 49.98. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' in private

institutions "ideal" responses and the chief academic officers' in public institutions "ideal" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief academic officers' in private institutions "ideal" responses and chief academic officers' in public institutions "ideal" responses, with respect to column A and all other columns - B (15.715); C (41.277); D (13.573); E (7.626); F (25.361); and G (13.390). A significant difference also exists between B and C (6.844). Column A seems to account for most of the significant Chi-square value observed in Table 68, and the pattern of differences is similar to that shown by Table 67. In column A, a higher percentage of public institutions chief academic officers' responses (58 percent) than private institution chief academic officers' responses (42 percent) indicate that the chief academic officer should alone make institutional program decisions.

TABLE 69

QUESTION 11 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Actual Responses	193 (51)	80 (62)	62 (58)	65 (67)	34 (58)	151 (61)	75 (56)	660
CAO Public Institution Actual Responses	182 (49)	50 (38)	44 (42)	32 (33)	25 (42)	97 (39)	60 (44)	490
TOTALS	375	130	106	97	59	248	135	1150

11.45 < 12.59 with 6 df. p > .05

The analysis of data in Table 69 resulted in a Chi-square value of 11.45. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officers' in private institutions "actual" responses and the chief academic officers' in public institutions "actual" responses are not significantly different in the area of personnel.

TABLE 70

QUESTION 11 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Ideal Responses	202 (52)	99 (63)	91 (61)	73 (63)	11 (51)	124 (58)	60 (55)	660
CAO Public Institution Ideal Responses	184 (48)	58 (37)	58 (39)	42 (37)	10 (49)	89 (42)	49 (45)	490
TOTALS	386	157	149	115	21	213	109	1150

9.19 < 12.59 with 6 df. p > .05

The analysis of data in Table 70 resulted in a Chi-square value of 9.19. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' in private institutions "ideal" responses and the chief academic officers' in public institutions "ideal" responses are not significantly different in the area of personnel.

TABLE 71

QUESTION 11 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Actual Responses	45 (48)	58 (52)	67 (63)	26 (62)	02 (40)	163 (59)	35 (63)	396
CAO Public Institution Actual Responses	49 (52)	54 (48)	39 (37)	16 (38)	03 (60)	112 (41)	21 (37)	294
TOTALS	94	112	106	42	05	275	56	690

8.35 < 12.59 with 6 df. p > .05

Warning: Expected value in 2 cells < 5

The analysis of data in Table 71 resulted in a Chi-square value of 8.35. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officers' in private institutions "actual" responses and the chief academic officers' in public institutions "actual" responses are not significantly different in the area of physical plant.

TABLE 72

QUESTION 11 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO Private Institution Ideal Responses	55 (50)	79 (56)	83 (62)	15 (68)	01 (50)	151 (57)	12 (71)	396
CAO Public Institution Ideal Responses	54 (50)	62 (44)	50 (38)	07 (32)	01 (50)	115 (43)	05 (29)	294
TOTALS	109	141	133	22	02	266	17	690

5.96 < 12.59 with 6 df. p > .05

Warning: Expected values in 2 cells < 5, 2 cells < 2

The analysis of data in Table 72 resulted in a Chi-square value of 5.96. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officers' in private institutions "ideal" responses and the chief academic officers' in public institutions "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION ELEVEN

Statistically significant differences exist between chief academic officers in private institutions "actual" responses and chief academic officers in public institutions "actual" responses, with respect to budget and institutional program decisions. Significant differences also exist between these two groups in terms of "ideal" responses.

A higher percentage of responses from public institution chief academic officers than from private institution chief academic officers indicated that chief academic officers are perceived to act alone in making budget and institutional program decisions. The same difference exists in terms of "ideal" responses. However, a higher percentage of chief academic officers from private institutions than from public institutions suggests that budget and institutional program decisions should be made jointly by the chief academic officer and chief business officer.

Analysis and Interpretation of Question Twelve

Question 12: Do chief business officers in privately controlled institutions and chief business officers in publicly supported institutions differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 73 through 80 present response frequencies and percentages related to question number twelve. The data are presented so as to compare the chief business officers' in private institutions "actual" responses to the chief business officers' in public institutions "actual" responses and the chief business officers' in private institutions "ideal" responses to the chief business officers' in public institutions "ideal" responses for each of the four

categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question twelve follows Table 80.

TABLE 73

QUESTION 12 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Actual Responses	63 (48)	51 (54)	50 (45)	79 (46)	61 (44)	60 (42)	116 (48)	480
CBO Private Institution Actual Responses	69 (52)	44 (46)	62 (55)	91 (54)	77 (56)	84 (58)	128 (52)	555
TOTALS	132	95	112	170	138	144	244	1035

3.95 < 12.59 with 6 df. p > .05

The analysis of data in Table 73 resulted in a Chi-square value of 3.95. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "actual" responses and the chief business officers' in private institutions "actual" responses are not significantly different in the area of budget.

TABLE 74

QUESTION 12 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Ideal Responses	54 (48)	55 (49)	59 (43)	86 (49)	50 (43)	60 (45)	116 (46)	480
CBO Private Institution Ideal Responses	58 (52)	58 (51)	77 (57)	90 (51)	66 (57)	72 (55)	134 (54)	555
TOTALS	112	113	136	176	116	132	250	1035

1.86 < 12.59 with 6 df. p > .05

The analysis of data in Table 74 resulted in a Chi-square value of 1.86. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "ideal" responses and the chief business officers' in private institutions "ideal" responses are not significantly different in the area of budget.

TABLE 75

QUESTION 12 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Actual Responses	135 (54)	112 (44)	110 (47)	79 (48)	25 (42)	126 (44)	85 (43)	672
CBO Private Institution Actual Responses	115 (46)	141 (56)	126 (53)	85 (52)	34 (58)	163 (56)	113 (57)	777
TOTALS	250	253	236	164	59	289	198	1449

8.74 < 12.59 with 6 df. p > .05

The analysis of data in Table 75 resulted in a Chi-square value of 8.74. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "actual" responses and the chief business officers' in private institutions "actual" responses are not significantly different in the area of institutional programs.

TABLE 76

QUESTION 12 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Ideal Responses	107 (55)	131 (47)	139 (45)	82 (49)	19 (42)	112 (44)	82 (40)	672
CBO Private Institution Ideal Responses	87 (45)	147 (53)	167 (55)	86 (51)	26 (58)	142 (56)	122 (60)	777
TOTALS	194	278	306	168	45	254	204	1449

10.56 < 12.59 with 6 df. p > .05

The analysis of data in Table 76 resulted in a Chi-square value of 10.56. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "ideal" responses and the chief business officers' in private institutions "ideal" responses are not significantly different in the area of institutional programs.

TABLE 77

QUESTION 12 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Actual Responses	157 (49)	40 (33)	35 (45)	38 (51)	12 (41)	120 (50)	78 (46)	480
CBO Private Institution Actual Responses	161 (51)	83 (67)	42 (55)	37 (49)	17 (59)	122 (50)	93 (54)	555
TOTALS	318	123	77	75	29	242	171	1035

12.56 < 12.59 with 6 df. p > .05

The analysis of data in Table 77 resulted in a Chi-square value of 12.56. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "actual" responses and the chief business officers' in private institutions "actual" responses are not significantly different in the area of personnel.

TABLE 78

QUESTION 12 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Ideal Responses	122 (52)	73 (38)	53 (45)	45 (51)	06 (40)	106 (50)	75 (43)	480
CBO Private Institution Ideal Responses	113 (48)	120 (62)	66 (55)	43 (49)	09 (60)	106 (50)	98 (57)	555
TOTALS	235	193	119	88	15	212	173	1035

11.54 < 12.59 with 6 df. p > .05

The analysis of data in Table 78 resulted in a Chi-square value of 11.54. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "ideal" responses and the chief business officers' in private institutions "ideal" responses are not significantly different in the area of personnel.

TABLE 79

QUESTION 12 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Actual Responses	31 (44)	42 (49)	51 (44)	19 (50)	00 (00)	97 (47)	48 (49)	288
CBO Private Institution Actual Responses	39 (56)	44 (51)	64 (56)	19 (50)	09 (100)	108 (53)	50 (51)	333
TOTALS	70	86	115	38	09	205	98	621

8.85 < 12.59 with 6 df. p > .05

Warning: Expected values in 1 cell < 5, 1 cell < 2

The analysis of data in Table 79 resulted in a Chi-square value of 8.85. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "actual" responses and the chief business officers' in private institutions "actual" responses are not significantly different in the area of physical plant.

TABLE 80

QUESTION 12 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO Public Institution Ideal Responses	18 (39)	57 (51)	66 (43)	17 (43)	01 (20)	84 (47)	45 (53)	288
CBO Private Institution Ideal Responses	28 (61)	55 (49)	88 (57)	23 (57)	04 (80)	95 (53)	40 (47)	333
TOTALS	46	112	154	40	05	179	85	621

5.79 < 12.59 with 6 df. p > .05

Warning: Expected values in 2 cells < 5, 1 cell < 2

The analysis of data in Table 80 resulted in a Chi-square value of 5.79. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' in public institutions "ideal" responses and the chief business officers' in private institutions "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION TWELVE

No statistically significant differences exist between chief business officers' in public institutions "actual" responses and chief business officers' in private institutions "actual" responses. No significant differences exist with respect to "ideal" responses.

Analysis and Interpretation of Question Thirteen

Question 13: Do chief academic officers in institutions with a large student body based on head count and chief academic officers in institutions with a small or medium size student body based on head count differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 81 through 88 present response frequencies and percentages related to question number thirteen. The data are presented so as to compare the chief academic officers'

in large size student body institutions "actual" responses to the chief academic officers' in small/medium size student body institutions "actual" responses and the chief academic officers' in large size student body institutions "ideal" responses to the chief academic officers' in small/medium size student body institutions "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question thirteen follows Table 88.

TABLE 81

QUESTION 13 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Actual Responses	64 (44)	42 (38)	41 (33)	67 (34)	35 (27)	74 (34)	62 (28)	385
CAO Small/Medium Student Body Actual Responses	81 (56)	70 (62)	82 (67)	133 (66)	97 (73)	146 (66)	156 (72)	765
TOTALS	145	112	123	200	132	220	218	1150

13.57 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 81 resulted in a Chi-square value of 13.57. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' of institutions with a large student body "actual" responses and the chief academic officers' of institutions with a small/medium student body "actual" responses are significantly different in the area of budget.

Statistically significant differences exist between chief academic officers' of institutions with large student body "actual" responses and chief academic officers' of institutions with small/medium student body "actual" responses, with respect to column A and columns D (4.039); E (9.344); F (4.099); and G (9.468). The percentage response difference in the two groups is smaller in column A than in any other column in Table 81. The percentage of responses is higher than expected for the large student body group (44

percent) and lower for the small/medium student body group (56 percent).

TABLE 82

QUESTION 13 BUDGET

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Ideal Responses	70 (45)	47 (36)	44 (25)	78 (35)	17 (27)	87 (35)	42 (27)	385
CAO Small/Medium Student Body Ideal Responses	85 (55)	85 (64)	133 (75)	144 (65)	46 (73)	161 (65)	111 (73)	765
TOTALS	155	132	177	222	63	248	153	1150

19.92 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 82 resulted in a Chi-square value of 19.92. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' of institutions with a large student body "ideal" responses and the chief academic officers' of institutions with a small/medium student body "ideal" responses are significantly different in the area of budget.

Statistically significant differences exist between chief academic officers' of institutions with a large student body "ideal" responses and chief academic officers' of institutions with a small/medium student body "ideal" responses, with respect to column A and columns C (15.107); D (3.848); E (6.171); F (4.076); and G (10.436).

Significant differences also exist between B-C (4.203); C-D (4.899); and C-F (5.061). As in Table 81, the percentage response difference in the two groups is smaller in column A than in any other column. The percentage of responses is higher than expected for the large student body group (45 percent) and lower than expected for the small/medium student body group (55 percent).

TABLE 83

QUESTION 13 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Actual Responses	164 (50)	118 (36)	72 (27)	39 (33)	20 (28)	88 (27)	38 (22)	539
CAO Small/Medium Student Body Actual Responses	163 (50)	213 (64)	197 (73)	81 (67)	52 (72)	234 (73)	131 (78)	1071
TOTALS	327	331	269	120	72	322	169	1610

62.71 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 83 resulted in a Chi-square value of 62.71. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' of institutions with a large student body "actual" responses and the chief academic officers' of institutions with a small/medium size student body "actual" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief academic officers' of institutions with a large student body responses and chief academic officers' of institutions with a small/medium student body responses, with respect to column A and columns B (14.129); C (33.751); D (11.035); E (11.889); F (35.582); and G (35.332). Significant differences also exist between B-C (5.412); B-F (5.232); B-G (9.032) and D-G (3.601). The data in column A show that an equal number of chief academic officers' responses from each group view the chief academic officer as actually making decisions without consulting with the chief business officer. These responses are higher than expected for the large student body group, and lower than expected for the small/medium student body group. The evenly-divided responses in this column contrast sharply with the differences shown in all other columns. Column G shows the greatest differences, with a much lower percentage (22 percent) of chief academic officers from large student body institutions than those from small/medium student body institutions (78 percent), who view the chief business officer as having greater influence that the chief academic officer on decisions made by persons other than themselves.

TABLE 84

QUESTION 13 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Ideal Responses	161 (48)	126 (35)	86 (26)	35 (29)	09 (27)	97 (29)	25 (25)	539
CAO Small/Medium Student Body Ideal Responses	175 (52)	230 (65)	245 (74)	86 (71)	24 (73)	235 (71)	76 (75)	1071
TOTALS	336	356	331	121	33	332	101	1610

48.25 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 84 resulted in a Chi-square value of 48.25. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' from large institutions "ideal" responses and the chief academic officer from small/medium institutions "ideal" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief academic officers' from large institutions "ideal" responses and chief academic officers' from small/medium institutions "ideal" responses, with respect to Column A and columns B (11.169); C (34.404); D (13.099); E (5.154); F (24.633); and G (17.045). Columns B-C are also significantly different (7.121). The difference in percentage of responses in column A is smaller than in any other column in Table 84. Fifty-two percent of the

responses were by chief academic officers from small/medium institutions, compared to 48 percent by chief academic officers from large institutions, indicating that chief academic officers from large institutions are more likely than chief academic officers from small institutions to perceive that the chief academic officer should alone make institutional program decisions.

TABLE 85

QUESTION 13 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Actual Responses	150 (40)	45 (35)	33 (31)	23 (24)	22 (37)	70 (28)	42 (31)	385
CAO Small/Medium Student Body Actual Responses	225 (60)	85 (65)	73 (69)	74 (76)	37 (63)	178 (72)	93 (69)	765
TOTALS	375	130	106	97	59	248	135	1150

15.45 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 85 resulted in a Chi-square value of 15.45. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' from large insttutions "actual" responses and the chief academic officers' from small/medium institutions "actual" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief academic officers' from large institutions "actual"

responses and chief academic officers' from small/medium institutions "actual" responses, with respect to columns A-D (8.806); and A-F (9.060). Column A differences are smaller than differences in other columns, with 60 percent of the responses made by chief academic officers from small/medium institutions, and 40 percent from large institutions. These results indicate that a higher than expected percentage of chief academic officers from large institutions view the chief academic officer as actually making personnel decisions, and a lower than expected percentage of chief academic officers from small institutions view the chief academic officer as actually making personnel decisions.

TABLE 86

QUESTION 13 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Ideal Responses	149 (39)	46 (29)	48 (32)	32 (28)	09 (43)	67 (31)	34 (31)	385
CAO Small/Medium Student Body Ideal Responses	237 (61)	111 (71)	101 (68)	83 (72)	12 (57)	146 (69)	75 (69)	765
TOTALS	386	157	149	115	21	213	109	1150

9.01 < 12.59 with 6 df. p > .05

The analysis of data in Table 86 resulted in a Chi-square value of 9.01. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officers' from large

institutions "ideal" responses and the chief academic officers' from small/medium institutions "ideal" responses are not significantly different in the area of personnel.

TABLE 87

QUESTION 13 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Actual Responses	43 (46)	46 (41)	26 (25)	16 (38)	03 (60)	90 (33)	07 (13)	231
CAO Small/Medium Student Body Actual Responses	51 (54)	66 (59)	80 (75)	26 (62)	02 (40)	185 (67)	49 (87)	459
TOTALS	94	112	106	42	05	275	56	690

26.18 > 12.59 with 6 df. $p < .05$

Warning: Expected values in 2 cells < 5

The analysis of data in Table 87 resulted in a Chi-square value of 26.18. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief academic officers' from large institutions "actual" responses and the chief academic officers' from small/medium institutions "actual" responses are significantly different in the area of physical plant.

Due to the insufficient number of responses in two cells, no conclusions can be reached using the data in Table 87.

TABLE 88

QUESTION 13 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CAO Large Student Body Ideal Responses	47 (43)	50 (35)	35 (26)	07 (32)	01 (50)	89 (33)	02 (12)	231
CAO Small/Medium Student Body Ideal Responses	62 (57)	91 (65)	98 (74)	15 (68)	01 (50)	177 (67)	15 (88)	459
TOTALS	109	141	133	22	02	266	17	690

11.73 < 12.59 with 6 df. p > .05

Warning: Expected values in 3 cells < 5, 2 cells < 2

The analysis of data in Table 88 resulted in a Chi-square value of 11.73. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief academic officers' from large institutions "ideal" responses and the chief academic officers' from small/medium institutions "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION THIRTEEN

Statistically significant differences exist between chief academic officers' of institutions with a large student body "actual" responses and chief academic officers' of institutions with a small/medium student body "actual" responses with respect to budget, institutional program and personnel decisions. Significant differences also exist in terms of ideal responses for budget and institutional

programs, but not for personnel. A low number of responses in the area of physical plant prevents any interpretation of responses in the area of physical plant.

Relative to the differences in "actual" responses, a higher than expected number of responses by chief academic officers from large institutions and a lower number of responses by chief academic officers from smaller institutions indicate that the chief academic officer is perceived to unilaterally make budget, institutional program and personnel decisions. The same pattern exists in terms of "ideal" responses, with respect to budget and institutional program decisions.

Analysis and Interpretation of Question Fourteen

Question 14: Do chief business officers in institutions with a large student body based on head count and chief business officers in institutions with a small or medium size student body based on head count differs in their perception of who actually makes administrative decisions and who should make administrative decisions?

Tables 89 through 96 present response frequencies and percentages related to question number fourteen. The data are presented so as to compare the chief business officers' in large size student body institutions "actual" responses to the chief business officers' in small/medium size student body institutions "actual" responses and the chief business

officers' in large size student body institutions "ideal" responses to the chief business officers' in small/medium size student body institutions "ideal" responses for each of the four categories. A two by seven Chi-square analysis was performed on the data in each table.

When significant Chi-square values were obtained, two by two Chi-square analyses were performed on all combinations of aggregate cell data in the related tables in order to locate the source of the differences. Comparisons refer to table columns, each of which represents the officer(s) who actually or ideally makes a decision in a problem area. For example, the comparison "A-E" represents a comparison of responses to (A) "Chief academic officer would make the decision without consulting with the chief business officer", and (E) "Chief business officer would make the decision without consulting with the chief academic officer." The Chi-square value resulting from an analysis of each of the comparisons is given in parentheses following each combination of decision responses; for example, A-E (4.350).

A summary of the findings for question fourteen follows Table 96.

TABLE 89

QUESTION 14 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Actual Responses	60 (45)	44 (46)	43 (38)	60 (35)	53 (38)	39 (27)	81 (33)	380
CBO Small/Medium Student Body Actual Responses	72 (55)	51 (54)	69 (62)	110 (65)	85 (62)	105 (73)	163 (67)	655
TOTALS	132	95	112	170	138	144	244	1035

15.61 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 89 resulted in a Chi-square value of 15.61. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officers' from large institutions "actual" responses and the chief business officers' from small/medium institutions "actual" responses are significantly different in the area of budget.

Statistically significant differences exist between chief business officers' in large institutions "actual" responses and chief business officers' in small/medium institutions "actual" responses, with respect to columns A-F (10.104); A-G (5.492); B-F (9.340); B-G (5.056); C-F (3.701); and E-F (4.110). Column F, in which the greatest percentage response difference occurs, is consistently and significantly difference from the other columns, and this likely accounts for most of the Chi-square value in Table 89. Seventy-three percent of the responses in this column

are by chief business officers from small/medium institutions, compared to 27 percent from large institutions.

TABLE 90

QUESTION 14 BUDGET

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Ideal Responses	50 (45)	48 (42)	47 (35)	65 (37)	46 (40)	44 (33)	80 (32)	380
CBO Small/Medium Student Body Ideal Responses	62 (55)	65 (58)	89 (65)	111 (63)	70 (60)	88 (67)	170 (68)	655
TOTALS	112	113	136	176	116	132	250	1035

8.39 < 12.59 with 6 df. p > .05

The analysis of data in Table 90 resulted in a Chi-square value of 8.39. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' from large institutions "ideal" responses and the chief business officers' from small/medium institutions "ideal" responses are not significantly different in the area of budget.

TABLE 91

QUESTION 14 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Actual Responses	124 (50)	93 (37)	91 (39)	58 (35)	24 (41)	80 (28)	62 (31)	532
CBO Small/Medium Student Body Actual Responses	126 (50)	160 (63)	145 (61)	106 (65)	35 (59)	209 (72)	136 (69)	917
TOTALS	250	253	236	164	59	289	198	1449

31.37 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 91 resulted in a Chi-square value of 31.37. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officers' from large institutions "actual" responses and the chief business officers' from small/medium institutions "actual" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief business officers' from large institutions "actual" responses and chief business officers' from small/medium institutions "actual" responses, with respect to column A and columns B (8.453); C (5.999); D (8.1.45); F (27.376); and G (15.218). Significant differences also exist between B-F (5.115); C-F (6.999); and E-F (3.950). The even distribution of responses in column A contrasts to the differences in other columns, especially F, where the

greatest difference exists. Seventy-two percent of the responses in column F are by chief business officers from small/medium institutions and 28 percent by chief business officers from large institutions. Chief business officers from small institutions are thus more likely to perceive the chief business officer as actually having greater influence than the chief academic officer on institutional program decisions. Returning to column A, a higher than expected percentage of chief business officers from large institutions perceive the chief academic officer as actually being the sole decision maker concerning institutional programs, while a smaller than expected percentage of chief business officers from smaller institutions agree.

TABLE 92

QUESTION 14 INSTITUTIONAL PROGRAMS

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Ideal Responses	95 (49)	112 (40)	111 (36)	58 (35)	19 (42)	75 (30)	62 (30)	532
CBO Small/Medium Student Body Ideal Responses	99 (51)	166 (60)	195 (64)	110 (65)	26 (58)	179 (70)	142 (70)	917
TOTALS	194	278	306	168	45	254	204	1449

24.18 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 92 resulted in a Chi-square value of 24.18. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above

this; therefore the chief business officers' from large institutions "ideal" responses and the chief business officers' from small/medium institutions "ideal" responses are significantly different in the area of institutional programs.

Statistically significant differences exist between chief business officers' from large institutions responses and chief business officers' from small/medium institutions responses, with respect to column A and columns B (3.497); C (7.898); D (7.699); F (17.655); and G (14.366). Significant differences also exist between B-F (6.742) and B-G (4.995). Column A shows the smallest difference in responses between the two groups, contrasting especially with the differences in columns F and G. Column A data indicate that a higher than expected percentage of chief business officers from large institutions perceive the chief academic officer as being the ideal decision maker concerning institutional programs, and a lower than expected percentage of chief business officers from smaller institutions agree.

TABLE 93

QUESTION 14 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Actual Responses	144 (45)	26 (21)	36 (47)	29 (39)	13 (45)	77 (32)	55 (32)	380
CBO Small/Medium Student Body Actual Responses	174 (55)	97 (79)	41 (53)	46 (61)	16 (55)	165 (68)	116 (68)	655
TOTALS	318	123	77	75	29	242	171	1035

31.19 > 12.59 with 6 df. $p < .05$

The analysis of data in Table 93 resulted in a Chi-square value of 31.19. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officers' from large institutions "actual" responses and the chief business officers' from small/medium institutions "actual" responses are significantly different in the area of personnel.

Statistically significant differences exist between chief business officers' from large institutions "actual" responses and chief business officers' from small/medium institutions "actual" responses, with respect to column A and columns B (21.827); F (10.429); and G (7.931). Column B is significantly different from columns C (14.526); D (7.135); E (6.904); E (6.904); F (4.592); and G (4.357). Also significantly different are C-F (4.592) and C-G (4.865). Column B is the more consistent and significantly different from other columns. Seventy-nine percent of the

responses in column B are by chief business officers from small/medium institutions, compared to 21 percent by chief business officers from large institutions. The smallest differences are in columns A, E, and C. These results indicate that fewer chief business officers from large institutions than from smaller/medium institutions perceive themselves as being consulted by chief academic officers on personnel matters.

TABLE 94

QUESTION 14 PERSONNEL

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Ideal Responses	112 (48)	51 (26)	48 (40)	34 (39)	04 (27)	74 (35)	57 (33)	380
CBO Small/Medium Student Body Ideal Responses	123 (52)	142 (74)	71 (60)	54 (61)	11 (73)	138 (65)	116 (67)	655
TOTALS	235	193	119	88	15	212	173	1035

23.73 > 12.59 with 6 df. p < .05

Warning: Expected values in 1 cell < 5

The analysis of data in Table 94 resulted in a Chi-square value of 23.73. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is above this; therefore the chief business officers' from large institutions "ideal" responses and the chief business officers' from small/medium institutions "ideal" responses are significantly different in the area of personnel. However, due to the insufficient number of individuals in

one cell, no significant conclusions can be reached using the data in Table 94.

TABLE 95

QUESTION 14 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Actual Responses	33 (47)	36 (42)	40 (35)	16 (42)	01 (11)	69 (34)	33 (34)	228
CBO Small/Medium Student Body Actual Responses	37 (53)	50 (58)	75 (65)	22 (58)	08 (89)	136 (66)	65 (66)	393
TOTALS	70	86	115	38	09	205	98	621

8.67 < 12.59 with 6 df. p > .05

Warning: Expected values in 1 cell < 5, 1 cell < 2

The analysis of data in Table 95 resulted in a Chi-square value of 8.67. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' from large institutions "actual" responses and the chief business officers' from small/medium institutions "actual" responses are not significantly different in the area of physical plant.

TABLE 96

QUESTION 14 PHYSICAL PLANT

	A	B	C	D	E	F	G	TOTALS
CBO Large Student Body Ideal Responses	21 (46)	48 (43)	54 (35)	14 (35)	01 (20)	59 (33)	31 (36)	228
CBO Small/Medium Student Body Ideal Responses	25 (54)	64 (57)	100 (65)	26 (65)	04 (80)	120 (67)	54 (64)	393
TOTALS	46	112	154	40	05	179	85	621

5.32 < 12.59 with 6 df. p > .05

Warning: Expected values 2 cells < 5, 1 cell < 2

The analysis of data in Table 96 resulted in a Chi-square value of 5.32. The value of Chi-square, with 6 degrees of freedom, required for significance at the .05 level was 12.59. The calculated Chi-square value is below this; therefore the chief business officers' from large institutions "ideal" responses and the chief business officers' from small/medium institutions "ideal" responses are not significantly different in the area of physical plant.

SUMMARY OF FINDINGS FOR QUESTION FOURTEEN

Statistically significant differences exist between chief business officers' of large institutions "actual" responses and chief business officers' of small/medium institutions "actual" responses, with respect to decisions in the area of budget, institutional programs, and personnel. Significant differences exist between the two groups in terms of ideal responses, with respect to

institutional program decisions. A low number of responses prevented interpretation of data in the area of personnel and physical plant "ideal," and in the area of physical plant "actual" responses.

Chief business officers from smaller institutions perceive themselves to actually have greater influence on decisions made by others than chief business officers from large institutions in budget, institutional program and personnel decisions areas. Chief business officers from smaller institutions are more likely to view themselves as actually being consulted on decisions by chief academic officers than are chief business officers from large institutions.

In terms of "ideal" responses, chief business officers from large institutions are more likely than the chief business officer from small/medium institutions to perceive the chief academic officer as being the sole decision maker in the area of institutional programs.

DATA ACQUIRED FROM "COMMENTS"

The respondents were invited to make comments or suggestions concerning the Inventory and/or the study as a whole. A complete listing of all comments made by the respondents is given in Appendix I. The comments, for the most part, express a number of themes of concern that can be grouped into six thematic areas. The areas are: (1) concern that the board of the institution makes decisions in the areas being studied; (2) concern that the president or head of the university makes all or most of the decisions; (3) concern that set policy dictates decisions; (4) concern that the "team management"/"shared governance" concept in decision making was not the focus of the research; (5) concern that traditional domains controlling specific categories (budget, personnel, physical plant, institutional programs) were position specific; and (6) limitations of the Inventory response key.

In many instances the respondents felt neither the chief academic officer nor the chief business officer would be the primary decision maker on the problems described in the narratives. The comments reflected the belief that such decisions would be made by some collective group (such as the President's Council, the Administrative team, the faculty committee structure); the president/chancellor; and/or the institutional governing board. Others responding indicated that system and/or campus policy guidelines would

dictate these decisions, thus the chief academic officer and/or the chief business officer would have no decision to make; their function would be to implement/administer the policy.

Concern was expressed that the instrument did not allow respondents to elect an answer describing a "team management"/"shared governance" concept reflecting a cooperative decision making process which seems to exist on many campuses.

Some completing the survey thought the instrument was designed to more nearly reflect the administrative structure of large institutions while others expressed concerns that the instrument was skewed in favor of small/medium colleges/universities.

Several respondents were complimentary of the study and suggested the topic was worthy of review. Of these, some felt the chief business officer controlled both programs and money in a balance not in an appropriate proportion for effective institutional governance. Others felt the relationship of the chief academic officer and chief business officer was vital in determining how institutions operate and what progress these higher education entities can be expected to make. Another speculated that harmonious relationships may be more a result of personality than procedure.

The large number of comments included on the instrument was viewed by the researcher as a positive indicator of the interest that the chief academic officer and chief business officer had in this research topic.

PART V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

PURPOSE

The purpose of this study was three-fold. The first purpose was to describe characteristics of persons serving as chief academic officers or chief business officers in senior and graduate institutions in the eleven states regulated by the Commission on Colleges of the Southern Association of Colleges and Schools. The second purpose was to compare the responses of the chief academic and the chief business officers of these institutions in terms of their perceptions of who actually make decisions and who should make decisions in the areas of budget, institutional programs, personnel, and physical plant. The third purpose was to determine whether the factors of training, experience, gender, governance and size of institution are associated with the chief academic officers' and the chief business officers' perception of institutional decision making.

PROCEDURE

A "Decision Analysis Inventory" instrument was developed and mailed to each chief academic officer and each chief business officer employed in the 290 institutions certified by the Associate Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools as accredited general senior colleges and graduate institutions in the eleven states served by the

COC/SACS. Two hundred thirty (86.11 percent) chief academic officers and 207 (74.31 percent) chief business officers returned usable instruments.

SUMMARY OF FINDINGS

Question One - What are the demographic characteristics of chief academic officers and chief business officers in the eleven states regulated by the Commission on Colleges of the Southern Association of Colleges and Schools?

With respect to the demographic characteristics of the chief academic officer and the chief business officer the following can be reported: (1) the chief academic officers tend to have more experience in their positions than do the chief business officers; (2) fewer women than men serve as chief academic officer and chief business officers; and (3) chief academic officers have higher academic degrees than do the chief business officers.

Question Two - Given a list of administrative decisions to be made by the chief academic officer and/or the chief business officer, from the point of view of the chief academic officer, is there a difference in who actually makes decisions ("actual") versus who should make decisions ("ideal")?

Statistically significant differences existed between chief academic officer "actual" and chief academic officer "ideal" responses with respect to all four decisions areas -

budget, institutional programs, personnel, and physical plant. However, the data in the area of physical plant were not conclusive, due to low numbers of responses in parts of the data. The differences observed in tables one through three were primarily due to the chief academic officer's perception that the chief business officer actually makes decisions or has influence on other people's decisions more frequently than should be the case.

Question Three - Given a list of administrative decisions to be made by the chief academic officer and/or the chief business officer, from the point of view of the chief business officer, is there a difference in who actually makes the decisions ("actual") versus who should make the decisions ("ideal")?

Statistically significant differences existed between chief business officer "actual" and chief business officer "ideal" responses in three decision areas - institutional programs, personnel, and physical plant. The differences observed in tables five through eight were attributable to the view held by the chief business officers that chief academic officers unilaterally make decisions concerning institutional programs, personnel, and physical plant more frequently that ideally should be the case.

Question Four - Do chief academic officers differ from chief business officers in their perception of which officer

actually makes administrative decisions and in their perception of who should make administrative decisions?

Statistically significant differences existed between both chief academic officer "actual" - chief business officer "actual", and chief business officer "ideal" - chief business officer "ideal" groups, for all four decision areas; budget, institutional programs, personnel, and physical plant. However, one table (chief academic officer "ideal" - chief business officer "ideal") contained a lower than acceptable number of responses in one decision area (physical plant), and thus the data in this area were not conclusive.

In comparing chief academic officer "actual" to chief business officer "actual," significant differences in responses indicated that (1) chief academic officers perceive themselves as actually having more decision-making influence than chief business officers think they have; (2) chief academic officers perceiving themselves as being consulted less frequently by the chief business officer than the chief business officer thinks is actually the case, and (3) that chief business officers view themselves as having more influence over other decision makers than chief academic officers would attribute to chief business officers and (4) chief academic officers perceive that they actually have greater influence over other decision makers than chief

business officers would actually attribute to chief academic officers.

In comparing chief academic officer "ideal" to chief business officer "ideal" responses, significant differences can be attributed to (1) chief academic officers' perception that they should have more influence on budget decisions than chief business officers; (2) chief academic officers' perception that they alone should make decisions in the area of institutional programs and the chief business officers' perception that they should have greater influence in the same area; and (3) the perception of each official that he or she should have more influence than the other in personnel matters.

An overview of the findings indicates that the chief academic officer and the chief business officer each feels that he or she actually makes fewer decisions or has less influence on decisions made by others than would ideally be the case. This difference was consistent across the decision areas and followed much the same pattern within each decision area.

Question Five - Do chief academic officers with an earned doctorate and chief academic officers without an earned doctorate differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

All of the tables pertaining to question five contained cells with frequencies of less than five responses, thus the findings were not conclusive.

Question Six - Do chief business officers with an earned doctorate and chief business officers without an earned doctorate differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Statistically significant differences existed between chief business officer with doctorate "actual" responses and chief business officer without doctorate "actual" responses, for the decision areas of institutional programs and personnel. Significant differences also existed between chief business officer with doctorate "ideal" responses and chief business officer without doctorate "ideal" responses for these two decision areas, and for physical plant. However, low response rates in the area of personnel and physical plant prevented any further interpretation of data in those areas.

Overall, no consistent pattern of responses was detected in the data, and the significant differences identified Tables twenty-seven, twenty-eight, and twenty-nine remain unexplained in terms of the association between decision making and whether or not chief business officers hold the doctorate.

Question Seven - Do chief academic officers with three or less years in their position and chief academic officers with four or more years in their position differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Statistically significant differences existed between chief academic officers with three or less years of experience "actual" responses and chief academic officers with four or more years of experience "actual" responses; with respect to the area of personnel. Significant differences in "ideal" responses also existed between these groups. However, the only pattern that was discernable in these data is that chief academic officers with more experience attribute greater decision making influence to chief business officers than do chief academic officers with less experience.

Question Eight - Do chief business officers with three or less years in their position and chief business officers with four or more years in their position differed in their perception of who actually makes administrative decisions and who should make administrative decisions?

No statistically significant differences existed between chief academic officers with three or less experience and chief business officers with four or more years experience for "actual" or "ideal" decisions, in any decision area.

Question Nine - Do female chief academic officers and male chief academic officers differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

No statistically significant differences existed between male and female chief academic officers "actual" or "ideal" responses with respect to any decision area.

Question Ten - Do female chief business officers and male chief business officers differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

No statistically significant differences existed between male and female chief business officers "actual" or "ideal" responses, with respect to any decision area.

Question Eleven - Do chief academic officers in privately controlled institutions and chief academic officers in publicly supported institutions differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Statistically significant differences existed between chief academic officers in public institutions "actual" responses and chief academic officers in private institutions "actual" responses, with respect to budget and institutional program decisions. Significant differences also existed between these two groups in terms of "ideal" responses.

A higher percentage of responses from public institution chief academic officers than from private institution chief academic officers perceived that chief academic officers actually act alone in making budget and institutional program decisions. The same difference existed in terms of "ideal" responses. However, a higher percentage of chief academic officers from private institutions than from public institutions perceived that budget and institutional program decisions should be made jointly between the chief academic officer and chief business officer.

Question Twelve - Do chief business officers in privately controlled institutions and chief business officers in publicly supported institutions differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

No statistically significant differences existed between public institution chief business officers "actual" responses and private institution chief business officers "actual" responses or their "ideal" responses.

Question Thirteen - Do chief academic officers in institutions with a large student body based on head count and chief academic officers in institutions with a small or medium size student body based on head count differ in their perception of who actually makes administrative decisions and who should make administrative decisions?

Statistically significant differences existed between chief academic officers in large student body "actual" responses and chief academic officers in small/medium student body "actual" responses with respect to budget, institutional program and personnel decisions. Significant differences also existed in terms of ideal responses for budget and institutional programs, but not for personnel. A low number of responses in the area of physical plant prevented any interpretation of responses in the area of physical plant.

Relative to the difference in "actual" responses, a higher than expected number of responses by chief academic officers from large institutions and a lower number of responses by chief academic officers from smaller institutions indicated that the chief academic officer unilaterally make budget, institutional program and personnel decisions. The same pattern existed in terms of "ideal" responses, for budget and institutional program decisions.

Question Fourteen - Do chief business officers in institutions with a large student body based on head count and chief business officers in institutions with a small or medium size student body based on head count differs in their perception of who actually makes administrative decisions and who should make administrative decisions?

Statistically significant differences existed between large institution chief business officer "actual" responses and small/medium institution chief business officer "actual" responses, with respect to decisions in the area of budget, institutional programs, and personnel. Significant differences existed between the two groups in terms of ideal responses, with respect to institutional program decisions. A low number of responses in some cases prevented interpretation of "ideal" responses in the area of personnel and physical plant, and "actual" responses in the area of physical plant decisions.

Chief business officers from smaller institutions perceived themselves to have actually greater influence on decisions made by others than do chief business officers from large institutions in budget, institutional program and personnel decisions areas. Chief business officers from smaller institutions were more likely to view themselves as actually being consulted on decisions by chief academic officers than are chief business officers from large institutions.

In terms of "ideal" responses, chief business officers from large institutions were more likely to perceive the chief academic officer as being the sole decision maker in the area of institutional programs than were chief business officers from smaller institutions.

Respondents made several written comments on the survey instrument, and these were grouped into six thematic areas. The areas were: (1) concern that the board of the institution makes decisions in the areas of budget, personnel, institutional programs and physical plant; (2) concern that the president or other head of the institution makes all or most of the decisions, (3) concern that set policy dictates decision; (4) concern that the "team management" or "shared governance" concept in decision making was not the focus of this research; (5) concern that traditional domains controlling specific categories (e.g., budget) were position specific; and (6) limitations of the Inventory response key.

CONCLUSIONS

Chief academic officers and chief business officers who participated in this study differed in their perception of which officer actually makes administrative decisions and in their perception of which officer should make administrative decisions. Their perception was associated with the areas in which decisions are made (budget, institutional programs, personnel, and physical plant) and with the length of their experience in their positions, the type of governance structure of their institutions, and with the size of their institutions.

Each officer was perceived by the other as having greater influence on administrative decisions than they should, whether they alone make decisions, make them in consultation with the other officer, or whether they influence other institutional officers who make final decisions. Moreover, both officers were likely to perceive persons other than themselves as actually having final decision making responsibility.

IMPLICATIONS FOR RESEARCH AND PRACTICE

The significance of this study resides in its first-time description of the perceptions of chief academic officers and chief business officers regarding their independent and interactive roles in key decision areas in higher education institutions. The study thus contributes to the literature in higher education which heretofore lacked information about the ways in which the two officers perceived each other's decision making roles. The results of the study also promise to inform practitioners in higher education, including policy makers and management, about the nature of decision making by these two officers.

The study revealed that chief academic officers and chief business officers clearly differ in the way they view their own and each other's decision making responsibilities, but it did not identify the effects of these differences on the operation of the institutions involved. Future studies

might seek to identify the results of different viewpoints on budget decisions, institutional programs, personnel decisions, and on decisions affecting the physical facilities of institutions.

Researchers should investigate the nature of the interaction between the two officers, in such terms as the relationship between personality and perceived decision making responsibility. It is possible that personal "chemistry" has as much to do with decision outcomes as do such factors as educational background and gender, or institutional size and type of governance. Studies of the day-to-day interactions between the two officers would add to the descriptions provided by this study, which was limited to the retrospective and prospective independent views of each officer. Studies of day-to-day interactions between the two officers should reveal considerably more about the dynamics of their relationship, and about the subtleties of their decision making roles and responsibilities. Case study research would seem especially promising for such studies.

In a related sense, personal and professional beliefs and values that drive decisions should be a focus of future research. Research methods that access the assumptions held by institutional officers should be employed in the interest of identifying and describing the role that beliefs and values play in decision making.

This study did not solicit responses from other officers of the institutions surveyed, nor did it address the relationship between chief academic officers, chief business officers, and other decision makers in their institutions. However, the pattern of chief academic officer and chief business officer responses, to include their comments on the survey instrument, strongly suggested that research of this kind include the views of other decision makers. Comments by respondents about the survey instrument itself reflected concern that a too-restricted view was being asked of them. In fact, the single greatest number of comments by the survey respondents relate to the strong decision influence of the presidents or chancellors of their institutions, and to the role that such groups as boards of trustees and committees have in decision making. The essence of their responses was that chief academic officers and chief business officers, alone or jointly, are not the "ultimate" decision makers, and at minimum, their role in decisions is subordinate to that of presidents or policy groups. A description of such decision making relationships was beyond the scope of this study, but its ancillary results strongly suggest that additional research in this area needs to be done.

This area of study needs to be extended to other regions of the country, so that the generalizability of the present study might be better understood. Such studies

might also expand to include other types of institutions, such as predominantly black institutions and institutions with different systems of accreditation.

In terms of implications for practice, the appearance of conflict between the groups of officers suggest that heads of higher education institutions need to do more to clarify decision making responsibilities of chief academic officers and chief business officers. The two groups appeared to have formed independent views on their own and each other's roles and responsibilities, although the pattern of their responses strongly suggested that both groups valued teamwork. Heads of institutions should also promote teamwork, but should first ensure that members of decision making teams understand their respective roles as team members.

Movement toward less specific administrative domains and more shared areas of decision making responsibility should reduce conflict between the two groups of officers. An administrative organization structure which establishes a more consultative approach to decision making would hold promise in terms of reducing conflict.

At the time this research was being reported, serious cost containment measures were being instituted by most institutions of higher education. These measures promise to add further pressure to already strained relationships among institutional officers, and could serve to exacerbate

differences in views held by chief academic officers and chief business officers. This concern was expressed by writers cited in this dissertation's Review of Literature section, especially by Plante (1987) and Meyerson and Johnson (1989). This economic environment adds a strong note of urgency to the need for clarification of decision making roles and responsibilities.

Finally, the low numbers of females in the ranks of chief academic officers and chief business officers strongly suggests that more should be done to improve the gender balance among these officers of higher education institutions.

In summary, the present study successfully described the perceptions of chief academic officers and chief business officers regarding actual and ideal decision making roles and responsibilities in the areas of budget, institutional programs, personnel and physical plant. It therefore made a beginning step toward an understanding of the nature of decision making at these executive levels of higher education institutions. The study also illustrated the need for much more extensive research in the same and related areas of decision making, and it pointed to the need for some changes in the ways decisions are made that involve the chief academic officer and the chief business officer.

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APPENDIXES

APPENDIX A

LISTING OF TITLES USED FOR

CHIEF ACADEMIC AND CHIEF BUSINESS OFFICER(S)

TITLES OF CHIEF ACADEMIC OFFICERS

Academic Dean

Academic Vice President & Dean of Faculty

Assistant to the President for Academic Affairs

Dean

Dean of Academic Affairs

Dean of Academic Affairs and Student Life

Dean of Faculty & Instruction

Dean of the College

Dean of the Faculty

Dean of Instructional Services

Executive Vice President and Academic Dean

Executive Vice President and Dean of the College

Executive Vice President and Provost

Executive Vice President for Academic Affairs

Provost

Provost and Dean of Faculty

Provost and Vice President for Academic Affairs

Senior Vice President for Academic Affairs

University Dean

Vice Chancellor and Dean

Vice Chancellor for Academic Affairs

Vice Chancellor for Academic Affairs/Provost

Vice President and Dean of Academic Affairs

Vice President and Dean of the College

Vice President and Dean of the Faculty

Vice President for Academic Administration

Vice President for Academic Affairs

Vice President for Academic Affairs/Dean

Vice President for Academic Affairs/Provost

Vice President for Academic Affairs and Research

Vice President for Academic and Student Affairs

Vice President for Academics

Vice President for Instruction

Vice President of the College

TITLES OF CHIEF BUSINESS OFFICERS

Assistant to the President for Management and Budget

Assistant Vice President for Administration

Associate Chancellor for Administration

Associate Chancellor for Business Affairs

Associate Vice President for Finance

Business Manager

Business Manager and Treasurer

Business Office Manager

Chief Business Officer

Chief Finance Officer

Chief Financial Officer

Chief Fiscal Officer

Comptroller

Controller

Controller and Treasurer

Coordinator of Fiscal Affairs

Dean for Administration

Director of Business Affairs

Director of Business Affairs and Treasurer

Director of Business and Finance

Director of Business Operations

Director of Business Services

Director of Finance

Director of Finance and Administrative Services

Director of Finance and Development

Director of Finance and Controller

Director of Fiscal Affairs

Executive Vice Chancellor for Business, Planning, and Finance

Executive Vice President

Finance and Business Manager

Fiscal Officer

Senior Vice President Business and Finance

Senior Vice President for Administration

Treasurer

Vice Chancellor for Administration

Vice Chancellor for Administration and Finance

Vice Chancellor for Administrative Affairs

Vice Chancellor Administrative Services and Fiscal Affairs

Vice Chancellor for Business Affairs

Vice Chancellor for Business and Finance

Vice Chancellor for Finance

Vice Chancellor for Finance and Planning

Vice Chancellor for Fiscal Affairs

Vice President and Treasurer

Vice President for Administration

Vice President for Administration and Financial Affairs

Vice President for Administration and Financial Services

Vice President for Administration and Development

Vice President of Administration and Finance

Vice President for Administration and Financial Affairs

Vice President for Administration and Planning

Vice President for Administrative Affairs

Vice President for Administrative Services

Vice President for Business and Administration

Vice President Business and Administrative Services

Vice President for Business and Finance

Vice President for Business

Vice President for Business Affairs

Vice President for Business Affairs and Treasurer

Vice President for Business and Fiscal Affairs

Vice President for Business and Treasurer

Vice President for Facilities Operations

Vice President for Finance

Vice President for Finance and Administration

Vice President for Finance and Facilities

Vice President for Finance and Management

Vice President for Finance and Operations

Vice President for Finance and Treasurer

Vice President for Financial Affairs

Vice President for Financial Affairs and Treasurer

Vice President for Financial Operations

Vice President for Fiscal Affairs

Vice President for Operations

APPENDIX B

LETTER TO DR. HENRY L. ASHMORE

(Original letter was mailed on Cumberland University Letterhead)

February 4, 1987

Dr. Henry L. Ashmore
Associate Executive Director, Commission on Colleges
Southern Association of Colleges and Schools
795 Peachtree Street, N.E.
Atlanta, Georgia 30308

Dear Dr. Ashmore:

My doctoral committee has approved my topic and is working closely with me on the dissertation project. I need your assistance in order to complete my current set of tasks -- determining the population for the study. Dr. Coffield, Dr. Peters, Dr. Campbell, Dr. Achilles, and Dr. Petty have decided I should survey the chief academic officer and chief business officer at each institution accredited at Level II or higher by the Southern Association, except those which fit the following categories:

(a) in transition from Level I;
(b) single sex (male/female);
(c) two-year (community and/or junior college);
(d) proprietary;
(e) single mission (military/religious/etc.);
(f) primarily minority (traditionally black);
(g) graduate based (no undergraduate programs);or
(h) institutions in which I have been employed or served on a SACS committee.

I have reviewed the 1987 edition of The hep Higher Education Directory and believe that two-hundred ninety four (294) colleges and universities would need to be included in the study. A list of these schools is enclosed in this mailing. Would you please review the attachment and eliminate (mark through) any institution that fits a category described in "a" through "h" above? Feel free to make any notations necessary directly on the enclosure. The committee will use your returned and corrected listing as the population verification document. A self-addressed envelope is enclosed.

My questionnaire is being reviewed currently by a jury composed of practicing higher education professionals. It is my hope that any suggested changes can be quickly incorporated into the document, and that the printing of the instrument plus the major mail-out can be completed in late February. I realize this is an ambitious schedule, but with the help of you and others the deadline can be met.

Thank you for your review of the listing. I appreciate your continued advice and encouragement on this project.

Sincerely,

C. William McKee
Dean of the College/Registrar

Enclosures: Institution Listing and Return Envelope

cc: Dr. William H. Coffield and Dr. John M. Peters

APPENDIX C

CERTIFIED LISTING OF INSTITUTIONS

ALABAMA (21)

Athens State College

Auburn University

Auburn University at Montgomery

Birmingham Southern College

Faulkner University

Huntingdon College

Jacksonville State University

Livingston University

Mobile College

Oakwood College

Samford University

Spring Hill College

Troy State University

Troy State University at Dothan

Troy State University at Montgomery

University of Alabama

University of Alabama at Birmingham

University of Alabama at Huntsville

University of Montevallo

University of North Alabama

University of South Alabama

FLORIDA (27)

Barry University

Clearwater Christian College

Eckerd College

Embry-Riddle University

Flagler College

Florida Atlantic University

Florida Institute of Technology

Florida International University

Florida Memorial College

Florida Southern College

Florida State University

Jacksonville University

Nova University

Palm Beach Atlantic College

Rollins College

Saint Leo College

Saint Thomas University

Stetson University

University of Central Florida

University of Florida

University of Miami

University of North Florida

University of South Florida

University of Tampa

University of West Florida

Warner Southern College

Webber College

GEORGIA (22)

Armstrong State College

Augusta College

Berry College

Columbus College

Covenant College

Emory University

Georgia College

Georgia Institute of Technology

Georgia Southern College

Georgia State University

Kennesaw College

LaGrange College

Mercer University

Mercer University at Atlanta

North Georgia College

Oglethorpe University

Piedmont College

Tocca Falls College

Shorter College

University of Georgia

Valdosta State College

West Georgia College

KENTUCKY (23)

Alice Lloyd College

Asbury College

Ballarmine College

Berea College

Brescia College

Campbellsville College

Centre College of Kentucky

Cumberland College

Eastern Kentucky University

Georgetown College

Kentucky Christian College

Kentucky Wesleyan College

Morehead State University

Murray State University

Northern Kentucky University

Pikeville College

Spalding University

Thomas More College

Transylvania University

Union College

University of Kentucky

University of Louisville

Western Kentucky University

LOUISIANA (16)

Centenary College of Louisiana

Louisiana College

Louisiana State University and Agricultural and Mechanical College

Louisiana State University at Shreveport

Louisiana Tech University

Loyola University

McNeese State University

Nicholls State University

Northeast Louisiana University

Northwestern State University of Louisiana

Our Lady of Holy Cross College

Southeastern Louisiana University

Tulane University

University of New Orleans

University of Southwestern Louisiana

Xavier University of Louisiana

MISSISSIPPI (9)

Belhaven College

Delta State University

Millsaps College

Mississippi College

Mississippi State University

Rust College

University of Mississippi

University of Southern Mississippi

William Carey College

NORTH CAROLINA (33)

Appalachian State University

Atlanta Christian College

Barber-Scotia College

Belmont Abbey College

Campbell University

Davidson College

Duke University

East Carolina University

Elizabeth City State University

Elon College

Fayetteville State University

Gardner-Webb College

Guilford College

High Point College

Lenoir-Rhyne College

Mars Hill College

Methodist College

North Carolina State University

North Carolina Wesleyan College

Pembroke State University

Pfeiffer College

Sacred Heart College

Saint Andrew's Presbyterian College

Saint Augustine's College

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Wilmington

Wake Forest University

Warren Wilson College

Western Carolina University

Wingate College

SOUTH CAROLINA (20)

Baptist College at Charleston

Benedict College

Central Wesleyan College

Claflin College

Clemson University

Coker College

College of Charleston

Erskine College

Francis Marion College

Furman University

Lander College

Limestone College

Newberry College

Presbyterian College

University of South Carolina at Columbia

University of South Carolina at Aiken

University of South Carolina/Coastal Carolina College

University of South Carolina at Spartanburg

Winthrop College

Wofford College

TENNESSEE (30)

Austin Peay State University

Belmont College

Bethel College

Bryan College

Carson-Newman College

Christian Brothers College

David Lipscomb College

East Tennessee State University

Freed-Hardeman College

Johnson Bible College

King College

Lambuth College

Lee College

Lincoln Memorial University

Maryville College

Memphis State University

Middle Tennessee State University

Milligan College

Rhodes College

Southern College of Seventh-Day Adventists

Tennessee Technological University

Tennessee Wesleyan College

Trevecca Nazarene College

Tusculum College

Union University

University of the South

University of Tennessee at Knoxville

University of Tennessee at Chattanooga

University of Tennessee at Martin

Vanderbilt University

TEXAS (62)

Abilene Christian University

Amber University

Angelo State University

Austin College

Baylor University

Concordia Lutheran College

Corpus Christi State University

Criswell College

Dallas Baptist University

East Texas Baptist University

East Texas State University at Commerce

East Texas State University at Texarkana

Hardin-Simmons University

Houston Baptist University

Howard Payne University

Huston-Tillotson College

Incarnate Word College

Jarvis Christian College

Lamar University

Laredo State University

Le Tourneau College

Lubbock Christian College

McMurry College

North Texas State University

Our Lady of the Lake University of San Antonio

Pan American University

Prairie View A & M University

Rice University

Saint Edward's University

Saint Mary's University

Sam Houston University

Schreiner College

Southern Methodist University

Southwest Texas State University

Southwestern Adventist College

Southwestern Assemblies of God College

Southwestern Christian College

Southwestern University

Stephen F. Austin State University

Sul Ross State University

Tarleton State University

Texas A & I University

Texas A & M University at College Station

Texas A & M University at Galveston

Texas Christian University

Texas Lutheran College

Texas Tech University

Texas Wesleyan College

Trinity University

University of Dallas

University of Houston at University Park

University of Houston/Downtown

University of Mary Hardin-Baylor

University of Saint Thomas

University of Texas at Arlington

University of Texas at Austin

University of Texas at El Paso

University of Texas at San Antonio

University of Texas at Tyler

Wayland Baptist University

West Texas State University

Wiley College

VIRGINIA (27)

Averett College

Bridgewater College

Christopher Newport College

College of William and Mary

Eastern Mennonite College

Emory and Henry College

Ferrum College

George Mason University

James Madison University

Liberty University

Longwood College

Lynchburg College

Mary Washington College

Marymount University

Old Dominion University

Radford University

Randolph-Macon College

Roanoke College

Saint Paul's College

University of Richmond

University of Virginia

University of Virginia/Clinch Valley College

Virginia Commonwealth University

Virginia Intermont College

Virginia Polytechnic Institute and State University

Virginia Wesleyan College

Washington and Lee University

APPENDIX D

LISTING OF PROFESSIONAL EDUCATOR/EXTERNAL EVALUATORS

(1) Dr. Bradford L. Crain, President
Lees-McRae College (North Carolina) and former Vice President for Academic Affairs, Lincoln Memorial University (Tennessee)
Ph.D., Harvard University

(2) Dr. William B. King, Associate Executive Secretary (Retired) Commission on Colleges
Southern Association of Colleges and Schools and President (Emeritus) Georgia Southwestern College (Georgia)
Ph.D., New York University

(3) Dr. William H. Likens, President
Greensboro College (North Carolina)
Ph.D., Vanderbilt University (Peabody College)
Th.D., Boston University

(4) Dr. Dorothy L. Lord, President
Brunswick College (Georgia) and former Vice President for Academic Affairs
Edison Community College (Florida)
Ph.D., Florida State University

(5) Dr. Hal R. Ramer, President
Volunteer State Community College (Tennessee)
Ph.D., Ohio State University

(6) Dr. William F. Roark, Jr.
Director of Educational Research and Testing and former Dean of Student Services (Retired)
Georgia Southwestern College (Georgia)
Ed.D., University of Georgia

(7) Dr. Glenda F. Earwood-Smith
Dean of Student Affairs
Wesleyan College (Georgia)
Ph.D., Florida State University

(8) Dr. C. Pat Taylor
Vice President for Academic Affairs - Oklahoma Baptist University (Oklahoma) and former Associate Academic Dean - Union University (Tennessee)
Ed.D., Memphis State University

(9) Dr. Wilbur A. Tincher
Professor (Emeritus), Educational Leadership and former Dean of Student Services
Auburn University (Alabama)
Ed.D., University of Kentucky

(10) Dr. Roger B. Winston, Jr.
Professor, Counseling and Human Development Services
College of Education
University of Georgia (Georgia)
Ph.D., University of Georgia

APPENDIX E

LETTER TO PROFESSIONAL EDUCATOR/EXTERNAL EVALUATORS

(Original letters were mailed on Cumberland University Letterhead)

January 30, 1987

Dear:

Thank you for agreeing to review my self-developed questionnaire which will be used in collecting the information for my dissertation. I hope my topic will make a contribution to the literature in higher education as well as allow me to complete degree requirements.

As explained during our telephone conversation, you are one (1) of ten (10) professional educators selected to review the document for clarity and ease of administration. Please feel free to make any suggestions for improvement of the instrument, including the directions and response alternatives.

My doctoral committee made one change on Wednesday of this week that has not been updated on your instrument. The number of colleges and universities being asked to participate in the study was raised from sixty-six (66) to two hundred ninety (290).

A self-addressed envelope is enclosed for your convenience. I appreciate your willingness to share your knowledge/expertise with me, and thank you in advance for giving the review your immediate attention. Feel free to make any notes you desire on the questionnaire.

Best wishes for a pleasant spring.

Sincerely,

C. William McKee
Dean of the College/Registrar

CWM:pjp

Enclosures: General Information Sheet
Questionnaire
Return Envelope

cc: Dr. William H. Coffield
Dr. John M. Peters

APPENDIX F

INSTRUMENT USED IN DISSERTATION RESEARCH

DECISION ANALYSIS INVENTORY

Institution Number _____
Institution Officer _____

General Information

1. A copy of this instrument is being sent to both the Chief Academic Officer and the Chief Business Officer at selected institutions.
2. A group of two-hundred eighty-eight (288) Level II and above institutions accredited by the Southern Association of Colleges and Schools is being surveyed.
3. No institutional officer nor college/university responding will be identified by name in the research document. The number at the top of the page is for tracking purposes only. This allows the researcher to identify responses by institution and title.
4. Information from this questionnaire will provide the data for a dissertation on the interaction of academic and business affairs officers in the institutional decision making process.
5. The instrument does not imply any correctness of answer nor is its purpose colleague evaluation, but the questionnaire is designed to record information concerning decision making.
6. Dr. Henry L. Ashmore, Associate Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools, is aware that this research project is being conducted and has reviewed the list of participating institutions.

Respondent Information

[Please place an "x" on the line before the appropriate information and provide the title of your degree in item two (2).]

1. Questionnaire completed by: _____ Chief Academic Officer _____ Chief Business Officer
2. Highest degree held: _____ Doctorate _____ Master's _____ Bachelor's _____ Associate
   _____ None _____ Other _____ Honorary _____ Title of Degree
3. Number of years in current position: _____ Less than one _____ One to three _____ Four to ten
   _____ Over ten
4. Sex of Respondent: _____ Female _____ Male

Mailing Instructions:

Please return the completed questionnaire in the stamped/addressed envelope provided. Your prompt response is appreciated. ***Thank you for your assistance!***

Dissertation Committee University of Tennessee/Knoxville:

Research Director: Dr. William H. Coffield, Professor of Educational Leadership and Immediate Past Dean, College of Education

Doctoral Committee: Dr. John M. Peters, Chairperson, Professor of Adult Education
Dr. Charles M. Achilles, Professor of Educational Leadership and Coordinator for Field Services, Bureau of Educational Research and Service
Dr. Clifton P. Campbell, Professor of Technological and Adult Education
Dr. Gregory C. Petty, Associate Professor of Technological and Adult Education

Doctoral Student: Mr. C. William McKee, Dean of the College/Registrar, Cumberland University, Lebanon, Tennessee

The respondent is invited to make any comments or suggestions concerning the inventory or the topic being surveyed.

INSTRUCTIONS

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3. In the first set of blocks, place an "X" in the square which most closely describes how the decision concerning the narrative is ACTUALLY made on your campus.
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	How WOULD the Decision be Made on Your Campus? (ACTUAL)							How SHOULD the Decision be Made on Your Campus? (IDEAL)						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G
1. The candidate for an advertised faculty position vacancy has been identified. The decision has been made to tender an offer of employment. Who would determine the salary package for this academic employee?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. The total institutional payroll budget has been determined for the next fiscal year. Cost-of-living adjustments have been assigned to all employees and certain discretionary funds remain for salary increases. Who would determine the amount of merit raise for individual faculty members?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. A new classroom and office complex for the division of arts and humanities is nearing completion. These educational units will not utilize the total floor space under construction. Who determines which departments and faculty will be given secondary use of the structure?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. The Board of Trustees has allocated certain budgetary funds for the remodeling and renovation of existing campus academic facilities. The available dollars will not complete all the needed projects. Who determines which of the several needed projects will be funded?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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	How WOULD the Decision be Made on Your Campus? (ACTUAL)	**How SHOULD the Decision be Made on Your Campus? (IDEAL)**
	A B C D E F G	A B C D E F G
5. The institution has documented the need for the construction of two (2) additional academic facilities. Each building can be constructed for approximately the same cost. The Board of Trustees approved the building of only one (1) and instructed the administration to proceed with the construction of the building which will be most beneficial to the institution. Who would determine which of the two (2) projects would be constructed?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐
6. The Board of Trustees has required that the appropriate institutional officers submit a proposed budget for the next fiscal year which must include a suggested schedule for tuition and fees to be paid by students. Who would determine the fee schedule submitted to the Board of Trustees?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐
7. All academic department heads submitted a proposed budget to the Chief Academic Officer. This individual reviewed all submissions and determined that certain academic areas must be awarded less than the requested amount in order to comply with the institutional budget plan. Forcing each department budget to take a percentage decrease has been deemed to be inappropriate. Who would determine where the "cuts" are to be made?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐

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	How WOULD the Decision be Made on Your Campus? (ACTUAL)							How SHOULD the Decision be Made on Your Campus? (IDEAL)						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G
8. The institutional income did not meet projected revenue for the current fiscal year. The Board of Trustees has mandated a balanced budget. All areas of the institution must share in the budget reduction. Who determines the amount the academic budget must be reduced?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. The institution has declared that items such as janitorial services, telephones, and utilities must be charged to the academic unit using them. Who determines the exact dollar amount each unit is charged?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. The institution has proposals for three (3) new degree programs submitted through appropriate faculty channels. Each new program would require library purchases, academic space allocation, plus additional academic and support personnel. Because of budget constraints only two (2) of the proposed programs can be funded. Who would be responsible for the institutional planning to determine which of the new programs would be initiated?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. Previous experience on the campus has determined that pricing is a factor in student attendance at educational programs (concerts, plays, lectures). The higher the ticket price the lower the student participation. Ticket cost does not seem to affect community participation in a negative manner. The President has determined that the Student Affairs staff are not to be involved in the pricing decision. Who would determine the ticket cost for educational programs on the campus?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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	How WOULD the Decision be Made on Your Campus? (ACTUAL)	How SHOULD the Decision be Made on Your Campus? (IDEAL)
	A B C D E F G	A B C D E F G
12. The institution has determined that a consultant is needed to provide expert advice in several specific academic areas. The Board of Trustees has mandated the institution to develop a maximum daily rate which would be applied to all individuals hired as academic consultants. This rate does not include travel and meal costs. Who would determine the daily rate the institution would pay an academic consultant?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐
13. The institution has purchased a new computer system which must serve both educational and administrative needs. The combined requests for usage exceed the time available. Who determines how much time will be allotted to administrative versus educational needs?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐
14. The requests for the purchase of instructional microcomputers, library support materials, and audio-visual equipment exceed the allocated budgeted figure. All requests cannot be approved. Who determines which items are purchased?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐
15. The institution has been given permission to develop a sabbatical leave system for full-time academic personnel. Currently no policies exist concerning *leave time* allowed for the sabbatical period. Who decides the policies for *time granted* for the sabbatical period?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐

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	How WOULD the Decision be Made on Your Campus? (ACTUAL)	**How SHOULD the Decision be Made on Your Campus? (IDEAL)**
	A B C D E F G	**A B C D E F G**
16. The institution has been given permission to develop a sabbatical leave system for full-time academic personnel. Currently no policies exist concerning *benefits received* during the sabbatical period. Who decides the policies for the *benefits received* during the sabbatical period?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐
17. The insurance and benefit plan for all employees is scheduled for renewal. Due to budget constraints, all desired benefits cannot be provided. The Board of Trustees has authorized the administration to determine which options are most wanted and needed and then to submit a proposal for consideration. Who would determine which options would be submitted for Trustee consideration?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐
18. The faculty has requested an infusion of funds into a developmental studies program and the Chief Academic Officer has concurred. Further, the Chief Academic Officer has stated this money is necessary to protect the academic standards of the institution. No funds are presently in the budget for this activity. Failure to provide funding would be considered to be a veto of the academic decisions of the faculty and Chief Academic Officer. Who determines if budget items will be re-prioritized?	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐

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B. CHIEF ACADEMIC OFFICER would make the decision but **ONLY AFTER CONSULTING** with the CHIEF BUSINESS OFFICER.
C. The decision would be made **JOINTLY** by the CHIEF ACADEMIC OFFICER and CHIEF BUSINESS OFFICER, each having **equal responsibility.**
D. CHIEF BUSINESS OFFICER would make the decision but **ONLY AFTER CONSULTING** with the CHIEF ACADEMIC OFFICER.
E. CHIEF BUSINESS OFFICER would make the decision **WITHOUT CONSULTING** with the CHIEF ACADEMIC OFFICER.
F. NEITHER the CHIEF ACADEMIC OFFICER nor the CHIEF BUSINESS OFFICER would make the decision, but the **CHIEF ACADEMIC OFFICER would have greater influence** on the substance of the final decision than the CHIEF BUSINESS OFFICER.
G. NEITHER the CHIEF BUSINESS OFFICER nor the CHIEF ACADEMIC OFFICER would make the decision, but the **CHIEF BUSINESS OFFICER would have greater influence** on the substance of the final decision than the CHIEF ACADEMIC OFFICER.

	How WOULD the Decision be Made on Your Campus? (ACTUAL)							How SHOULD the Decision be Made on Your Campus? (IDEAL)						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G
19. Income projections for the next academic year suggest the necessity of eliminating at least one academic program. The Chief Academic Officer and Chief Business Officer disagree on the program to eliminate. The President has determined that both the Chief Academic Officer and Chief Business Officer have sufficient information from which to make a decision. Who would decide which program would be eliminated?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. The institution has been awarded a grant totaling a possible $200,000 for strengthening/improving the teaching process. The number of actual dollars to be received depends on availability of matching funds. The ratio is four (4) grant dollars to each one (1) dollar of institutional contribution. Who would decide the amount of matching funds the institution would commit to the program?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Thank you for your assistance! Please return the completed questionnaire in the stamped/addressed envelope provided to:

Mr. C. William McKee
Dean of the College/Registrar
Cumberland University
Lebanon, Tennessee 37087

APPENDIX G

ORIGINAL MAILING

COVER LETTER

TO CHIEF ACADEMIC AND CHIEF BUSINESS OFFICER(S)

(Original letters were mailed on University of Tennessee, College of Education, Letterhead)

April 16, 1987

Dear:

The smooth operation of any institution of higher education depends on the positive interaction and decision making skills of the chief academic officer and chief business officer. Only a small amount of information on this important relationship can be found in the current literature. As demands for greater accountability are coupled with smaller budgets, an understanding of the institutional decision making process becomes an increasingly important topic for higher education practitioners. Both of us have long held a research interest in this area.

A doctoral candidate in adult and higher education at the University of Tennessee at Knoxville, Mr. C. William McKee, has developed the enclosed instrument. Mr. McKee has been an administrator in student and/or academic affairs for fifteen (15) years and currently serves as Dean of the College/Registrar at Cumberland University in Lebanon, Tennessee. The results gleaned from the research will be the basis of his dissertation and we feel, if given the information, he can make a much needed contribution to the literature. The chief academic officer and chief business officer at two hundred eighty eight (288) Level II (and above) institutions accredited by the Southern Association of Colleges and Schools are being surveyed. In order for the results to be beneficial for our profession a large numerical return is important. We would appreciate your completing and mailing the inventory in the stamped and addressed envelope provided.

Respondents are assured of complete personal and institutional confidentiality. The inventory has an identification number for mailing and follow-up purposes only. The inventory is designed so that only a small amount of your time will be required for completing the instrument.

Both of us feel the study is unique and needed, and we solicit your participation. If questions arise or clarification is needed please telephone or write. Thanks for your assistance.

Sincerely,

John M. Peters
Professor, Adult Education

William H. Coffield
Professor, Educational Leadership

Enclosures: Decision Analysis Inventory
Stamped/Addressed Return Envelope

APPENDIX H

SECOND MAILING

COVER AND REMAINDER LETTER

TO NON-RESPONDING

CHIEF ACADEMIC AND CHIEF BUSINESS OFFICER(S)

(Original letters were mailed on Cumberland University Letterhead)

May 22, 1987

Dear:

Approximately five weeks ago, Dr. William H. Coffield and Dr. John M. Peters wrote asking that you complete a questionnaire on the institutional decision making process in higher education. As of today, I have not received your response.

This research project has been undertaken to provide data for my dissertation on the interaction of academic and business affairs officers in southern colleges and universities. A total of 576 professional educators in 290 institutions are being surveyed. Current responses equal 317 (54 percent). Several respondents have indicated the positive contribution this study could make to the literature of our profession.

I am writing you because of the significance each questionnaire has to the usefulness of the study. In the event your instrument has been misplaced, an additional copy plus a self-addressed stamped envelope for returning the survey is enclosed. The design of the questionnaire should facilitate your ability to quickly respond to the twenty narratives.

Your contribution to the success of this study will be appreciated.

Most sincerely,

C. William McKee
Dean of the College/Registrar

CWM:ja

Enclosures: Decision Analysis Inventory
Stamped/Addressed Return Envelope

APPENDIX I

SUMMARY OF RESPONDENT COMMENTS

TO THE "DECISION ANALYSIS INVENTORY"

The decision on time granted for an academic sabbatical period (Question 15) would require Board approval.

The decision on benefits received during a sabbatical period (Question 16) would require Board approval.

Answering the Inventory questions in the absolute terms called for was exceedingly difficult. I believe good management and the involvement of key University personnel helps one avoid the necessity of making the type of final decisions described.

My only comment is this Inventory does not take into consideration the "power" of the President in these types of decisions. Styles vary and this causes different responses to occur under different Presidents.

The President would likely make the decision, with input from all administrators, on the construction question (#5).

The Board of Directors would set the tuition with input from all administrators (Question 6).

A Response Key that is broader needs to be identified.

We have salary policy guidelines...if the salary falls within the guidelines, then it would be acted on by the Department Chair, Dean, or Vice President (Question 1).

The fixed choices were difficult since our comprehensive University has an active committee and governance system and a budget officer separate from the business officer. I assumed the chief business officer chairs the executive council and the budget committee which allocates dollars among major functions. After that most of the decisions such as the ones you postulate would be made entirely within the academic areas (college level) concerned.

Chief academic officer is also the Provost and is the highest ranking officer other than the President thus the Inventory may not be comparing individuals equal on the organizational chart.

I have annotated several questions to identify the "actual" or "ideal" decision maker in my view at this University (Question 2 department chairs, Questions 3, 5 university committee, Questions 6, 8, 10, 13, 15, 17, 18, 19 president, Question 11 chief student personnel officer).

The questions often imply that only two people are involved in the decision-making process when, in reality, many others are. For example, in #1, salary decisions are made in

context of budget building decisions made with many administrators participating. Similarly, #3 would probably involve cabinet level decisions in the planning stage of the building project. Consequently, some answers are, at best, approximations of both "actual" and "ideal" situations. Actually, in many instances in a small school, the president would make the decisions with advice from key members of his cabinet.

It might have been more useful to have a response key category where neither the Chief Academic Officer nor the Chief Business Officer made the decision, but their recommendations would carry equal weight.

Our institution is a member of a University System. Some of the decisions described in your questionnaire would be decided by the Central Office, and not on individual campuses. On our campus the Chief Academic Officer and the Chief Business Officer would not be isolated in the decision-making process as your responses indicate. The determination of priorities would involve a wider range of people and these priorities would influence the decisions. The President would certainly be consulted in making many of the decisions described.

At our institution the Chief Business Officer would make the decision on tuition and fees with equal consideration being given the views of the Chief Academic Officer and Chief Business Officer. Your responses did not provide that option.

In a small college, such as ours, the role of the President is much more than the choices (A-G) permit. Additionally, the faculty, through an advisory Senate, considers new programs (Question #10).

Every one of the items in question would involve discussion with the College President. Overall, we generally work as a team with the business manager and academic dean having more/less influence on the decision to be made based upon whether the problem at hand is business or academic.

The institution represented here is relatively small (2,000+ students), and almost all substantive decisions are referred to the President. Also, many planning decisions are made by committee. For this reason, relatively few responses are marked "A" or "E", those decisions made without consultation.

You will notice on my form there are relatively few differences between "actual" and "ideal." I think you will find that this is the case unless the administrator has

become frustrated and cynical. We like to think our practices are what they should be.

I have only been chief academic officer for one year and I am in an acting capacity. The answers represent what I have experienced in my one year.

This institution is one of thirty-three institutions in a University System headed by a Board of Regents. Policies are provided for handling many of the decision-making questions in the survey. While the Chief Academic Officer and the Chief Business Officer offer advice on many decision-making questions, the President makes the final decision at the institutional level and it is the President who must communicate with the Board of Regents in seeking its approval of such decisions.

At our institution most financial decisions are made within the President's Budget which is approved by the Trustees. Both the Chief Academic and Chief Business Officer(s) have significant input.

I have worked with six different chief academic officers and two presidents. The influence of the Academic Vice President has varied, depending on the confidence of the President in the individual.

The survey instrument neglects the decision making role of the President at Level II institutions of higher education.

This instrument fails to account for the consensus decision-making of the President's cabinet.

This instrument portrays a power struggle between the academic and business officers.

Note only 168 Level II institutions exist in SACS. (Researcher's Note: The 1987 Annual Report of the Commission on Colleges of the Southern Association of Colleges and Schools does not verify the number stated by this respondent.)

At our college, many of the decisions referred to in this inventory are made in concert with the President and also with input from a Planning and Priorities Committee made up of faculty, students, and administrators. Moreover, this Committee works with the administration in preparing and reviewing the college's strategic planning document and institutional goals.

The narrative situations are very realistic.

One alternative answer appears to be missing: The President would make the decision following equal consultation with both the academic and business officer.

Excellent survey format.

In many of the areas covered in this survey the President would either have significant input or make the final decision.

At the institution, the President would make each of these decisions.

While there is a generous number of responses from which to choose, they are not entirely adequate for the administrative structure of small colleges. Some of the decisions contained in the narratives would be made by developing a consensus in our Administrative Council. It would not be unusual for our President to make some of these decisions, almost unilaterally. Perhaps another response should have been provided, in which neither the Chief Academic Officer nor the Chief Business Officer made the decision and neither had greater influence.

The fact that my "actual" and "ideal" responses are the same for each of the items should not be taken to mean that I have an "ideal" situation. On these items, that just happens to be the case.

While I do not know the outcome of this research, I do not believe that the narratives adequately reflect the range of interactions that take place between the Chief Academic Officer and the Chief Business Officer. Furthermore, I find nothing in the inventory that would reflect the decision making skills of either officer. It may be that my responses reflect nothing more than that I have been at my job for 7 years, while the chief business officer has been at his about a year.

In our institution, "the smooth operation" of the institution depends on the "positive interaction" between the president and his chief administrative officers and their decision-making skills.

These questions have been answered as they were asked. In fact, though, the president would be involved in most of them, often as the major participant.

Almost all of the decisions called for in your questionnaire would be made by our six Vice Presidents working as a team.

In all the "hard" decisions presented in the narratives, recommendations from one or both of the Vice Presidents would be given to the President for a final decision.

Some of the decisions called for in the questionnaire would be made by a Budget Committee at our institution.

At our institution, almost all the decisions described in your questionnaire would be made by the President in consultation with either the Chief Academic Officer or the Chief Business Officer, rather than by consultation between the Chief Academic Officer and Chief Business Officer.

There seems to be one response key category that is missing: The Chief Academic Officer and Chief Business Officer have equal influence with the President; both staff members tell their side of the story and the President makes the decision.

The tendency toward "micro-management" may be unique to this institution, but I think not!

Maybe we are all faced with "over control" or "squad leader" mentality from time-to-time.

The sponsor of the event would be the decision maker on our campus (Question 11).

Most of the questions in this document are oriented toward large institutions. Most decisions, in academic matters, on this campus are made by the Chief Academic Officer in consultation with the President of the College. The President is also involved in all major decisions of the Chief Business Officer.

Many of the items do not address situations that would occur in a large research university where division of responsibility and budget priorities are well understood and clearly established. It is likely that your responses will not reflect the administrative style in these schools.

I think that the role of the President in a smaller institution is much greater in academic matters. It was hard, therefore, to answer some of these questions because his input would be decisive.

I served as Dean of Humanities and Social Sciences for 11 years prior to accepting this one-year, post retirement, appointment as chief academic officer. Responses are based on the experience of both.

At our institution, several of the questions answered by the letter "C" would be a recommendation to the President for final approval. Additionally, adding or discontinuing academic programs must be approved by the President.

Our institution has a decentralized budget system by major divisions with a Vice President heading each division. The Vice President in charge of a division has the authority to move funds from one department to another within his/her division.

The insurance and benefit plan for our institution is state sponsored. There is no campus decisions to make by any school official (Question 17).

On this campus, the question of movement or infusion of funds in the budget is totally made by the President.

The state determines the employee insurance and benefit plan for this campus.

On this campus there is a Presidents' Council which is a working and decision-making body.

I have been serving as Acting Dean for only one year. Some of my "actual" responses are those I think would be the decision if the problem arose.

Decisions on this campus are actually made in a more cooperative atmosphere than the answers to your questionnaire allow me to indicate. The decision-making process is somewhat more subtle than your study will reveal.

This was a difficult survey to complete. At our institution, we have little, if any, polarization between academic and business affairs. We communicate on at least a weekly basis and normally every day. We also have communication workshops together, and periodically go on retreats.

The Chancellor makes the final decision on most of the matters under consideration.

The Chief Business Officer is in charge of the buildings and grounds (not the academic officer). This fact influences my response on several of the items.

This institution is part of a University System so many of the questions are not "fully" applicable.

As a relatively small four-year institution, the Chancellor becomes involved in, at least, final approval of virtually all major decisions.

In several of the cases presented, the President would probably make the final decision. He would seek advice from the business officer and the academic officer. They would probably have equal influence. There is no response alternative for such an outcome.

The President would make the decision on how much computer time would be allotted to administrative versus educational needs on this campus.

I have a real interest in this topic. I believe on too many campuses the business manger's decision-making gets into the responsibilities of other authorities. I believe business managers should serve on accrediting teams, be active in NACUBO, and in other ways remind themselves we are in the education business and not just in business. The questionnaire is thoughtful and well-done.

You omit decisions made by an administrative team and "singled out" only two of the administration. I do not like this approach.

Much of our decision-making is by consensus in a meeting with the President, Chief Academic Officer, Chief Business Officer, Dean of Students, and Director of Development.

From my brief (17 months) tenure it appears to me that we have a workable system, so I would check "actual" the same as "ideal" for all situations.

A possible state of confusion exists as to who is the Chief Business Officer in a situation where there is a Provost and a Dean of Administrative Services. In my responses, I have attempted to merge the responsibilities of these two officers.

The following two factors influence decisions at our University: (a) Central office policies, procedures, and guidelines; (b) Strong committee structure.

I quite agree that there should be effective interaction between the chief academic officer and chief business officer. I think it varies greatly on campuses, and it is as much a matter of personality as it is procedure. Who has the most "say" and how much interaction takes place may also be a consequence of the President's background, style, and how he works with the Vice Presidents either individually or collectively. Fairly frequent meetings, for example,

between the President and his Vice Presidents may lead to more collaboration between them. If, however, the president deals with them individually, then suspicion about who is getting what and who knows what is very likely to occur.

I had some difficulty in responding to a number of questions and I think that explains at least in part the tardiness of my return. I assume that you have thought this through carefully but the use of the term "decision" sometimes made it difficult to respond to particular questions. In many cases, I think we are really talking about who makes a recommendation, rather than a decision. In a university as centralized as my own and in a system that is as centralized as the Board of Regents of this state, most issues seem to make their way to the top before a decision is final. For example, in question number 1, the ultimate decision on what a salary will be for an academic employee is made by the President, when he signs-off at the end on all the paperwork. At the end of the academic-chain, however, I make the recommendation on salary. Is it my decision, or the president's? I indicated that I make the decision without consulting the Chief Business Officer, and in fact I make it without consulting the President. In the end, however, the decision is his, since he either accepts my recommendations or does not. I can assure you that he has been known to alter such salary determinations.

I should think this research could lead to a publishable article in an appropriate journal of higher education.

The questions in this survey are more geared to a public institution setting. Many questions are not answerable where each unit is run like a business. By this I mean accounting for all revenues and expenses. Many of the decisions posed would be reviewed by other team members -- legal, development, investment, health, as well as the Chancellor.

Many decisions on our campus do not fall neatly into the categories you provide. I have tried to give the best approximate answer.

The President makes many decisions of the sort you describe and seeks the advice of the Executive Cabinet. On matters related to the academic program, the Chief Academic Officer has the greatest influence.

This is a topic worthy of study and I wish you success. On our campus, the Business Officer controls the money and the programs in a balance that is out of proportion to what it should be.

I must mention that we have an administrative cabinet which works jointly on activities before final decisions are made.

Examples used in the Inventory obviously involve faculty, Deans, and the President. Most of these decisions are made by the President and Vice Presidents at regular council meetings. Each Vice President exercises strong influence over decisions in his/her area.

The tuition and fee schedule is determined by the General Assembly for all publicly operated institutions thus, question 6 is not applicable in our state.

The role of the President has not been included in the survey which makes it an incomplete document.

In a large university the Deans, academic committees, the personnel office, the planning office, and the Comptroller make many decisions below the level of chief academic officer and chief business officer. The President would also make the end decision in some of the narratives provided.

Responses provided are not very appropriate for this campus because the President is involved in most of the decisions made here.

This survey was the best that I have ever responded to.

The General Assembly determines the cost per student (Question 6).

Several questions do not relate to a public institution that is formula-funded and part of a large system.

The number of such surveys to which I am asked, urged, to respond is staggering. The time involved -- 3 to 5 such questionnaires per week -- is not conducive to a positive attitude about either the questionnaire or the research.

Sabbatical leave policy is not a local decision. It is determined by state policy.

There are some rather absolute terms used in the Inventory which may skew the answers. Decisions made in normal circumstances are different when "only" is in the root.

In many of the narratives, I wanted to respond with an "H" option: neither the Chief Academic Officer nor the Chief Business Officer would make the final decision, but would have equal weight in shaping the President's/institution's/ Board's action.

On this campus the President has the final approval. The President is very active in many decisions. In most cases, the Vice President makes the decision, but the President has the final approval. All your narratives concern major decisions, therefore, the President would most likely be involved.

I suspect that in many smaller institutions, the President exercises the role that the Chief Business Officer exercises in large universities. That is, in fact, the case here, though I have responded by considering the University Treasurer as the Chief Business Officer.

The Inventory seems to ignore the politics of the institution. Each Chief Academic Officer and Chief Financial Officer will act in accord with their view of how the President wishes the decision to be made. At our institution, the President will counsel with the Chief Financial Officer on some issues and the Chief Academic Officer on others. In my view "F" and "G" should say "the President will decide but the Chief Financial Officer or the Chief Academic Officer will influence.

I am most intrigued by the topic you have chosen for your doctoral dissertation, and I am particularly happy to participate in your study. I can not tell just how broadly you might intend to range as you explore the relationship between the Chief Academic Officer and the Chief Business Officer, but there seems to me great potential for much interesting exploration. This relationship is, I am confident, especially critical in determining how colleges operate and what progress they make. You might, for example, want to look at comparisons of personality types by using the Myers-Briggs Type Indicator (MBTI) as a tool for describing personalities. If so, you would expect that those who chose to be academic officers tend to be more future-oriented and visionary, those who chose to be business officers more present-oriented and pragmatic. The result is chronic tension.

For most of the issues discussed we have a strong institutional committee systems that would deal with these problems. Planning and budget matters are dealt with by the Resources and Planning Committee (recommendations only, to the President) which is composed of the colleges five Vice Presidents, five faculty members, and two students. The final decision is made by the President with the Cabinet being involved.

My responses are the same for each item because we do the "actual" pretty much the way we think the "ideal" should be. Your questions do not leave open the option of the President

playing a major role -- especially where there is conflicted judgement between the Chief Academic Officer and the Chief Business Officer. I work very well with the Chief Business Officer at my institution, so it may seem to me that I play a more major role in decision-making that I would alone. There are no major decisions that we do not discuss carefully and agree on, at least in general terms!

There should be a category "H" in which the Chief Business Officer and the Chief Academic Officer have equal influence on the President who would make the final decision. Most items answered "F" or "G" would then have been answered "H".

My sense of your general survey is that things go poorly without close working relationships between the academic and financial officers. Shared governance seems not to be included as a decision-making entity. We would seek counsel from faculty and administrative bodies on several situations you have described. The questions also ignore the College Dean as the decision-maker -- a person below the chief academic officer on the organization chart.

In many of your cases none of the options apply. I consult with the President.

I am unable to respond to the questionnaire on the institutional decision making process since at this institution the President functions as both the Chief Executive Officer and the Chief Academic Officer -- a somewhat unique organizational structure.

The questions raised in your questionnaire are substantial ones for this College. We approach such decision making from a team concept. Budgets and proposals for facilities, etc. are proposed to the Executive Cabinet of the College by the program units. There are approximately sixty program units operating within the institution. At the cabinet level are: President, Vice President for Business Affairs, Vice President for Academic Affairs, Vice President for Development, Vice President for Student Affairs, Vice President for College Relations, and the Assistant to the President. These officers, acting as a team, will make most of the substantial decisions suggested in the questionnaire. If the Cabinet needs Board approval, then those matters will be submitted at the appropriate meeting.

The Response Key does not provide a broad enough range of options to cover our administrative procedures. We work within the context of a stated budget agreed upon by the Administrative Council. When working within the budget, the Dean makes decisions. Expenditures beyond the budget would

involve more persons that the Chief Academic and Business Officer(s).

APPENDIX J

SUMMARY TABLE

OF

RESPONSES

TABLE 97

General Information Summary Sheet Chief Academic Officer (CAO) and Chief Business Officer (CBO)

	CAO	CBO
1. Total Questionnaires Mailed	288(100%)	288 (100%)
2. Total Responses Received	248 (86.11%)	214 (74.31%)
3. Responses Received Complete	230 (92.74%)	207 (96.73%)
4. Responses Received Incomplete	18 (07.26%)	7 (03.27%)
5. Completed Responses Received	206 (89.57%)	196 (94.69%)
a. small church related institutions	77 (33.48%)	62 (29.95%)
b. small independent institutions	17 (07.39%)	18 (08.70%)
c. small state supported institutions	11 (04.78%)	11 (05.31%)
d. medium church related institutions	10 (04.35%)	11 (05.31%)
e. medium independent institutions	4 (01.74%)	4 (01.93%)
f. medium state supported institutions	16 (06.96%)	15 (07.25%)
g. large church related institutions	2 (00.87%)	3 (01.45%)
h. large independent institutions	5 (02.17%)	5 (02.42%)
i. large state supported institutions	64 (27.83%)	67 (32.37%)
6. Completed Responses Received from Females	24 (10.43%)	11 (05.31%)
a. small church related institutions	11 (04.78%)	5 (02.42%)
b. small independent institutions	6 (02.61%)	3 (01.45%)
c. small state supported institutions	1 (00.43%)	1 (00.48%)
d. medium church related institutions	0 (00.00%)	0 (00.00%)
e. medium independent institutions	0 (00.00%)	0 (00.00%)
f. medium state supported institutions	0 (00.00%)	1 (00.48%)
g. large church related institutions	0 (00.00%)	0 (00.00%)
h. large independent institutions	0 (00.00%)	0 (00.00%)
i. large state supported institutions	6 (02.61%)	1 (00.48%)
7. Completed Responses from Privately Controlled Institutions	132 (57.39%)	111 (53.62%)
a. church related	100 (43.48%)	81 (39.13%)
b. independent	32 (13.91%)	30 (14.49%)
8. Completed Responses from State Supported Institutions	98 (42.61%)	96 (46.38%)
9. Completed Responses from Individuals with Earned Doctorate	224 (97.40%)	42 (20.29%)
a. males small church related institutions	75 (32.61%)	8 (03.86%)
b. males small independent institutions	16 (06.96%)	3 (01.45%)
c. males small state supported institutions	10 (04.35%)	0 (00.00%)
d. males medium church related institutions	10 (04.35%)	1 (00.48%)
e. males medium independent institutions	4 (01.74%)	0 (00.00%)
f. males medium state supported institutions	16 (06.96%)	2 (00.97%)
g. males large church related institutions	2 (00.87%)	0 (00.00%)
h. males large independent institutions	4 (01.74%)	3 (01.45%)
i. males large state supported institutions	64 (27.83%)	24 (11.59%)
j. females small church related institutions	11 (04.78%)	0 (00.00%)
k. females small independent institutions	5 (02.17%)	0 (00.00%)
l. females small state supported institutions	1 (00.43%)	0 (00.00%)
m. females medium church related institutions	0 (00.00%)	0 (00.00%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	1 (00.48%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	6 (02.61%)	0 (00.00%)
10. Completed Responses from Individuals with an Earned Master's Degree	6 (02.60%)	100 (48.31%)

a. males small church related institutions	2 (00.88%)	30 (14.49%)
b. males small independent institutions	1 (00.43%)	8 (03.86%)
c. males small state supported institutions	1 (00.43%)	7 (03.38%)
d. males medium church related institutions	0 (00.00%)	9 (04.35%)
e. males medium independent institutions	0 (00.00%)	2 (00.97%)
f. males medium state supported institutions	0 (00.00%)	11 (05.31%)
g. males large church related institutions	0 (00.00%)	2 (00.97%)
h. males large independent institutions	1 (00.43%)	0 (00.00%)
i. males large state supported institutions	0 (00.00%)	24 (11.59%)
j. females small church related institutions	0 (00.00%)	4 (01.93%)
k. females small independent institutions	1 (00.43%)	1 (00.48%)
l. females small state supported institutions	0 (00.00%)	1 (00.48%)
m. females medium church related institutions	0 (00.00%)	0 (00.00%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	0 (00.00%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	0 (00.00%)	1 (00.48%)
11. Completed Responses from Individuals with a Bachelor's Degree	0 (00.00%)	60 (28.99%)
a. males small church related institutions	0 (00.00%)	23 (11.11%)
b. males small independent institutions	0 (00.00%)	5 (02.42%)
c. males small state supported institutions	0 (00.00%)	4 (01.93%)
d. males medium church related institutions	0 (00.00%)	1 (00.48%)
e. males medium independent institutions	0 (00.00%)	2 (00.97%)
f. males medium state supported institutions	0 (00.00%)	2 (00.97%)
g. males large church related institutions	0 (00.00%)	1 (00.48%)
h. males large independent institutions	0 (00.00%)	2 (00.97%)
i. males large state supported institutions	0 (00.00%)	18 (08.70%)
j. females small church related institutions	0 (00.00%)	1 (00.48%)
k. females small independent institutions	0 (00.00%)	1 (00.48%)
l. females small state supported institutions	0 (00.00%)	0 (00.00%)
m. females medium church related institutions	0 (00.00%)	0 (00.00%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	0 (00.00%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	0 (00.00%)	0 (00.00%)
12. Completed Responses from Individuals With Less Than a Bachelor's Degree	0 (00.00%)	5 (02.42%)
a. males small church related institutions	0 (00.00%)	1 (00.48%)
b. males small independent institutions	0 (00.00%)	2 (00.97%)
c. males small state supported institutions	0 (00.00%)	0 (00.00%)
d. males medium church related institutions	0 (00.00%)	0 (00.00%)
e. males medium independent institutions	0 (00.00%)	0 (00.00%)
f. males medium state supported institutions	0 (00.00%)	0 (00.00%)
g. males large church related institutions	0 (00.00%)	0 (00.00%)
h. males large independent institutions	0 (00.00%)	0 (00.00%)
i. males large state supported institutions	0 (00.00%)	1 (00.48%)
j. females small church related institutions	0 (00.00%)	0 (00.00%)
k. females small independent institutions	0 (00.00%)	1 (00.48%)
l. females small state supported institutions	0 (00.00%)	0 (00.00%)
m. females medium church related institutions	0 (00.00%)	0 (00.00%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	0 (00.00%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	0 (00.00%)	0 (00.00%)
13. Completed Responses from Small Enrollment Institutions	123 (53.48%)	100 (48.31%)
a. church related	88 (38.26%)	67 (32.37%)
b. independent	23 (10.00%)	21 (10.14%)
c. state supported	12 (05.22%)	12 (05.80%)
14. Completed Responses from Medium Enrollment Institutions	30 (13.04%)	31 (14.98%)
a. church related	10 (04.34%)	11 (05.31%)
b. independent	4 (01.74%)	4 (01.93%)
c. state supported	16 (06.96%)	16 (07.73%)

15. Completed Responses from Large Enrollment Institutions	77 (33.48%)	76 (36.71%)
a. church related	2 (00.87%)	3 (01.45%)
b. independent	5 (02.17%)	5 (02.42%)
c. state supported	70 (30.44%)	68 (32.85%)
16. Completed Responses from Individuals with Less Than One Year Experience	34 (14.78%)	19 (09.18%)
a. males small church related institutions	9 (03.91%)	6 (02.90%)
b. males small independent institutions	2 (00.87%)	4 (01.93%)
c. males small state supported institutions	1 (00.43%)	0 (00.00%)
d. males medium church related institutions	2 (00.87%)	0 (00.00%)
e. males medium independent institutions	0 (00.00%)	0 (00.00%)
f. males medium state supported institutions	4 (01.73%)	0 (00.00%)
g. males large church related institutions	0 (00.00%)	0 (00.00%)
h. males large independent institutions	1 (00.43%)	0 (00.00%)
i. males large state supported institutions	11 (04.78%)	6 (02.90%)
j. females small church related institutions	2 (00.87%)	1 (00.48%)
k. females small independent institutions	2 (00.87%)	1 (00.48%)
l. females small state supported institutions	0 (00.00%)	0 (00.00%)
m. females medium church related institutions	0 (00.00%)	0 (00.00%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	0 (00.00%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	0 (00.00%)	1 (00.48%)
17. Completed Responses from Individuals With One to Three Years Experience	70 (30.43%)	50 (24.15%)
a. males small church related institutions	22 (09.56%)	17 (08.21%)
b. males small independent institutions	5 (02.17%)	6 (02.90%)
c. males small state supported institutions	3 (01.30%)	2 (00.97%)
d. males medium church related institutions	2 (00.87%)	1 (00.48%)
e. males medium independent institutions	1 (00.43%)	1 (00.48%)
f. males medium state supported institutions	5 (02.17%)	3 (01.45%)
g. males large church related institutions	1 (00.43%)	0 (00.00%)
h. males large independent institutions	2 (00.87%)	2 (00.97%)
i. males large state supported institutions	21 (09.13%)	14 (06.76%)
j. females small church related institutions	3 (01.30%)	0 (00.00%)
k. females small independent institutions	3 (01.30%)	0 (00.00%)
l. females small state supported institutions	0 (00.00%)	1 (00.48%)
m. females medium church related institutions	0 (00.00%)	2 (00.97%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	1 (00.48%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	2 (00.87%)	0 (00.00%)
18. Completed Responses from Individuals With Four to Ten Years Experience	91 (39.57%)	66 (31.88%)
a. males small church related institutions	34 (14.78%)	22 (10.63%)
b. males small independent institutions	6 (02.61%)	2 (00.97%)
c. males small state supported institutions	3 (01.30%)	4 (01.93%)
d. males medium church related institutions	5 (02.17%)	4 (01.93%)
e. males medium independent institutions	3 (01.30%)	1 (00.48%)
f. males medium state supported institutions	5 (02.17%)	7 (03.38%)
g. males large church related institutions	1 (00.43%)	1 (00.48%)
h. males large independent institutions	2 (00.87%)	2 (00.97%)
i. males large state supported institutions	22 (09.57%)	21 (10.14%)
j. females small church related institutions	4 (01.73%)	2 (00.97%)
k. females small independent institutions	1 (00.43%)	0 (00.00%)
l. females small state supported institutions	1 (00.43%)	0 (00.00%)
m. females medium church related institutions	0 (00.00%)	0 (00.00%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	0 (00.00%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	4 (01.73%)	0 (00.00%)
19. Completed Responses from Individuals With Over Ten Years Experience	35 (15.21%)	72 (34.78%)
a. males small church related institutions	12 (05.22%)	17 (08.21%)
b. males small independent institutions	4 (01.73%)	6 (02.90%)

c. males small state supported institutions	4 (01.73%)	7 (02.42%)
d. males medium church related institutions	1 (00.43%)	6 (02.90%)
e. males medium independent institutions	0 (00.00%)	2 (00.97%)
f. males medium state supported institutions	2 (00.87%)	5 (02.42%)
g. males large church related institutions	0 (00.00%)	2 (00.97%)
h. males large independent institutions	0 (00.00%)	1 (00.48%)
i. males large state supported institutions	10 (04.35%)	26 (12.56%)
j. females small church related institutions	2 (00.87%)	0 (00.00%)
k. females small independent institutions	0 (00.00%)	2 (00.97%)
l. females small state supported institutions	0 (00.00%)	0 (00.00%)
m. females medium church related institutions	0 (00.00%)	0 (00.00%)
n. females medium independent institutions	0 (00.00%)	0 (00.00%)
o. females medium state supported institutions	0.(00.00%)	0 (00.00%)
p. females large church related institutions	0 (00.00%)	0 (00.00%)
q. females large independent institutions	0 (00.00%)	0 (00.00%)
r. females large state supported institutions	0 (00.00%)	0 (00.00%)

NOTE: Because of rounding not all percentages equal exactly 100%.

VITA

Charles William McKee was born in Nashville, Tennessee. He is the son of L. C. McKee, Sr. and the late Mary Argo McKee. Mr. McKee attended the Nashville City School System through the eighth grade and the Peabody Demonstration School/University School of Nashville for the four years of high school. An undergraduate degree was completed at the University of Tennessee, Knoxville (B.S. in Public Administration). Graduate degrees in education have been awarded by two institutions, Auburn University (M.Ed. in Counseling/Student Development) and the University of Tennessee, Knoxville (Ed.D., in Technological and Adult Education). Mr. McKee has been a participant in the American Council on Education/National Association of Student Personnel Administrators, Richard F. Stevens Institute on Leadership and Administration of Student Affairs in Higher Education, and the Carnegie Mellon University Academic Leadership Institute.

The author has held various administrative posts at Georgia Southwestern College in Americus, Georgia, (Group Counselor, Director of Student Activities, Associate Dean of Students) and at Cumberland University in Lebanon, Tennessee, (Dean of Students/Registrar, Dean of the College/Registrar). He currently serves the Cumberland University campus community both as the chief student affairs officer and the chief academic affairs officer. In

addition to the administrative duties, he has taught a variety of courses at the college and university level, sponsored various student groups, and is a Certified Professional Counselor in the State of Tennessee.

Mr. McKee holds membership in a many of professional and honorary organizations including Kappa Delta Phi; Phi Delta Kappa; Phi Lambda Theta; American, Southern, and Tennessee Associations of Collegiate Registrars and Admissions Officers; Conference of Academic Deans of the Southern States; National Association of Student Affairs Administrators; Southern and Tennessee Associations of Housing Officers; Southern Association for College Student Affairs; and the Tennessee Private Colleges Academic Deans Group. Additionally, he has published in several referred journals, served as co-editor of the monograph A Guide to Academic Achievement now in the second printing, and has made numerous presentations to collegial and student groups. Mr. McKee also serves on several boards including the Supreme Executive Committee of Kappa Sigma Fraternity and the National Council of Alpha Lambda Delta. His Committee work in professional organizations includes State Director (Tennessee) for the National Association of Student Affairs Administrators, article reviewer for The College Student Affairs Journal, and service as an accreditation evaluator for the Commission on Colleges of the Southern Association of Colleges and Schools.