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An examination of information centers in the organizational structures of a university

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AN EXAMINATION OF INFORMATION CENTERS IN THE
ORGANIZATIONAL STRUCTURES OF A UNIVERSITY

A Thesis

Presented to

the Faculty of the Graduate School

University of the Pacific

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

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August 1970

This thesis, written and submitted by

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Chapter 1

THE PROBLEM

"You might check with George. He probably knows something about it." In almost every organization or group there seem to be a few people who know more about what is going on than do others. Their information doesn't appear limited to any specific area either. Rumors, new appointments, policy changes, administrative shakeups--George apparently has more information than anyone else.

Colleges and universities have their "Georges" too. Campuses pride themselves in being open forums, much more than do major businesses or corporations. There is a free discussion between students, faculty, and administrators. At least there is an attempt for this atmosphere to prevail. Individuals at various levels of authority and prestige mingle and converse. Bits of information flow back and forth between various groups. Still, there are certain persons who acquire more and disseminate more information than others. These individual centers of information are the focal point of the study.

Statement of the Problem

The purpose of this study is to examine the role and locations of "magnetic centers" which evolve, or are established, from the flow of information and the lines of authority on a university campus.

It is believed that certain individuals are centers of information, "magnetic centers," and they draw messages from other

individuals at all levels in the communications networks of the structure or structures of an institution. By doing this they exert influence through a filtering process of the flow of information they received and disseminate. These magnetic centers may or may not be recognized by other individuals within the organization.

Based on the assumption that there are certain individuals who could be classified as magnetic centers the following questions were considered:

Are there magnetic centers in the structure or structures of a university?

Are these individual magnetic centers established because of their position or because of other characteristics held in common?

Are the centers permanent in the structure? If there is more than one structure, which structure appears to be more permanent?

Which structure dominates in the number of recognized magnetic centers?

Do the recognized magnetic centers have common procedures for getting information?

Are there magnetic centers which are not recognized by other individuals in the structure or structures? Are there ascertainable reasons for their non-recognition?

Structure Definitions and Interpretations

This study limits itself to formal organization patterns of a university. These patterns are different from the commonly held interpretation of a corporation structure. Since the informational flow appears to follow organizational patterns, any differences between

universities and corporations in their organizational structures should be interpreted.

This brings us to the point of what is meant by the organizational structure. "An organization is an aggregate of individuals brought together to accomplish a purpose. The inter-relationships of these individuals are ordered by a system of authority and of rewards (and punishments)."¹ Anderson, in his "Organizational Character of American Colleges and Universities," also indicates that within this interpretation decisions are made as part of the process and these processes are called administration.

It seems apparent that colleges and universities fit a general class of organizations, that the members (trustees, administrators, faculty, staff and students) are "organized" to accomplish a purpose (or purposes), that the inter-relationships of the members are ordered by a system of authority and rewards, that decisions are made by administrators and that the behavior of the members is lawful though variable, and hence predictable. Therefore, general principals regarding organizations should have relevance to the organization of universities.²

By comparing corporations and universities we can find similarities. Each has the characteristics of "bureaucratic" organizations, a term brought into being by Max Weber in his book Theory of Social and Economic Organization.

¹Lester Anderson, "The Organizational Character of American Colleges and Universities," The Study of Academic Administration (Boulder, Colorado: WICHE, 1963), p.4.

²Ibid.

To apply this term to universities is to imply that the institution is a formal organization.

By using Weber's definition of bureaucratic organization in terms of criteria we then determine the characteristics of the formal organization of the university. These criteria are as follows:

1. Organizational tasks are distributed among various positions as official duties a clear cut division of labor.
2. The positions or offices are organized into a hierarchical authority structure.
3. A formally established system of rules and regulations governs official decisions and actions.
4. Officials are expected to assume an impersonal orientation in their contact with clients and other officials.
5. Employment by the organization constitutes a career remuneration is in the form of salary.³

These qualities or criteria can be applied to various parts of the university: the business affairs, the offices of admission, registrar, placement, housing, development and public relations, health services, libraries, are all subject to the rules and regulations of a bureaucratic structure.

The area of research on a university campus is beginning to be carried out through a bureaucratic organization. The research is being conducted on a group basis, since it is interdisciplinary. It is supported from "outside" funds. The organizations are self-contained,

³ Peter M. Blau & Richard Scott, Formal Organizations (San Francisco, California: Chandler Pub. Co., 1962), pp. 32-36.

establish directors and assistant directors; they employ specialized personnel such as librarians, editors and computational experts, bookkeepers, etc.

Instruction is becoming or has become bureaucraticized. Anderson uses the example of the language laboratory which becomes the center of the instructional program.⁴ Its proper operation requires language experts and electronic experts. Planning and coordination requires a director. A common syllabus is developed. Common examinations are prepared and scores are tabulated on an IBM card. The result is that the individual faculty member is not an independent person, fully responsible for the instruction of the "class" of students. He is but a member of a bureaucratic organization through which the introductory language work is taught.

With these criteria one might conclude that the university is a typical bureaucratic organization. This conclusion is, however, subject to an important qualification. As Weber states, "in the ideal form bureaucratic organizations are found to emphasize a legally sanctioned monocratic hierarchical authority structure with superordinate offices. Authority for a given sphere of an organization's operation rests in one office filled by one man."⁵

There is, however, a unit within the universities working to limit bureaucratic organization as normally described and specifically to limit hierarchical monocratic authority. This force, or unit,

⁴Ibid., op. cit. p. 7.

⁵Ibid., p. 7.

derived from the faculty, represents, in a limited sense of the term, collegial authority.⁶

Monocratic authority within a university is composed of the authority exercised by faculty members through groups rather than single persons. Faculties operate through committees, or representative bodies. These committees operate not only legislatively, but administratively. Faculty authority, then, is seldom if ever monocratic. Collegiality, as discussed by Weber, is a variant of bureaucratic organization. Other interpreters, however, feel that this structure is a completely different order from those found in bureaucratic organizations. Millet, in his book The Academic Community describes Collegiality in terms of Community.⁷

Regardless of what term is used the structure of the university then appears to be divided into two parts--bureaucratic, within the service functions, and collegial, within the faculty structure. Weber felt that the bureaucratic organization was the most efficient system that could be devised, and that departures from it were to him limiting cases which could only obtain under exceptional circumstances.⁸

However, the characteristics of the faculty member's performance of his tasks would fall into a pattern somewhat like this:

⁶Ibid., p. 7.

⁷John D. Millet, Decision Making and Administration in Higher Education (Richmond, Virginia: William Byrd Press, 1968), p. 8.

⁸Max Weber, "Bureaucracy", Some Theories of Organizations, eds. Albert Rubenstein & Chadwick Haberstroh (Homewood, Ill.: Dorsey Press, 1966), pp. 70-74.

1. He works alone operates essentially as a private practitioner.
2. He is a specialist. His work cannot be judged or evaluated by managers or executives except as they are specialists in the same field.
3. The faculty member working as a scholar is engaged in neither production nor service in the usual sense of the term. He works at intellectual tasks for their own sake.
4. The university organization has produced certain conditions which limit any organizational discipline on the scholar these are academic freedom and tenure.
5. The faculty member occasionally holds title to the products of his scholarly work (it is a General Motors Car, but Salk vaccine).
6. The faculty member's basic loyalty is to his discipline and his peers not to the organization.⁹

These criteria do not fit the mold of a bureaucratic organization but fall closely within the criteria of Weber's Collegial organization structure as follows:

1. The locus of decision is not in one person, nor can one person be held responsible.
2. The collegium is superordinate: administrators are subordinate.
3. Administrators are amateurs, not experts.
4. Administrators are drawn from the collegium, hold office for limited periods, and return to it.

⁹Ibid., op. cit., pp. 11-12.

5. Administrators are expected to perform, even while administrators, their usual roles as faculty members.

6. The collegium makes policy and operates as an administrative body.

7. The collegium exercises the judicial, legislative and executive functions.

8. Subordinate organization is loose and not highly structured.

9. Power of individuals in the collegium is normative, not legal.

Collegiality appears to function in limiting monocratic authority by exercising veto powers, operating itself as a monocratic authority, and requiring that it be consulted and give approval. Cooperation must be given by the collegial to the bureaucratic.

Unlike a corporation concept of a single formal organization a university is an institution with apparently two separate organizational structures. The problem of the study is dependent upon the double structure concept.

Definitions

The terms "organization", "bureaucratic", and "collegial", highly significant to this study have been defined in previous pages.

Communication. Acts of imparting by words, letters or messages, information, thoughts and opinions understandable by the sender(s) and the receiver(s), and with commonly agreed upon interpretations.

Formal lines of communication. The formal lines of communication are established either by the individual's position in the

structure of organization or by his office in recognized committees of the institution. It does not include personal relationships among individuals which depend upon personality, location of their respective offices, character or friendships.

Informal lines of communication are: those lines of communication which are established on a non-permanent and non-formal basis, by individuals' personal relationships with other individuals, dependent primarily upon an interchange brought about by personality, location of their respective offices, character and friendship.

Magnetic centers. Individuals who by their positions or their personal characteristics draw messages from one or the other formal and informal communications networks to a greater degree than most of the other individuals employed in those same structures.¹⁰

Limitations

The University of the Pacific was used as the case study. It is a private, coeducational institution located in Stockton, California. The city in which it is located is primarily an agricultural community with a population of 102,000. The university has an enrollment of 4,200 students on its main campus and approximately 1,100 students on campuses in other cities. The study was limited to the main campus in Stockton.

Until one year before the study the University was affiliated with the Methodist Church but has severed that formal relationship.

¹⁰Richard C. Huseman, Carl M. Lague, Dwight L. Freshly, "A Study of Organization Communications Systems", Readings in Interpersonal and Organizational Communications (Boston: Holbrook Press Inc., 1969)

However, an informal carryover of traditions and policies still prevails.

The student body is made up of individuals who come from nearly all the states in the union, primarily from middle to upper-middle economic families.

It is believed that the university would fall into a general range of institutions described as "middle-sized, private, coeducational, church-related university: by the Office of Financial Aid to Education.¹¹

Assumptions

It is the belief of the researcher that:

1. A university's organizational structures are unique from corporations and businesses in that two distinct structures exist and are chartable.
2. The individuals within the two structures maintain separate, and overlapping, flows of information and the magnetic centers are different individuals within each structure.
3. There exists within each structure certain individuals who receive and disseminate a disproportionate amount of information. That by this receiving and disseminating they attract a certain amount of power, influence and prestige.
4. That the bureaucratic structure fosters these magnetic centers primarily through positions of authority.

¹¹"Voluntary Support for Education", Survey Report 1966-67, Council for Financial Aid to Education, Washington, D.C.

5. That the collegial structure has magnetic centers because of factors other than positions of authority.

6. That some magnetic centers are recognizable by fellow workers while others are not.

Chapter 2

REVIEW OF THE LITERATURE

To review even a portion of the studies and writings dealing with organizations and organizational structures would exhaust several researchers. The subject is popular, the concepts and ideas about organizational structures as numerous as there are individuals interested in the area.

It became quite clear as this project developed that when the research is limited to communications within organizational structures in the field of educational administration the materials available were sparse. Lester Anderson puts it more succinctly:

"...the literature in [education] was largely reminiscent, anecdotal, or hortatory, and that which passed for research was largely of the normative-survey type. In addition, there seemed to be no frame of reference from which even modest research or conceptualization and analysis could progress."¹²

The researcher eventually reached the same conclusion. Several books, articles, talks and interviews are listed in the bibliography which discuss various facts and studies made of academic management, protocol, committee alignments and individual departmental procedures. None, however, discusses specifically the structure of educational institutions as interpreted in Chapter 1, or the flow of information

¹²Lester Anderson, op. cit., p. 1.

in those combined structures. The information is of invaluable assistance in the understanding of the procedures and goal orientations for which departments and committees are established. One study specifically dealt with individual magnetic centers. It is discussed in this chapter.

The literature, and other resources, were categorized into three distinct but correlating areas. The researcher has labeled these sources as Structural, Behavioral and Communicational.

Structural

The primary concept which had to be determined was the framework in which the study would be made. The organizational pattern selected provided the structural limitations. The researcher has leaned heavily on the theory of an educational organization structure summarized by Lester Anderson and discussed earlier and extensively in this project.

In the early 1950's Anderson was asked to put together a 10,000 word review of the research done in the organization and administration of higher educational institutions. His survey of the research at that time and his cumulative studies since then led him to state in 1963 that there was little to be gained by studying the research in this particular area.

Anderson then redirected his studies to the substantial literature on social organizations. From Max Weber's Theory of Social and Economic Organizations he formed his concept of the bureaucratic structure of a university. Although Weber discussed collegiality, as a structure, Anderson sought what he believes is a better inter-

pretation of the criteria for collegiality by turning to Blau and Scott. Their interpretations in their published Formal Organizations, seemed more directly relative to higher educational institutions. Weber's study and the works of Blau and Scott are discussed at some length in the first chapter and it seemed redundant to reiterate their concepts again.

Focus on Understanding and Support by John Leslie¹³ uses the Weber structure but has applied academic, or university, nomenclature to the positions. Leslie's study is involved primarily with the role of the development office, and the administrative branch of the university. His analysis of 378 institutions of education in the United States¹⁴ gives credence to the structures found in the case study institution.

The systems analysis by Millet, in his Decision Making and Administration in Higher Education interprets the three major elements of a university's purpose in relation to an industrial enterprise. He describes the "Input, Technological and Output" factors¹⁵ of a corporation in university terms--input = knowledge; technology = instructional process; output = advancements in knowledge (graduate students). Through his comparisons to corporate or business structures one can identify the similarities. Since the discussions center around the administrative branch again the mechanics of that portion of the university structure is clarified.

¹³ John W. Leslie, Focus on Understanding and Support, a Study in College Management (Washington, D.C.: ACPRA, 1969)

¹⁴ Ibid., p. 10.

¹⁵ John D. Millet, op. cit., p. 139.

The organizational structure was then formed by this researcher as a combination of Weber's bureaucracy, Blau and Scott's interpretation of Weber's collegiality, Anderson's interpretation of both, and a comparison of terms and supportive materials from Leslie and Millet.

Behavioral

To jump from the interpretations of organizational structures to the sociological aspects within them is, in effect, to jump from "what is it" to "why is it". One also turns from a barren field of research to mountainous volumes of written materials. From dealing with paper, pencils and charts the mind is turned to personalities, human aspirations (and desperations), power, authority and a myriad of intangible but very real criteria.

March and Simon's Organization¹⁶ which followed Weber's work puts the mechanical interpretations into a more human form. Their discussions of the behavior of the organization member sets the stage for the background of this research. Simon's "Propositions About Organizational Behavior" are classified into three categories:

"1. Propositions assuming that organization members, and particularly employees, are primarily passive instruments, capable of performing work and accepting directions, but not initiating action or exerting influence in any significant way.

"2. Propositions assuming that members bring to their organizations attitudes, values, and goals; that they have to be motivated or induced to participate in the system of organizational behavior; that there is incomplete parallelism between their personal goals and organization goals; and that actual or potential goal conflicts make power phenomena, attitudes, and morale centrally important in the explanation of organizational behavior.

¹⁶James G. March and Herbert A. Simon, Organizations (New York, N.Y.: John Wiley and Sons, Inc., 1958)

"3. Propositions assuming that organization members are decision makers and problem solvers, and that perception behavior in organizations."¹⁷

The motivation and thought processes are relative to the reasons for variance by individuals within an organization.

A significant source of information in this area rests with understandings received by the researcher from classroom and individual discussions with Dr. Donald Duns, Associate Professor of Speech and Communications, University of the Pacific. His main concerns are not "what is an individual's relationship to a structure?" but, "what is the structure's relationship to an individual, or group of individuals?" The change in viewpoint alters what is seen.

The study then has had to move into some understanding of the behavior of those within the structures. Weick states that the behavior within an organization is not unique from behavior outside the organization.

"Events inside organizations resemble events outside; sensitivities of the worker inside are continuous with sensitivities outside. Since people have as much desire to integrate the various portions of their life as to compartmentalize them, what happens inside affects what happens outside, and vice versa. This is a round-about way of saying that continuity from setting to setting is more likely than discontinuity. In that sense, behavior is behavior, and though its form may be shaped by the particular setting in which it unfolds, it still unfolds with a certain degree of orderliness, regularity, and prediction."¹⁸

Weick, quite obviously is assuming that individuals do not drastically alter their responses while they are in an organization. Therefore,

¹⁷Ibid., p. 6.

¹⁸Karl E. Weick, The Social Psychology of Organizing (Reading, Mass.: Addison-Wesley Pub. Co., 1969) pp. 25-26.

certain inherent drives or motivations found in certain individuals might well be carried (or almost certainly will be carried) by those individuals into the organization. This factor determines a point regarding involvement in the organization which Weick mentions; "persons differ in their involvement in particular structures. Involvement can be assumed to be a direct function of the amount of closure that is produced by the reciprocal behavior and of the number and importance of rewards that are received."¹⁹

Weick's studies in behavior patterns also point up the fact that "... groups single out persons who vary customary practices in ways which appear more adaptive ... and elevate them to positions of authority."²⁰

These behavior factors are relevant to the study since they bear out a possible common attitude of magnetic centers and the reason for them.

One sentence in the acknowledgement of Weick's book is a delightful summary of the criteria for its writing. "Nonpersons unperson persons."²¹

Where Weick focuses on the behavioral aspects of an individual within an organization, Simon initially puts his attention on the utilization of human beings in organizations.²² He states what he believes is the behavioral criteria of the "classical" organization

¹⁹Ibid., p. 47.

²⁰Ibid., p. 57.

²¹W. H. Gass, "The Artist and Society", The New Republic, 159, No. 4 (1968), pp. 16-19.

²²Herbert A. Simon, op. cit., p. 13

theory. He then severs this concept from what he terms the "scientific management movement" where behavior is viewed as a sequence of highly regularized physical activities.²³ Both theories deal with accomplishment of the task but do little in the area of motivation and behavior patterns. Simon believes in the significant value of motivation, or the decision to participate.

"The decision to participate lies at the core of ... 'organizational equilibrium'; the conditions of survival of an organization. Equilibrium reflects the organization's success in arranging payment to its participants adequate to motivate their continued participation."²⁴

Though not put forth as a hypothesis it appears that magnetic centers might receive some form of reward or "payments" as postulated in the first chapter.

Communicational

Readings in Interpersonal and Organizational Communications²⁵

covers a vast area because it consists of articles selected not necessarily for compatibility but for continuity. Simpson's study of vertical and horizontal communications in formal organizations²⁶ is followed by Upward Communications.²⁷ A comparative study is then made of unilateral and bilateral communications.²⁸ Since this project deals with one very human aspect of the flow of information the above studies were necessary for understanding.

²³Ibid., p. 15.

²⁴Ibid., p. 83.

²⁵Huseman, Lague, Freshley, op. cit.

²⁶Ibid., pp. 113-121.

²⁷Ibid., pp. 122-143.

²⁸Ibid., pp. 144-155.

Although not anticipated at the beginning of the study the non-verbal communications factors discussed in the study of "Communications within Organizations"²⁹ were a vital asset and provided added strength to the interviews discussed in the following chapter. Symbols do convey messages and, to a degree, the term "magnetic center" is a symbol within itself.³⁰ Status seeking, a form of behavior expressed in the study³¹ is believed to be one factor in the reason for communication of information by one individual to another. The combination of the symbol of status--being a magnetic center--and the proposal that dissemination of information is a form of obtaining that designation brings out the importance of the study of non-verbal communication study.

"Communications in a Public Bureaucracy: Involvement and Performance"³² points up two very real factors which will determine some of the basis for the study.

1. Those who initiate more calls receive more calls.
2. Those who meet more people, face to face, receive more information.³³

The primary article involved in this study was "A Study of Organizational Communications System", by Eugene Walton.³⁴ The article consists of a report of study dubbed "A Magnetic Theory of Organiza-

²⁹Ibid., pp. 60-77.

³⁰Ibid., p. 109.

³¹Ibid., p. 111.

³²Ibid., pp. 100-107.

³³Ibid., p. 101.

³⁴Eugene Walton, "A Study of Organizational Communications Systems", Readings in Interpersonal and Organizational Communications (Boston: Holbrook Press, 1969) pp. 108-112.

tional Communications".³⁵ It theorized that the organization is primarily a communications network which is dominated by a number of magnetic centers that tend to draw messages unto them. It was further hypothesized that individuals who do draw these messages possess certain characteristics among which are Authority, Power, Expertise and Sociability. Further speculations indicated that those who initiated the contact did so consciously or unconsciously to exert influence. It was determined those who did the contacting were not the forces of influence but those who were contacted contained that influence and were, in fact, magnetic centers.

The conclusions led the researchers to believe that magnetic centers did have degrees of authority, power or expertise, but that sociability was not a factor. Simon might consider the first two as reward incentives for those who become magnetic centers; however, this would not refute Walton's statement.³⁶

Other theories extended in the magnetic center study, but not relative to this study, were not supported by any results of significance.

The study was carried out among 100 employees of a large governmental laboratory through a questionnaire procedure. Though the study described by Walton was a base for the study contained in this paper, this study was not intended to duplicate Walton's in any way.

³⁵Ibid., p. 109.

³⁶James G. March and Herbert A. Simon, op. cit.

The researcher did borrow terminology and the principles of the magnetic center study but the procedures and the reasons for the research are not similar.

Perhaps the most succinctly written description alluding to magnetic centers is found in March and Simon's Organizations. Although they are not discussing educational institutions and have not mentioned, even in passing, the collegial structure, their words come close to pinpointing one aspect of the study.

"By virtue of specialization, most information enters an organization at highly specific points. In all of these cases, the person who summarizes and assesses his own direct perceptions and transmits them to the rest of the organization becomes an important source of informational premises for organizational action ... a great deal of discretion and influence is exercised by those persons who are in direct contact with some part of the 'reality' that is of concern to the organization. Because of this consciously or unconsciously, (control is used) as a technique for acquiring and exercising power."³⁷

³⁷James G. March and Herbert A. Simon, op. cit., pp. 165-166.

Chapter 3

RESEARCH PROCEDURE

After discussions with the advisor the researcher selected a personal interview method of obtaining information. The interview form was divided into seven parts as follows:

Part I - Personal Factors

The following information was noted:

1. Position (academic rank, administrative, staff).
2. Sex.
3. Age (discretion was used in interviews with female members and in some cases estimates were made by the interviewer).
4. Time at the university.
5. Time in education.
6. Number of other universities interviewee was previously employed.
7. Immediate overseer.
8. Location of office.
9. Committee assignments at the university (formal and informal).
10. Membership or participation in university social groups.

Part II - Formal Associations-Regular Procedures for Communications

The questions in this section were designed primarily to

determine whom the individuals would say they saw regarding a normal procedure in the area of their concern and how often they might see those individuals in a day or week.

One question related to who in administration they felt had the greatest influence on the campus. This question and similar questions were spaced throughout the interview. In some cases the words were changed slightly to give the feeling the questions were not related. It was felt by the interviewer there would be more opportunities for the ones being interviewed to give additional names. The correlation studies later will give indications of whether or not this was true.

In this section of questions an opportunity was given the interviewees to indicate whether they felt their choices were different from those which might be made by their colleagues or others on campus. Further opportunity was given to them to name those which others might select which might be different from their own selections.

Part III - Informal Associations

Similar to part II the questions were geared toward determining whom, outside the formal structure, the interviewees might select to get their information from or to whom to give it. Again, they were given the opportunity to say whether others would agree or disagree with their choices. They were also asked who they felt were the three most influential members of the faculty (non-deans).

Part IV - Social Associations

This section consisted of one question: "Whom do you see most often in a non-formal situation (social contact)?" The question was

elaborated on by the interviewer who asked that they restrict their answers to those individuals whom they met socially but who were part of the university "family".

Part V - General

Consisting primarily of multiple choice questions, this section was an attempt to determine several things.

1. How they hear about events on campus.
2. Where they hear about events on campus.
3. Where they believe new policies originate (bureaucratic or collegial structure--although these terms were not used).
4. Who or what are they most influenced by in their daily decisions.
5. What governs their actions in a situation.
6. What happens when they disagree with a policy.

Of all the sections, this seemed the easiest to answer. It also appears to the interviewer that it revealed some very vital facts as will be discussed later.

Part VI - Development Office

An attempt was made to understand the relationship of the development office to the magnetic center study herein. Some information was revealed which will not be included in the analysis but will be stated briefly in the observations. The researcher's personal involvement in this particular area was the only criteria for its inclusion.

Part VII - Determination of Influence

The last section consisted of four questions the interviewer felt would provide the most valuable information to the study. The questions were simple and to the point.

The interviewer asked the interviewees to select who they felt were the three most respected leaders on the faculty; the three on the administration; the three faculty members who had the most "inside" information and the three administrators who had the most "inside" information. No attempt was made to explain or define "inside". It did not appear to be a handicap in the answers given.

Method of Interviewing

The method of interviewing was relatively simple. Two pilot interviews were made on subjects whose names were not selected for the study. Both pilot interviewees were aware of the nature of the project, of the subjective opinions of the interviewer, and had, by prior conversations, known about some of the interview questions.

Prior to the final interview form used for the 40 interviews several of the questions were reworded, some were dropped and others added for clarification of meaning. Sections were established for more continuity. The basic interview form was checked with the advisor who had some suggestions and changes. These were incorporated into the interview form. The final interview form was not, however, subjected to the advisor or the committee, so no blame for inadequacies should be attributed to them.

One procedure was added after the pilot studies. Slash marks "/" were made at arbitrary intervals if the interviewee took an unusual

amount of time in selection of three names to answer the question.

Example: Question: "Name the three most influential members of the faculty (non-deans) on this campus." Answer: a. Dr. X, (hesitation) / (more hesitation) // b. Dr. Y, (hesitation) /// c. Dr. Z.

This particular addition has provided a simple but very helpful guide in remembering the "distance" some interviewees displayed between their first choice and their subsequent choices. The slash mark was quite prevalent in several interviewees.

Selection of Interviewees

Thirty-four names to be interviewed were selected by the researcher. Those picked were not selected by random. Arbitrarily the names were picked to cover several factors which included:

1. Representations from top administration (president, vice president)
 - administrative staff
 - deans (provosts)
 - full professors
 - assoc. and assist. professors
 - department chairmen
 - maintenance department.

These categories were selected because they included almost all of the employees on the campus other than line jobs.

2. Location of offices.
3. Affiliation of various colleges and schools.
4. Age variation (including time at the university).

It was anticipated that the selected members for interviewing would include employees on the secretarial level. Conversations with two of these individuals indicated they would not feel comfortable in

answering the questions and any answers given would be guarded. Persons within this category were not asked then to participate in the project.

One sidelight is worth mentioning. On six occasions during the interviews, another person from the faculty or administration came into the room. His inquiry as to what was being said resulted in the interviewer being asked if that member could also be interviewed and give his impressions. In every case this was done on a scheduled appointment basis later. The fact that persons did ask to be interviewed gave the researcher the impression that several were very interested in the project. A more than usual amount of cooperation was given by the interviewees and other members of the university. A total of 40 interviews were made.

Categories of Positions

In cooperation with the payroll department and by using the faculty directory for 1970, the numbers of individuals in full-time employment at the university were established. The following categories were set up:

1. Executive (president and vice presidents) 4
2. Administrative staff 46
3. Deans and Provosts (including assoc. deans and personnel deans) 16
4. Full-time faculty (not including deans, librarians or others who hold faculty rank but are not teaching full-time) 242
5. Maintenance (included are only those individuals who hold "named" positions and does not include the persons who hold line positions) 24

From those groups the following number of individuals were interviewed for this study:

1. Executives 2
2. Administrative staff 7
3. Deans and Provosts 7
4. Full-time faculty 21
5. Maintenance 3

Chapter 4

RESEARCH FINDINGS

The findings revolve around the answers given to the questions asked during the personal interviews. All questions gave opportunities for more than one answer, with the exception of the personal information data. The questions which could be answered by giving individual names were limited to three choices. Example: "Who in the administration has more influence on the campus?" The interviewee was asked to supply his first, second and third choices.

Questions in the "general" category were multiple choice and as many as five possibilities were given for selection.

So there would be distinctions made between the first, second and third choices of the interviewees, value factors were established for each position. All first choice answers were assigned a value of 3; second choices, a value of 2; third choices receive a value of 1. Fourth and fifth choices, which might have been made in the multiple choice questions, were not tabulated because of the scarcity of answers at that level.

For purposes of maintaining the names of the interviewees and any answers attributed to them as confidential, numbers were assigned to each. For correlating purposes the interviewees are known by numbers ranging from 1 to 40. Those interviewed are from the following areas within the university:

Maintenance Department	3
Executives (president and vice presidents)	2
College of Pacific	12
School of Pharmacy	4
Callison College	3
Raymond College	1
Covell College	1
School of Education	3
School of Engineering	1
Conservatory of Music	1
Administrative Staff	9

In addition, a number was assigned to each name given as an answer to the questions asked. A total of 81 names were given. Numbers from 1 to 81, then, are assigned to them and these are the numbers which will be used in the tables following. The positions, departments and locations of offices of those individuals who are listed most prominently in the tables are named here. The number assigned to them is used in the tables for easier comparisons.

Faculty (Collegial) Members Selected by Either Structure

- Number 8 : Associate Professor of Speech, COP; office in North Hall. Chairman of the Academic Council.
- Number 15: Assistant Professor of History, COP; office in Bannister Hall. Chairman-elect of the Academic Council.
- Number 18: Associate Professor of History, Callison College; office in Wendell Phillips Center.
- Number 16: Professor of History, COP; office in Bannister Hall. Member of Academic Council.
- Number 17: Professor of Sociology, COP; office in Bannister Hall.
- Number 14: Professor of History, COP; office in Bannister Hall.
- Number 24: Professor of Art, COP; office in Art Building. Former chairman of Academic Council.

Administrators (Bureaucratic) Selected by Either Structure

- Number 80: Academic Vice President; office in central administration building.
- Number 12: Financial Vice President; office in Tower.
- Number 31: Controller; office in Tower.
- Number 6 : Dean, COP; office in central administration building.
- Number 10: Dean, School of Pharmacy; office in Pharmacy Center.
- Number 11: Provost, Callison College; office in Wendell Phillips Center.
- Number 5 : President; office in Tower.
- Number 9 : Provost, Raymond College; office in Raymond College.

The forty interviewees were divided into two groups. The bureaucratic structure includes all those who are executive officers, deans and provosts, administrators and maintenance; there are 19 interviewees in this structure. The collegial structure includes those who are considered faculty members and would normally fall in the collegial organizational structure; there are 21 interviewees in this category.

There were six questions posed in the Statement of the Problem section of Chapter 1 of this project. There were also six assumptions by the researcher stated in the final section of Chapter 1.

The correlated results of the interview were applied to the six questions to determine whether or not they were answered and what answers might seem apparent. The questions are discussed next, the six assumptions are discussed in the final summary and observation chapters.

Question 1: Are there magnetic centers in the structure or structures of a university?

There are an estimated 332 individuals employed by the university not counting secretaries and line job maintenance employees. 242 of those are classified for this study as faculty. The personal interviews with forty of the 332 individuals resulted in only 81 names mentioned in answer to all the questions posed.

Those interviewed were from various constituencies on the campus, located in different areas, colleges and departments as was shown previously. Each has access to various informational networks of the campus. What those networks are was not determined.

The definition, established in Chapter 1, of magnetic centers says, in part, "magnetic centers are individuals who draw messages from networks to a greater degree than most of the other individuals employed"

The most direct questions asked regarding this specific definition was in Part III of the personal interview form. First, each interviewee was asked to select three individuals on the faculty to whom he would give information.

The following table provides the selections made by the members of the bureaucratic and the collegial structures.

Each table has three columns. Column one titled "Selection" indicates the position, based on total value points, of the individual. Therefore, Selection 1 would show that individual who received the highest number of value points. Column two entitled "Bureaucratic choices" shows the individual selected by the bureaucratic structure

members interviewed. An example from Table 1 would be Number 8 selected first by the bureaucratic structure in the number of value points.

The collegial choices (column 3 of the table) would be the choices made by the faculty interviewed. Number 8, again, appears as having received the most number of value points from faculty interviewed. The same criteria is used for all the tables.

Table 1

The highest five faculty members to whom information is given as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	8	8
2	15	16
3	18	15
4	16	17
5	17	18

As can be seen, out of possible total of 242 full-time faculty at the university, those interviewed in both structures selected five individuals within the faculty to whom they provided information-- Numbers 8, 15, 16, 17 and 18.

A related question was asked to determine those individuals on the administration (or in the bureaucratic structure) who might be selected as information receivers:

Table 2

The highest five administration members to whom information is given as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	80	6
2	12	80
3	31	10
4	6	11
5	11	5

Although not as compatible as the interviewees were in their choices of to whom on the faculty they give information, the interviewees in both structures did agree in three choices out of five-- Numbers 80, 6 and 11--in their selection of administrators to whom they give information. These individuals were selected from approximately 100 administrators on the campus.

The following bar graphs, indicating the number of value points each of the most mentioned faculty and administration members received, gives additional weight to the compatible selection of the faculty information centers. It should be reiterated here that those selected as first choices received 3 value points, those who are selected as second choice received 2, and those as third choices received 1 value point. The totals were then tabulated and the composite number of value points expressed on the chart.

Value points

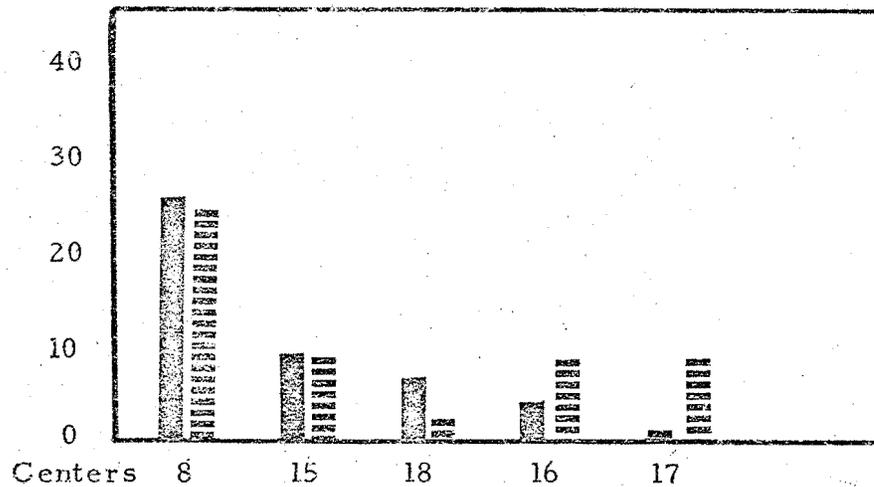


Figure 1

Selection of faculty members who receive information by value points. See Table 1. The black lines represent bureaucratic choices, while the broken lines indicate collegial choices.

Question 2: Are these individual magnetic centers established because of their position or because of other characteristics held in common?

In order to examine this question the researcher felt that a comparison between those selected as receivers of information from both structures and those selected as givers of information should be included.

The following table provides the five choices, by value points, of the bureaucratic and collegial individuals when asked those questions. Again, the interpretations of the columns were made prior to Table 1. The numbers in the two right hand columns under Bureaucratic and Collegial choices refer to individuals assigned those numbers. The position of each of those individuals is discussed earlier in this chapter.

Table 3

The highest five faculty members from whom information is received as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	8	8
2	15	14
3	14	15
4	24	24
5	16	16

Table 4

The highest five administration members from whom information is received as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	80	6
2	12	80
3	31	10
4	5	11
5	6	26

The same five faculty "givers" of information were selected by the bureaucratic and the collegial structures--Numbers 8, 15, 14, 24 and 16 on Table 3. Three of those five, who were said to be givers of information, were also selected by both structures as those who received more information--Numbers 8, 15 and 16 of Table 1.

The choices of administrative "givers" of information are not as matched as were the faculty. The two structures only agree on two individuals--Number 80 and 6.

It should be stated that the administrators selected by the faculty include the academic vice president (80) and three deans or provosts (6, 10, 11) and a professor (26). The administrators selected the academic vice president (80), the president (5), two financial officers (12, 31) and a dean (6).

The comparison of givers (Table 2) and receivers (Table 4) of information within the administration is, however, quite apparent.

Four out of five of those individuals selected as receivers of information were also selected as givers--Numbers 80, 12, 31 and 6.

In the case of the collegial structure four administrators selected as receivers of information were also selected, in the same order, as administrators who gave information--Numbers 6, 80, 10, 11 (see collegial choice columns on Tables 2 and 4).

The following bar graphs might provide additional clarification on the standing, by total value factors, of those on the faculty who have been pointed out as disseminators of information.

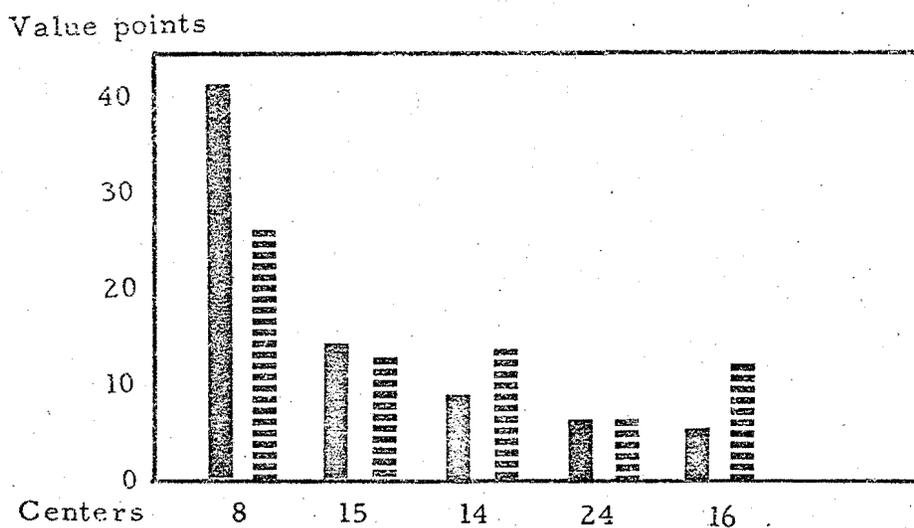


Figure 3

Selection of faculty members who give information by value points. See Table 3. The black lines represent bureaucratic choices, while the broken lines indicate collegial choices.

Using the value factor system again the following are the choices of the administrators who provide information.

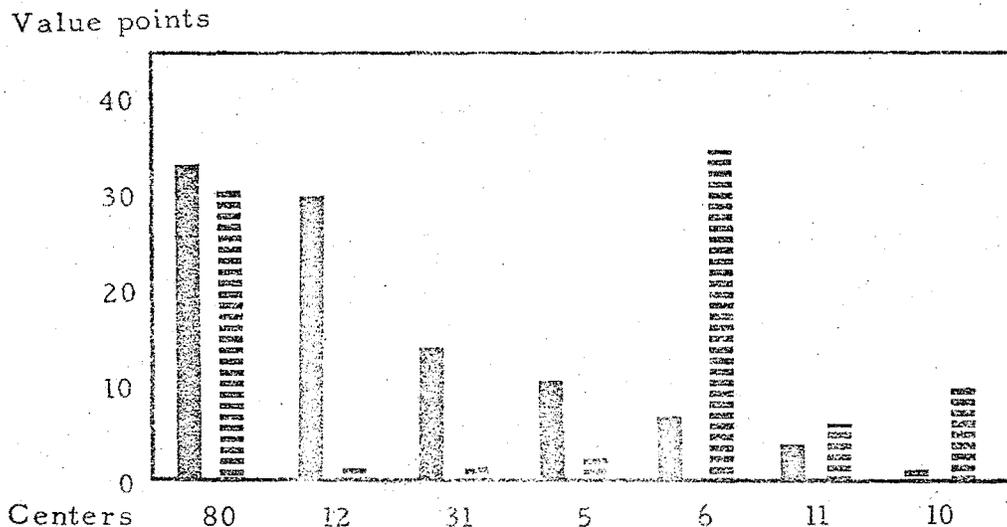


Figure 4

Selection of administrators who give information by value points. See Table 4. The black lines represent bureaucratic choices, while the broken lines indicate collegial choices.

Other characteristics held in common ascertainable by the questions asked in the personal interviews include what the interviewees thought their selections had in the way of "influence", "respect" and access to "inside information". The following tables provide the selections made from the bureaucratic and the collegial structure members interviewed.

Table 5

The highest five faculty members who have the greatest amount of influence as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	8	8
2	15	15
3	16	16
4	24	24
5	14	17

Table 6

The highest five administration members who have the greatest amount of influence as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	80	80
2	12	11
3	5	6
4	11	5
5	6	12

Table 7

The highest five faculty members who have the greatest amount of respect as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	8	16
2	16	15
3	15	8
4	24	24
5	17	17

Table 8

The highest five administration members who have the greatest amount of respect as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	80	80
2	5	11
3	12	5
4	11	9
5	9	6

Table 9

The highest five faculty members who have the greatest amount of inside information as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	8	8
2	15	15
3	16	16
4	14	17
5	17	64

Table 10

The highest five administration members who have the greatest amount of inside information as selected by the bureaucratic and collegial structure interviewees.

Selection	Bureaucratic Choices	Collegial Choices
1	12	80
2	80	12
3	5	5
4	31	6
5	6	31

A composite of the previous tables might be useful for comparisons. The B and C in each column refers to bureaucratic and collegial selections.

Table 11

The highest five faculty members in all categories as selected by the bureaucratic and collegial structure interviewees.

Selection	Information Receivers		Information Givers		Respect		Influence		Inside Information	
	B	C	B	C	B	C	B	C	B	C
1	8	8	8	8	8	16	8	8	8	8
2	15	16	15	14	16	15	15	15	15	15
3	18	15	14	15	15	8	16	16	16	16
4	16	17	24	24	24	24	24	24	14	17
5	17	18	16	16	17	17	17	17	17	64

The next table accomplishes the same effect for individuals in administration selected by both structures. Again the B and C columns refer to selections by the bureaucratic and collegial structures.

Table 12

The highest five administration members in all categories as selected by the bureaucratic and collegial structure interviewees.

Selection	Information Receivers		Information Givers		Respect		Influence		Inside Information	
	B	C	B	C	B	C	B	C	B	C
	1	80	6	80	6	80	80	80	80	12
2	12	80	12	80	5	11	12	11	80	12
3	31	10	31	10	12	5	5	6	5	5
4	6	11	5	11	11	9	11	5	31	6
5	11	5	6	26	9	6	6	12	6	31

Question 3: Are the centers permanent in the structure? If there is more than one structure which structure appears to dominate in permanence?

No time span was available to see what might happen if there were changes of personalities within the collegial or bureaucratic structures. Bits of conversation received during the interviews do, however, lend themselves to possible conclusions regarding the collegial structure. Since the interviewer was not capable of taking shorthand the statements in quotes are as close to what was said by the interviewees as was remembered in the time it was said until the interviewer had the opportunity to make note of it.

"I would have to say, Dr. D...., he is chairman of the Academic Council. Then, of course, there would be Dr. M...., who will be chairman next fall."

"Dr. D.... Second would be Dr. M.... since he'll take over the Council next year."

"The chairman of the Academic Council would fit there."

"The Committee chairman, you know ... Academic Council."

"The Academic Council chairman has the most influence, so that would be Dr. D... I don't know who will be next year."

The "bits of conversation" were made enough times to warrant repeating.

The five members of the collegial structure selected most often and having the highest number of value points are Numbers 8, 15, 16, 24 and 17.

Number 8 is presently chairman of the Academic Council.

Number 15 is chairman-elect of the Academic Council.

Number 16 is presently a member of the Academic Council.

Number 24 is past chairman of the Academic Council.

Number 17 is a professor, committee appointments unknown.

The personal characteristics, other than those already mentioned, which might bring a person to the attention of the faculty for such positions cannot be ascertained in this study. There are individuals named by the interviewees, though not as strongly, who are not nor have they been chairmen of the major committees in the collegial structure. As faculty members they have no committee "position" which would separate them from other faculty members. It is obvious, however, that membership or a leadership position in the Academic Council is a criteria for selection as a center.

As with the collegial structure, the bureaucratic permanence of magnetic centers cannot be determined. No major changes have occurred among the personnel at the levels which seem to be classified as centers by others. Evidence from both structures indicates that some conclusions may be drawn. These are discussed in the following chapter.

Question 4: Which structure dominates in the number of recognized magnetic centers?

The magnetic centers recognized by both the collegial and bureaucratic individuals interviewed were restricted to six individuals named in all categories in the bureaucratic structure--Numbers 80, 12, 31, 6, 11 and 5. All but a scattered few of the value point allotment was divided among those six with very few points being distributed among a wide variety of other individuals, none of whom received points from both structures.

Oddly enough the same was true for the collegial structure. Six individuals received the major portion of the value points--Numbers 8, 15, 17, 16, 14 and 24. Four others were mentioned, but by less than three people, and not by both structures. Again, a few individual points were given to several people.

Question 5: Do the recognized magnetic centers have common procedures for getting information?

Again, the researcher felt the comparison of those members selected from the bureaucratic structure as receivers of information and givers of information might provide a common "procedure" for

classification as a magnetic center. Tables 13 through 16 are made for this comparison. Tables 13 and 14 are the respective choices of the bureaucratic and collegial interviewees as receivers and givers from the collegial (faculty) structure. Tables 15 and 16 are the choices of both structures of the administrators (bureaucratic) who are receivers and givers of information.

The bureaucratic structure selected the following from the collegial structure as receivers and givers of information.

Table 13

The highest five faculty members selected as receivers and givers of information by the bureaucratic interviewees.

Selection	Receivers	Givers
1	8	8
2	15	15
3	18	14
4	16	24
5	17	16

Three out of the top five faculty selected by the administration match as givers and receivers of information--Numbers 8, 15 and 16.

The faculty (collegial) selected from their own membership the receivers and givers.

Table 14

The highest five faculty members selected as receivers and givers of information by the collegial structure interviewees.

Selection	Receivers	Givers
1	8	8
2	16	14
3	15	15
4	17	24
5	18	16

Three out of the top five faculty selected by the faculty match as givers and receivers of information--Numbers 8, 15 and 16.

These same three, 8, 15 and 16, were selected by both structures as high choices of receivers and givers of information.

The same comparisons were made to determine the consistency between receivers and givers of information on the administration.

Table 15

The highest five administration members selected as receivers and givers of information by the bureaucratic structure interviewees.

Selection	Receivers	Givers
1	80	80
2	12	12
3	31	31
4	6	5
5	11	6

Note that four out of five matched--Numbers 80, 12, 31 and 6. The same process was made from faculty selections of administrators.

Table 16

The highest five administration members selected as receivers and givers of information by the collegial structure interviewees.

Selection	Receivers	Givers
1	6	6
2	80	80
3	10	10
4	11	11
5	5	26

In the above table four selected as receivers matched four selected as givers of information. Only one individual, Number 80, is found in all columns of Tables 15 and 16. Those listed in Table 15 (12, 31, 5) as selections by the bureaucratic structure are non-academic positions; 12 and 31 are financial officers and 5 is the president. Those listed in Table 16 (6, 10, 11) as selections by the collegial structure are academic oriented positions.

In answer to the question, "Where do you hear about events on campus?" four out of the six bureaucratic selectees said, "someone else's office," one said his office, and one was not contacted.

In the collegial structure three of the selectees said their office, two said someone else's office and one said classrooms and hallways. The majority of those interviewed selected their own office as the place where they heard about events.

In answer to the question, "How do you hear about events?" four collegial members answered that they heard about them through those with whom they work; two indicated committee meetings. In the bureaucratic, four with whom they work, one from social contact, and one was not contacted. The majority of those interviewed said they heard about events through those with whom they work.

When asked where they believe new policies originate, three out of the six collegial centers said the faculty, three said a combination of faculty and administration. The six members in the bureaucratic center were divided as follows: three said administration, one said combination and one said faculty, and one was not contacted. Interestingly enough, the individual receiving the highest number of value points among administrators in all categories was the one who said the faculty were the policy makers. The majority of the interviewees sided with whichever structure they were a member.

When asked which influenced them most, the six collegial members said: Combination faculty/administration -2, faculty -4. The bureaucratic structure members said administration -5, and one was not contacted.

Question 6: Are there magnetic centers which are not recognized by other individuals in the structure or structures? Are there ascertainable reasons for their non-recognition?

The study in no way proved there are or are not non-recognizable magnetic centers or the reasons for their non-recognition. Discussion regarding this area is made in the Chapter entitled Observations.

Chapter 5

SUMMARY AND CONCLUSIONS

The Problem

The study has been focused on determining if there are certain individuals within the university structures who could be called "magnetic centers," individuals who receive a proportionately higher rate of information than do others within those structures.

It was the belief that a few individuals are recognized by their colleagues as being receivers of information. By this designation, those receivers are attributed a certain amount of influence, power and authority.

Unlike a corporation or business which generally has a bureaucratic organizational structure, it was assumed by the researcher the university had two structures: Bureaucratic, involving the administrative duties and service departments, and Collegial, made up primarily by faculty organized by a committee structure.

Each structure, it was felt, had magnetic center individuals different from the other structure. These centers would be recognizable by both structures.

The Method

A personal interview with forty individuals within the structures was conducted with questions posed which it was hoped would

determine who those magnetic centers were and why. Questions were asked to determine who on the campus gave or received the most information, who had the most respect, influence, and inside information. Questions were asked which attempted to find the formal and informal flows of communications between the interviewees and the potential magnetic centers. Comparisons were then made to determine whether a pattern had developed which would lend credence to the assumptions in the early stages of the project.

The Findings

Six questions were set forth and six assumptions were made by the researcher in Chapter 1. By combining these and summarizing each, it is believed that a composite of the findings can be accomplished.

1. Assuming two organizational structures in the University, are there recognized magnetic centers in both structures?

a. A total of 81 names were given as answers to all the questions asked in the personal interview form. A total of 332 names was available as possible.

b. Those interviewed in both structures agreed on five out of the top five selected from the collegial structure as receivers of information--Numbers 8, 15, 16, 17 and 18 (Table 1).

c. Those interviewed in both structures agreed in three out of the top five selected from the bureaucratic structure as receivers of information--Numbers 80, 6 and 11 (Table 1).

d. Interviewees in both structures agreed, five out of five, in their selections of the collegial structure members who give information --Numbers 8, 15, 14, 24 and 16 (Table 3).

e. Interviewees in both structures agreed in two out of five of the top selectees from the bureaucratic structure as those who give information--Numbers 80 and 6 (Table 4).

2. Are the magnetic centers established because of their position or because of other in common characteristics?

The assumptions relating to this question indicated that the bureaucratic structure fosters magnetic centers because of the positions the individuals hold while the collegial structure has centers because of factors other than positions of authority.

a. Of the five most commonly cited individuals in the bureaucratic structure as "magnetic centers":

- Choice 1. Academic vice president, Number 80.
- Choice 2. Financial vice president, Number 12.
- Choice 3. President, Number 5.
- Choice 4. Dean of a college, which would rank just below the academic vice president, Number 6.
- Choice 5. Controller, ranking just below the financial vice president, Number 31.

b. The top selections made by the interviewees from the collegial structure are as follows:

- Choice 1. Chairman of the Academic Council, Associate Professor, Number 8.
- Choice 2. Chairman-elect of the Academic Council, Associate Professor, Number 15.
- Choice 3. Member of the Academic Council, Professor, Number 16.
- Choice 4. Past chairman of the Academic Council, Professor, Number 24.
- Choice 5. Professor, Number 17.

3. Is there a permanence of the magnetic centers in either structure?

a. There is no direct correlation to indicate the permanence or non-permanence of the bureaucratic structure.

b. Indirect comments received from those interviewed indicate the individual center may depend on the position.

4. Is there dominance of the number of centers in one structure over the other and are the individuals different in the structures?

a. Both structures selected a total of five faculty members between them as centers--Numbers 8, 15, 16, 17 and 18 (Table 11). Four of those individuals selected by the faculty were also selected by the administration--Numbers 8, 15, 16 and 17 (Table 11).

b. Both structures selected a total of six administrators between them as centers--Numbers 80, 12, 31, 6, 11 and 10 (Table 12). Three of those individuals were matched selections by both structures--Numbers 80, 6 and 11 (Table 12).

5. Do the recognized centers have a common procedure for getting information and do these procedures include power, authority, respect or access to inside information?

a. Of the five top receivers of information from the collegial structure, two were selected as top givers of information by interviewees in both structures--Numbers 8 and 15 (Table 12, Receivers and Givers columns).

b. Four out of the top five receivers of information in the bureaucratic structure were selected as givers of information by those interviewed who were members of the bureaucratic structure--Numbers 80, 12, 6 and 31 (Table 12, Receivers and Givers columns).

c. Four out of five administrators appearing in the receive information ranking tables were listed in the giving of information ranking tables in selections made by the faculty (collegial structure)--Numbers 6, 80, 10 and 11 (Table 12).

d. All five selectees from the bureaucratic structure in the receive information and give information computations were also listed in the correlations involving most respect, influence and inside information. (See Table 12.) The same holds true for the top five faculty selectees. (See Table 11.)

e. All those selected in the bureaucratic structure for all categories were of the executive rank or dean level.

f. The top individual selected from the collegial structure in all categories was chairman of the Academic Council. The second choice is chairman-elect of the same council.

6. Are some individuals magnetic centers but not recognizable as such by their colleagues?

No data proving or disproving this question was available. Conjectures were made by the researcher, based on experience, that there were such non-recognizable centers. Observations are made in the following chapter.

Conclusions

One factor was recognized after the interviews were held. The interviewer, by his questions, inferred to the interviewees that there were two separate structures, i.e., such questions as, "Who among the faculty has more inside information?" and "Who in the administration has more inside information?"

Whether the answers would have been different if no distinction of structure was made is not known. The possibility does exist that the answers would not have been the same.

Though individuals do not label the structures of the university there was an obvious agreement that two recognizable structures are evident on the campus. In many cases this is divided in the minds of the individuals as "faculty" and "administration". Two separate groups of individuals are identified, each having rules and procedures to follow. For clarification in this project they have been labeled collegial, including the faculty structure, and bureaucratic, including the administrative functions.

The bureaucratic structure, by value points, determined the five top receivers of information within the collegial structure--Numbers 8, 15, 18, 16 and 17 (Table 11). The collegial structure selection within the same category also produced five names--Numbers 8, 16, 15, 17 and 18 (Table 11). Five of the names matched those selected by the bureaucratic structure. Since both had more than 200 names to select from, it is concluded there are certain individuals within the faculty (collegial structure) who are recognized as having more information than do others, and may be classified as magnetic centers.

The same process was completed by asking the bureaucratic structure members to select, by value points, the top receivers of information within their own structure. They selected 80, 12, 31, 6 and 11. The collegial structure was asked to select names within that structure also. They selected 6, 80, 10, 11 and 5. Three of the names selected by the bureaucratic structure matched those selected by the collegial structure--Numbers 80, 6 and 11. Though not as dramatic as the collegial matching, there were potentially more than 100 administrators to select from.

Of those administrators selected by the bureaucratic structure the two not corresponding to collegial selection are financial officers. Of those selected by the collegial the two not corresponding to the bureaucratic choices are deans. This lends credence to two informational networks, one administrative and one academic.

It is concluded that there are certain individuals within the bureaucratic structure who are recognized as having more information than do others and may be classified as magnetic centers.

The choices by both structures of those who gave information were even more compatible in most cases.

Both structures agreed, five out of five, in their selections of the collegial structure members who give information--Numbers 8, 15, 14, 16 and 24 (Table 11). They agreed on two out of five in their selections of bureaucratic structure members who give information. Again, administrators select non-academic personnel while faculty select academic oriented positions (see Table 12).

The strong correlation between those selected as receivers of information and those selected as givers of information provides one characteristic of magnetic centers: In order to receive information, one apparently should give it. It is concluded that this is one characteristic held in common by magnetic centers in both structures.

The first five choices of the magnetic centers in the bureaucratic structure consist of the president, two vice presidents, one dean and one administrator ranking just below one of the two vice presidents selected. It is concluded that position, within the bureaucratic structure, is a factor in determining magnetic centers.

The collegial structure magnetic center choices also appear to rely on position. The first choice by both structures is the present chairman of the Academic Council--Number 8, perhaps the most influential "committee" within the collegial structure. The second choice is the chairman-elect of the same council--Number 15. Another of the top five choices has been chairman of the council in a previous year--Number 24, and the fourth is a member of the council--Number 16.

It is concluded then that "position" is a factor in determining recognized magnetic centers in the collegial structure.

There was no direct correlation to indicate the permanence or non-permanence of the structures within the administrative branch.

Indirect statements and comments by those interviewed indicate that the permanence of the collegial structure magnetic centers may be in direct relation to having a position on the Academic Council.

There was no decided information regarding the dominance of the number of magnetic centers in one structure over the other. Both structures selected a total of five faculty members (who received almost all of the value points) and both selected six in the bureaucratic structure in the same manner. Both structures agreed on four of the five faculty centers selected and both agreed on three of the six administrator centers selected.

There was a decided relationship between those selected as receivers of information and several other factors. Tables 11 and 12 provide a strong correlation that those selected as receivers of information are also selected for having influence, respect and inside information.

It is concluded that these other factors are "in-common"
characteristics attributable to the magnetic centers. The study did not, however, ascertain whether the centers had these characteristics before becoming centers or the characteristics are a result of being a center.

No evidence was obtained which would allow conclusions about whether or not there were non-recognized magnetic centers. Discussions of this question have been limited to the Observations Chapter of this project.

Chapter 6

OBSERVATIONS

"It is not uncommon for research workers to find the most important results of their research are unrelated to the hypothesis, and these results came as somewhat of a surprise."³⁸

The conclusions based on the data accumulated by this study are not sufficient to explain some factors found to be related but with no basis on which to prove them. Apparently, based on the quote above, others have found themselves in the same dilemma.

Problem of Balance

An attempt was made to have interviewees representative of all the schools on the Stockton campus of the university. The schools and colleges vary in size and in the number of administrators and faculty each employs. This caused the number of interviewees from COP to be disproportionate to the total number of interviewees from all the schools, even though the ratio might have been correct.

The results of the study indicate a strong emphasis on magnetic centers selected from COP. This is particularly true in the selections from the collegial structure.

It is apparent that this has had an unbalancing effect on the results of the study. Though several of the individual interviewees

³⁸Walter R. Borg, Educational Research, (New York: David McKay Company, Inc., 1963), p. 370.

from other schools and colleges named COP faculty it should be observed that the weight of numbers of interviewees from COP could have eliminated magnetic centers from the other schools.

Future study in this area might consider a different allotment of the number of interviewees from each college so a selection of magnetic centers could be made from each separate area.

Opinion

Aside from the formal learning process of researching and writing a project of this type, certain lessons are learned which may be more significant. They are listed, primarily for reference by the researcher.

1. There are "magnetic centers" and there appear to be gossip centers. On the surface, and at first glance, the latter seems more dominant to the casual observer. Study revealed the value and the power of the magnetic centers. The intuitive data indicates that in the informal communications networks gossip centers can be useful. It is believed that magnetic centers use them for transmitting certain information and for receiving certain information through various channels in the informal network of communication.

2. Magnetic centers are centers apparently because the individuals want to be centers or recognized as such. It takes work. It also takes the desire to be a leader.

3. There are rewards in being a magnetic center. Respect, influence and power might be considered as rewards.

4. Though no proof is available at this time, it appears that magnetic centers apparently have personal attributes which put them

into positions of centers of informational flows. Aggressiveness, in the finer sense, could be one of these. Sociability is another.

Procedures for Becoming a Center

The development office of the university apparently is not a magnetic center. Since the results were not directly connected to the focus of the study they were not included in the previous chapters. Development offices (or officers) could become magnetic centers, and in this researcher's opinion, should be strong centers. There appear to be ways to accomplish this. Since these procedures could apply to other departments wishing the same recognition and power they are listed:

1. Get out of the office and see people, particularly those in the collegial structure.
2. Widen the circle of social contacts to include individuals from all sectors of the university structures.
3. Participate in the structure which is different from the one you are in. In the case of the development office, individual staff members should be encouraged to enroll in classes, either for professional expertise or for enjoyment (or both).
4. Cultivate, on a personal basis, individuals who are recognized centers.

Magnetic centers apparently are influential and have a degree of power. There could be a study which would reveal the personal characteristics inherent in an individual who becomes a magnetic center and has power and influence. Those characteristics, then, could be taught to others. By learning these characteristics, one could seek more successfully a position which would give him the authority to be

a member of the top administration or chairman of the most powerful academic committees. This "expertise" smacks of "How to win friends and influence people" but it is something which might be learned, or taught.

Recognition of Centers

Some magnetic centers are more readily recognized than others. The slash mark concept gave significant weight to this. Number 80, in the bureaucratic structure, was selected almost without thought. The individual appeared to be an obvious choice. Much hesitation and thought went into selection of the next choice by most interviewees. The interpretation by the interviewer was that the distance between their first and second choices was very significant.

The same factor held true for the selection of Number 8 in the collegial structure. Again, the answer was given unhesitatingly for their first choice, but considerable time elapsed between that choice and the next name given. Particularly in the collegial selections, it was observed that the position of chairman of the Academic Council is synonymous with being "known". The criteria is more vague for selection than might be in the bureaucratic structure. Based on the feeling that position was important, this would indicate the interviewees find it easier to recognize individuals when the individual has a position.

The selections of those who were classified as magnetic centers corresponded to those selected for amount of respect, influence and inside information they had. It cannot be determined whether or not the respect, influence and information was available before the individual attained his position or if it comes with the position.

Non-recognized Centers

It is believed there are certain centers which are not recognized. The reasons for this belief might best be illustrated by citing particular examples of individuals who could be non-recognizable magnetic centers. These are set forth not as facts but as opinions based on personal experience.

1. Administrative assistant to the president of the university.

Having been in the position for nearly 17 years, this individual must type, file, duplicate and screen almost every bit of correspondence and policy decision which comes from the president's office. Surely, this person would retain more information than almost any other individual on campus.

2. Business manager of the university. An individual who has

access and working knowledge of every account of the university, knows all disbursements, financial contracts and equipment information.

3. Vice president for institutional advancement. Until

recently, not as involved with the policies of the institution. More recently, deeply involved in expenditures, acquisitions, salary levels, and all major policy decisions.

4. Director of food service and housing. Aware of student

opinions, problems regarding 4,000 individuals on campus, involved in the decisions affecting those 4,000. Aware of financial matters pertaining to dormitories, food, kitchens, dining halls. Consulted on most events which will occur on campus planned by student, collegial structure and bureaucratic structure.

5. Administrative secretaries. Like the administrative assistant to the president, all correspondence, policy papers and decisions cross her desk from respective deans, provosts, executive officers.

Most secretaries, having had some time to get accustomed to the boss, know who he has to see, who he wants to see, who he does not want to see, and why. This information in itself could be a valuable source of "power" and influence.

Are there reasons for these "oversights"? Conjecture only:

1. The individuals are not on the same peer level with those being interviewed--at least in the minds of the interviewees. To attribute some "power" to them by recognizing them as centers might be thought of as raising them to a position equal to or superior to the interviewee.

2. Those individuals are recognized as "non-persons". That is, they are not classified in the minds of those interviewed as being members of the "team".

3. There is a tendency to select friends or social acquaintances for mentioning. The individuals are not in the same social groups.

4. The personal interview questions did not give the proper explanation or ask the correct questions to bring these individuals to the fore (i.e., it didn't allow for secretary classification in the selections).

It is also believed the intensity of the magnetic centers was not determined. Selection, by a large number of people, will not

produce the amount of information each center might have, or the value of that information.

It was a belief held by the researcher that information is power. This project confirms that belief, at least in the mind of the researcher.

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APPENDIXES

APPENDIX A. Master Data Sheet

Personal Factors of Those Interviewed
Part I of Personal Interview Form (Appendix J.)

Person Interv.	Position	Sex	Age	Time at UOP in years	Time in Educ. in years	Other Univ.
1	D	Male	43	6	16	2
2	F	Male	39	9	12	1
3	E	Male	47	21	21	0
4	A	Male	66	23	39	1
5	D	Male	42	3	16	2
6	F	Male	48	2	4	1
7	D	Male	63	13	24	1
8	A	Male	49	10	16	1
9	F	Male	54	31	31	0
10	F	Male	53	5	5	0
11	F	Male	45	9	15	2
12	A	Male	31	4	6	0
13	F	Male	55	24	26	1
14	D	Male	42	3	8	2
15	A	Female	51	2	10	1
16	F	Male	30	4	4	0
17	F	Male	36	2	8	1
18	F	Female	41	10	10	1
19	D	Male	55	3	25	3
20	F	Male	39	8	12	1
21	D	Male	58	30	32	0
22	D	Male	39	1	11	1
23	M	Male	44	8	8	0
24	F	Male	53	8	20	1
25	F	Female	48	25	25	0
26	A	Male	28	2	6	1
27	A	Male	44	4	10	1
28	F	Male	38	3	13	0
29	F	Female	50	18	20	1
30	F	Female	50	6	14	1
31	F	Male	35	5	7	1
32	A	Male	47	5	5	0
33	F	Male	62	22	42	2
34	F	Male	43	6	8	1
35	F	Male	44	6	14	2
36	F	Male	39	4	12	1
37	E	Male	45	3	22	5
38	F	Male	60	32	40	2
39	M	Male	45	6	6	0
40	M	Male	41	10	10	0

Position Codes:

D = Deans, provosts

A = Administration

F = Faculty

M = Maintenance

E = Executive (president,

APPENDIX B. Master Data Sheet

Answers given to question
How Do You Hear About Events on Campus?
Part V, Personal Interview Form

Person Interv.	With Whom You Work	Individual Close to Geograph.	Committee Meetings	Printed Materials	Social Contacts
1	1	2			3
2	1	2	3		
3	1	2			
4	2	3		1	
5	1		2		
6	1	2			
7	1		2		3
8	1		3		
9	1		2		
10	1		2		
11	1				2
12	1	2			
13	1		2		
14	1	4	5	3	2
15	3		1		2
16	2	3	1		
17	1	2			
18	1		2		
19	1		2		
20	1	2			
21	1	2	3		
22	1		3		2
23	1	2			
24	1	2			
25	1	2	3		
26	1			3	2
27	1				2
28	1		2		
29	2		1		
30	1	2			
31	1		2		3
32	1	2			
33	1		2		
34	1	2			
35	1	3	2		
36	1		2		
37					1
38	1		2		
39	1	2			
40	1	2			

Interviewees were asked to select first, second, third and fourth choices. Some gave only first and second choices.

APPENDIX C. Master Data Sheet

Answers given to question
Where Do You Hear About Events on Campus?
Part V, Personal Interview Form

Person Interv.	Your Office	Another's Office	Over Coffee	Classroom (Halls)	Other
1	1	2	3		
2	1				
3	1				
4	1				
5	1	2			
6		1			
7	1				
8	1			2	
9	1				
10	1				
11	1		2		
12	1		2		
13	1			2	
14	1	2	3		
15	2	3			1
16	1		2		
17	1				
18	1	2			
19	1	2			
20	1				
21	1				
22	1	2	3		
23	2	1			
24	1				
25	1				
26	1		3	2	
27	2				1
28	1	2			
29	1	2			
30	1				
31	1				
32	1				
33	1				
34	1			2	
35	1	2			
36	1	2			
37		3	2	1	
38	1	2			
39	1				
40	2	1			

APPENDIX D. Master Data Sheet

Answers to questions asked on
Personal Interview Form, Part V

Person Interv.	Where Do New Policies Originate?			By Whom Are You Most Influenced?		
	Faculty	Adminis.	Comb.	Faculty	Adminis.	Comb.
1		1			1	
2	1			1		
3		1			1	
4			1			1
5			1		1	
6			1		1	
7		1			1	
8		1			1	
9	1			1		
10			1	1		
11		1		1		
12		1			1	
13	1			1		
14		1				1
15	1				1	
16			1	1		
17	1			1		
18			1	1		
19		1			1	
20	1			1		
21		1				1
22			1			1
23		1			1	
24		1				1
25	1			1		
26			1		1	
27		1				1
28		1			1	
29		1			1	
30	1			1		
31			1			1
32		1			1	
33			1		1	
34	1			1		
35			1			1
36			1			1
37			1			1
38	1				1	
39		1			1	
40		1			1	

APPENDIX E. Master Data Sheet

Answers to question:
Who Has the Most Inside Information?
Part VII, Personal Interview Form

Person Interv.	Administrators			Faculty		
	First Choice	Second Choice	Third Choice	First Choice	Second Choice	Third Choice
1	12	80	5	8	15	16
2	80	5	6	8	15	16
3	5	80	12	8	15	16
4	5	12	80	8	15	0
5	12	80	30	8	15	16
6	5	12	80	17	8	16
7	12	80	6	8	16	15
8	12	5	80	8	15	16
9	12	5	6	8	64	15
10	12	5	10	8	15	0
11	12	5	11	8	15	49
12	12	80	13	8	15	17
13	80	6	12	8	15	17
14	80	6	12	8	15	18
15	5	12	13	8	15	18
16	80	5	12	8	16	17
17	12	80	5	8	15	16
18	80	12	6	17	8	16
19	80	12	11	15	16	17
20	80	6	10	8	15	16
21	5	12	80	15	8	61
22	80	12	5	8	15	16
23	12	5	80	8	15	16
24	12	80	5	8	15	16
25	80	5	12	8	16	17
26	12	80	31	8	58	25
27	12	31	80	8	39	81
28	12	80	31	8	16	15
29	12	80	26	8	16	15
30	80	5	6	8	64	81
31	80	12	11	16	15	8
32	12	31	30	8	15	0
33	12	80	6	8	15	61
34	5	80	10	8	15	16
35	12	80	6	16	81	15
36	12	6	80	8	15	16
37	12	31	30	15	14	16
38	80	12	31	15	14	8
39	31	12	5	8	15	16
40	12	31	5	8	15	14

APPENDIX F. Master Data Sheet

Answers to question:
From Whom Do You Get Information?
Part III, Personal Interview Form

Person Interv.	Administrators			Faculty		
	First Choice	Second Choice	Third Choice	First Choice	Second Choice	Third Choice
1	80	11	5	49	8	18
2	6	80	0	16	24	0
3	5	80	13	8	15	16
4	80	0	33	8	15	0
5	80	12	5	0	0	0
6	70	0	0	72	73	0
7	80	12	5	8	48	0
8	80	12	0	8	15	0
9	6	80	0	64	8	16
10	10	80	0	8	0	0
11	11	9	0	8	16	15
12	80	12	6	8	15	0
13	6	80	0	8	15	0
14	80	26	12	18	16	15
15	5	62	80	8	15	0
16	6	80	12	8	16	14
17	6	80	0	8	15	0
18	26	6	54	16	8	0
19	80	11	12	14	16	8
20	10	80	0	48	8	0
21	80	6	5	1	8	16
22	80	6	0	8	16	0
23	12	31	0	8	0	0
24	6	80	20	61	73	0
25	29	6	80	24	0	0
26	12	31	45	26	51	15
27	12	31	0	8	74	24
28	80	6	5	25	8	37
29	26	33	30	55	17	0
30	29	0	0	54	55	0
31	11	80	0	15	16	8
32	31	12	0	8	24	0
33	6	80	5	61	69	0
34	10	0	0	35	48	0
35	6	80	0	8	15	16
36	6	80	0	8	15	0
37	12	6	7	8	24	15
38	80	6	33	54	40	18
39	12	31	0	8	40	0
40	31	12	5	8	0	0

APPENDIX G. Master Data Sheet

Answers to question:
To Whom Do You Give Information?
Part III, Personal Interview Form

Person Interv.	Administrators			Faculty		
	First Choice	Second Choice	Third Choice	First Choice	Second Choice	Third Choice
1	11	80	5	18	0	0
2	6	80	31	16	7	8
3	5	80	13	8	15	16
4	26	80	12	67	24	0
5	80	6	5	57	8	24
6	6	0	0	70	34	0
7	80	12	5	35	48	61
8	80	12	0	8	74	16
9	80	6	12	64	74	8
10	10	0	0	35	8	0
11	6	80	0	17	18	8
12	6	80	12	15	8	16
13	6	80	24	8	15	24
14	80	26	9	18	49	58
15	5	11	80	8	26	54
16	6	80	11	8	16	81
17	6	80	0	8	0	0
18	80	26	33	17	40	15
19	11	80	12	14	34	70
20	10	0	0	48	35	0
21	6	80	12	1	72	0
22	80	12	5	61	39	0
23	31	12	0	8	0	0
24	6	10	0	61	18	15
25	29	6	0	55	64	0
26	31	12	33	51	50	0
27	12	31	22	8	15	16
28	80	6	12	43	37	49
29	26	33	30	8	55	16
30	29	6	0	64	55	0
31	11	80	9	49	8	14
32	31	12	77	8	0	0
33	6	80	0	61	29	0
34	10	44	0	48	76	0
35	6	80	0	8	15	16
36	6	80	0	8	15	16
37	12	6	7	8	15	0
38	80	6	33	55	54	28
39	31	0	0	8	0	0
40	31	12	0	24	0	0

APPENDIX H. Master Data Sheet

Answers to question:
Who Has the Greatest Amount of Respect and
Influence Among the Faculty?
Parts III & VII, Personal Interview Form

Person Interv.	Influence			Respect		
	First Choice	Second Choice	Third Choice	First Choice	Second Choice	Third Choice
1	49	18	16	18	16	17
2	17	8	16	17	8	16
3	24	17	8	24	8	17
4	8	15	0	16	17	61
5	61	8	16	15	14	8
6	0	0	0	15	74	0
7	8	0	0	8	0	0
8	8	14	15	8	16	15
9	8	64	15	64	15	16
10	8	15	17	15	17	24
11	16	15	8	16	15	8
12	16	8	15	16	8	15
13	15	8	18	15	8	18
14	15	8	49	15	64	66
15	8	16	15	8	16	15
16	8	16	49	16	24	0
17	16	15	8	16	15	8
18	17	15	8	17	16	15
19	16	15	24	16	15	8
20	48	8	15	16	8	15
21	24	8	16	24	16	18
22	8	15	16	8	15	16
23	17	15	14	17	15	14
24	61	8	64	61	8	64
25	16	8	15	16	24	8
26	8	34	0	8	11	53
27	8	15	18	8	15	24
28	8	15	16	16	15	24
29	24	8	16	24	16	8
30	24	8	16	24	8	16
31	8	81	0	16	15	8
32	8	15	24	8	15	24
33	61	8	16	58	61	14
34	8	61	24	24	8	48
35	16	15	17	16	15	17
36	8	15	16	8	15	16
37	14	15	16	23	24	25
38	15	56	17	16	61	58
39	16	24	0	16	24	0
40	24	8	15	24	8	15

APPENDIX I. Master Data Sheet

Answers to question:
 Who Has the Greatest Amount of Respect and
 Influence Among Administrators?
 Parts III & VII, Personal Interview Form

Person Interv.	Influence			Respect		
	First Choice	Second Choice	Third Choice	First Choice	Second Choice	Third Choice
1	80	12	6	80	11	10
2	80	6	10	80	5	0
3	5	80	12	5	80	11
4	80	5	12	80	5	0
5	5	80	6	80	5	6
6	80	0	0	80	45	26
7	80	12	0	80	12	5
8	12	80	47	80	9	12
9	5	9	80	80	9	11
10	80	10	0	80	10	0
11	80	11	5	80	11	0
12	80	11	45	5	80	11
13	80	9	11	9	80	11
14	80	5	12	80	9	19
15	12	80	6	80	10	11
16	80	12	6	80	6	11
17	49	11	80	11	80	5
18	80	11	6	80	11	6
19	11	80	9	11	9	80
20	10	6	5	10	80	0
21	80	5	6	5	11	12
22	80	11	6	80	11	6
23	12	5	80	12	5	80
24	80	6	12	80	6	0
25	80	6	29	80	6	5
26	12	5	80	80	7	12
27	12	9	5	12	9	5
28	5	12	80	5	12	80
29	80	5	12	80	26	5
30	11	80	26	11	80	26
31	80	11	12	80	11	9
32	12	80	5	5	12	80
33	80	10	6	20	12	6
34	80	10	12	80	5	10
35	11	9	12	11	9	5
36	11	80	0	11	80	0
37	5	6	9	7	9	11
38	80	63	0	80	5	0
39	12	80	0	5	12	80
40	12	5	80	5	12	80

APPENDIX J. Master Data Sheet

Personal Interview Form

PART I. Personal factors

1. Name _____ 2. Position _____
 3. Sex M F 4. Age _____ 5. Time at UCP _____ 6. Time in Edu-
 cation _____ 7. No. of other Univ. _____ 8. Immediate
 Overseer _____ 9. Location of office _____
 10. Committee assignments a. _____ b. _____
 c. _____ 11. Univ. social groups a. _____
 b. _____ c. _____

PART II. Formal association - regular procedures for communications.

1. To whom do you talk with about a normal procedure in your area?
 a. _____ b. _____ c. _____
 2. Who would come to you in the same situation? a. _____
 b. _____ c. _____
 3. Whom do you see most frequently in a day (or week)? a. _____
 b. _____ c. _____
 4. Which persons in administration have the greatest influence on cam-
 pus? a. _____ b. _____ c. _____
 5. Would others agree with your choices? YES NO
 6. If not, whom do you think they would select? a. _____
 b. _____ c. _____

PART III. Informal Associations

1. If an event of special interest to the campus occurred, who would
 you get the information from first? a. _____
 b. _____ c. _____
 2. In the same situation, who would you relay the information to first?
 a. _____ b. _____ c. _____
 3. Which persons on the faculty (non dean) have the greatest influence
 on the campus? a. _____ b. _____ c. _____
 4. Would others agree with your choices? YES NO
 5. Who do you think they would select? a. _____
 b. _____ c. _____

PART IV. Social Associations

1. Whom do you see most often in a non-formal situation (social
 contact)? a. _____ b. _____
 c. _____

Appendix J. (continued)

PART V. General

1. How do you hear about events on campus? a. Individuals with whom you work _____ b. Individuals with whom you are close geographically _____ c. Committee meetings _____ d. Printed materials _____ e. Social contacts _____
2. Where do you normally hear about events? a. Your office _____ b. Another's office _____ c. Over coffee _____ d. Classroom area (halls) _____ e. Other _____
3. Where do you believe new policies originate actually? a. Faculty committees _____ b. Administration _____ c. Combination _____
4. Are you influenced most by a. Faculty _____ b. Administration _____ c. Combination _____
5. Which of the following governs most your actions? a. Personalities of individuals _____ b. Positions of individuals _____ c. The issue under discussion and requiring action _____
6. If you disagree with a policy with whom would you discuss it first? a. Your immediate overseer _____ b. Your personal friend _____ c. The administrator directly responsible _____

PART VI. Development Office

1. Do you know what the Development Office responsibilities on campus are? YES NO
2. Can you name three members of the development staff? a. _____ b. _____ c. _____
3. Why do you know these people? a. Position they hold _____ b. Personal relationships _____ c. Printed materials _____ d. Length of time here _____ e. Professional relationship _____
4. Do you believe the Development Office is a source of campus information? YES NO

PART VII. Determination of Influence

1. Who, besides yourself, would you choose as the three most respected leaders in administration? a. _____ b. _____ c. _____
2. Who, besides yourself, would you choose as the three most respected leaders in the faculty? a. _____ b. _____ c. _____
3. Who on the administration, in your opinion, has more "inside" knowledge about the University? a. _____ b. _____ c. _____
4. On the faculty? a. _____ b. _____ c. _____