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## Communication Within The Academic Community At The University Of The Pacific: A Descriptive Study 1973-1974

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COMMUNICATION WITHIN THE ACADEMIC  
COMMUNITY AT THE UNIVERSITY OF  
THE PACIFIC: A DESCRIPTIVE STUDY 1973-74

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A Dissertation  
Presented to  
the Faculty of the School of Education  
University of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
Richard F. Sebok

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Dated

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Recommendations To Improve Communication  
Within The Academic Community  
At The University Of The Pacific

\* Abstract of Dissertation

The purpose of this study was to identify communication concerns and develop recommendations for improving communication within the academic community at the University of the Pacific.

The subjects were 165 randomly selected members of the academic community of the University of the Pacific. The sample represented the following academic categories: university president, academic vice-president, deans/provosts, department chairmen, and faculty.

Data were gathered with a survey instrument designed by the author to specifically elicit communication information for the study. The instrument contained 60 items with a response continuum of strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SD) with a not-applicable (NA) response also included. Statistical tests used to analyze the data were analysis of variance and independent t tests.

It was expected that the study subjects would perceive that communication within the academic community is unsatisfactory. The specific study assumptions were:

1. Communication within the academic community at U.O.P. is generally unsatisfactory.
2. Communication between top level administrators (university president and academic vice-president) and the rest of the academic community is unsatisfactory.
3. Communication among the colleges, schools, and divisions is generally unsatisfactory at U.O.P.
4. Communication within each college, school, or division is unsatisfactory at U.O.P.

Significant differences in perception were found to exist concerning all four study assumptions. These differences were between the faculty and the subjects of the other study group categories. It was further found that the trend of differences in perception concerning the existing communication situation and how communication "should be" was also between the faculty and the subjects of the other study groups.

It was concluded that faculty members feel an inability to effectively communicate their needs and recommendations within the existing communication structure. However, the academic administrators from the president down through the department chairmen are reasonably well satisfied with the current communication situation. The final section of the study was devoted to recommendations that would provide communication means which would be sensitive and satisfactory to the entire academic community.



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## CHAPTER I

### INTRODUCTION

Communication is the pulse of an organization, and the life of an organization is dependent upon the efficiency of information dissemination and transmission among its members. The establishment of communication channels among the levels of operation is necessary to the viability of any organization (Knezevich, 1962). Individuals must rely upon communication with colleagues, superiors, and subordinates since cooperation is an integral part of organizational success. Bartky (1956) warns that nothing will destroy an organization's cohesiveness more quickly than an ineffective communication system which allows information to by-pass certain individuals or groups to whom it is relevant. "Every organization in our modern world exists in a flux of change and motion, its survival dependent at all times on the maintenance of channels, formal or informal, that enables it to reach its own people and certain other key groups..." (deMare, 1968 [p. 12]).

A primary concern of any organization is the efficient realization of its aims and objectives. "Without communication there could be little agreement on such important matters as the goals of the organization, how they are to be achieved, and how they might be appraised" Knezevich, 1962 [p. 80]. The quality of an organization's internal communication is directly related to how effectively it meets the ongoing needs of an organization. As organizations change so must their internal communication processes change.

"Communication has been compared to bidding a hand at bridge, but it is far more than that. It is a richly varied and complex process which offers numerous possibilities for exchanging ideas and information. It has profiles yet to be perceived. The new face of communication has yet to be fully seen; the potential rewards are unlimited if communication is used wisely and well" (Bassett, 1968).

## STATEMENT OF THE PROBLEM

Most institutions of higher education have, in various forms, some means of internal communication among its members. However, many of these communication forms are not adequately meeting the needs of the institution's members. Educational institutions, unlike business and industrial organizations, generally suffer from the lack of a formalized communication system. Good communication facilitates information flow and insures comprehensive communication coverage throughout an organization. Systems of internal communication must be developed in higher education to meet specific institutional needs and implemented to insure optimal communication efficiency.

The University of the Pacific (hereafter referred to as U.O.P.) is organizationally an unusual institution of higher education because of its cluster college concept. This type of organization offers a degree of school/college autonomy that is not found in traditional institutions of higher education. Organizational complexity automatically complicates internal communication. Several members of the U.O.P. academic community have voiced concern about the lack of adequate and effective internal communication throughout the university. Also, the university president has recommended that a study be undertaken at U.O.P. to determine the communication needs and to find a way of providing a more efficient and effective method of internal communication. Because of the reasons stated, the communication recommendations should improve overall communication throughout the institution.

## RATIONALE

Bartky (1956) states that "The success of co-operation is related to the ability of those co-operating to communicate with one another; consequently the effectiveness, efficiency, and cohesiveness of an organization depend upon its communication system" [p. 77]. Lack of communication probably presents the greatest problems and limitations to institutions of higher education according to Bunnell and Johnson (1965).

The difficulty becomes compounded in a collection of colleges or universities. As educational institutions become more complex, communication demands naturally become greater. It is unrealistic to assume that a static internal communication system can meet the burgeoning demands of a highly complex organization.

In educational organization, effectiveness is judged by how well the objectives of an institution are realized and not by some real or imagined set of standards (Knezevich, 1962). An open exchange of ideas and view points among members aids in the intelligent formulation of goals and objectives in complex educational institutions.

Effective communication among members of a university community, committed to the achievement of established institutional goals and objectives, contributes to a smooth running organization. Failure to communicate with individuals who believe they could have contributed valuable information to campus issues creates credibility gaps within the academic community. However, if a viable communication system is used properly, many of these problems caused by either lack of or poor communication can be avoided. Ardrey (1966) states that men, like lower animals, have a built-in desire for acquisition and retention of territorial holdings. A relevant analogy can be drawn between this anthropological concept and the dynamics of organizational behavior. The territorial holdings in academia is vested interest in roles and the implicit right of communicative consultation among colleagues. Confrontations resulting from the dynamics of territorial imperative can have serious debilitating effects upon the total university community (Ardrey, 1966). According to Dodds (1962), communication between presidents and deans in higher education is becoming a problem because of the pyramiding effect of administrative authority. In some instances, small inner cabinets are created; and deans, as well as other administrators, must rely on selected individuals of the elite circle for communication with the president. A comprehensive and viable internal communication system that provides for intended contact, personal and informational, will help insure a smooth running successful organization.



Stanford (1968) emphasizes that common ground can be identified for comparing academic and business organizations. Business can learn from the university about better management of creativity and participatory decision making. Likewise the university can follow the lead of business to discover the means and results of self study and the use of effective management tools. Modern information technology is a valuable management tool in academic administration. Such technology has been largely developed in other organizations, however, so to apply it successfully to academic organizations a frame of reference is needed for orientation to the distinctive characteristics of the university. With this information, realistic recommendations can be made for academia.

#### PURPOSE OF THE STUDY

The purpose of this study was to identify areas of communication concern within the academic community and to develop recommendations to correct them and subsequently improve internal communications at U.O.P. There was no attempt to create a formalized communication system. Conclusions were in the form of a series of narrative descriptions and recommendations that emanated in part from the perceptions of the academic community members at U.O.P. concerning the adequacy of the existing communication situation as well as how communication "should be" structured on the campus. This information was obtained from the results of an internal communication survey instrument designed by the author and distributed to selected members of the academic community at U.O.P. Supplemental information was included by abstracting relevant information about communication in higher education according to experts in the field.

Study subjects included top level administrators (university president and academic vice-president) and deans/provosts, department chairmen, and faculty selected randomly from the academic community. This information was used to ascertain if the study population perceived that the current internal communication situation was meeting the needs of the academic community and to identify other perceived needs to improve com-

munication throughout the academic institution. Some of the major areas that were investigated to attain the above information follow:

1. What is the current status of internal communication throughout the academic community at U.O.P.?
2. At which organizational levels of the academic community at U.O.P. are internal communication problems most prevalent?
3. What are the internal communication problems that are associated with academic role and status at U.O.P.?
4. What are some of the most successful types or modes of internal communication in higher educational organizations according to research literature that would produce optimum internal communication at U.O.P.?
5. To what extent do academic administrators expedite or hinder internal communication within the academic community at U.O.P.?
6. What are some innovative concepts proposed by experts in this communication field that could be utilized to help produce improved internal communication at U.O.P.?

The result of this study was a set of recommendations to improve communication for the academic community at U.O.P. The recommendations were constructed using information and ideas solicited directly from members of the academic community at this university. If the recommendations are implemented and used as constructed, internal communication within the academic community should improve. Improvement of communication in this area should in the long run accrue benefits to the entire university.

## HYPOTHESES AND ASSUMPTIONS

Hypotheses were not used to develop the findings of this study. Van Dalen has stated that often descriptive studies do not contain hypotheses because they cannot be directly tested. However, these types of studies based on carefully formulated assumptions can reveal "accurate facts about existing conditions or detect significant relationships about current phenomena and interpret the meaning of the data and provide educators with practical and useful information" (Van Dalen, 1966 [p. 235]).

Therefore the following assumptions provided the basis for this study:

1. Communications within the academic community at U.O.P. is generally unsatisfactory.
2. Communication between top level administrators (university president and academic vice-president) and the rest of academic community is generally unsatisfactory.
3. Communication among the colleges, schools, and divisions is generally unsatisfactory at U.O.P.
4. Communication within each college, school, or division is unsatisfactory at U.O.P.

U.O.P. is a private four year liberal arts institution with approximately 3500 undergraduate students. It is located in Stockton, California. The university is made up of three small liberal arts colleges, one large liberal arts divisions, a conservatory of music, schools of education, engineering and pharmacy, a graduate school and schools of law and dentistry. Because of the unique structure of the university, students may take advantage of a full range of academic disciplines and educational styles by enrolling in more than one academic division.

Since the university structure is purposely designed for crossing academic disciplines, it is imperative that internal communication throughout the institution be maintained at optimum efficiency.

### Limitations of the Study

In this study the concern for internal communication was limited to U.O.P. The study was specifically concerned with the problems of internal communication among the members of the academic community at U.O.P. Although the recommendations developed here have specific application to U.O.P., with appropriate modifications they could be adapted to other institutions of higher education with similar organizational structures, i.e. a cluster college concept. The recommendations are based solely on information obtained from experts in the field of communication and perceptions of members of the academic community regarding the existing communication situation and how communication "should be" at U.O.P.

### Definitions of Terms

Terms in this study were considered as defined below:

1. Academic community - members of an academic institution holding the rank or position of faculty, department chairman, dean, provost, vice-president, or president.
2. Administrators - individuals fulfilling institutional demands by executing policies related to organizing, allocating, and coordinating human and material resources (Knezevich, 1962).
3. College, school or division - a collection of academic departments that are related from an academic discipline standpoint.
4. Communication - transmission of a message (written or oral) by an initiator to a receiver (Knezevich, 1962).

5. Dean - an academic administrative officer in charge of a specific school (collection of departments) in an institution of higher education (Dodds, 1962).
6. Department Chairman - a faculty member who has accepted specific administrative duties and is in charge of a group of faculty members from an academic discipline. His immediate administrative superior is a dean (Dodds, 1962).
7. Effective Communication - the transmission of information in such a way that the desired effects for which it was initiated are realized.
8. Higher Education - college or university education (Webster, 1962). For purposes of this study, the institution considered was the University of the Pacific, a four-year private university comprised of several cluster colleges, schools, and divisions.
9. President - the usual title for the chief executive in American institutions of higher education (Prator, 1963).
10. Top level administrators - university president and academic vice-president.

## OVERVIEW

An introduction to the study of internal communication within the academic community at U.O.P. has been presented. The specific problem to be studied has been outlined and a rationale for undertaking this particular study has been stated. Several basic assumptions have been stated upon which this study will be based. Finally, certain limitations for this study have been explained and important terms have been defined as they are to be used throughout the dissertation. A review of the literature of internal communication as it relates to the academic community of higher education in this study will be presented in chapter two.

## CHAPTER II

### INTRODUCTION

Research in the field of human communication has increased at a tremendous rate during the last decade. This is partially because communication is especially difficult to define and consequently individuals are interpreting it to meet their needs. Minter (1968) pointed out that there has not been a completely acceptable definition of communication formulated by researchers in the field. Another reason for the great amount of communication research is found in the vested interests of researchers in many academic disciplines. Investigators in more than twenty academic disciplines have actively been doing research in various areas of communication (Knower, 1966). Thus far, however, there is no formal discipline or set of principles established in the field of communication. According to Brown (1965), a formal discipline in communication will be developed only through continued study and investigation of individualized and specific communication problems.

A great deal of the communication research that has been done during the last decade has centered around public education. Several investigations have dealt with specific problems of communication within school districts (Peters, 1960; Engel, 1962; Myers, 1966; Kamp-schroer 1973; and Weinberg, 1974). These studies have covered such topics as communication between individual school units and central offices, between superintendents and principals, and between principals and teaching faculties, to name a few. Similar communication problems exist in institutions of higher education, but there has been very little research reported in the literature for this level of education. Colleges and universities, just like big business and industrial organizations tend to become highly bureaucratized. As an organization increases in complexity, there is a proportional increase of communication problems within the organization, (Whitehead, 1964). According



to the literature, researchers in business and industry are attempting to solve their communication problems (Stanford, 1968). Stanford (1968) states that unfortunately researchers in higher education are not following the lead of their counterparts in business and industry in attempting systematically to work out college/university communication problems. The concern with communication in higher education should be a concern of all members of college/university communities, and of special concern to administrators of these institutions. Therefore, attempts to solve communication problems in higher education through scientific research should be welcomed and encouraged.

In order to review the literature in a reasonable frame of reference, the material in this chapter has been categorized as follows; 1) general communication theory, 2) communication in higher education, and 3) communication models.

### COMMUNICATION THEORY

Mortensen (1972) has stated that the aim of communication is to transform raw sensory data into conscious experience. It was pointed out in the introduction of this chapter that the field of communication is extremely broad and involves many academic disciplines. Therefore, it is an extremely difficult task to discuss communication in terms narrow enough to be manageable and intelligible without losing the import of the broader implications. Berlo (1960) has stated that communication purpose must be specified in such a way that it is:

1. not logically contradictory or inconsistent with itself.
2. behavior-centered.
3. specific enough for us to be able to relate it to actual communication behavior.
4. consistent with the ways in which people do communicate.

Several authorities in the field of communication have defined communication as follows:

1. Communication is not merely transmission of ideas from the head of one person to that of another, but signifies shared

- meanings. "Shared" in this context implies not only that persons use a word in ways sufficiently alike to understand each other, but that the meaning of the word has to do with conjoint or community action (Sherif and Wilson, 1951).
2. Communication - This is the ebb and flow of feelings and ideas among people. It is reading, listening, speaking, writing, depicting. It is comprehending and making comprehensible that which one wishes to communicate. It is the desire to make one's feelings and ideas crystal clear to others (Campbell and Gregg, 1957).
  3. Communication Behavior - The behavior taking place between individuals as a result of which common understanding is obtained (Smith, 1950).
  4. Communication - The broad field of human interchange of thoughts and opinions (Redfield, 1958).
  5. Communication - The means by which information is transmitted and opinions and attitudes formed (Hovland, 1948).
  6. Communication - At its simplest, it is the transfer of ideas from one mind to another. All communication is essentially the transmission and reception of ideas (From Baltimore Bulletin of Education, 1953).
  7. Communication - A process of giving and receiving facts, ideas, or feelings (Culbertson, 1955).
  8. Communication - The possibility of accomplishing a common purpose and the existence of persons whose desires might constitute motives for contributing toward such a common purpose are the opposite poles of the system of cooperative effort. The process by which these potentialities become dynamic is that of communication (Barnard, 1958).
  9. Communication - A two-way process through which "decisional premises are transmitted from one member of an organization to another" (Simon, 1957).
  10. Communication - A means of informing, a means of educating, a means of directing; it is the energizing substance that flows through the organizational structure (Hagman and Schwartz,



1958).

11. Communication - Communication occurs whenever persons attribute significance to message-related behavior (Mortensen, 1972).

Experts in the field of communication warn us about dismissing poor communication or the lack of communication with the cliché "communication gap". This suggests a total absence of communication which in actuality rarely occurs. Rather than total absence of communication there is usually imperfect communication resulting from a series of barriers. Successful communication is a matter of bridging individual differences in viewpoint and interpretation. According to Mortensen (1972), communication does not necessarily stop simply because people stop talking or listening.

These definitions of communication are centered on the concept of transaction. Any transaction, by definition, involves a process of interacting forces which are in a state of constant change. Dance (1967) says that a communicative transaction changes in the very act of examining it.

### Communication is Dynamic

Communication should not be conceived as a simplistic series of mechanistic changes as in the domino theory where one event naturally causes a change on down the line. Rather, a dynamic change occurs when an indefinitely large number of particulars interact reciprocally and continuously. Communication is not an all-or-nothing situation, but is analogous to a rheostat that permits a gradation of change in a light (Mortensen, 1972).

Berlo (1960) emphasizes that a concept of dynamic interaction is central to understanding the process of communication. From the standpoint of interaction, communication is an attempt to couple individuals through the production and reception of messages that have meanings for

both. The process of interaction requires all persons to try to perceive the world as another person perceives it in order to truly understand the message that is being communicated. Common experiences create perceptual similarities and communication becomes easier. The more complex a perceptual experience becomes, the greater will be variation in perception.

Despite the barriers that exist in the communication process, humans do communicate. Mortensen (1972) states that "dynamic change implies a transaction that is not static, yet through all the fluctuations maintains its stability and identity. There is a certain evolving, elastic quality to the experience of communicating with another human being" [p. 15].

#### Communication is Irreversible

Once a message has been communicated, as intended or otherwise, it cannot be taken back. This concept is analogous to the story which emphasizes that a man can't step in the same river twice. The act of stepping into the river has irreversibly changed both the man and the river. Research by Mortensen (1972) has shown that the act of perception is not a discrete event. That is, there is no sharp beginning or sharp ending in perception. The assumption related to this concept is that individuals who engage in communication do not go back but only go forward from one state to the next. If this concept of communication is accepted, it can be seen how extremely important it is for people to perfect communication skills. "Human experience flows as a stream, in a single direction leaving behind it a permanent record of man's communicative experience "(Barnlund, 1968 [p. 93]).

#### Communication is Proactive

Man is not a passive agent in the communication process. Anyone engaging in communicative behavior does so proactively which involves a total immediate field of experience. Therefore, a student of commun-

ication, or anyone interested in the field, must consider communication behavior from the standpoint of perceptions, emotions, beliefs, as well as one's entire frame of reference.

The human organism has a great capacity to interpret cues in various ways that come through the senses. According to Mortensen (1972) there is an abundance of evidence that incoming sensory data are amplified, selected, and transferred into patterns that fit the expectations of the individual. There are other constraints upon the receiver of a message that also can complicate the communication process. Berlo (1960) points out that a communication can be effected by the receiver's communication skills, attitudes, knowledge level, culture, and position in a social system. Therefore, because communicators are proactive in communication behavior, the entire process becomes more complicated as the message becomes more involved and as the amount of communication increases.

#### Communication is Interactive

Communication is an interactive process involving the physical and symbolic realms of experience. Meaning comes about when one interprets or assigns significance to objects of experience. G. A. Kelley (1963) wrote:

A person can be witness to a tremendous parade of episodes, and yet, if he fails to keep making something out of them, or if he waits until they have occurred before he attempts to reconstrue them, he gains little in the way of experience from having been around when they happened. It is not what happens around him that makes a man experienced; it is the successive construing and reconstruing of what happens, as it happens, that enriches the experience of his life [p. 73].

Interaction in communication takes place on two fronts: an intrapersonal one whereby an individual assigns significance to a message independent of others and on an interpersonal one which takes place between two or more individuals in which all maintain a shared frame

of reference. The concept of interaction also involves interdependence. "Interdependence is a mutual influencing process among countless factors, each functioning conjointly so that changes in any one set of forces affect the operations of all other constituent activity in a total field of experience" (Sereno and Mortensen, 1970).

### Communication is Contextual

The context in which communication takes place has great influence upon how messages are interpreted. Circumstances influence how a person attempts to communicate as well as how another interprets that communication. For example, messages communicated in a familiar and warm atmosphere, such as the home, will be handled in a distinctively different way than those communicated in a more sterile and perhaps threatening situation such as a formal meeting. Brockriede (1968) describes this as the encompassing situation, which is an implicit set of rules or codes that causes a person to act or react in certain ways according to given types of social situation.

Certainly, the contextual concept of communication has implication upon authority levels within organizations as well as in social situations. Many factors based on role and status within an organization, for example, will affect communicative behavior.

### COMMUNICATION IN HIGHER EDUCATION

Formal internal communication in higher education is complex and involved. Mayer (1970) emphasized that developing effective internal communications in educational institutions is a most difficult assignment. Administrators must use an array of communication instruments and media, some of which will be successful and some will fail. The greater the effectiveness of communication, the greater can be the staff support for the school program and the administrators. It was reported by the Federal Health, Education and Welfare Department (1967) that college enrollments in the United States, at that time, had more than tripled in

the last twenty years. Subsequently, academic institutions have increased in size and number and as organizations grow, problems of coordination correspondingly grow.

It might appear, after only a cursory analysis of communication in colleges and universities, that it simply follows the established organization chart of an institution. That is, communication flows either upward or downward according to the linkings of various positions in an institution. This type of communication analysis does not account for lateral, informal, or by-pass communication and also does not consider quality of or adeptness of communication by the individuals involved. In reality, the institution is made up of a web of communication lines bound together by the arrangement of juncture points. These juncture points represent an almost infinite number of communication possibilities within the institution. An organizational chart should not be equated with communication structure since communication takes place between people and not between jobs or positions (Ross, 1962). The prime purpose of communication in higher education is to effectively relate all the various functions of the institution to each other for optimum accomplishment of organizational goals. Continual evaluation, modification, and adaptation should be carried on within an institution to seek the best possible means of attaining the goal of successful communication. Mayhew (1965) has said "it is generally recognized that higher education is an increasingly complex, expensive, and incomprehensible enterprise which is desperately in need of better management" [p. 28]. Ross (1962) delineated institutional communication into three broad categories: 1) communication between individuals and groups such as between the president and the academic senate, 2) communication between groups, as between committees, and 3) communication within groups. Obviously, these categories represent a massive communication network when placed within the framework of an entire institution.

#### Special Communication Problems of Cluster Colleges

Gaff (1971) outlined several unique problems that are experienced

by institutions structured on a cluster college concept. He defines a cluster college as a semiautonomous college on the campus of a larger institution. This type of academic structure is often patterned after Oxford University in England. The mission of a cluster college is to provide a unique type of undergraduate education that offers flexibility for innovation and experimentation in an atmosphere that is more manageable than the conventional academic institution.

Obviously problems of implementation, development, and special difficulties that are produced as a result of their very structure must be dealt with. These special problems are compounded by the ongoing concerns of the larger institution of which they are a part. Gaff (1971) suggests that the cluster college structure has led to real differences among the several schools that are comprised within the larger institution. There has been concern over the relative status and power of each school especially where disparities exist in size, wealth, or quality of a program.

What special internal communication problems are posed by the cluster college concept? Such schools are unique entities with varying degrees of autonomy. It has been noted that some cluster colleges overtly attempt to divorce themselves from the larger institution or conversely, some are viewed as orphans by the larger institution. Special care then must be taken to insure that optimal internal communication exists throughout the entire structure of the institution. Strategies to prevent or to minimize unanticipated difficulties of cluster colleges should be employed by those involved in or considering involvement in such a collegiate structure through an awareness of their special problems.

#### Key Communicators in Higher Education

Ross (1962) has said that the president of an institution is the most important communicator on campus. The rationale for this statement is the centrality that presidential communication provides for the



rest of the institution. It becomes a base to which most other campus communication activity may be related. Naturally, consideration must be given to individual campuses where the president's role may be differently interpreted. Some institutions would place the primary communicator title on a vice-president or another individual so designated by the institutional structure. Whoever occupies this position must be skilled in the art of communication since he sets the communication tone that pervades the institution. Following the president or the prime "communicator designee", are first rank administrators who usually bear the title of vice-president, dean, or provost. Second rank administrators such as department chairmen and certain directors become key communicators because of title, role, or position of influence. Finally, specially assigned positions of influence within the institutional structure create another level of key communicators. The type of communication structured above is primarily of a downward direction and based primarily on role and status. Petry (1958) observed that the post World War II enlargement of academic machinery in colleges and universities "has been largely accomplished by the introduction of new officers--vice-presidents and the like--to occupy positions between top administrative officers and the faculty." This has complicated the administrative function of the whole university. It has also complicated the communication process within institutions of higher education. It is certainly recognized that other individuals within higher education may be more important communicators despite the absence of formal designation by role or status. The importance of optimum communication throughout the academic community will be considered in the next section.

#### Internal Communication in Academia

Willbern (1958) has said of communication in an academic bureaucracy:

A bureaucracy of considerable size has a difficult problem of internal communication, a subject that has received a considerable amount of attention by students of public administration. Formal and informal communication both become very important. There needs

to be a way of collecting information and of distributing it and arranging it for feedback so that there will be some reaction to information communicated in either direction. Faculty meetings, senates, councils, committees, reports, regular bulletins or house organs, and particularly the college newspaper, becomes channels for both communication and the social process of decision making. It might be suggested that there is a very high negative correlation between the degree of internal communication and the amount of friction between faculty and administration [p. 234].

A distinction can be drawn between communicative processes in educational organizations and other organizations. Corson (1960) says that the concept of participation in educational organizations gives faculty a great deal of authority, responsibility, and freedom that non-managerial participants in other organizations do not have. Despite the participatory responsibilities in academia, Dedmon (1970) believes that universities are inclined to let communication needs take care of themselves. He further expresses doubt that universities make comparable attempts that non-educational organizations do to facilitate communication between its members.

According to the literature (Corson, 1960, Dedmon, 1970, Petry, 1958), the major communication problem in higher education lies not in downward communication from the president at the top to faculty members, but rather in effective communication emanating from the bottom upwards. Corson (1960) has said that "it is the basic academic unit, the department, that poses problems of coordination that are unique to the college or university" [p.33]. He further explains that... "substantial independent authority for making various decisions is allocated beyond the trustees and to the faculty as a group, to individual teachers, to department heads, to deans, to coaches, and to administrative offices" [p. 11]. Dedmon (1970) believes that the most meaningful communication among faculty takes place in committees and in departmental meetings. "The department is the fundamental unit in the university and intradepartmental communication, is not surprisingly,



the most important communications" (Dedmon, 1960 [p. 318]).

Assuming that faculty participate strongly in decisions and educational policy, a better means of communicating their opinions and feelings must be found within the institution. Great emphasis, in the literature, is placed on the consultative function in higher education. Dodds (1962) states that "governance of a college or university is characterized by an extraordinary emphasis on consultation" [p. 72]. The aim of consultation is to integrate various and diverse viewpoints to obtain better results than could be obtained by participants acting as individuals. Millett (1962) agrees with Dodd, "the college is characterized as a community of shared authority and not a hierarchy. Conflict is normal and consensus is the best means of dealing with it" [p. 260]. A question to consider is, what is the best communicative means of realizing the consultative process in higher education? One way is to critically assess the current communication system or means. Dedmon (1970) states that failing to assess internal communication networks, causes organizations to fall into a vertical communications syndrome. This is typically characterized by communication according to an organization chart. Such communication starts at the top with the president instructing that such-and-such receive communication, or low ranking personnel starting communication in lock-step fashion up the organizational ladder.

#### Communication Problems in Higher Education

Ross (1962) in his study of communication in higher education identified several areas of miscommunication which contribute to general communication problems on campuses. These patterns of miscommunication include:

1. misunderstanding of instructions.
2. lack of notification of affected persons.
3. failure to issue a correction to a previous communication.
4. failure to complete a communication.
5. absence of key individuals from conferences, committees, or

meetings.

6. deterrent effects of insulating barriers such as secretaries or receptionists.

Many of the problems mentioned above can be attributed to either individual ineptness of communicating or insufficient knowledge of communication skills and principles.

Institutions of higher education are traditionally conservative and resistant to change. Consequently, innovation of any kind will often meet with opposition in the name of tradition. Reciprocal communication between administration and faculty has been a central problem on most campuses (Demerath, Stephens, Taylor, 1967). Many individuals subscribe to the notion that the administration in higher education exists to serve the faculty and not to guide, direct, or criticize. Skilled administrative communicators often find that faculty support can be gained more by suasion and non-direction than by fiat. Poor communication within an academic community can result from the lack of communication expertise of the members of the campus community.

Rourke and Brooks (1966) point out that deciding what to communicate is a problem for many administrators. Once this decision is made, an additional problem of deciding to whom information should be communicated is posed. Too much communication can be as harmful as too little communication and possibly work at cross purposes to the goals of the institution. The problem of deciding who should know what is a common problem for an executive in any organization. The president or vice-president must call forth his best communication techniques and skills to handle these situations properly.

#### Optimization of Communication in Higher Education

Positive steps can be undertaken to improve communication in an institution. An initial step might be a thorough examination of all communication procedures within an institution by means of an evaluative instrument (Rose, 1962). One result of such an examination would be

stimulation of thinking about communication regardless of any immediate changes that might be gained. It could also lead members of the institution to recognize their own communication inefficiencies. Strong points of the communication system could be emphasized and used as a nucleus for further improvement. Conversely, the ramifications of poor communication practices could be pointed out and corrected.

To realize optimum communication in colleges and universities, all segments of the university community should feel that they have adequate and sensitive communication channels by which to accomplish their assigned tasks. The achievement of such a communication system involves the establishment of an on-going program of revision and improvement. Ross (1962) states that a program of this kind should be a campus-wide effort and should include:

1. an examination of the present communication situation through the use of a diagnostic study.
2. implementation of corrective action such as adoption of standardized forms, purchase of certain communication equipment, implementation of a model, etc.
3. continuous auditing of communication practices and keeping the campus communication conscious.
4. use of media that are organized so that communications move quickly; are routed through as few intermediate points as possible; are brief, clear, and concise; and move automatically through prescribed channels.
5. organizing communication activities so as to be quickly adaptable to changing conditions and so that channels remain clear for prompt and accurate feedback.
6. due recognition should be given to special problems inherent in administrative-faculty communication which include specific techniques to make allowances for particular personalities and organization peculiarities.
7. obtaining knowledge of best communication techniques by examining practices at other institutions and surveying communication literature.

8. providing for budgetary consideration of adequate communication equipment and facilities.
9. keeping individuals aware that communication activities should be planned just as other functions are planned, (i.e.) avoid peak loads, allow lead time, and minimize time factors, but maintain effectiveness.
10. encouragement of innovation and experimentation in communication.

Optimization of communication in colleges and universities depends greatly on the willingness to recognize that there is no such thing as final and complete efficiency in communication but there must be ongoing improvement of techniques and processes.

### COMMUNICATION MODELS

A convenient and reasonable way to approach the subject of general communication is to consider the impact that models have had upon the communication field. This is an area of communication that is receiving a good deal of attention in the research literature and should be studied for a well rounded understanding of the field.

The student who is investigating the area of communication models will quickly discover it to be extremely broad and encompassing. It seems necessary, from the outset, to define the term and delineate the parameters in order to discuss the matter intelligently. Mortensen (1972) states that a model, in the broadest sense, "is a systematic representation of an object or event in idealized and abstract form" [p. 29]. This representation can take the form of a diagram, chart, mathematical equation, comparison, etc.

Stanford (1968) in his study has listed several characteristics of models that have relevance to organizational communication:

1. Models contain great potentiality for realistic portrayal of how communication really works, because they are based on the notion of interaction of certain elements.

2. Models have certain mechanistic properties which lend themselves to labeling, manipulating, and even mathematical analysis.
3. Models permit an easy interchange of ideas between the social sciences and the communication engineering sciences where much work has already been done in studying the technical aspects of communication.

How appropriate are communication models in institutions of higher education? Doi (1965) points out that research in organization and administration of higher education has shown an increasing interest in the applicability of communication and decision theories and models. Heneman (1958) draws a comparison between business organizations and university organizations in his statement that "business is developing and refining tools and practices which need improvement in universities including: 1) management tools and techniques, 2) personnel management, 3) communication planning, and 4) long range organizational planning" [p. 46]. He also suggested that university administration can learn from business the results of a wider range of research efforts, the application of self study techniques, and a number of management tools. There has been much more systematic research in business than in education. There are many communication networks that link individuals together on any campus. Many lend themselves to incorporation into a communication model such as telephone networks, campus mail, campus newspapers, committee structures, letter/memo networks, face-to-face networks, faculty meetings, and faculty newsletters. These various communication networks and media perhaps should be evaluated and at some point be adapted into an intelligible comprehensive communication model at U.O.P.

#### Advantages of Models

Models, according to Chapanis (1961), clarify structure of complex events by reducing complexity to simple and familiar terms. They reveal what to look for and how to focus on the major elements of what is said

and done. Mortensen (1972) states, "the aim of a model is not to ignore complexity or to explain it away, but rather to give it order and coherence" [p.31]. The use of a model minimizes the danger of becoming sidetracked by certain particulars whose influence cannot be predicted. A model also allows for isolated pieces of information to become a part of a meaningful pattern.

Carney (1972) believes that models give a certain degree of conscious control over basic assumptions. He states that "levels of thought where normally unconsciousness prevails are influenced -- for instance, as to the full range of implications of a frame of reference " [p. 126]. A large scale model of the systems type provides the advantage of a gigantic frame of reference in which to deploy lesser scale models. "System models enable the testing of alternative models in coping with part of the overall investigatory framework, or even the testing of alternative overall frameworks" (McClelland, 1966 [pp. 93-95]). Even though the overall framework is extremely complex, it can be brought into line with the needs of the situation.

Bross (1953) lists the advantages of models as follows:

1. Models provide a frame of reference for consideration of a problem.
2. Science has used models successfully to develop successful predicting systems.
3. Models bring into the open the problem of abstraction.
4. Models presented in symbolic language have the advantage of the manipulative faculty of that language.

Models also have heuristic value in that they provide new ways to conceive hypothetical ideas and relationships. Conventional modes of thought when exposed to more idealized modes of representation may take on new perspectives. Lackman (1960) states that "often the novel conception of old problems reveals misguided assumptions, exposes gaps in knowledge, and eventually leads to new attacks on unknown territory" [p. 115].



### Limitations and Disadvantages of Models

The use of models also carries certain disadvantages. Carney (1972) cautions, "the price of using models is eternal vigilance" [p. 129]. When using models, certain things are focused upon at the expense of turning away from others. Perceptions and findings can be distorted by various degrees of insensitivity that are imposed by the model. Carney (1972) further suggested that because of the frailty of human faculties and cognition, this occurs whether one uses a model or not.

Another criticism of model use is that they can permit oversimplified ways of conceiving problems. At times, more is read into a model than what is actually there. Models, therefore, can be misused and caution must be taken to not expect more from one than the purposes for which it was designed. Kaplan (1964) states, "Science always simplifies; its aim is not to reproduce the reality in all its complexity, but only to formulate what is essential for understanding, prediction, or control" [p. 280]. If a model ignores critical variables and relationships, it is open to the charge of oversimplification. Carney (1972) says, "It is important to remember that a model simply posits that in specifiable ways, not in total, the thing being modeled acts 'like this'" [p. 33]. Barnlund (1968) countermands the charge of oversimplification by stating, "Clearly, oversimplification may be a shortcoming in designing models, but this risk is inherent to thought itself and does not disappear when one vows to avoid making scientific parallels" [p. 234].

The scale of a model can bring about certain problems. Something that may work one way in the small scale of a model may work differently in terms of the large scale of reality. Caution must be exercised to assure that the model being used fits the situation being modeled. A change of scale could involve a change in relationships.

Bross (1953) discusses certain disadvantages of models as follows:

1. The model is subject to the usual dangers inherent in abstraction.
2. There is no guarantee that the time and effort in constructing the model will pay dividends.
3. The symbolic language is also subject to limitations.
4. There is the danger that a scientist may become so devoted to a model, he may insist that his model is the real world.

Carney (1972) succinctly states the case for models:

Apparently we tend to make sense out of the stimuli that unceasingly bombard us by organizing them in various simplified forms. If you want to call this process the objective reporting of fact, no one can physically stop you. Part of this objective reporting or simplification or whatever is this business of recoding the stimuli we choose to perceive. When such recoding is done consciously, with some attempt at rigor, it is called using models. It is rather like using eye-glasses to offset an astigmatic condition. How can it be known that they won't work, until they have been tried? [p. 131]

After careful consideration of the positive and negative aspects of models, the author decided that development of a communication model for this study was inappropriate. It appears that this research paper is somewhat of a pioneer study in the field and the major mission is to identify and isolate some of the primary communication concerns in higher education. However, a follow-up study focused on a communication model would be extremely beneficial to the field.

#### SUMMARY

This chapter contains a review of the literature of internal communications as it related to higher education. The following areas of communication were explored: general communication theory, internal communication in higher education, and the purpose, advantages, and disadvantages of communication models. The literature supports the advisability of continued research in the field of organizational communication, particularly in institutions of higher education. The procedures and methods used to investigate and gather data concerning the subject of communication within the academic community at U.O.P. will be discussed in Chapter III.



## CHAPTER III

### METHODS AND PROCEDURES

#### INTRODUCTION

This study was designed to identify communication concerns and develop recommendations for improving communication within the academic community at U.O.P. Presented in this chapter are the methods and procedures used in conducting this study. Included is a description of the population, selection of the samples, the construction and administration of the survey instrument, and the statistical analyses of the data.

The 1973/74 U.O.P. catalog lists three hundred and sixty three individuals who hold academic rank ranging from professor to lecturer. These academicians are represented in the following colleges, schools, or divisions; College of the Pacific, Raymond College, Elbert Covell College, Callison College, School of Education, School of Engineering, Conservatory of Music, and School of Pharmacy. The schools of Dentistry, Law, and Medical Sciences were not considered as part of the population because of the specialized character of each which allowed for autonomous operation as separate units.

#### SAMPLE SELECTION

The population was divided into five categories for the purposes of this study. The university president, academic vice-president, and deans/provosts of each college, school or division were included in the study because of their key communication roles in the institution. Fifty percent (15) of the department chairmen and fifty percent (140) of the faculty members were randomly selected for the study.

Using a table of random numbers in General Statistics by Haber and

Runyon (1971), two separate random samples were drawn. Each department chairman's name was numbered as it appeared in the 1973/74 U.O.P. catalog for each department included in the study. Fifteen chairmen were then randomly selected from that list. Raymond College, Callison College, and Covell College are not structured on a departmental basis, therefore no department chairmen from these colleges appear in the sample. The faculty sample was drawn in the identical manner; however, individuals holding the rank of adjunct professor were excluded from sample consideration because of their unofficial ties to the university. A total of one hundred and forty subjects comprised the faculty sample.

It is expected that the results obtained from the selected samples will closely agree with the results that would have been obtained had the entire population been included in the study.

#### INSTRUMENT DEVELOPMENT

A survey instrument was designed by the author to specifically elicit data for the study. The instrument was constructed after several meetings were held with members of the author's dissertation committee who have considerable expertise in the field of communications. During these meetings pertinent material was discussed for inclusion in the survey instrument.

It was important that the statements used in the survey instrument were within the frame of reference of each respondent in order to produce accurate data on which to base study implications and conclusions. This was a difficult task since some subjects obviously had more comprehensive knowledge than others about the University because of position and tenure at the institution. A response continuum was built into the survey instrument which allowed subjects to strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with the survey statements. (Additionally, a not-applicable response category was included in the instrument. The purpose of this category was to allow for response to those items about which subjects had insufficient knowledge.)

The survey instrument was designed to extract information in several categories that would then be used as a basis to formulate communication recommendations. One section of the instrument was devoted to statements intended to test the assumptions outlined in Chapter I. Another major portion of the instrument was used to elicit perceptions by the academic community about the current communication situation as well as about how communication "should be" on the U.O.P. campus.

The following major areas relevant to the study were used as a basis for the development of individual survey items;

1. What is the current status of internal communication throughout the academic community at U.O.P.?
2. At which organizational levels of the academic community at U.O.P. are internal communication problems most prevalent?
3. What are the internal communication problems that are associated with academic role and status at U.O.P.?
4. What are some of the most successful types or modes of internal communication in higher educational organizations according to research literature that would produce optimum internal communication at U.O.P.?
5. To what extent do academic administrators expedite or hinder internal communication with the academic community at U.O.P.?
6. What are some of the innovative concepts proposed by experts in the communication field that could be utilized to help produce improved internal communication at U.O.P.?

### VALIDATION OF THE INSTRUMENT

A preliminary draft of the survey instrument was constructed and submitted to the author's dissertation committee for comments and criticism. The first draft contained fifty-eight statements to which the subjects were asked to respond by marking strongly agree, agree, disagree, strongly disagree, or not applicable.

All necessary changes and/or modifications were made in the survey instrument in consultation with the panel of experts. Some statements were deleted when it was found that the information requested was unnecessary or not pertinent to the study. Other statements were added where more specific information was required or additional information was needed to provide clarification of pertinent areas.

Once again the survey instrument was submitted to the panel of experts for criticism and comments. After a few final modifications the survey instrument was duplicated and prepared for distribution to the study subjects. The instrument was designed so that the materials were printed on a self-addressed form for the subject's convenience. The respondent needed only to fold, staple and place the completed instrument in the mail. A copy of the survey instrument appears in Appendix A.

A cover letter was incorporated into the survey instrument which briefly described the study problem under investigation. The purpose of the study was explained as well as the desired outcome which is a set of recommendations to improve communications within the academic community at U.O.P. The purpose of the next part of the instrument was to gather information about the respondents. This information was categorized as follows: (1) academic position; (2) college, school, or division in which respondent was represented; and (3) academic department in which respondent was represented. However, since Callison, Covell, and Raymond Colleges are not organizationally structured on a departmental basis, overall departmental comparisons were not made.

Appropriate departmental implications were incorporated into the recommendations for the final communication model in Chapter V. The information gathered from this section of the instrument appears in tables 2 and 3 of Chapter IV.

### Survey Instrument Coding

It was emphasized in the survey instrument cover letter that the sources of the information received in this study would be treated in the strictest confidence. Each distributed instrument was number coded by individual subject. This was done in order to be able to do follow-up mailings to subjects who failed to return the instrument by the requested date. A subject background information section, containing three parts, preceded the actual survey statements in the instrument. The subject background information covered the following areas; a) academic position at U.O.P., b) the college or school in which the subject was a member, and c) the academic department in which the subject was a member.

(The subjects' background information was considered extremely important in order to compare perceptions of communication between and among academic areas as well as between and among academic positions.) This information was invaluable in the construction of accurate and comprehensive communication recommendations for the academic community.

### ADMINISTRATION OF THE SURVEY INSTRUMENT

The survey instrument was distributed to the study subjects on February 1, 1974 with a requested return date of February 15, 1974. A follow-up return reminder was sent on March 8, 1974 to those subjects who had not returned the completed instrument by the requested date. A second copy of the instrument with a personal letter requesting return of the completed form was sent on April 3, 1974 to those who still had failed to respond.

The total number of completed surveys that were returned was eighty which included those of the president and academic vice-president of the University, deans/provosts, department chairmen, and faculty. This information appears in tables 2 and 3 of Chapter IV.

#### METHOD OF STATISTICAL ANALYSIS OF DATA

The information gathered was analyzed according to three major categories. First, information was analyzed to test the basic assumptions of the study. Secondly, an analysis was made of the responses that described the communication situation as it currently exists on the U.O.P. campus according to the subjects. Finally, information which described how the subjects felt that internal communications "should be" was analyzed.

After all the data were gathered from the survey instruments, it was card punched for computer processing. The statistical tests that were used to analyze the data were a) one-way analysis of variance for unequal groups by subject position and by college, school, or division and b) independent t tests to reveal significant differences in response to the variables between groups. Additionally, Bartlett's test of homogeneity was used as a check to determine whether there was equal variance within the sample groups.

Significant trends were revealed in the analysis of the data that were gathered by the survey instrument. This information was then reported and subsequently incorporated into the communication recommendations. Several statements in the survey instrument were related in such a way that scales were developed by combining items which elicited trends relevant to the study assumptions and the other areas under study which appeared in the beginning of this chapter.

#### Comparative Analysis of Differences in Perceptions Regarding the Current Communication Situation

Several comparative analyses were made regarding differences in per-



ceptions about the current communication situation at U.O.P. Information used in this analysis was obtained from the survey instrument. These analyses revealed where perceptions differed about present internal communication on campus according to academic area as well as academic position. Differences in perceptions were analyzed among the various colleges, schools, or divisions. Also comparisons of differences in perception were made according to academic position such as among faculty, among department chairmen, and between the academic vice-president and the faculty to name a few. A complete description of the interactions that were analyzed in this study will be presented in Chapter IV. The results of these analyses were also incorporated into the formulation of the internal communication recommendations as applicable.

#### Comparative Analysis of Perceptual Differences Regarding Internal Communication As It Should Be

The same comparative analyses were made regarding differences in perception of an ideal communication system according to academic area and academic position. A complete description of these interactions will also appear in Chapter IV.

#### SUMMARY

The information presented in this chapter described the methods and procedures that were used to carry out this study. A detailed discussion of the population and samples used in the study as well as the selection and method of drawing the samples were presented. The procedures followed in the development and validation of the survey instrument were outlined which culminated in the construction of the final instrument that was used in the study. Finally, the logistical steps that were followed in the administration of the survey instrument were explained. The study assumptions to be tested follow:

1. Communications within the academic community at U.O.P. is generally unsatisfactory.



2. Communication between top level administrators (university president and academic vice-president) and the rest of academic community is generally unsatisfactory.
3. Communication among the colleges, schools, and divisions is generally unsatisfactory at U.O.P.
4. Communication within each college, school, or division is unsatisfactory at U.O.P.

A detailed discussion of the finding that resulted from the information obtained from the survey instrument will be presented in Chapter IV.

## CHAPTER IV

### INTRODUCTION

The purpose of this study was to evaluate the existing internal communication system at U.O.P. and to develop recommendations that would produce an improved system for the campus. To accomplish this purpose, the following study assumptions were statistically tested:

1. Communication within the academic community is generally unsatisfactory.
2. Communication between top administrators and the rest of the academic community is unsatisfactory.
3. Communication among colleges, schools, or divisions is unsatisfactory.
4. Communication in each college, school, or division is unsatisfactory.

Other communication areas that were investigated in this study included the most successful types or modes of internal communication in higher educational institutions according to research literature and some of the innovative communication concepts proposed by experts in the field. This chapter is organized into six major sections: (1) analysis of sample information; (2) testing the assumptions; (3) analysis of the quality of current internal communications; (4) analysis of an ideal communication system; (5) analysis of the president's and vice-president's survey responses; and (6) a summary of the findings.

### FINDINGS OF THE STUDY

This chapter is devoted to a presentation of the data that were gathered through the survey instrument. Data were drawn from a sample of deans/provosts, department chairmen, and faculty at U.O.P. The president and the academic vice-president were included as integral study respondents. In deciding whether a sample difference of subjects' perceptions was significant, the generally accepted criterion is a likeli-

hood of five percent or less that a difference in subjects' perceptions occurred by chance. Therefore, differences occurring with a probability of five percent or less due to chance were considered statistically significant. Analysis of variance and independent t tests were used to evaluate the study data and these tests constituted the basis for decisions of statistical significance.

To test differences in perception among academic positions, the responses from deans/provosts, department chairmen, and faculty were subjected to the statistical procedures described above. Since only one set of responses fell into each of the academic positions of university president and academic vice-president, the results from their surveys were reported in narrative form. Therefore, a separate section of this chapter is devoted to a discussion of the president's and academic vice-president's perceptions of internal communications at U.O.P.

The same statistical procedures were used to discover if any significant disagreement occurred among the various colleges/schools/divisions, or among the academic departments within each relative to the survey items.

Rather than analyzing individual survey variables, items were extracted from the instrument and fifteen scales were built to facilitate analysis of the major areas. Specific items were designed to obtain information from the study subjects concerning how they perceived the current state of internal communication as well as recommendations for a model communication situation. Other items were included in the instrument to validate the assumptions set forth in the study. After the returned surveys were analyzed, the items were separated into scales through pre-arranged design by the author. Some statements from the instrument were not useable and consequently did not appear in any of the scales due to insufficient response by subjects.

Specific items were taken from the survey instrument and listed in

table 1 under the scale to which they pertained. For example, survey items 1, 2, 18, and 21 address themselves to scale A and so forth through scale P. Individual survey items are found in the complete survey instrument which is reproduced in the appendix.

\*A description of scales A through P appears below:

- A. Validation of Study Assumption 1: Communication within the academic community is generally unsatisfactory.
- B. Validation of Study Assumption 2: Communication between top administrators and the rest of the academic community is unsatisfactory.
- C. Validation of Study Assumption 3: Communication among colleges, schools, or division is unsatisfactory.
- D. Validation of Study Assumption 4: Communication in each college, school, or division is unsatisfactory.
- E. Comparison by academic position of differences in perception concerning quality of current communication situation.
- F. Comparison by academic position of differences in perception concerning top administrators' (president/vice-president) communication.
- G. Comparison by academic position of differences in perception concerning deans/provosts communication.
- H. Comparison by academic position of differences in perception concerning department chairmen communication.
- I. Comparison by academic position of differences in perception concerning communication at the college, school, or division level.
- J. Comparison by academic position of differences in perception concerning communication at department level.
- K. Comparison by academic position of differences in perception concerning how communication "should be" at U.O.P.
- L. Comparison by academic position of differences in perception concerning what the top-administrators' (president, vice-president) communication role "should be".
- M. Comparison by academic position of differences in perception concerning what the president's communication role "should be" within the academic community.

- N. Comparison by academic position of differences in perception concerning what the academic vice-president's communication role "should be" within the academic community.
- O. Comparison by academic position of differences in perception concerning what the deans'/provosts' communication role "should be" within the academic community.
- P. Comparison by academic position of differences in perception concerning what the department chairman's communication role "should be" within the academic community.

Table 1

SURVEY ITEMS INCORPORATED INTO EACH STUDY SCALE

\*SCALES

[illegible]

## ITEMS

The finding from the data regarding differences in perception among the various colleges, schools, or divisions and also among the various academic departments revealed no significant differences in opinions about the existing communication situation or an ideal system. Consequently, the problems in internal communications at U.O.P. appears to involve communication among the various academic positions and a statistical presentation of this data appears in this chapter.

### Analysis of Sample Information

The president, academic vice-president, and the eight deans/provosts all returned completed surveys. The greatest percentage of returned surveys from colleges, schools, or divisions, based on the number sent, came from Covell College (77.77%). Callison College, Raymond College, School of Education, College of the Pacific, and the School of Engineering all returned fifty percent or more. The School of Music returned 27.77 percent and the School of Pharmacy returned the least number of surveys, only three out of twenty-five or 12 percent.

Table 2

#### RESPONSE TO SURVEY BY ACADEMIC POSITION

Position	No. of Surveys Sent	No. of Returned Surveys	% of Returned Surveys
President	1	1	100%
Academic Vice-President	1	1	100%
Dean/Provost	8	8	100%
Department Chairman	15	8	53.55%
Faculty	140	62	43.57%
Total	165	80	

Table 3

## RESPONSE TO SURVEY BY COLLEGE, SCHOOL, OR DIVISION

College, School or Division	No. of Surveys Sent	No. of Returned Surveys	Per Cent Returned Surveys
C.O.P.	64	36	54.68%
Callison	12	8	66.66%
Covell	9	7	77.77%
Raymond	5	3	60.00%
Education	20	11	55.00%
Engineering	10	5	50.00%
Music	18	5	27.77%
Pharmacy	25	3	12.00%
Total	*163	*78	

\*Excludes surveys of the president and academic vice-president

### Testing the Assumptions

The assumptions stated in Chapter I were tested by specific statements incorporated in the survey instrument. Results from testing the assumptions were significant in the development of the final communication recommendations. Significant differences in perceptions about all four of the study assumptions were found to exist among the subjects comprising various academic positions. The following sub-sections describe the analysis of subject responses relative to the study assumptions.

#### Study Assumption 1

Results of testing the first assumption "that communications within the academic community at U.O.P. is generally unsatisfactory" appear in table 4. The items that were scaled from the survey instrument to test this assumption are indicated in table 1 under scale A. These data revealed that the faculty as a group significantly disagreed with both the deans/provosts and the department chairmen that internal communications were satisfactory at U.O.P. The faculty agreed with assumption 1 that



communication within the academic community was unsatisfactory while deans/provosts and department chairmen were satisfied with the existing system. The difference in responses between the faculty and the deans/provosts was statistically significant at the .001 level and at the .01 level between faculty and department chairmen.

The faculty were dissatisfied with the inability of the communication system to convey information to those individuals whom it would affect. This same dissatisfaction was expressed concerning their attempts to communicate ideas to those who could implement them within the institution. Generally, the internal communication system at U.O.P. was rated as inadequate by the faculty.

Table 4

(Scale A)

COMPARISON BY ACADEMIC POSITION CONCERNING  
SATISFACTION WITH GENERAL COMMUNICATION AT U.O.P.

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	10.325	4.264***	.754	
Department Chairmen	8	11.125			
Faculty	62	13.726		3.261**	
Total	78	13.110			

Overall F Ratio = 12.9866 with 2 and 75 degrees of freedom.

\* p .05

\*\* p .01

\*\*\* p .001

### Study Assumption 2

The second assumption was "communication between the top administrators and the rest of the academic community is unsatisfactory". This assumption was tested by survey items included in scale B. The results of testing this assumption appear in table 5. Significant differences in perception were again revealed among the faculty as a group and both the

deans/provosts and department chairmen concerning this assumption. That is to say, the faculty members expressed dissatisfaction with the quality of the top administrators' communication at U.O.P., however, the deans/provosts and the department chairmen according to their survey responses were satisfied with it. The degree of difference concerning this assumption between faculty and deans/provosts was statistically significant at the .001 level and at the .05 level between faculty and department chairmen.

Faculty members felt that administrator/faculty communication was poor at U.O.P. They felt that the top-administrators (president and academic vice-president) were doing an inadequate job of communicating institutional information to the academic community. It was additionally perceived that the top-administration impeded communication on campus.

Table 5  
(Scale 8)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
SATISFACTION WITH TOP ADMINISTRATORS'  
COMMUNICATION WITHIN THE ACADEMIC COMMUNITY

Group	N	Mean	Independent t tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	13.625	4.416***	1.743	
Department Chairmen	8	16.250		2.090*	
Faculty	62	18.603			
Total	78	17.855			

Overall F Ratio = 11.0229 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

### Study Assumption 3

The third assumption was "communication among colleges, schools, or divisions is unsatisfactory". Items incorporated in scale C were

used to test this assumption. The only significant difference in perceptions concerning this assumption occurred between deans/provosts and faculty. Results of testing assumption 3 appear in table 6. Again the faculty agreed with those items incorporated in the survey instrument that pertained to this assumption while the deans/provosts disagreed. Disagreement was significant between those two groups at the .05 level.

The faculty felt that communication among the colleges within the institution was inadequate. They maintained that this situation existed due to lack of initiative by deans/provosts to produce better communication among their schools.

Table 6  
(Scale C)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS' •  
SATISFACTION WITH COMMUNICATION AMONG THE COLLEGES,  
SCHOOLS OR DIVISIONS AT U.O.P.

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	10.512			
Department Chairmen	8	12.038	1.578		
Faculty	62	12.163	2.279*	.179	
Total	78	11.985			

Overall F Ratio = 2.6006 with 2 and 75 degrees of freedom.

\* p .05

\*\* p .01

\*\*\* p .001

#### Study Assumption 4

The final study assumption was "communication within each college, school, or division is unsatisfactory". Survey items used to test this assumption are presented under scale D in table I. Significant perceptual differences regarding assumption 4 were revealed between deans/provosts and faculty and department chairmen and faculty. These

results appear in table 7. The faculty not only perceived communication among the colleges, schools, or divisions to be unsatisfactory but also perceived communication within each to be unsatisfactory. Again the deans/provosts took the opposite view and the statistical difference between the two groups was significant at the .01 level. Assumption 4 was the only one out of the four where the department chairmen did not significantly agree with the deans/provosts.

Table 7  
(Scale D)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
SATISFACTION WITH COMMUNICATION WITHIN THE  
COLLEGES, SCHOOLS, OR DIVISIONS AT U.O.P.

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	10.500		2.252*	
Department Chairmen	8	10.962	.449		
Faculty	62	12.377	2.849**		
Total	78	12.019			

Overall F Ratio = 5.9400 with 2 and 75 degrees of freedom.

\* p .05

\*\* p .01

\*\*\* p .001

#### Analysis of Current Internal Communication

It was necessary to ascertain whether the study subjects were dissatisfied with the current internal communication system at U.O.P. before changes or modifications in the system were recommended. Further it was important to identify if the source of dissatisfaction centered at particular academic levels of the institutional structure such as the college, school, or division level or at the department level. Finally, data were gathered to reveal whether the subjects were dissatisfied with the quality of communication by key communicators such as the president, academic vice-president, deans/provosts,

or department chairmen.

Once the data were gathered and statistically analyzed, the communication concerns as perceived by the subjects regarding the areas outlined above became clear. It then became possible to make specific recommendations to alleviate the communication problems identified by the study subjects.

In tables 8 through 13 are presented the results of the analysis of variance and the independent t tests which were performed on the data gathered from the survey instrument. These tests were used to determine if the groups who responded, differed significantly concerning satisfaction with the existing internal communication system at U.O.P. Tables 8 through 13 correspond to Scales E through J respectively and the item breakdown for each scale appears in table 1.

Table 8

(Scale E)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
SATISFACTION WITH THE CURRENT INTERNAL  
COMMUNICATION AT U.O.P.

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	62.888			
Department Chairmen	8	68.275	1.041		
Faculty	62	79.609	4.301***	2.915**	
Total	78	76.731			

Overall F Ratio = 12.2271 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

Table 9

(Scale F)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING THE PRESIDENT'S AND VICE-PRESIDENT'S  
COMMUNICATION AT U.O.P.

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/ Provosts	8	27.663			
Department Chairmen	8	32.675	1.704		
Faculty	62	33.544	4.924***	2.656**	
Total	78	36.826			

Overall F Ratio = 14.3449 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

Table 10

(Scale G)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING THE DEANS/PROVOSTS' COMMUNICATION AT U.O.P.

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/ Provosts	8	5.625			
Department Chairmen	8	6.025	.832		
Faculty	62	6.769	3.157**	2.060*	
Total	78	6.576			

Overall F Ratio = 6.4761 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

Table II

(Scale II)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING DEPARTMENT CHAIRMAN'S COMMUNICATION AT U.O.P.

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	5.038			
Department Chairmen	8	4.500	.793		
Faculty	62	5.231	.379	1.435	
Total	78	5.136			

Overall F Ratio = 1.0525 with 2 and 75 degrees of freedom

\* p .05 (no significant perceptual differences)  
 \*\* p .01  
 \*\*\* p .001

Table 12

(Scale I)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING COMMUNICATION AT THE COLLEGE/SCHOOL/DIVISION LEVELS

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	6.538			
Department Chairmen	8	7.825	1.750		
Faculty	62	8.600	3.731***	1.402	
Total	78	8.309			

Overall F Ratio = 7.4426 with 2 and 75 degrees of freedom

\* p .05  
 \*\* p .01  
 \*\*\* p .001



Table 13

(Scale J)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS\*  
CONCERNING COMMUNICATION AT THE DEPARTMENT LEVEL

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	12.713			
Department Chairmen	8	13.275	.630		
Faculty	62	11.605	1.650	2.488*	
Total	78	11.890			

Overall F Ratio = 4.0394 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

It was found that the faculty significantly differed with both the deans/provosts and the department chairmen concerning satisfaction with the existing communication situation. The deans/provosts and the department chairmen felt satisfied with the existing situation while the faculty expressed dissatisfaction. The differences in perception between the faculty and the deans/provosts were significant at the .001 level and .01 level between the faculty and the department chairmen. The faculty felt there was not a strong enough attempt to communicate institutional information to those whom such information would affect nor was there sufficient solicitation of faculty opinion in making important institutional decisions. In general, the faculty felt that internal communication at U.O.P. was poor and that in their opinion there was no established communication system. The faculty also indicated that no opportunities existed for them to provide feedback to academic administrators concerning institutional matters. Additionally, they felt that no informal opportunities existed which allowed the campus community to exchange ideas.

When a comparison was made of differences in perception concerning the quality of the president's and vice-president's communication, significant differences resulted again between the faculty and both the deans/provosts and department chairmen. The implication is that both the deans/provosts and department chairmen felt satisfied with the quality of communication by the top administrators' (president and vice-president). The difference in perception between the faculty and the deans/provosts was significant at the .001 level and .01 level with the department chairmen. A feeling was expressed by the faculty that the top-level administrators (president and academic vice-president) were not adequately dispersing information throughout the campus which kept them aware of changing issues affecting the campus community. It was felt that these administrators did not maintain adequate openness in communication on campus but rather they over-bureaucratized it. Finally, faculty felt that the top-administrators did not consider their opinions in making decisions about how the institution was operated.

Both the deans/provosts and the department chairmen expressed satisfaction with the quality of the deans/provosts communication. Once again the faculty held the opposite view from both of these groups. Significance levels of .01 and .05 were revealed when comparisons of differences in perceptions were made between faculty with deans/provosts and faculty with department chairmen respectively. Faculty members felt that deans/provosts could do a better job of communicating information concerning college, school, or division matters to their department chairmen. However, the department chairmen did not share this feeling with the faculty. It was felt that deans/provosts were not doing an adequate job of communicating information they received in the Executive Policy Committee to department chairmen which consequently broke down this communication flow to the faculty.

There were no significant differences in perceptions among the deans/provosts, department chairmen, or faculty concerning the quality

of communication by the department chairmen. All three groups felt satisfied with communication by this group under the current situation. The opinion of the study subjects indicated that department chairmen devoted sufficient time to communicating department information to their faculty and that they did an above average job of communicating this information.

Another area that was statistically tested concerning the three groups' perceptions dealt with the quality of communication at the college/school/division level and the department level. Faculty felt dissatisfied with the quality of communication at this organizational level and significantly differed in perception with the deans/provosts at the .001 level. However, there were no significant differences in perception between the department chairmen and the deans/provosts or with department chairmen and faculty concerning this comparison. Faculty members contended that communication breaks down at the college/school/division level rather than at the department level. They also maintained that there is inadequate communication among the colleges on campus as well as within individual colleges.

Only one significant difference in perception was revealed when a comparison was made among the three groups concerning the quality of communication at the department level. This difference was between the faculty and the department chairmen with the level of significance at .05. No significant differences in perception were revealed between the deans/provosts and the other two groups. The faculty felt there was inadequate communication among the departments within the colleges. They also felt that individuals within departments were unaware of happenings in their college and they were dissatisfied with both the quantity and quality of communication within departments.

#### Analysis of How internal Communication "Should Be" Structured

Data concerning suggested communication changes and/or modifications were gathered from the study subjects through the survey instru-

ment. These data revealed how the study subjects felt that communication "should be" within the academic community. After these data were statistically analyzed, the findings were then used to develop meaningful recommendations to produce an improved communication system.

In addition to subjects responding to items that suggested general changes in communication within the academic community, they also indicated their feelings about suggested changes in methods and means of communication by key communicators within the institution, namely the president, vice-president, deans/provosts, and department chairmen. The findings which resulted from this data coupled with communication recommendations and innovations suggested by experts in the field provided a basis on which to construct an improved communication system at U.O.P. A detailed discussion of these recommendations appears in Chapter V.

Presented in tables 14 through 19 are the results of the analysis of variance and the independent t tests which were performed on the data gathered from the survey instrument concerning the points outlined above. The tests were used to determine if significant differences occurred among the groups regarding their perceptions about an ideal communication system within the academic community at U.O.P. Tables 14 through 19 correspond to scales K through O respectively and the item breakdown for each scale appears in table 1.

Table 14

(Scale K)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS\*  
 CONCERNING HOW GENERAL INTERNAL COMMUNICATIONS  
 "SHOULD BE" STRUCTURED WITHIN THE ACADEMIC COMMUNITY

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	37.463			
Department Chairmen	8	41.313	1.172		
Faculty	62	44.742	2.950**	1.390	
Total	78	43.644			

Overall F Ratio = 4.9126 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

Table 15

(Scale L)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS\*  
 CONCERNING WHAT THE PRESIDENT'S AND ACADEMIC VICE-PRESIDENT'S  
 COMMUNICATION ROLE "SHOULD BE" WITHIN THE ACADEMIC COMMUNITY

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	24.612			
Department Chairmen	8	26.938	.966		
Faculty	62	30.142	3.056**	1.771	
Total	78	29.246			

Overall F Ratio = 5.6948 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

Table 16

(Scale M)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING WHAT THE PRESIDENT'S COMMUNICATION ROLE  
"SHOULD BE" WITHIN THE ACADEMIC COMMUNITY

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	14.250			
Department Chairmen	8	13.613	.555		
Faculty	62	14.981	.847	1.586	
Total	78	14.765			

Overall F Ratio = 1.4839 with 2 and 75 degrees of freedom

\* p .05 (no significant perceptual differences)

\*\* p .01

\*\*\* p .001

Table 17

(Scale N)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING WHAT THE ACADEMIC VICE-PRESIDENT'S COMMUNICATION  
ROLE "SHOULD BE" WITHIN THE ACADEMIC COMMUNITY

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	13.112			
Department Chairmen	8	15.325	1.363		
Faculty	62	17.865	3.911***	2.090**	
Total	78	17.117			

Overall F Ratio = 9.0156 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

Table 18

(Scale 0)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING WHAT THE DEANS/PROVOSTS' COMMUNICATION ROLE  
"SHOULD BE" WITHIN THE ACADEMIC COMMUNITY

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	13.650	2.193*	1.097	
Department Chairmen	8	11.725			
Faculty	62	12.443			
Total	78	12.497			

Overall F Ratio = 2.5235 with 2 and 75 degrees of freedom

\* p .05

\*\* p .01

\*\*\* p .001

Table 19

(Scale P)

COMPARISON OF DIFFERENCES IN PERCEPTION OF THREE GROUPS'  
CONCERNING WHAT THE DEPARTMENT CHAIRMAN'S COMMUNICATION ROLE  
"SHOULD BE" WITHIN THE ACADEMIC COMMUNITY

Group	N	Mean	Independent t Tests		
			Deans/Provosts	Department Chairmen	Faculty
Deans/Provosts	8	3.000	1.209 .423	1.263	
Department Chairmen	8	3.571			
Faculty	62	3.160			
Total	78	3.194			

Overall F Ratio = 0.9542 with 2 and 75 degrees of freedom

\* p .05 (no significant perceptual differences)

\*\* p .01

\*\*\* p .001



Deans/provosts, department chairmen, and faculty expressed their feelings about how general internal communication "should be" structured at U.O.P. by responding to survey items especially designed to elicit this information. There was a significant difference in perception between the faculty and deans/provosts at the .01 level concerning the items related to this communication question. The faculty felt that the top administrators (president and academic vice-president) should do more direct communication with the faculty about institutional matters. Face-to-face communication was preferred over written communication. They also felt that channels of communication should be opened up along informal lines. The faculty also would like the academic vice-president to become more personally communicative at both the college and department levels. It was also felt that the key communicators of the institution (president and academic vice-president) should be responsible for initiating communication and opening up channels of communication on campus.

There was a significant difference in perception between deans/provosts and department chairmen concerning what the deans/provosts communication role "should be". The difference was significant at the .05 level. This was the only study area where the deans/provosts and department chairmen significantly disagreed about a communication concern. It was felt that the deans/provosts should take more initiative to encourage communication among the colleges, schools, and divisions of the university. More personal communication with deans/provosts in the form of meetings was desired by the department chairmen. They agreed that the deans/provosts should meet with their department chairmen at least on a monthly basis and with the faculty within their college, school, or division at least once each semester.

No significant differences in perception were revealed among the study groups concerning what the department chairman's role "should be" at U.O.P. The reason for this could be attributed to the scarcity of items that were incorporated into the survey instrument to reveal this information.

Analysis of the President's and Vice-  
President's Survey Responses

The responses of the president and academic vice-president were extremely similar throughout the survey instrument. A strong similarity also was revealed in comparing the responses of president, vice-president, deans/provosts, and in most cases department chairmen. However, there was a marked overall dissimilarity between the president's and vice-president's responses when compared with faculty responses.

The top administrators (president and academic vice-president) felt that the existing communication situation within the academic community was satisfactory. They also agreed that, individually and collectively, their communication with the rest of the academic community was satisfactory. Further agreement was revealed concerning their satisfaction with communication among and between the colleges, schools, or divisions on campus.

The scales that were built to elicit subjects' perceptions of the current communication situation among various key academic communicators on campus again revealed agreement by the top administrators that all were satisfactory.

The final portion of the survey instrument dealt with perceptions of how internal communication could be improved within the academic community. The president rated only one item out of the fifteen items that were used to obtain information about this area. However, the vice-president responded to most of the items used for this portion of the study. His responses revealed agreement with deans/provosts and department chairmen but there was a great deal of disagreement with faculty concerning survey items which suggested new means and methods of communication at U.O.P. A summary of the findings gathered through the survey instrument appears in the next section.

### Summary of the Findings

The findings of the study have been presented in this chapter. Approximately forty-nine percent of the survey instruments sent were returned and useable. In some cases, an individual responded to only a few of the items in the survey. These surveys were discarded because of insufficient response. Still in other cases, some subjects marked not applicable (NA) throughout the survey. These also were discarded because they were not statistically relevant. The return from both the department chairmen and the faculty was small, however, the return was sufficient to permit significant statistical analysis.

Comparisons of differences in perception about internal communications among the various colleges, schools, or divisions and among the academic departments revealed no significant differences. Significant differences, however, were revealed when the data were subjected to analysis according to academic position.

Overall, the trend of responses by subjects tended to follow the pyramidal hierarchy of academic position. That is, perceptions held by the president, academic vice-president, deans/provosts, and in most cases department chairmen appeared similar as opposed to those perceptions by the faculty. On many particular items as well as series of scaled items, the department chairmen vacillated between agreement with the higher echelons of the academic pyramid and the faculty as a group. However, the trend of disagreements throughout the study regarding most of the survey items was most evident between the faculty and the rest of the academic community.

There were significant differences revealed between the faculty and both the deans/provosts and department chairmen on assumptions one, two, and four with a significant difference between faculty and deans/provosts only on assumption three.

There were significant disagreements about the current communication situation as well as how internal communication "should be". In both of these areas the president, academic vice-president, deans/provosts, and the department chairmen were in opposition to faculty.

Presented in the final chapter of this study are recommendations to improve communication within the academic community at U.O.P.

## CHAPTER V

### INTRODUCTION

The purpose of this study was to investigate communication concerns within the academic community at the University of the Pacific and to develop recommendations for improved communication based on the investigation. This chapter is organized into the following sections: (1) summary, implications, and conclusions, (2) recommendations for improved communication, and (3) recommendations for further study.

#### Summary, Implications, and Conclusions

The study problem was outlined in Chapter I with the major premise being that communication within large organizations, institutions of higher education included, are not adequately meeting the needs of those organizations. The importance of good communication in institutions of higher education and some of the special communication problems inherent in such institutions were discussed and documented. This study was limited to U.O.P., however, the communication recommendations could be adapted to other institutions of higher education with a similar organizational structure. Four basic assumptions were stated and the terms used in this study were also presented.

A review of the literature related to this study was presented in Chapter II. There were three major areas of literature reviewed that pertained directly to this study. They were presented under the following headings: (1) general communication theory, (2) communication in higher education, and (3) communication models. Appropriate sub-sections of each major areas were outlined and discussed.

Research procedures were presented in Chapter III. The popu-

lation for this study was categorized as follows: (1) university president, (2) academic vice-president, (3) deans/provosts, (4) department chairmen, and (5) faculty. Faculty and department chairmen were randomly selected, but all of the deans/provosts were included as study subjects. Data were gathered through the use of a survey instrument that was especially designed for this study. The instrument was intended to elicit background information about the subjects, to test the study assumptions, to reveal subject perceptions about the existing communication situation, and to reveal perceptions about how communication "should be".

The data gathered were statistically tested by analysis of variance and independent t tests. These statistical procedures were used to reveal significant differences in perception among subjects holding various academic positions relative to the assumptions, the existing state of internal communication, and how communication "should be". Another objective of the study was to find whether the subjects' perceptions differed significantly concerning the quality of communication among the various colleges, schools, or divisions and also among the various departments. However, after statistically testing this data, no significant differences in perception were revealed by the subjects. Therefore, the conclusions of the study are concentrated on recommendations intended to resolve communication problems related to academic position.

The findings of the study were presented in Chapter IV. Significant differences in perception were found to exist concerning all four study assumptions. These differences were between the faculty and the subjects of the other study groups. The trend of differences in perception concerning the existing communication situation and how communication "should be" was also between the faculty and the subjects of the other study groups.

Demerath, Stephens, and Taylor (1967) contend that reciprocal



communication between administration and faculty is a central problem on most campuses. The president, vice-presidents, deans/provosts, and department chairmen are traditionally in better positions to initiate and receive communications than are faculty members. In other words, academic administrators are the first ones to get information about what is happening within the institution while the faculty must largely depend on the ability and desire of others to communicate that information to them. Communication is directly related to possessing communication expertise by those in positions to initiate it. Secondly, Rourke and Brooks (1966) point out that deciding to whom and what is to be communicated is a particular problem for administrators. Therefore, the burden of responsibility for improving internal communication lies with those who are in a position to make this happen, namely the president, vice-president, and related academic administrators. Ross (1962) stated that the president of an institution is the most important communicator on campus followed by the vice-president and other first-rank administrators. He goes on to state that these individuals set the communication tone that pervades the institution.

These findings are supported by many other studies discovered in the literature review. The topics of several of the reviewed studies concerned communication based on a pyramidal hierarchy of academic position. Petry, writing in 1958 observed that following World War II colleges and universities experienced tremendous growth and internal complexity. Part of this complexity was due to the creation of new top-level academic-administrative officers who occupied positions between the top administrative officers and the faculty. He contended that this situation not only complicated the administrative function but also complicated the entire communication process within institutions of higher education. Willbern (1958) stated that an academic bureaucracy of any size has a difficult problem of internal communication and as the bureaucracy grows



so do the problems of communication. This held true in this study according to the responses of the faculty. Their concern was based on both inadequate downward communication as well as an inability to communicate upward through the institutional hierarchy. This was particularly noted in communication from the president, academic vice-president, and deans/provosts to the faculty. Several experts in the field of internal communication (Corson, 1960, Dedmon, 1970, Petry, 1958) suggest the major communication problem in higher education to be ineffective communication emanating from the bottom (faculty) upwards to the academic-administrators, however, according to the findings of this study, this is only part of the problem at U.O.P.

Since there were no significant differences in subjects' perceptions found concerning problems of communication among or within the various colleges, schools, or divisions and the departments, the implication is that problems of internal communication are related to breakdowns within the hierarchy of academic position. The faculty were particularly dissatisfied with communication between them and the academic vice-president and deans/provosts. Less dissatisfaction was expressed between the faculty and the president and department chairmen. Faculty are more closely related to department chairmen than to deans/provosts, vice-presidents, and presidents. This probably accounts for less disagreement between faculty and department chairmen as a group. Dedmon (1970) supports this premise by stating that the most meaningful communication among faculty takes place in committees and departmental meetings. Since the institutional structure at U.O.P. allows the bulk of communication relating to academic matter to be between the academic vice-president and the faculty rather than between the president and the faculty, this accounts for less disagreement between the latter two groups. This point can be verified by studying the lines of authority that are outlined in the campus organizational chart. A reproduction of this chart appears in the appendix.

The faculty at U.O.P. as well as at other institutions of higher education are calling for more involvement in decisions, about the objectives, goals, and the futures of their institutions. Articles concerning this matter appear consistently in the journals and other publications of higher educational administration. Millett (1962) supports this by emphasizing that a college should be a community of shared authority and not a hierarchy. If this situation is to be realized, communication must be improved and consultation expanded throughout all the academic constituencies of the institution. Too often institutional communication, particularly from the top of the academic pyramid, does not get to the bottom but rather, an elite cabinet alone, typically comprised of the president, academic vice-president, and deans/provosts or their equivalents is privy to communication and consultation. Dodds (1962) further suggests that governance of an institution of higher education should be characterized by an extraordinary degree of consultation. This consultation includes that which involves faculty. If formulating objectives and goals in higher education is based on community of shared authority and consultation, all institutional constituents should have the ability to be involved through effective communication. Otherwise, conflict and confrontation will continue to exist between academic administrators and faculty.

#### Recommendations For Improved Communication

The findings of this study suggest that faculty members feel an inability to effectively communicate their needs and recommendations within the existing communication structure. However, the academic administrators from the president down through the department chairmen are reasonably well satisfied with the current communication situation. The goal of this study then is to suggest a communication system that is satisfactory to the entire academic community. In order to improve internal communications at U.O.P., more opportunities for communication must be developed for the faculty. The recommenda-

tions in this study are intended to expand communication opportunities in order to produce a communication situation which meets the needs of the entire academic community. The typical formal method where faculty communicate their ideas and needs is at the department level. This communication supposedly is then carried from department chairmen to deans and subsequently follows the hierarchical academic-position ladder. However, to increase both faculty impact and involvement, each department should have a faculty representative to meet and consult with department chairmen and deans/provosts on a regularly-scheduled basis. The faculty member could be elected in each department by his peers for quarter, semester, or annual tenure. At U.O.P., this would not only increase communication and consultation at the department and college levels, but coupled with faculty representation on the Academic Council (faculty governance body) would allow for an additional faculty input level throughout the institution. Additionally, these faculty representatives should meet perhaps on a monthly basis in joint session with a collective body made up of deans/provosts and the academic vice-president. This body could be the Executive Policy Committee which is a formally constituted committee within the current institutional governing structure. In this way, concerns of an overall institutional nature could be discussed first-hand with faculty input at the top of the pyramidal academic hierarchy.

This kind of faculty involvement might be objected to on the basis that it undercuts the authority of deans/provosts and department chairmen as well as short-circuiting the formal system of faculty governance. However, if the individuals holding these various academic-administrative positions are secure in their competencies and convictions, it seems that such additional input and advice would be welcomed as healthy for the institution. Deviating from traditional procedures and modes of operation within the institution should not automatically be construed as bad. Placing the good of the institution above the concerns involved with role and status should be the

goal of every member of the academic community. Throughout the literature review, great emphasis is placed on the consultative function in higher education. Dodds (1962) claims that the primary aim of consultation is to integrate various and diverse viewpoints to obtain better results than could be obtained by participants acting as individuals.

Although the president and academic vice-president maintain that they are available to the faculty through an open-door policy, it is imperative that they take the initiative to increase communication throughout the institution. As Ross (1962) has emphasized, the key communicators of the institution set the pattern of communication that pervades the campus. The primary means of communication by the president with the faculty is through written materials. He implied this in a written addendum attached to his returned survey instrument and several written pieces which was representative of his communication. This communication situation is probably adequate for the president at U.O.P., however, the academic vice-president as the key communicator within the institution should become more personally visible to members of the academic community. Generally, because of authority lines established by role and status, faculty are hesitant to approach individuals holding the upper echelon administrative positions. Therefore, the academic vice-president should take the initiative to encourage communication throughout the institution. A way for him to increase communication would be to schedule visits to individual departmental meetings on a regular basis. This would provide a means of personal communication as opposed to following institutionally organized communication lines. The academic vice-president should also arrange for more informal get-togethers of the faculty. Such informal affairs could be planned to include the whole institution or some combinations of colleges, schools, or divisions. This would provide an opportunity for faculty to informally meet with administrators as well as colleagues of all academic units of the university. Too often, opportunities do not exist for faculty members to meet with colleagues other than those within their department or

college to discuss institutional matters of common concern. Informal situations seem to be more conducive to information and idea exchange than do formally structured meetings.

An office of communication ombudsman should be created at U.O.P. This individual should be interviewed and hired by a joint committee comprised of administrators and faculty. He should operate as a neutral free agent representing all institutional constituencies with access to all levels of the academic community. He should be in charge of monitoring general communication activities throughout the institution. This would include conducting studies and hearing communication concerns at all levels of the academic community. His areas of expertise should also involve working to improve written as well as verbal communication. Seminars and workshops could be conducted by the ombudsman to improve the communication process throughout the institution.

Finally, an annual institutional communication survey should be made which could be conducted by the ombudsman. This type of survey is critical to an analysis of communication concerns within the institution as well as providing a means for developing future communication objectives and goals of the institution.

A self study would hopefully stimulate thinking about communication generally regardless whether any immediate changes are realized. Additionally, it brings the issue of communication to the attention of all members of the institution so that they become aware of their communication inefficiencies. The expected result would be positive changes and modifications of communication behavior and procedures to effect an overall improved communication situation.

#### Recommendations for Further Study

Recommendations for further study are presented in this section.

Recommendation 1 - Research Concerning Staff and Student Communication.

1. A similar study should be conducted at U.O.P. involving staff and students. This study was restricted only to members of the academic community concentrating on their particular communication concerns. Not only would such a study reveal communication concerns of two additional important segments of the institution, but hopefully the findings would augment and complement the findings of this study.

Recommendation 2 - Study of the Informal Communication Channels at U.O.P.

2. A communication study should be conducted at U.O.P. to investigate the strictly informal channels of communication that exist on campus. This information would contribute another important level of communication in the development of an overall institutional model. Although it is important to identify communication problems associated with role and position, Ross (1962) points out that communication takes place between people and not between jobs or positions. A great deal of communication takes place in strictly informal situations as opposed to those dictated by organizational structure.

Recommendation 3 - Importance of a Personal Interview Component in Communication Studies

3. Future communication studies should include a personal interview component which would provide greater latitude in response to particular communication concerns. Subjects would have an opportunity to expand upon their



survey instrument responses as well as discuss areas not covered by the instrument. Also, an indication of feelings and emotions can be discovered through face-to-face interviews that cannot be attained from survey instruments.

Recommendation 4 - Special Communication Concerns Involved in Cluster Colleges

4. A study should be conducted to investigate the specific implications of the cluster college concept upon the internal communication of an institution. Because of increased autonomy among the various academic units which result from such an institutional structure, innovative methods should be studied to overcome the built-in communication complexities of the cluster college situation.

Recommendation 5 - Research into the Systematic Effects Upon Communication in Higher Education

5. A similar study should be conducted at U.O.P. to investigate the systematic differences between faculty and administrators that affects communication. A better understanding of position constraints and role pressures which are dictated by institutional structure could provide additional understanding of the findings of this study.



APPENDIX

An Internal Communication Model  
For The University of the Pacific  
Academic Community

Dear Member of the U.O.P. Academic Community:

Communication, or rather the lack of it, is constantly cited in many organizations as the cause of problems, misunderstandings, non-constructive confrontations, and unproductive expenditures of time. As a complex organization of higher education, the University of the Pacific is not immune to similar complaints that are couched in the area of communication. The attached survey instrument is a part of a study that is being undertaken at U.O.P. to investigate the status of internal communication within the Stockton campus academic community. This is an opportunity for you to express your perceptions of the current internal communication situation as well as your ideas and suggestions for improving it.

The outcome of this study will be an internal communication model that will have specific implications for the U.O.P. campus. Since the model will be based primarily on your responses to this instrument, your cooperation and input is vital. The communication survey instrument is designed to elicit information about internal communication in two major categories: a) a description of the current internal communication situation and b) a description of how internal communication should be. Naturally, the sources of the information received in this study will be treated in the strictest confidence.

I believe this study has great significance to U.O.P. and I hope that you, as a member of the academic community, will view it in the same light. Please complete the attached instrument and return it on or before Friday, February 15, 1974. Just fold, staple, and place the self-addressed form in the inter-campus mail. Your cooperation in this study is greatly appreciated.

Sincerely,

*Richard Setok*

Richard Setok  
Doctoral Candidate  
Educational Administration

RS/ig

Enc.

# COMMUNICATION EVALUATION SURVEY INSTRUMENT

Demographic Information: Please circle the number of the response that describes your academic position; college or school; and academic department.

## A. My academic position at U.O.P. is:

1. Dean or Provost      2. Department Chairman      3. Faculty Member

## B. I am a member of:

- |                           |                          |
|---------------------------|--------------------------|
| 1. College of the Pacific | 5. School of Education   |
| 2. Callison College       | 6. School of Engineering |
| 3. Covell College         | 7. School of Music       |
| 4. Raymond College        | 8. School of Pharmacy    |

## C. My academic department is:

### I. C.O.P.

- |                            |                         |                              |
|----------------------------|-------------------------|------------------------------|
| 1. Art                     | 8. Drama                | 15. Philosophy               |
| 2. Biological Sciences     | 9. Economics            | 16. Physical Ed & Recreation |
| 3. Business Administration | 10. English             | 17. Physics                  |
| 4. Chemistry               | 11. Geology & Geography | 18. Political Science        |
| 5. Classic                 | 12. History             | 19. Psychology               |
| 6. Communication Arts      | 13. Mathematics         | 20. Religious Studies        |
| 7. Communication Disorders | 14. Modern Languages    | 21. Sociology                |

### II. Education

22. Education (General)  
23. Curriculum & Instruction  
24. Education & Counseling Psychology  
25. Education & Administrative Supervision

### III. Music

26. Applied Music  
27. Music & Composition  
28. Music Education  
29. Music History  
30. Music Therapy

### IV. Engineering

31. Civil  
32. Electrical

### V. Pharmacy

33. Pharmaceutical Chemistry  
34. Physiology/Pharmacology  
35. Pharmacy  
36. Pharmacy Administration

## COMMUNICATION EVALUATION SURVEY INSTRUMENT

Directions: There are sixty statements in this survey. The following range of responses are provided in the instrument; 1. Not Applicable (NA), 2. Strongly Agree (SA), 3. Agree (A), 4. Disagree (D), and 5. Strongly Disagree (SD). Please circle the number of the response to the left of each statement that most accurately describes your degree of agreement or disagreement with the statement content. This instrument takes approximately twenty minutes to complete.

- | NA | SA | A | D | SD |   |
|----|----|---|---|----|---|
| 1  | 2  | 3 | 4 | 5  | 1. On this campus, attempts are made to communicate institutional information to all individuals that this information would affect.  |
| 1  | 2  | 3 | 4 | 5  | 2. There is wide solicitation of faculty opinion in making important decisions about how the institution is run.  |
| 1  | 2  | 3 | 4 | 5  | 3. A concept of "open communication" describes the situation on the Stockton campus.  |
| 1  | 2  | 3 | 4 | 5  | 4. Communication between the faculty and administration is poor.  |
| 1  | 2  | 3 | 4 | 5  | 5. There is no established internal communication system at this University.  |
| 1  | 2  | 3 | 4 | 5  | 6. Top level (president and academic vice president) administrators are dispersing information in some form throughout the campus which keeps faculty aware of changing issues affecting the entire campus community. |
| 1  | 2  | 3 | 4 | 5  | 7. The academic vice president does an above average job of communicating information to deans and/or provosts concerning institutional matters.  |
| 1  | 2  | 3 | 4 | 5  | 8. The president should do more direct communication (written and face-to-face) with the general faculty than he currently does regarding institutional matters.  |
| 1  | 2  | 3 | 4 | 5  | 9. The president maintains an "open door" policy to encourage communication throughout the academic community.  |
| 1  | 2  | 3 | 4 | 5  | 10. The vice president maintains an "open door" policy to encourage communication throughout the academic community.  |
| 1  | 2  | 3 | 4 | 5  | 11. Communication breaks down at the school/college/division level to department level rather than the department to faculty level.   |
| 1  | 2  | 3 | 4 | 5  | 12. Most deans and/or provosts do an above average job of communicating information to their department chairmen concerning school/college/division matters.  |

- | NA | SA | A | D | SD |  |
|----|----|---|---|----|--|
| 1  | 2  | 3 | 4 | 5  | 13. There is not adequate communication among schools or colleges on this campus.  |
| 1  | 2  | 3 | 4 | 5  | 14. Department chairmen do not spend much time communicating with their faculty about department information.  |
| 1  | 2  | 3 | 4 | 5  | 15. Department chairmen do an above average job of communicating information to their faculty members concerning department matters.   |
| 1  | 2  | 3 | 4 | 5  | 16. There is adequate communication among departments within each school or college on this campus.  |
| 1  | 2  | 3 | 4 | 5  | 17. Individual departments are unaware of happenings in their school/college/division.   |
| 1  | 2  | 3 | 4 | 5  | 18. Most faculty members would rate the quality of internal communication at this institution as adequate.   |
| 1  | 2  | 3 | 4 | 5  | 19. There are opportunities on this campus for faculty members to provide feedback to academic administrators regarding institutional matters.   |
| 1  | 2  | 3 | 4 | 5  | 20. I feel that there is a deliberate attempt to impede communication on this campus by top level administration.  |
| 1  | 2  | 3 | 4 | 5  | 21. In my experience, it has not been easy to communicate new ideas to those who could implement them on this campus.  |
| 1  | 2  | 3 | 4 | 5  | 22. On this campus, there are planned opportunities of an informal nature which allow the campus community to exchange ideas.  |
| 1  | 2  | 3 | 4 | 5  | 23. The communication opportunities that exist on this campus are overly complicated.  |
| 1  | 2  | 3 | 4 | 5  | 24. Academic administrators over-bureaucratize communication on this campus.   |
| 1  | 2  | 3 | 4 | 5  | 25. An Executive Policy Committee meeting (comprised of deans and provosts plus the vice president) is a valid method of communicating information from that body to individual schools or colleges. |
| 1  | 2  | 3 | 4 | 5  | 26. Deans and/or provosts do an adequate job of communicating information gained in the Executive Policy Committee to department chairmen.   |
| 1  | 2  | 3 | 4 | 5  | 27. Most administrators at the college/school/division level prefer written memoranda as their means of communication.   |

- | NA | SA | A | D | SD |   |
|----|----|---|---|----|---|
| 1  | 2  | 3 | 4 | 5  | 28. Academic administrators expedite internal communication on this campus.   |
| 1  | 2  | 3 | 4 | 5  | 29. I am satisfied with the amount and quality of communication among the faculty within my department.   |
| 1  | 2  | 3 | 4 | 5  | 30. Most department chairmen prefer written memoranda as their means of communication to faculty.   |
| 1  | 2  | 3 | 4 | 5  | 31. Most faculty members consider administrators on this campus to be open communicators of relevant information in their areas.  |
| 1  | 2  | 3 | 4 | 5  | 32. Other faculty members are better sources of campus information to faculty than academic administrators.   |
| 1  | 2  | 3 | 4 | 5  | 33. Faculty opinions are considered by academic administrators in making decisions about how the institution is run.  |
| 1  | 2  | 3 | 4 | 5  | 34. I feel that the Pacific Review provides sufficient information about campus activities.   |
| 1  | 2  | 3 | 4 | 5  | 35. There should be formal channels of communication established on this campus.  |
| 1  | 2  | 3 | 4 | 5  | 36. Channels of communication should be opened up on this campus along informal lines.  |
| 1  | 2  | 3 | 4 | 5  | 37. A formal meeting (one that is pre-arranged) is the most effective means of communicating information on campus.   |
| 1  | 2  | 3 | 4 | 5  | 38. Face-to-face communication is more effective than written communication.  |
| 1  | 2  | 3 | 4 | 5  | 39. The president should do more direct communicating (written and face-to-face) with the general faculty than he currently does regarding institutional matters.               |
| 1  | 2  | 3 | 4 | 5  | 40. The academic vice president should do more direct communicating (written and face-to-face) with the general faculty than he currently does regarding institutional matters. |
| 1  | 2  | 3 | 4 | 5  | 41. The academic vice president should become more personally communicative (written and face-to-face) at the college/school/division level.                                    |
| 1  | 2  | 3 | 4 | 5  | 42. The academic vice president should become more personally communicative (written and face-to-face) at the departmental levels.  |

- | NA | SA | A | P | SD |   |
|----|----|---|---|----|---|
| 1  | 2  | 3 | 4 | 5  | 43. The top level administrators (president and academic vice president) should take the initiative in opening channels of communication (formal and informal) throughout the University.   |
| 1  | 2  | 3 | 4 | 5  | 44. Regular meetings of deans and/or provosts should be held to increase communication among the various schools or colleges.   |
| 1  | 2  | 3 | 4 | 5  | 45. A regularly printed information sheet from each school, college, or division, distributed to the other schools/colleges/divisions, would be a useful communication tool on this campus. |
| 1  | 2  | 3 | 4 | 5  | 46. The deans/provosts should take the initiative to encourage communication among the various schools/colleges/divisions of the University.  |
| 1  | 2  | 3 | 4 | 5  | 47. Most faculty members prefer to have relevant institutional information communicated to them in written form as opposed to verbal form.  |
| 1  | 2  | 3 | 4 | 5  | 48. The president should communicate with the faculty, concerning the state of the university, once a semester.   |
| 1  | 2  | 3 | 4 | 5  | 49. The president should hold a face-to-face meeting with the general faculty at least once per semester.   |
| 1  | 2  | 3 | 4 | 5  | 50. The president should hold monthly meeting with the deans/provosts as a group.   |
| 1  | 2  | 3 | 4 | 5  | 51. The president should meet with each college/school/division academic personnel at least once during the calendar year.  |
| 1  | 2  | 3 | 4 | 5  | 52. The academic vice-president should communicate with the general faculty concerning the academic state of the university on a monthly basis.   |
| 1  | 2  | 3 | 4 | 5  | 53. The academic vice-president should hold a face-to-face meeting with the general faculty at least twice per semester.  |
| 1  | 2  | 3 | 4 | 5  | 54. The academic vice-president should meet with the deans/provosts on a weekly basis.  |
| 1  | 2  | 3 | 4 | 5  | 55. The academic vice-president should meet with the academic personnel of each school/college/division at least once each semester.  |
| 1  | 2  | 3 | 4 | 5  | 56. All deans/provosts throughout the university should meet as a group at least twice each semester.   |



- | MA | SA | A | D | SD |   |
|----|----|---|---|----|---|
| 1  | 2  | 3 | 4 | 5  | 57. Each dean/provost should meet with the department chairmen within his college/school/division at least once each month.   |
| 1  | 2  | 3 | 4 | 5  | 58. Each dean/provost should meet with the faculty as a group within his college/school/division at least once each semester. |
| 1  | 2  | 3 | 4 | 5  | 59. Each dean/provost should meet with each departmental faculty at least twice each semester.                                |
| 1  | 2  | 3 | 4 | 5  | 60. Each department chairman should meet with his faculty at least every two weeks.   |

March 8, 1974

Dear

About four weeks ago I mailed a survey instrument to you concerning internal communication at U.C.P. If you have returned the instrument, I thank you for your response. If I have not heard from you as yet, I respectfully request that you complete the instrument and return it to Room 107 of Owen Hall.

Every response is critical for my study since those individuals selected were drawn as a sample of the population. Please take a few minutes to complete and return the survey instrument if you have not already done so. Thank you in advance for your attention to this matter.

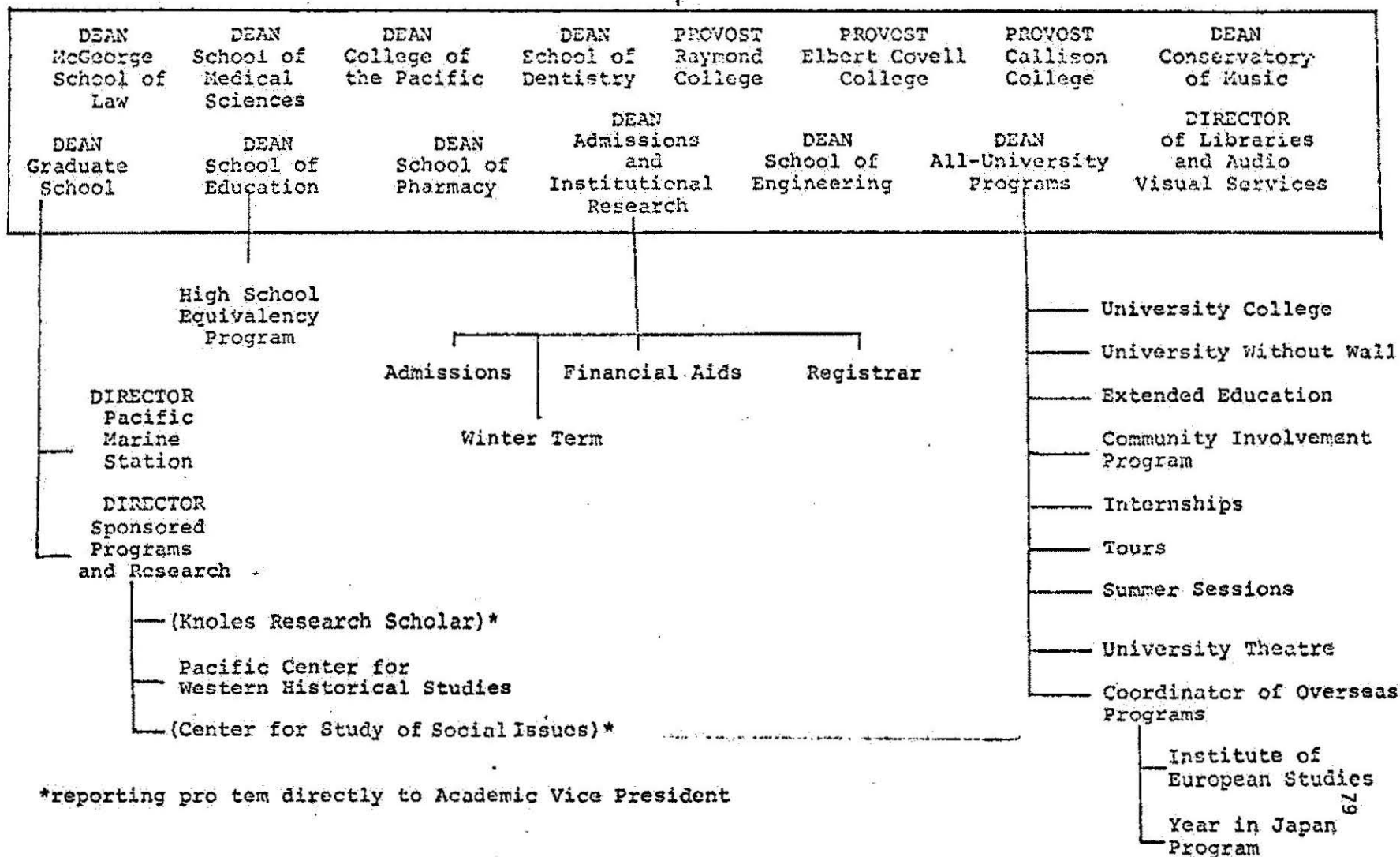
Sincerely,

*Richard Lebowitz*

Dissertation Committee Members:

Dr. E. H. Hans Wagner (Chairman)  
Dr. Roger Reimer  
Dr. Alan Mikels  
Dr. Armand Maffia  
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