1973

A Comparison of Communication Climate and Sponsored, Formal Media Between a Large University and a Small University

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A COMPARISON OF COMMUNICATION CLIMATE AND SPONSORED,

FORMAL MEDIA BETWEEN A LARGE UNIVERSITY AND A SMALL UNIVERSITY

(TITLE)

BY

Mark A. Howell

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Arts

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1973

YEAR

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INTRODUCTION

"Too much of the communication of too many people fails.
It fails because a failure of one or more parts has its influence
on producing a failure of the whole."[1]   If written and oral
communication is to succeed as a whole, all parts must work
toward obtaining this goal.   Much of the recent research has been
to investigate type and effectiveness of human communication.   As
a result of these studies, (Cutlip and Center 1971, Tompkins and
Anderson 1971) conclusions have been reached which indicate how
communications can be improved.

Research studies have shown that communication is important
within the organization.   Chester Barnard has stated that "the
first function of the executive is to develop and maintain a system
of communication."[2]   The channels of communication are the means
by which the executive must accomplish this function.   Larry L. Barker
has described communication channels as "the pathways upon which

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[1]A. Craig Baird and Franklin H. Knower, Essentials of
General Speech (New York: McGraw-Hill, 1968), p. 4.

[2]Chester Barnard, The Functions of the Executive (Cambridge:
Harvard University Press, 1938), p. 226.

1

messages travel."[3] Two of the most common formal channels within organizations are newsletters and bulletin boards. By investigating these channels, their use and effectiveness can be determined.

One aspect in studies of communication channels that is of concern is the area of downward communication. The relaying of information from a supervisory level to an employee level is vital in serving long range interests for both employees and the corporation. A common form of this downward communication is sponsored, formal media such as the company newsletter and bulletin boards.

In addition to the research being conducted on sponsored, formal media, researchers in the area of organizational communication are concerned with communication climate. The communication climate deals with how employees perceive the openness, candor, and trustworthiness of management communications. Much research has been concerned with communication in terms of message-sender without consideration for communication climate.

If the industrial structure and the university structure operate on much the same basis, as indicated by Dedmond, research in industrial communications should yield some conclusions about university communications. Donald Dedmond points out the similarities between industrial management and university management in stating:

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[3]Larry L. Barker, Listening Behavior (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971), p. 21.

First, both must communicate with the general public. Second, they must communicate successfully with potential consumers of their products. Third, both must deal with the communicative needs of their own personnel.[4]

In order for these factors that are considered similar within both the industrial structure and the university structure to be clarified, investigation in both areas is necessary.

Size is another area of concern in organizational communication. Previous research has indicated that the size of the organization affects the climate and effectiveness of communication.[5]

REVIEW OF THE LITERATURE

The majority of research dealing with formal media within an organization has been conducted in industry. The need for effective communication was expressed by Lynn Townsend, President of Chrysler Corporation when he said:

Every member of management must understand that effective communication is an essential tool of good management; and that part of his job is to relay and interpret appropriate information and news, whether good or bad, to his subordinates and superiors . . . .[6]

Leaders in industry have been especially interested in downward communication. Norman Sigband has indicated:

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[4]Donald N. Dedmond, "A Comparison of University and Business Communication Practices," "The Journal of Communication Practices," The Journal of Communication, XX (September, 1970), p. 316.

[5]Phillip K. Tompkins and Elaine Vanden Bout Anderson, Communication Crisis at Kent State, (New York: Gordon and Breach, 1971), p. 7.

[6]Norman B. Sigband, Communication for Management, (Glenview, Illinois: Scott, Foresman, and Company, 1969), p. 34.

> Downward communication is vitally important; management
> must use the media creatively and wisely.
>
> Many employees, especially at the supervisory level,
> receive so many communications that they ignore some
> of them. If the communications are read, their
> contents are often not assimilated. For these
> reasons, the most effective method must be chosen to
> make the greatest possible impact on the reader.
> Before selecting the type of communication desired,
> management must carefully evaluate the content of the
> message as well as the intellectual level and specific
> needs of the person or group to whom it is directed.[7]

Because of the complexity of much downward communication, the intent

of the message is often lost.

A major area of concern in research of communication is

communication climate. One of the areas of "communication climate"

is openness and candor. The phrase openness and candor refers to:

> . . . openness in message-sending, especially in the
> sense of candid disclosure of feelings, of "bad news"
> and of important company facts . . . .[8]

W. Charles Redding points out that openness does not refer to an

all-or-none sense of openness.[9] Openness and candor, while admittedly

vague, general terms, do not question whether or not the administration

or the subordinates are content with the amount of information they

receive.

The second area of communication climate is trust, confidence,

and credibility. Cutlip and Center point out the need for a climate

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[7]Sigband, p. 61.

[8]W. Charles Redding, Communication Within The Organization,
(New York: Purdue Research Foundation, 1972), p. 332.

[9]Redding, p. 330.

of trust. They state, "Before there can be effective employee
communication, there must be a climate of trust."[10] W. Charles Redding,
in his book, <u>Communication Within the Organization</u>, states:

> The word "climate" should be emphasized. We are here
> concerned with trust and confidence (and their close
> cousin, credibility) as aspects of a total climate--
> as well as perceived attributes of specific message-
> senders, such as managers or employees.[11]

He refers to the relationship between trust, confidence, and credibility
when he states:

> It will be observed that credibility is being linked with
> trust and confidence under a single heading. In other
> words trust, confidence, and credibility are being
> regarded as undifferentiable elements of a single cluster.
> Both common sense and modern research appear to justify
> such a conceptualization.[12] .

Kim Giffin refers to this communication climate as "source credibility."[13]
According to Giffin, "source credibility is simply a label for the
trust which a message-receiver has in the message sender."[14] Not
only must the source of a message be viewed as trustworthy and open,
but also must possess a credibility of confidence.

In summary, communication climate is composed of these elements:
openness/candor and trust/confidence/credibility. This climate can
be measured by how much trust the message receiver has in the message-
sender.

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[10]Scott Cutlip and Alan Center, <u>Effective Public Relations</u>,
(4th ed.; Englewood Cliffs, New Jersey, 1971), p. 332-333.

[11]Redding, p. 332.

[12]Redding, p. 332.

[13]Kim Giffin, "The Contribution of Studies of Source Credibility
to a Theory of Interpersonal Trust in the Communication Process,"
<u>Psychological Bulletin</u>, 1967, p. 104.

[14]Giffin, p. 104.

Warren Dunn conducted a survey of employee attitudes at an oil company. He found that of the employees responding, 28 per cent lacked confidence in the overall credibility of the company management. Over 50 per cent of the respondents felt the information was slanted by management before it was placed in the company publications. Questions stating that the company news organ was "a dependable source of meaningful information" only 10 to 31 per cent of the employees were willing to agree with this statement. This study reveals that the employees must feel information given them is correct.[15] Communication climate in this sense must precede the actual information.

Another area of concern for this study is the area of effectiveness of the formal media. Effectiveness deals with readability and practicality. Readability deals with how consistently the media is used and the usefulness of the content. Previous research indicates that topics high in interest value were those which "directly related to the job, particularly the future of the business and changes that will affect employees."[16] Most employees urged, "The magazine to 'concentrate on relevant company matters rather than the off-the-job activities of individual employees."[17] This last statement of William Walsh illustrates the concern about practicality. The formal media will not be used effectively if they are not practical to the employees.

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[15]Warren J. Dunn, "Report of Survey in Sunray DX Oil Company," Reporting, April, 1970, pp. 8-10.

[16]William Walsh, "What P.T.M. Editors Learned About Their Readers," Reporting, May, 1970, pp. 3-5.

[17]Walsh, p. 4.

Formal media are important in university administration. Donald Dedmond points out the similarities between industrial management and university administrators in stating that both have similar responsibilities. Dedmond not only points out the similarities between industry and the university, he also states "most universities appear little concerned about the communication needs within the university."[18]

Tompkins and Anderson are also concerned about the communication channels in the university. In their book, <u>Communication Crisis at Kent State</u>, Tompkins and Anderson discuss communication problems. One of the problems they found was a lack of use of the communication channels. They stated: "When the faculty and students do not know about channels, they do not exist."[19] If the faculty (employees) does not know about the channels, does not use them, or understand the material sent via these channels, they may as well not exist.

Another problem with the communication channels is size. Tompkins and Anderson found size of the organization to be one of the big problems of the communicative structure at Kent State University. They stated: "Communication is made increasingly difficult as organizations increase dramatically in size."[20] They felt the size was such an important barrier to communication that they went on to say:

> If we cannot find innovations by which to deal with
> such large numbers, we will have to face the possibility

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[18]Dedmond, p. 318.

[19]Phillip Tompkins and Elaine Vanden Bout Anderson, <u>Communication Crisis at Kent State</u>, (New York: Gordon and Breach, 1971), p. 90.

[20]Tompkins and Anderson, p. 122.

> of retarding growth--perhaps we will even have to
> face the prospect of dismantling these gigantic
> institutions.[21]

Tompkins and Anderson in a study of the communications problems at

Kent State University confirmed previous findings that largeness

of the university was the second biggest barrier to communications

perceived by the faculty members.

Another problem that Tompkins and Anderson found was lack

of a two-way communication network. There was lack of sufficient

means for communication to flow upwards. This resulted in an

administration that was not aware of its problems.

As the research cited suggests, both the industrial and

university organization have certain characteristics in common.

Both must communicate with the public, with potential consumers,

and with the needs of their own personnel.

THEORETICAL BASIS

The research cited in the review of literature indicates

that the size of an organization affects the communication climate

within the organization. The research also suggests that the

communication channels may be more effective in the small university

than in the large university. Because research within industry

is relevent to the university structure, theories about communication

climate and sponsored, formal media in industry should lead to

possible questions for study within the university.

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[21]Tompkins and Anderson, p. 122.

RESEARCH QUESTIONS

From conclusions drawn in organizational research concerning types and effectiveness of sponsored, formal media as cited in the review of literature, similar conclusions could possibly affect the university structure. Conclusions drawn concerning the size of an organization may also yield conclusions about the university structure.

This study was designed to answer the following questions:

1. What is the communication climate at a large university?

2. What is the effectiveness of sponsored, formal media at a large university?

3. Is the downward communication of sponsored, formal media more effective within a small university than a large university?

4. Is the communication climate more favorable in a small university than a large university?

DEFINITION OF TERMS

The following terms within the study have been defined:

Sponsored, formal media: the faculty newsletter and bulletin boards.

Communication climate: a perceived sense of openness, trust, credibility, and confidence on the part of the receiver for the communication of the sender as measured by the attitudes expressed by the receiver.

Effectiveness of a channel: is defined in terms of readability and practicality. If the channel carried information that was useful and interesting in such a way that the faculty reads it, the channel is considered effective. Usefulness and interest was measured by the receivers' attitude about the usefulness and interest of the communication, and the number of faculty and administrators that read the newsletter and bulletin boards.

Large university: a university that has five thousand or more students.

Small university: a university that has five hundred or less students.

Downward communication: communication of information from the administration to other administrators and faculty.

ASSUMPTIONS

The following assumptions have been made:

1. That the two universities used were typical universities.

2. That the questionnaire was valid.

OBJECTIVE OF THE STUDY

In recent years there has been an increase in the concern about university communication. Tompkins and Anderson, Dedmond, and Goldhaber have been concerned mostly with communication between faculty and students, and administration and students. This study will deal only with communication between administrators and faculty. It will study only the sponsored, formal media sent by the administration to the faculty.

The study has four main purposes. The first object is to determine the communication climate at the university. Cutlip and Center (1971) point out that the communicator's climate must be one of trust before employee communications can be effective. Charles Redding adds that the employees must perceive the employer as being open and frank in his communication.(1972) This study will attempt to determine if the employees of the university perceive communication that they receive from the administration as trustworthy, open and frank.

The second purpose of the study is to determine the use of the sponsored, formal media. Tompkins and Anderson pointed out that the channels are useless unless the faculty are: (1) aware of the channels, and (2) makes use of the channels. This study will attempt to determine whether the faculty is aware of the channels and how often they use them.

The third purpose of this study is to determine the attitude toward the channels in relation to their content and practicality. Walsh (1970) pointed out the importance of studying the employees' attitude toward content and practicality of the channels. If the channel does not carry the information that the employee feels proper and useful, he will not make use of that channel.

The fourth purpose of this study is to test the theory that the size of an organization affects the communicative ability of the organization. Tompkins and Anderson found that the second most serious communicative barrier perceived by the faculty at Kent State University was the awesome size and complexity of the university.

The objective of this study will be to determine whether there is a difference in the communication climate at a large university compared to a small university. The study will also compare the attitude toward and the use of the sponsored, formal media at two universities.

In summary, the objective of this study is to: (1) determine the communication climate at the university, (2) determine the use of sponsored, formal media at the university, (3) determine the attitude toward the sponsored, formal media in terms of content and practicality,

and (4) determine if the size of the university affects the communication process in terms of climate and sponsored, formal media.

LIMITATIONS OF THE STUDY

One of the limitations of the study was that it did not examine face-to-face communication. Face-to-face communication is when the communicative participants are engaged in verbal communication. Faculty meetings are examples of face-to-face communication. Face-to-face communication could affect the communication climate.

A second limitation of this study was that it dealt with only sponsored, formal media. It did not attempt to study the effects of inter-office memos or the grapevine or other channels of communication. The study did deal only with the sponsored, formal media. Channels other than the sponsored, formal media could have affected communication climate, but they were not studied.

The third limitation of the study was that it did not include follow-up interviews. Follow-up interviews are interviews that are constructed after the results of the survey are tabulated. The purpose of the interview is to learn the reasons behind the particular attitudes expressed in the survey. This study will not be able to explain attitudes; it will just be able to report attitudes.

The fourth limitation of the study is that it deals with only two universities. It is possible that these two universities are not typical, and therefore, the results would not be typical.

The study was also limited in that it did not check the accuracy of the communication channel. The survey intended to check only the attitudes toward the channels.

CHAPTER II

PRELIMINARY PROCEDURE

In order to gain better understanding of the structure
and purpose of the Faculty Newsletter and bulletin boards, an
interview was conducted with the Director of University Relations
and Alumni Services. The interview supplied information concerning
the purpose, structure, and function of the newsletter and bulletin
boards as perceived by the administration. This information guided
the development of a pool of questions.

TEST INSTRUMENT

The test instrument was a four-page questionnaire. (See
appendix A.) Page one contained demographic data: educational rank,
age, seniority, job classification, and sex. Names of respondents
were not requested. Page two and three contained twenty Likert-type
items. Likert-type items are statements which call for a response
of one of the following: Strongly Agree, Agree, Neutral, Disagree,
Strongly Disagree. From the information received in the interview
with the Director of University Relations and Alumni Services and
conclusions drawn from previous research, a pool of questions were
developed. (See appendix B.) Questions were randomly assigned a
position in the questionnaire. Random assignment was determined
by assigning numbers to the questions selected and assigning numbers

to the positions of questions within the survey. The numbers for
the questions were placed in one group, and the numbers for the
positions on the questionnaire were placed in another group. One
number was simultanously selected from each group to determine the
position of that question on the questionnaire. The questions were
divided into three types: newsletter, bulletin boards, and climate.

There were eight questions dealing with the newsletter.
These questions were designed to reveal the attitude of faculty and
administration members toward the content of the Faculty Newsletter.
There were five questions on the bulletin boards. These questions
were designed to reveal the attitude of faculty and administration
members toward the content and use of the bulletin boards. There
were also seven questions on communication climate. These questions
were designed to reveal the attitudes of faculty and administration
members toward the climate of information within the university.
The questions were worded so that ten were stated positively, and
ten were stated negatively. These questions were designed as
positive and negative in order to test accuracy of attitudes and
answers, they would also eliminate any bias in the questionnaire.

The respondents were asked what types of information they
would like to have more of; and what types of information they
would like to have less of in the newsletter and the bulletin boards.
Respondents were also asked to specify from where they received their
information and from where they would like to receive their information.
The remaining questions dealt with the source to which they paid the
most attention; how often the newsletter is published, and how often
they read the newsletter.

SUBJECTS

The subjects of this investigation were faculty and administrative members of a large, Central Illinois university. Approximately 20 per cent of the faculty and administration were randomly selected by assigning numbers to names of faculty and administration members listed in the university directory. The figure of 20 per cent was used in order to provide enough surveys to perform the proper statistical tests. The total population was numbered at 760.

COLLECTION OF DATA

The method used for collecting data was through a four-page questionnaire. Distribution and return was through campus mail. Upon receipt of each questionnaire, a code number was assigned which remained unchanged for the duration of the investigation. The questionnaires were distributed June 22, 1973, the cut-off date for collection of questionnaires was July 6, 1973. A total of 47 questionnaires were collected.

REFINEMENT OF DATA

After all raw data had been collected, it was transformed into numerical scores adaptable to statistical manipulation for the testing of the research questions of the investigation. The scores of the questionnaire were determined by assigning numerical values from one to five along the continuum; with strongly agree being one and strongly disagree being five.

STATISTICAL TREATMENT OF THE DATA

Scores on the questionnaire were converted to means under each piece of demographic data. The means were then compared to the means of a similar study. Due to the small number of respondents, data could only be compared by examination of the mean scores for each question. Various inferential tests of significance could, therefore, not be performed.

CHAPTER III

RESULTS

Data were collected concerning attitudes toward communication
climate and sponsored, formal media (newsletter and bulletin boards).
The data were then interpreted by university according to university
title variables in order to determine a specific communication
climate, the effectiveness of the media, and whether size has a
relationship in determining these factors. This chapter presents
an interpretation of the data collected.

Questionnaire item one was designed to measure the effec-
tiveness of the sponsored, formal media by determining the attitude
of the respondents toward use of academic materials on bulletin
boards. If the information presented on the bulletin boards is
perceived as irrelevant, the bulletin board, as a channel of
communication, would be useless.

Table I indicates the mean total for each university and
the overall mean score for questionnaire item one. Table II indicates
the mean score by university for questionnaire item one as divided
by demographic data.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM ONE

Questionnaire Item one: "The bulletin boards contain only
information that is relevant to
academic matters (jobs, studies,
lectures).

| Strongly | Agree | Neutral | Disagree | Strongly |
| Agree | | | | Disagree |

TABLE I

Category	Mean	N
Large University	3.53	45
Small University	3.55	22
Total	3.54	67

While these results indicate respondents from both the large and
small university somewhat "Disagree" regarding the bulletin boards,
the additional demographic variable of university title was also
compared. Table II reveals the results of this comparison.

TABLE II

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.00	2	2	Administrator	3.55	11	3
Full Professor	3.62	13	4	Full Professor	3.33	3	2
Associate Professor	3.83	12	5	Associate Professor	3.50	2	4
Assistant Professor	3.47	15	3	Assistant Professor	3.00	2	1
Instructor	2.67	1	1	Instructor	3.50	2	4

Although both the large and small university responses center around "Neutral", some variation occurs within the university title variables. Within the large university the Instructors were ranked first because of the highest degree of agreement with the questionnaire item. Although only a small degree of difference is noted, the administrators were ranked second because of a closer mean to the group mean. In the small university the Assistant Professors ranked highest because of the lowest mean score. The Full Professors are ranked second because of a mean second highest to "Agree."

Questionnaire item two was designed to measure the effectiveness of the sponsored, formal media by determining the attitude of the respondent toward the frequency of publication. If the respondent feels the newsletter is published too seldom, the effectiveness of the channel is limited.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWO

Questionnaire Item two: "The faculty newsletter is published too seldom."

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

TABLE III

Category	Mean	N
Large University	3.93	46
Small University	2.61	23
Total	3.55	69

The respondents of the large university indicated a "Disagree" answer, while the small university indicated a "Neutral" answers tending toward "Agree."

TABLE IV

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.50	4	4	Administrator	2.64	11	4
Full Professor	3.92	13	3	Full Professor	1.83	3	5

TABLE IV--Continued

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Associate Professor	4.00	13	2	Associate Professor	3.00	2	3
Assistant Professor	4.00	15	2	Assistant Professor	3.00	3	3
Instructor	3.33	3	5	Instructor	4.00	2	1

The results show that both the Associate Professors and Assistant Professors of the large university "Disagree" that the newsletter is published too seldom. The Instructors of the small university also indicated a "Disagree" answer. The Associate Professors and Assistant Professors of the small university indicated a "Neutral" answer. A difference is noted between the Full Professors of both universities, with the Full Professors of the large university indicating a "Disagree" answer while the Full Professors of the small university indicated an "Agree" answer.

Questionnaire item three was designed to determine the communication climate by measuring the respondents' attitude toward the need for keeping up-to-date on university developments. Unless the respondents perceive the need to keep informed, they will not make use of the sponsored, formal media.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM THREE

Questionnaire Item three: "It is important to keep up-to-date
on university developments."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE V

Category	Mean	N
Large University	2.49	45
Small University	1.18	22
Total	1.39	67

The respondents from the large university centered around "Agree"
but they leaned toward "Neutral." The small university respondents
"Agreed" with the statement more strongly as they centered around
"Strongly Agree."

TABLE VI

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	1.50	2	4	Administrator	1.27	11	5
Full Professor	1.77	13	5	Full Professor	1.00	3	3
Associate Professor	1.31	13	2	Associate Professor	1.00	1	3

TABLE VI--Continued

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Assistant Professor	1.50	15	4	Assistant Professor	1.00	3	3
Instructor	1.00	3	1	Instructor	1.00	2	3

Within the large university the Instructors ranked first because
they "Strongly Agreed" with the question. The Associate Professors
were closely behind the Instructors in their agreement. The
Instructors, Assistant Professors, Associate Professors and Full
Professors of the small university all "Strongly Agreed" with
the statement. Only the Administrators within the small university
did not "Strongly Agree."

Questionnaire item four was designed to determine communication
climate by measuring the attitude of the respondents toward the way
in which messages are written. The item measures the attitude of
the respondents toward the clarity of the administrations communications.
If the respondents do not understand the content of a communication,
the policy cannot effectively be carried out.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM FOUR

Questionnaire Item four:	"Because of the amount of detail in administration policy communication, I sometimes find it difficult to determine precisely how I am supposed to put policy into practice."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE VII

Category	Mean	N
Large University	2.82	45
Small University	3.61	25
Total	3.09	68

The respondents at the large university were "Neutral" leaning toward agreement. While the respondents at the small university "Disagreed" with the statement. The small university respondents did, however, lean toward "Neutral."

TABLE VIII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.00	2	5	Administrator	3.82	11	3
Full Professor	3.00	13	1	Full Professor	2.33	3	5
Associate Professor	2.83	12	3	Associate Professor	4.50	2	1
Assistant Professor	2.87	15	2	Assistant Professor	3.00	3	4
Instructor	2.33	3	4	Instructor	4.00	2	2

Within the large university, the Full Professors were ranked first because they were closest to the attitude that would indicate a favorable communication climate. The Full Professors centered around "Neutral."

Assistant Professors ranked second as they centered around "Neutral" but leaned toward "Agree." Associate Professors in the small university agreed toward the statement, leaning toward "Strongly Agree." The Instructors of the small university were ranked second as they centered around "Agree."

Questionnaire item five was designed to determine communication climate by measuring the attitude of respondents toward the sender. If the sender has high ethos, the message will be more effective.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM FIVE

Questionnaire Item five: "The administration tries to build their own prestige through the faculty newsletter."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE IX

Category	Mean	N
Large University	3.65	46
Small University	4.14	21
Total	3.79	67

The respondent at the small university indicated the most favorable attitude as they centered around "Disagree" with a leaning toward "Strongly Disagree." The large university respondents centered around "Disagree" but they leaned toward "Neutral."

TABLE X

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	4.00	2	1	Administrator	4.45	11	2
Full Professor	3.46	13	5	Full Professor	4.00	2	4
Associate Professor	3.69	13	3	Associate Professor	4.00	1	4
Assistant Professor	3.73	15	2	Assistant Professor	3.00	3	5
Instructor	3.33	3	4	Instructor	4.50	2	1

Within the large university, the Administrators indicated the most favorable response as they centered around "Disagree." The Assistant Professors indicated the second most favorable attitude as they centered around "Disagree" but they leaned toward "Neutral." Within the small university, the Instructors were ranked first as they centered around "Strongly Disagree." The Administrators indicated the second most favorable attitude.

Questionnaire item six was designed to determine the respondents' perceived credibility of the administration. If a source is not perceived as credible, communication is not effective and communication climate is not as effective as it could be.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM SIX

Questionnaire Item six: "The administration frequently slants information."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XI

Category	Mean	N
Large University	3.43	46
Small University	3.61	23
Total	3.49	69

The results from the large university indicate a "Neutral" answer. The results from the small university also center around "Neutral." The results show neither a favorable or unfavorable communication climate.

TABLE XII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	4.00	2	1	Administrator	3.82	11	3
Full Professor	3.15	13	5	Full Professor	4.00	2	2
Associate Professor	3.77	13	2	Associate Professor	3.00	2	5
Assistant Professor	3.67	15	3	Assistant Professor	3.33	3	4
Instructor	3.33	3	4	Instructor	4.50	2	1

The Administrators for the large university were ranked first because the mean score indicates the more favorable communication climate. The Assistant Professors also indicated a more favorable climate. The results for the small university show the more favorable climate perceived by the Instructors and Full Professors.

Questionnaire item seven was designed to measure the effectiveness and readability of the faculty newsletter by determining whether articles contained in the newsletter are of interest to the respondents. A newsletter that does not carry articles of interest will not be read. A channel that is not used cannot be considered effective.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM SEVEN

Questionnaire Item seven: "The faculty newsletter covers articles of personal interest to me."

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

TABLE XIII

Category	Mean	N
Large University	2.28	46
Small University	2.36	22
Total	2.31	68

The subjects of both the large and small university indicate an answer centered around "Agree." Table II indicates the breakdown of the demographic variable of university rank.

TABLE XIV

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.50	2	4	Administrator	2.64	11	4
Full Professor	2.23	13	2	Full Professor	2.00	2	3
Associate Professor	2.15	13	1	Associate Professor	2.00	2	2
Assistant Professor	2.33	15	3	Assistant Professor	2.00	3	2
Instructor	2.67	3	5	Instructor	2.50	2	3

The results of questionnaire item seven show Associate Professors of the
large university ranked first because they show the mean closest to
a condition producing a favorable communication climate. The Full
Professors of the large university were ranked second because the
mean also indicates an answer close to "Agree" producing a favorable
communication climate. Within the small university, the Full Professors,
Associate Professors, and Assistant Professors indicate an answer
of "Agree" producing a more favorable communication climate.

Questionnaire item eight was designed to measure
communication climate by the attitude of respondents toward the ambiguity
of the communications. If a message cannot be understood by the
receiver and the receiver cannot carry out the desired action, the
communication channel cannot be perceived as effective.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM EIGHT

Questionnaire Item eight: "Because of the ambiguity in administration policy communication, I sometimes find it difficult to determine precisely how I am supposed to put policy into practice."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XV

Category	Mean	N
Large University	2.84	45
Small University	3.86	22
Total	3.13	68

While the large university answers centered around "Neutral" showing that ambiguity is considered neither a problem or asset, the small university answers centered around "Disagree." This indicates a more effective channel.

TABLE XVI

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.50	2	4	Administrator	3.73	11	3
Full Professor	3.08	12	1	Full Professor	3.00	3	4
Associate Professor	2.69	13	3	Associate Professor	4.50	2	1
Assistant Professor	3.00	15	2	Assistant Professor	3.00	3	4
Instructor	2.00	3	5	Instructor	4.00	2	2

The Full Professors of the large university indicated a more favorable communication climate and effective channel by centering answers closest to "Disagree" although the answer is considered "Neutral." Assistant Professors were ranked second because the mean was also an indication of a more favorable climate and effective channel. The Associate Professors of the small university were ranked highest because a "Disagree" answer was given showing a more effective channel. Instructors were ranked second because of a high degree of disagreement with the question also indicating an effective channel.

Questionnaire item nine was designed to measure effectiveness and readability by determining the subject's attitude toward content of the newsletter. If the newsletter does not contain articles of interest, it will not be read.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM NINE

Questionnaire Item nine: "The faculty newsletter has too much information on employee recreational activities."

Strongly Agree	Agree	Neutral	Disagree	Strongly Agree

TABLE XVII

Category	Mean	N
Large University	3.50	46
Small University	4.16	19
Total	3.68	65

The respondents from the small university gave the most favorable response as they centered around "Disagree" with a leaning toward "Strongly Disagree." The large university centered around "Neutral" with a leaning toward "Disagree."

TABLE XVIII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.00	2	5	Administrator	4.60	10	1
Full Professor	3.46	13	3	Full Professor	4.00	2	3
Associate Professor	3.62	13	2	Associate Professor	4.00	1	3
Assistant Professor	3.40	15	4	Assistant Professor	3.00	3	4
Instructor	3.67	3	1	Instructor	4.00	2	3

Within the large university, the Instructors were ranked first as they indicated the most favorable attitude. They disagreed with the statement with a leaning toward "Neutral." The Associate Professors indicated the second most favorable attitude. The Administrators were ranked the highest at the small university. The Instructors, Associate Professors, and Full Professors were ranked next as they centered around "Disagree."

Questionnaire item ten deals with communication climate. It was designed to determine how well informed the faculty perceived itself as being in relation to the information given by the source of communication.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM TEN

Questionnaire Item ten: "The administration keeps me fully
informed of policy-making decisions."

| Strongly | Agree | Neutral | Disagree | Strongly |
| Agree | | | | Disagree |

TABLE XIX

Category	Mean	N
Large University	3.96	45
Small University	2.50	22
Total	3.46	69

Results from the large university centered around "Disagree" showing
an unfavorable communication climate. Results from the small
university centered around "Neutral" leaning toward "Agree" showing
a more favorable climate.

TABLE XX

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	4.00	2	4	Administrator	2.55	10	4
Full Professor	3.83	12	3	Full Professor	3.00	2	5
Associate Professor	4.15	13	5	Associate Professor	2.00	1	2
Assistant Professor	3.93	15	2	Assistant Professor	2.00	3	2
Instructor	3.33	3	1	Instructor	2.50	2	3

The results from the large university center around "Disagree" showing an unfavorable climate. The Instructors were ranked first because the mean shows the closest score to a favorable climate. The Full Professors were rated second, although there is some degree of difference.

The results from the small university show a favorable climate with results centering around "Agree." The Associate Professors and Assistant Professors ranked highest because of the highest mean.

Item eleven was designed to determine communication climate by measuring the attitude of the subjects toward the relevancy of major policy communications. If the respondents perceive the major policies that are communicated to them as irrelevant, they will not attend to these communications. This will hinder the implementation of these policies.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM ELEVEN

Questionnaire Item eleven: "Major policies communicated from the administration are irrelevant to my work."

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

TABLE XXI

Category	Mean	N
Large University	4.05	46
Small University	3.83	23
Total	3.97	69

The respondents from both universities indicated that they disagreed with the statement. The large university subjects disagreed more than the subjects at the small university.

TABLE XXII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	4.00	2	4	Administrator	3.82	11	4
Full Professor	4.15	13	1	Full Professor	3.67	3	5
Associate Professor	3.92	13	5	Associate Professor	4.00	2	2
Assistant Professor	4.07	15	2	Assistant Professor	4.00	3	2
Instructor	4.00	3	4	Instructor	4.00	2	2

The Full Professors at the large university were ranked first because they indicated an attitude that would be held in an ideal communication climate. The Full Professors centered around "Disagree." The Assistant Professors at the large university were ranked second as they also centered around "Disagree." At the small university, the Instructors,

Assistant Professors and Associate Professors were all ranked second because they all indicated they disagreed with the statement. The Administrators were ranked next as they also centered around "Disagree."

Questionnaire item twelve was designed to measure the effectiveness of the newsletter as a means of sponsored, formal media. If the respondents received their information about major decisions from a source other than the newsletter, it is not as effective as it could be.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM TWELVE

Questionnaire Item twelve: "I learn about major decisions in
                               the faculty newsletter before I
                               hear about them from another source."

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

TABLE XXIII

Category	Mean	N
Large University	3.50	46
Small University	3.75	21
Total	3.52	67

While both the large and small university answers centered around "Neutral" to "Disagree", the small university indicates a more effective channel in stating information does not reach the subjects from another source before reaching them through the surveyed channel.

TABLE XXIV

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.50	2	3	Administrator	3.45	11	3
Full Professor	3.15	13	5	Full Professor	3.00	2	4
Associate Professor	3.69	13	2	Associate Professor	4.00	2	2
Assistant Professor	3.47	15	4	Assistant Professor	4.67	3	1
Instructor	4.33	3	1	Instructor	2.50	2	5

The Instructors of the large university were ranked highest because they indicated an answer of "Disagree" which shows a more effective channel. The remaining variables centered around "Neutral." The Assistant Professors of the small university indicated a more effective channel by answering "Strongly Disagree." Associate Professors also indicated an effective channel by answering "Disagree."

Questionnaire item thirteen was designed to measure effectiveness and readability by determining the respondents' attitude toward the content of the sponsored, formal media. If the newsletter does not contain articles of interest, it will not be read.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM THIRTEEN

Questionnaire Item thirteen:	"The faculty newsletter does not cover articles of academic interest to me."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XXV

Category	Mean	N
Large University	3.29	45
Small University	3.74	19
Total	3.37	67

The respondents of the small university indicated the most favorable attitude as they centered around "Disagree" with a leaning toward "Neutral." The respondents of the large university centered around "Neutral" but leaned toward "Disagree."

TABLE XXVI

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.50	2	2	Administrator	3.55	10	2
Full Professor	3.08	13	4	Full Professor	4.00	2	1
Associate Professor	3.08	13	4	Associate Professor	3.00	1	5
Assistant Professor	3.53	15	1	Assistant Professor	3.33	3	4
Instructor	2.67	3	5	Instructor	3.50	2	3

Within the large university the Assistant Professors were ranked first as they indicated the most favorable attitude. They disagree with the statement. The Administration was ranked second as they "Disagree" with the statement but they leaned toward "Neutral." The Full Professors were ranked the highest in the small university as they

centered around "Disagree." The Administrators were ranked second because they centered around "Disagree" but leaned toward "Neutral."

Questionnaire item fourteen was designed to determine the respondents' perceived function of one type of sponsored, formal media. If the respondents perceive the bulletin boards as primarily for student use, they will not use this channel.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM FOURTEEN

Questionnaire Item fourteen: "The bulletin boards are primarily for student use."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XXVII

Category	Mean	N
Large University	2.74	46
Small University	2.91	23
Total	2.80	69

The respondents at the small university centered around "Neutral." The respondents at the large university indicated a less favorable attitude. They centered around "Neutral" but leaned toward "Agree."

TABLE XXVIII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.00	2	5	Administrator	2.55	11	4
Full Professor	3.15	13	1	Full Professor	3.00	3	3
Associate Professor	2.69	13	2	Associate Professor	3.00	2	3
Assistant Professor	2.67	15	3	Assistant Professor	2.33	3	5
Instructor	2.00	3	5	Instructor	4.00	2	1

In the large university, the Full Professors were ranked first as they centered around "Neutral" but leaned toward "Disagree." The Associate Professors also centered around "Neutral" but they leaned toward "Agree" so they were ranked second. In the small university, the Instructors indicated the most favorable attitude with the Associate Professors and Full Professors ranked second.

Questionnaire item fifteen was designed to measure the effectiveness and readability of the sponsored, formal media (newsletter). Measurement was determined by whether subjects considered reading the newsletter a waste of time. If they find reading the newsletter a waste of time, the channel cannot be effective.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM FIFTEEN

Questionnaire Item fifteen: "The faculty newsletter is a waste of time."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XXIX

Category	Mean	N
Large University	4.09	46
Small University	4.21	19
Total	4.12	65

The results of both universities center around "Disagree" indicating that reading the newsletter is not a waste of time.

TABLE XXX

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.50	2	5	Administrator	4.30	10	2
Full Professor	4.47	13	1	Full Professor	4.00	2	4
Associate Professor	4.46	13	2	Associate Professor	5.00	1	1
Assistant Professor	3.73	15	4	Assistant Professor	4.00	3	4
Instructor	4.00	3	3	Instructor	4.00	2	4

The results of the large university center around "Disagree" with little variation from the overall mean. There is some variation between the Full Professors centering at "Disagree" and the Administrators centering at "Neutral" leaning toward "Disagree." The results for the small university center around "Disagree" with little variation.

Questionnaire item sixteen was designed to determine
the attitude of the respondents toward the information that the
administration sends out. If the respondents do not like the way
the administration presents information, they will not pay attention
to that information and therefore, create an unfavorable communication
climate.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM SIXTEEN

Questionnaire Item sixteen: "I like the way the administration
presents information to me."

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

TABLE XXXI

Category	Mean	N
Large University	3.30	46
Small University	2.41	22
Total	3.01	68

While both the large and small university means centered around
"Neutral" there is a marked variation between the scores. The
large university answers center at "Neutral." The small university,
however, shows "Agree" leaning toward "Neutral."

TABLE XXXII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.50	2	5	Administrator	2.55	11	5
Full Professor	3.08	13	2	Full Professor	2.33	3	2
Associate Professor	3.38	13	3	Associate Professor	2.50	2	4
Assistant Professor	3.47	15	4	Assistant Professor	2.50	2	4
Instructor	3.00	3	1	Instructor	2.00	2	1

The Instructors from the large university were ranked first because
of the mean score closest to showing a good communication climate.
There was little difference between the Instructors and Full
Professors in mean scores. The Full Professors also indicated a
more favorable communication climate than the remaining variables
of university title. The Instructors from the small university
were also ranked highest because of a mean score closest to producing
a favorable communication climate. There was, however, a one point
difference between the Instructors of both universities with the
small university showing a more favorable communication climate.
The Full Professors of the small university were ranked second, also
because of a mean score producing a more favorable communication
climate. Although the difference in means for Full Professors
at both universities do not differ as greatly as those of Instructors,
a difference is noted.

Questionnaire item seventeen was desigend to measure communication climate by determining the perceived attitude of the subjects toward the administration's willingness to receive communication that would affect the sponsored, formal media. A respondent that feels he can communicate with as well as listen to a source, creates a more favorable communication climate.

REPORT OF RESPONSES FOR QUESTIONNAIRE ITEM SEVENTEEN

Questionnaire Item seventeen: "The administration encourages faculty contributions to the newsletter."

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

TABLE XXXIII

Category	Mean	N
Large University	2.57	46
Small University	2.81	21
Total	2.64	67

The mean score of the large university reveals a "Neutral" leaning toward "Agree" score while the mean score of the small university indicates a "Neutral" score. Although there is little difference between mean scores for both universities, the large university does indicate a more favorable communication climate.

TABLE XXXIV

Large University				Small Universtiy			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.50	2	3	Administrator	2.73	11	3
Full Professor	2.62	13	4	Full Professor	2.50	2	1
Associate Professor	2.38	13	2	Associate Professor	4.00	2	5
Assistant Professor	2.73	15	5	Assistant Professor	2.67	3	2
Instructor	2.33	3	1	Instructor	3.00	2	4

The Instructors of the large university were ranked highest because of a mean score indicating the most favorable communication climate. The Associate Professors varied from the higher mean only slightly also indicating a favorable climate. The Full Professors of the small university were ranked highest because of the mean indicating a favorable communication climate. The Assistant Professors of the small university revealed the second highest mean also indicating a favorable climate.

Questionnaire item eighteen was designed to determine communication climate by measuring the perceived attitude of the respondents toward the usefulness of the bulletin board. If the respondents perceive the channel as useless, they will not make use of it.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM EIGHTEEN

Questionnaire Item eighteen: "Reading the bulletin boards is a waste of time."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XXXV

Category	Mean	N
Large University	3.33	46
Small University	3.26	23
Total	3.30	69

The answers for both universities center around "Neutral" leaning toward "Disagree."

TABLE XXXVI

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.50	2	2	Administrator	3.00	11	5
Full Professor	3.46	13	3	Full Professor	3.67	3	3
Associate Professor	3.23	13	4	Associate Professor	3.00	2	5
Assistant Professor	3.53	15	1	Assistant Professor	3.67	3	3
Instructor	2.00	3	5	Instructor	4.50	2	1

Within the large university, the Assistant Professors, Administrators, and Full Professors centered primarily at "Neutral" leaning toward "Disagree." Within the small university, the Instructors, Assistant Professors, and Full Professors also indicated a "Neutral" position leaning toward "Disagree." A difference is noted between the Instructors of both universities. Although the Instructors for the small university indicated "Disagree", the Instructors for the large university indicated "Agree."

Questionnaire item nineteen was designed to determine the type of information the resoondents would like for this channel to carry. If the respondents do not perceive the channel as carrying the type of information they want, they will not make use of that channel.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM NINETEEN

Questionnaire Item nineteen: "The bulletin boards should contain only academic information."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XXXVII

Category	Mean	N
Large University	3.98	45
Small University	4.17	23
Total	4.03	68

Respondents from both universities "Disagree" with the statement that only academic information should be contained on bulletin boards. The small university respondents disagreed more strongly with the statement.

TABLE XXXVIII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.50	2	4	Administrator	4.55	11	1
Full Professor	4.00	13	2	Full Professor	4.33	3	3
Associate Professor	3.92	13	3	Associate Professor	2.50	2	5
Assistant Professor	4.00	14	2	Assistant Professor	3.33	3	4
Instructor	4.00	3	2	Instructor	4.50	2	2

Within the large university the Full Professors, Assistant Professors, and Instructors were all ranked the highest as they centered around "Disagree" which is the most favorable attitude. The Associate Professors were ranked second as they disagreed with the statement almost as strongly as the first group. The Administrators were ranked first in the small university as they "Strongly Disagreed" with the statement. The Instructors were ranked second as they indicated the second most desirable attitude.

Questionnaire item twenty was designed to measure the effectiveness and readability by determining the perceived usefulness of material contained on the bulletin boards. If this information contained within the channel is not perceived as useful, the channel will not be used.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWENTY

Questionnaire Item twenty:	"The bulletin boards are useless in keeping me up-to-date on university developments."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

TABLE XXXIX

Category	Mean	N
Large University	3.00	44
Small University	3.18	22
Total	3.06	66

The respondents at the small university indicated the most favorable attitude as they centered around "Neutral" but leaned toward "Disagree." The large university respondents centered around "Neutral."

TABLE XL

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.00	1	5	Administrator	3.36	10	2
Full Professor	3.15	13	1	Full Professor	1.33	3	5
Associate Professor	2.92	13	4	Associate Professor	3.00	2	4
Assistant Professor	3.00	14	3	Assistant Professor	3.00	3	4
Instructor	3.00	3	3	Instructor	4.50	2	1

Within the large university, the Full Professors were ranked first as they were the only group to lean toward "Disagree." The Assistant Professors and Instructors were ranked next since they were "Neutral." Within the small university, the Instructors were ranked first since they centered around "Disagree" leaning toward "Strongly Disagree." The Administrators were ranked next. It is interesting to note that the large university Full Professors were ranked first, while the small university Full Professors were ranked last.

Questionnaire item twenty-one was designed to determine who or what the respondents perceive as the most important information source. If the sponsored, formal media are to be effective, they must be considered important.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWENTY-ONE

Questionnaire Item twenty-one: "Regardless of where I get my information, I pay the most attention to: (list sources by title).

TABLE XLI

Type of Response	Number of Times Response Given	Type of Response	Number of Times Response Given
Department Head	12	President	10
Dean	7	Vice-President of Academic Affairs	6
Faculty Newsletter	5		
Council Minutes	5	Vice-President of Business Affairs	3
Vice-President of Academic Affairs	4	Immediate Superior	2
		Fellow Faculty Members	2
Campus Newsletter	3		

TABLE XLI--Continued

Type of Response	Number of Times Response Given	Type of Response	Number of Times Response Given
Provost	2	Committee Minutes	1
Direct Communication with Administrators	2	Department Head	1
		Dean	1
Informed Rumor	1		
Vice-President of Business Affairs	1	Administrative Council	1
		News Releases	1
Faculty Senate Minutes	1	Vice-President of College Relations	1
Faculty News Releases	1		
		Friendly Secretaries	1
Personnel Sources	1		
Personal Memos	1		
Committee Minutes	1		
Friends	1		
My Wife	1		
Dean's Wife	1		
Vice-President's Wife	1		

Within the small university, the President was perceived as the most important source of information, while the Vice-President of Academic Affairs was perceived as the second most important source. Within the large university, the Department Head was considered the most important source. He was followed by the Dean. The third most important source was the faculty newsletter.

Questionnaire item twenty-two was designed to measure the practicality of the newsletter as perceived by the respondents.

If the respondents perceive the channel as impractical, the channel will not be effective because it will not be used.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWENTY-TWO

Questionnaire Item twenty-two:	"Rate the faculty newsletter on practicality by circling the appropriate number."

1	2	3	4	5
High				Low

TABLE XLII

Category	Mean	N
Large University	2.65	43
Small University	2.94	16
Total	2.73	59

Both universities rated their faculty newsletter as about "Average." The respondents at the large university indicated that they perceived their newsletter as slightly more practical than did the respondents of the small university.

TABLE XLIII

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	3.00	1	5	Administrator	3.50	8	5
Full Professor	2.77	13	4	Full Professor	2.50	2	3

TABLE XLIII--Continued

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Associate Professor	2.50	12	1	Associate Professor	3.00	1	4
Assistant Professor	2.64	14	2	Assistant Professor	2.33	3	2
Instructor	2.67	3	3	Instructor	2.00	1	1

The Associate Professors were ranked first in the large university because they indicated an attitude that was closest to the ideal attitude. They rated the newsletter as above average. The Assistant Professors from the same university were ranked second. In the small university, the Instructors were ranked first, and the Associate Professors were ranked second as the both rated the newsletter as above average.

Questionnaire item twenty-three was designed to determine what types of information the respondents would like to see more of in the newsletter. The more useful information contained in the newsletter, the more effective the channel becomes.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWENTY-THREE

Questionnaire Item twenty-three:	"What types of information would you like to see more of in the faculty newsletter?"

TABLE XLIV

Type of Response	Number of Times Response Given	Type of Response	Number of Times Response Given
Policy matters and deicisions which relate to my work.	11	Policy decisions	2
		Academic items	1
		Social items	1
Research materials	4	Other colleges' problems and developments	1
Academic activities of faculty members	3	Divisional planning	1
Problems and projects concerning enrollment, salaries, and curriculum trends	1	Other departmental developments	1
		More detail	1
Personal items	1		
All university developments	1		
Legislative action on bills in Springfield	1		

The results from both universities indicate that the most useful and desired information to be included in the newsletter would be information based on policy matters and decisions which relate to the respondents' work. The next most desired material is that which relates to research and academic items.

Questionnaire item twenty-four was designed to reveal what types of information respondents would like to see less of within the newsletter. If the information is not considered useful, the channel may not be effective.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWENTY-FOUR

Questionnaire Item twenty-four: "What types of information would
you like to see less of in the
faculty newsletter?"

TABLE XLV

Type of Response	Number of Times Response Given	Type of Response	Number of Times Response Given
Activities of faculty members	13	Academic affairs	2
		Campus policy changes	1
Travel notes	2	Sports	1
Music recitals	1		
		Long articles by outsiders	1
Less lies about the faculty	1		
		Gossip items	1
Announcements of power outages	1		

The results from the large university indicate that respondents would
like to see less information of the activities of faculty members.
The results of the small university contrast with those of questionnaire
item twenty-three in that information to be lessened is shown primarily
as that of academic affairs.

Questionnaire item twenty-five was designed to determine
what types of information the respondents would like to see more
of on the bulletin boards. Before the bulletin boards can be made
more effective, it must be determined in what areas they are deficient.

If the respondents are content with the information on the bulletin boards, they will leave this question blank.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWENTY-FIVE

Questionnaire Item twenty-five: "What types of information would you like to see more of on the bulletin boards?"

TABLE XLVI

Type of Response	Number of Times Response Given	Type of Response	Number of Times Response Given
Information for student help	5	School Activities	2
Faculty accomplishments	4	Graduate studies programs	1
Active interchange of ideas	1	Holiday trips	1
Political information	1	Research sources	1
Curriculum changes	1	International teaching exchange programs	1
Special displays	1	Anything "up-to-date"	1

Within the large university, the two most frequently mentioned items were: "Information for student help" and "Faculty accomplishments." There was a total of thirteen responses. Within the small university, "School activities" was the only response that was given more than once. There was a total of seven responses.

Questionnaire item twenty-six was designed to determine what types of information the respondent would like to see less of

on the bulletin boards.   If the communication channel carries
information useless or undesirable to the respondent, the channel
cannot be considered effective.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM TWENTY-SIX

Questionnaire Item twenty-six: "What types of information would
you like to see less of on the
bulletin boards?"

TABLE XLVII

Type of Response	Number of Times Response Given	Type of Response	Number of Times Response Given
Out-of-date information	4	Notices of graduate programs in other colleges	1
Commercial selling items	1	New book titles	1
Graduate school posters	1	Trivia	1
Posters advertising programs and events around the world	1	Personal notes	1
		Smoker announcements	1
		Ads	1

The only pattern that developed arose in the small university indicating
the information respondents wanted less of was out-of-date information
(not a type).   The results list the items as collected on the surveys.
There is no particular order.

Questionnaire item twenty-seven was designed to measure how
familiar the subjects are with the sponsored, formal media.   If the

subjects do not use the channel because of unfamiliarity, the
channel cannot be perceived as effective.

REPORT OF RESPONSES TO QUESTIONNAIRE
ITEM TWENTY-SEVEN

Questionnaire Item twenty-seven:	"How often is the newsletter published? (How often do you receive written communication?")

Semi-Weekly	Weekly	Bi-Weekly	Monthly	Bi-Monthly

TABLE XLVIII

Category	Mean	N.
Large University	2.00	43
Small University	3.00	8
Total	2.16	51

The results from the large university center around "Weekly."
The newsletter is published weekly. The results, therefore,
indicate that the respondents are aware of the publication schedule
of the newsletter. The results for the small university center
around "Bi-Weekly."

TABLE XLIX

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.00	1	2	Administrator	3.00	11	4
Full Professor	1.92	12	4	Full Professor	.00	3	0

TABLE XLIX--Continued

Large University				Small University			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Associate Professor	2.00	13	2	Associate Professor	.00	2	0
Assistant Professor	2.00	14	2	Assistant Professor	3.00	3	2
Instructor	2.33	3	5	Instructor	3.00	2	1

The results from the large university all center closely around "Weekly." Because the newsletter is published weekly, the results indicate that respondents are aware of the publication of the channel. The results for the small university are centered at "Bi-Weekly." There is, however, no definite publication schedule for the newsletter at the small university.

Questionnaire item twenty-eight was designed to determine effectiveness of the channel by measuring how often the channel is used. A channel that is not used cannot be effective.

REPORT OF RESPONSES TO QUESTIONNAIRE
ITEM TWENTY-EIGHT

Questionnaire Item twenty-eight:	"How often do you read the newsletter?"

Semi-Weekly	Weekly	Bi-Weekly	Monthly	Bi-Monthly

TABLE L

Category	Mean	N
Large University	2.09	43
Small University	3.43	7
Total	2.28	50

The respondents from the large university centered around "Weekly",
which is how often the newsletter is published. The respondents
at the small university centered around "Bi-weekly" but leaned
toward "Monthly." At the small university there is no set
publication schedule.

TABLE LI

Large University				Small Universtiy			
University Title	Mean	N	Rank	University Title	Mean	N	Rank
Administrator	2.00	1	2	Administrator	4.67	3	3
Full Professor	2.17	12	5	Full Professor	0	0	5
Associate Professor	2.08	13	4	Associate Professor	0	0	5
Assistant Professor	2.07	14	3	Assistant Professor	3.00	2	2
Instructor	2.00	3	2	Instructor	3.00	1	2

The Instructors and Administrators were the highest ranked within the
large university. The Assistant Professors were ranked next as
their responses indicated that they read the newsletter almost weekly.
The Instructors and Assistant Professors were ranked the highest

in the small university because they indicated the highest frequency of readership. The Administrators were ranked next.

Questionnaire item twenty-nine was designed to determine the source of information for the respondents. It was designed to determine whether the respondents received their information from the sponsored, formal media. In order for the sponsored, formal media to be effective, respondents must perceive it as a source of information.

REPORT OF RESPONSES TO QUESTIONNAIRE
ITEM TWENTY-NINE

Questionnaire Item twenty-nine:	"From which of the following sources do you actually get most of your information about the things that happen at this university?"

TABLE LII

Large University			Small University	
Category	Number of Responses	Rank	Number of Responses	Rank
Department Head	21	4	12	4
AFT	3	11	0	12
Grapevine, colleague	28	1	15	1
Faculty newsletter	23	3	4	8
Student newspaoer	24	2	12	4
Faculty meeting	9	6	8	5

TABLE LII--Continued

Large University			Small University	
Category	Number of Responses	Rank	Number of Responses	Rank
Bulletin Boards	1	12	3	9
Local newspaper	11	5	2	10
Radio	0	14	0	12
TV	0	14	0	12
Interoffice memos	8	8	12	4
Dean	9	7	7	6
Presidential memos	3	11	13	2
Others	7	9	4	8

Within the large university, the Grapevine was ranked first. The Student Newspaper was listed as the second most informative source. The Faculty Newsletter was listed as the third most used source. The Department Head was listed as the fourth most informative source. Within the small university, the Grapevine was again perceived as the source of most of the information received. However, Presidential memos were perceived as the second source of information. The Department Head was also considered an important source for the small university.

Questionnaire item thirty was designed to determine from where the respondents would like to receive their information. Before the university can determine whether or not it is using the channel that the respondents prefer, it first must know which channel the respondents prefer.

REPORT OF RESPONSES TO QUESTIONNAIRE ITEM THIRTY

Questionnaire Item thirty: "Where would you like to get most of your information? Mark as many as you wish."

TABLE LIII

Large University			Small University	
Category	Number of Responses	Rank	Number of Responses	Rank
Department Head	27	2	13	3
AFT	1	14	0	14
Grapevine, colleagues	10	5	5	10
Faculty newsletter	29	1	13	3
Student newspaper	13	6	12	5
Faculty meetings	9	7	10	6
Bulletin boards	2	12	8	7
Local newspapers	2	12	5	10
Radio	2	12	2	12
TV	1	14	2	12
Interoffice memos	8	8	12	5
Dean	16	4	7	8
Presidential memos	20	3	16	1
Others	5	9	2	13

Within the large university, the Faculty Newsletter was the source that was ranked first. The Department Head was ranked second. The next most frequently checked source was Presidential Memos. Within the small university, the Presidentials Memos was ranked first. The Faculty Newsletter and Department Head were the two channels that were ranked next.

REPORT OF RESPONSES TO RESEARCH QUESTIONS

Research question one: What is the communication climate at a large university?

Within the large university the communication climate was found to be "Neutral" leaning toward favorable. The communication climate was "Neutral" in the areas of ambiguity of communication, the slanting of communication, the over abundance of detail, and the encouragement of upward flow of communication. The respondents indicated that the communication climate was favorable in the areas of keep up-to-date on university developments, the relevancy of policy communication to their work, and the lack of prestige building by the administration in the newsletter.

Research question two: What is the effectiveness of the sponsored, formal media at a large university?

The perceived effectiveness of sponsored, formal media was found to be "Neutral" leaning strongly toward favorable. The sponsored, formal media were perceived as "Neutral" in the areas of academic interest of the newsletter, the perceived use of bulletin boards,

the usefulness of bulletin boards, the practicality of the newsletter. The areas that were perceived as favorable were the content of bulletin boards, the frequency of publication of Faculty Newsletter, the personal interest of Faculty Newsletter, the importance of the newsletter as a source of information. When the sponsored, formal media are analyzed individually, it is shown that the bulletin boards were rated as "Neutral." The newsletter, on the other hand, is perceived as effective by the respondents.

Research question three: Is the downward communication of sponsored, formal media more effective within a small university than a large university?

The results indicate that the sponsored, formal media are more effective within a small university than a large university. Overall, the respondents of the small university perceived their sponsored, formal media as more effective than did the respondents of the large university. The results obtained from the bulletin board questions indicate that the small university respondents perceived the bulletin boards as more effective than the large university respondents did. The small university respondents also perceived their Faculty Newsletter as more effective than the large university.

Research question four: Is the communication climate more favorable in a small university than a large university?

The respondents from the small university indicated a much more favorable communication climate than did the respondents from the large university. The small university respondents indicated a more favorable climate particularly in the areas of clarity of communication and frequency of communication on major policy decisions.

In addition to comparing the difference in size, the investigators also tried to determine if university title was a determining factor in the communication climate. The results did not indicate a trend.

Summary of Results

In order to test the four research questions, data were collected by the use of a questionnaire. All scale responses were transformed to numerical scores and means were computed for each response. These mean scores were then compared to mean scores derived from a similar study conducted at a small university.

Due to the small number of respondents, data could only be compared by examination of the mean scores for each questionnaire item. Various inferential tests of significance could, therefore, not be performed.

CHAPTER IV

CONCLUSION

Summary

Through research dealing with industrial and university communications, interest has increased concerning the channels of communication. There has been, however, little research done in the area of downward communication through sponsored, formal media and communication climate on the university campus. Therefore, this study was designed to determine the following factors: (1) the communication climate at a large university, (2) the effectiveness of sponsored, formal media at a large university, (3) the effectiveness of sponsored, formal media within a university as affected by size, and (4) the communication climate of a university as affected by size.

A questionnaire was devised in order to find the communication climate of the university and the effectiveness of the sponsored, formal media (newsletter, bulletin boards).

The questionnaire was administered to a random sample of the faculty and administration from a large, central Illinois university and the total population of a small southern Illinois college.

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The test instrument was composed of twenty Likert-type items: seven questions dealing with communication climate, eight questions dealing with the newsletter, and five questions dealing with the bulletin boards. Ten questions were stated negatively and ten questions were stated positively. There were three questions to determine whether the subjects were aware of the channels of communication and from what sources information was received. There were four questions designed to determine what types of information respondents would like to see more or less of in the newsletter and bulletin boards.

Data were collected and interpreted in terms of mean scores. Comparisons were made in terms of climate and effectiveness in relation to size and climate and effectiveness in relation to university title variables.

Theoretical Implications

This investigation provided information relating to four research questions that were formulated for the purposes of the investigation. A consideration of the findings as they apply to each of these four research questions reveals certain implications of the investigation.

Research question one: What is the communication climate at a large university?

Within the large university the communication climate was found to be "Neutral" although slightly leaning toward favorable. The communication climate was "Neutral" in the areas of ambiguity

and slanting of communication, abundance of detail, and the encouragement of upward flow of communication. The respondents indicated that the communication climate was favorable in the areas of up-to-date information, relevancy of communication to work, and lack of prestige-building by the administration through the sponsored, formal media.

Research question two: What is the effectiveness of the sponsored, formal media at a large university?

The perceived effectiveness of the sponsored, formal media was found to be "Neutral leaning strongly toward favorable. The bulletin boards were perceived as "Neutral." The faculty newsletter was perceived as effective. Major factors involved in the favorable attitude were content of the bulletin boards and interest of the newsletters.

Research question three: Is the downward communication of sponsored, formal media more effective within a small university than a large university?

The results indicated that the sponsored, formal media are more effective within a small university than a large university. The respondents of the small university perceived the sponsored, formal media as more effective than did the respondents of the large university. Results showed that both the bulletin boards and newsletter were perceived by respondents of the small university as more effective than the responses of the large university.

Research question four: Is the communication climate more favorable in a small university than a large university?

The respondents from the small university indicated a much more favorable communication climate than did the respondents from the large university. Clarity and frequency of communication were noted particularly as indications of a favorable communication climate.

Summary

The following conclusions were reached by an examination of the data:

(1) The large university had a "Neutral", leaning toward favorable, communication climate.

(2) The small university had a favorable communication climate.

(3) The large university had an effective, leaning toward "Neutral", sponsored, formal media (newsletter, bulletin boards).

(4) The small university had an effective sponsored, formal media (newsletter, bulletin boards).

(5) The small university had a more favorable communication climate than the large university.

(6) The small university perceived its communication channels as more effective than the large university.

Practical Implications

Practical implications of this study must be generalizations because of the limited nature of the study. Additional research

is needed within the areas of sponsored, formal media and communication climate. The implications given here could be of value to educators, provided further research supports the practical implications of this study.

The findings of this study indicate the importance of attitude toward communication. The more favorable the attitude toward the source of communication, the more effective communication channels can be. These results indicate a favorable communication climate that affects the effectiveness of sponsored, formal media as channels of communication.

Another implication shown through this study centers around the perceived attitude of faculty members toward the effectiveness of the sponsored, formal media. By finding the perceived attitude of the media, and why these attitudes exist, the administration may be able to formulate more effective communication channels.

Suggestions for Further Study

Examinations of the findings of this investigation suggest at least four areas for further research. These areas could be summarized as:

(1) Research as conducted in this investigation using follow-up interviews. Results from this investigation indicated that size affects the climate and effectiveness of communication. A study utilizing follow-up interviews could be of importance to research by indicating why respondents held particular attitudes.

(2) Research as conducted in this investigation using a large population. As indicated by the results of this investigation, size does have some effect upon the climate and effectiveness of communication. By using a larger population, variables could possibly become more evident in finding why size affects communication.

(3) Research concerning the effectiveness and climate of communication in both upward and downward communication. The results indicated that size affects downward communication in the form of sponsored, formal media. A further study investigating size in relation to upward as well as downward communication may reveal factors important to university administrators.

(4) Research concerning the effectiveness and climate of communication in both written and face-to-face communication. This investigation measured only climate and effectiveness of written communication, but did not measure these factors in relation to face-to-face communication.

Dear University Colleague:

The accompanying questionnaire is part of a Master's thesis report being conducted at Eastern Illinois University by Mark Howell and Pat Karnes. The purpose of the survey is to study the communication channels present in colleges and universities. We hope to determine through this survey both the effectiveness and possible problem areas that occur within the university communication channels.

The results of the survey will be made available as soon as possible for your inspection. Your answers will remain anonymous; therefore, please do not sign the questionnaire.

In filling out the questionnaire, please mark the answer closest to your opinion. A sample question is provided below to help identify the terms used in the questionnaire. Please return by campus mail.

Thank you for your time and cooperation.

SAMPLE QUESTION

Herbert Hoover was an outstanding President.

| Strongly Agree (SA) | Agree (A) | Neutral (?) | Disagree (D) | Strongly Disagree (SD) |

If you feel that Hoover was not an outstanding President you would mark D (Disagree). If, however, you felt very strongly that Hoover was an outstanding President you would mark SA (Strongly Agree).

DEMOGRAPHIC DATA

EDUCATIONAL RANK

_____ Administration

_____ Full Professor

_____ Associate Professor

_____ Assistant Professor

_____ Instructor

AGE

_____ 25 - 30

_____ 31 - 35

_____ 36 - 40

_____ 41 - 45

_____ 46 - 50

_____ 51 - 55

_____ 56 - 60

_____ 61 - 65

_____ Over 65

YEARS AT
(Count Current Year)

_____ 1 - 5

_____ 6 - 10

_____ 11 - 15

_____ 16 - 20

_____ 21 - 25

_____ Over 25

HIGHEST DEGREE HELD

_____

Male _____

Female _____

QUESTIONNAIRE ITEMS

1. The bulletin boards contain only information that is relevant to academic matters (jobs, studies, lectures). — SA A ? D SD

2. The Faculty Newsletter is published too seldom. — SA A ? D SD

3. It is important to keep up-to-date on university developments. — SA A ? D SD

4. Because of the amount of detail in administration policy communication, I sometimes find it difficult to determine precisely how I am supposed to put policy into practice. — SA A ? D SD

5. The administration tries to build their own prestige through the Faculty Newsletter. — SA A ? D SD

6. The administration frequently slants information. — SA A ? D SD

7. The Faculty Newsletter covers articles of personal interest to me. — SA A ? D SD

8. Because of the ambiguity in administration policy communication, I sometimes find it difficult to determine precisely how I am supposed to put policy into practice. — SA A ? D SD

9. The Faculty Newsletter has too much information on employee recreational activities. — SA D ? D SD

10. The administration keeps me fully informed on policy-making decisions. — SA D ? D SD

11. Major policies communicated from the administration are irrelevant to my work. — SA D ? D SD

12. I learn about major decisions in the Faculty Newsletter before I hear about them from another source. — SA D ? D SD

13. The Faculty Newsletter does not cover articles of academic interest to me. — SA D ? D SD

14. The bulletin boards are primarily for student use. — SA D ? D SD

15. The Faculty Newsletter is a waste of time.   SA A ? D SD

16. I like the way the administration presents   SA A ? D SD
    information to me.

17. The administration encourages faculty   SA A ? D SD
    contributions to the newsletter.

18. Reading the bulletin boards is a waste of   SA A ? D SD
    time.

19. The bulletin boards should contain only   SA A ? D SD
    academic information.

20. The bulletin boards are useless in keeping   SA A ? D SD
    me up-to-date on university developments.

21. Regardless of where I get my information, I pay the most attention to:
    (list names or titles)

    _____

    _____

    _____

22. Rate the Faculty Newsletter on practicality by circling the appropriate
    number.

    1   2   3   4   5
    High   Low

23. What types of information would you like to see more of in the faculty
    newsletter?

    _____

    _____

24. What types of information would you like to see less of in the faculty
    newsletter?

    _____

    _____

25. What types of information would you like to see more of on the bulletin
    boards?

    _____

    _____

26. What types of information would you like to see less of on the bulletin boards?

_____

_____

27. How often is the newsletter published. How often do you receive written information through official channels?

Semi-weekly   Weekly   Bi-weekly   Monthly   Bi-monthly

28. How often do you read the newsletter?

Semi-weekly   Weekly   Bi-weekly   Monthly   Bi-monthly

29. From which of the following sources do you actually get most of your information about the things that happen at _____?

Department head   _____
AFT _____
Grapevine, collegues _____
Faculty newsletter _____
Student newsletter _____
Faculty meetings _____
Bulletin boards _____
Local newspaper _____
Radio _____
TV _____
Inter-Office memos _____
Dean _____
Presidential memos _____
Other _____

30. Where would you like to get most of your information? Mark as many as you wish.

Dapartment head   _____
AFT _____
Grapevine, collegues _____
Faculty newsletter _____
Student Newsletter _____
Faculty meetings _____
Bulletin boards _____
Local newspaper _____
Radio _____
TV _____
Inter-Office memos _____
Dean _____
Presidential memos _____
Other _____

POOL OF QUESTIONS

Ooen-Ended Questions

1. What type of information would you like to see in the newsletter?

2. What type of information would you like to see on the bulletin boards?

3. What types of information would you like to see removed from the newsletter?

4. What types of information would you like to see removed from the bulletin boards?

5. What improvements would you like to see in the newsletter?

6. What improvements would you like to see in the bulletin boards?

7. Rate the newsletter on practicality on the following scale.

1	2	3	4	5
High				Low

8. From which of the following sources do you actually get most of your information about the things that happen at _____? Mark as many as you wish.

    Department head _____
    AFT _____
    Grapevine, colleagues _____
    Faculty newsletter _____
    Student newspaper _____
    Faculty meetings _____
    Bulletin boards _____
    Local newspaper _____
    Radio _____
    TV _____
    Inter-office memos _____
    Deans _____
    Presidential letters _____
    Other _____

9. Where would you like to get most of your information? Mark as many as you wish.

    Department head _____
    AFT _____
    Grapevine, colleagues _____
    Faculty newspaper _____

Student newspaper _____
Faculty meetings _____
Bulletin boards _____
Local newspaper _____
Radio _____
TV _____
Inter-office memos _____
Deans _____
Presidential letters _____
Other _____

Scale-Answer Questions

1. The bulletin boards are located only in department offices.

2. Each department has its own bulletin board.

3. All bulletin boards are department bulletin boards.

4. The administration is in charge of bulletin boards.

5. The administration is in charge of publishing the newsletter.

6. How often does the newsletter come out?

   Semi-weekly   Weekly   Bi-weekly   Monthly   Bi-monthly

7. How often do you read the newsletter?

   Semi-weekly   Weekly   Bi-weekly   Monthly   Bi-monthly

8. Does your spouse read the newsletter?

9. The faculty newsletter is important in keeping up-to-date on university developments.

10. It is important to keep up-to-date on university developments.

11. The administration keeps us well informed as to university developments.

12. The newsletter is important in keeping me informed of university developments.

13. The newsletter is a waste of time.

14. The newsletter covers articles of academic interest to me.

1. The university newsletter covers articles of personal interest to me.

2. The newsletter should have more information on university policy-making decisions.

3. The newsletter should have more information on university employee-relation benefits.

4. The newsletter should have more information on full-year employment.

5. The newsletter should have more information on administrative personnel.

6. The newsletter should have more information on employee recreational activities.

7. The newsletter should have more information on union affiliation.

8. The newsletter should have more information on teaching personnel.

9. Most information I get from the newsletter is old-hat by the time it reaches me.

10. The administration frequently slants information.

11. What the administration considers important is often of little interest to me.

12. The information in the newsletter is accurate.

13. I seldom feel the need to read the university newsletter.

14. The newsletter has too much information on student activities.

15. The newsletter needs more information on student activities.

16. The newsletter includes a lot of irrelevant information.

17. The administration tries to destroy university relations through the newsletter.

18. I frequently feel the need to communication with the administration.

19. The newsletter contributes much to my knowledge of university relations.

20. I do not feel it is politically necessary to go through channels when communicating with personnel within the university.

21. The newsletter should have more information about community activities.

22. The newsletter has too much information about community activities.

23. The administration keeps me fully informed of policy-making decisions.

24. It is politically wise to go through channels when communicating with personnel within the university.

25. Usually administration decisions reach me through the grapevine long before I receive the official statement from the administration.

26. The administration keeps us in the dark about university developments.

27. The university newsletter does not cover articles of academic interest.

28. The university newsletter does not cover articles of personal interest to me.

29. The university newsletter has too much information on university employee relations benefits.

30. The university newsletter has too much information on full year employment.

31. The newsletter has too much information on employee recreational activities.

32. The newsletter has too much information on union affiliation.

33. The newsletter has too much information on teaching personnel.

34. What the university considers important is usually also important to me.

35. The newsletter is worse than most university newsletters.

36. The newsletter comes out too seldom.

37. The newsletter is too brief.

38. The administration encourages faculty contributions to the newsletter.

39. I learn about major decisions in the newsletter before I hear about them from another source.

40. I prefer to get my information from the newsletter than from a faculty meeting.

41. The administration presents information to me in an acceptable manner.

42. Major policies communicated from the administration are irrelevant to my work.

43. The administration tries to belittle the prestige of the faculty through the newsletter.

44. The administration tries to belittle their own prestige through the newsletter.

45. Because of the ambiguity in administration policy communication, I sometimes find it difficult to determine precisely how I am supposed to put policy into practice.

46. The newsletter is better than most other university newsletters.

47. The newsletter comes out too often.

48. The newsletter should be shorter.

49. I am hesitant to contribute to the newsletter.

50. Often I learn about major decisions before I read them in the newsletter.

51. I prefer to get my information from a faculty meeting than from the newsletter.

52. I like the way administration presents information to me.

53. I find that major policies are communicated from the administration in such a manner as to serve as practical guidelines for my work.

54. The administration tries to build the prestige of the faculty through the newsletter.

55. The adminstration tries to build their own prestige through the newsletter.

56. Because of the amount of detail in administration policy communication, I sometimes find it difficult to determine precisely how I am supposed to put policy into practice.

57. The administration tries to improve university relations through the newsletter.

58. To provide for a more complete understanding of university messages that I receive, it would be useful to have them presented in greater detail.

59. The administration tries to discourage contributions from the faculty to the newsletter.

60. I seldom feel the need to communicate with the administration.

61. The newsletter contributes very little to my knowledge of university relations.

62. The newsletter should have less information on university policy making decisions.

63. The newsletter has too much information on administration personnel.

64. Information in newsletter is always up-to-date.

65. The bulletin boards are helpful to keep me up-to-date on university developments.

66. The bulletin boards are useless as far as keeping me up-to-date on university developments.

67. The bulletin boards contain only information that is relevant to education.

68. The bulletin boards contain a lot of useless information.

69. The bulletin boards should contain only educational information.

70. The information on bulletin boards is up-to-date.

71. The bulletin boards should have more information on university policy-making decisions.

72. The bulletin boards have too much information on university policy-making decisions.

73. The information on the bulletin boards is old hat.

74. The bulletin boards should have more information on employee-relation benefits.

75. The bulletin boards have too much on employee-relation benefits.

76. The bulletin boards should have more information on university activities.

77. The bulletin boards have too much information on university activities.

78. The bulletin boards should have more information on student activities.

79. The bulletin boards have too much information on student activities.

80. The bulletin boards contribute very little to my knowledge of university relations.

81. I prefer to get my information from the bulletin boards instead of the newsletter.

82. I prefer to get my information from the newsletter instead of the bulletin boards.

83. The administration tries to improve university relations through the bulletin boards.

84. The administration tries to belittle the faculty through the bulletin boards.

85. The administration tries to build their own prestige through the bulletin boards.

86. The administration tries to build faculty prestige through the bulletin boards.

87. The information on the bulletin boards is relevant to me.

88. What the administration considers important on the bulletin boards is often of little interest to me.

89. The bulletin boards are primarily for student use.

90. The bulletin boards are primarily for faculty use.

91. The bulletin boards are primarily for administrative use.

92. The bulletin boards should have more information on administrative personnel.

93. The bulletin boards have too much information on administrative personnel.

94. The bulletin boards have too much information on community activities.

95. The bulletin boards should have more information about community activities.

96. The bulletin boards have too much information on teaching personnel.

97. The bulletin boards should have more information on teaching personnel.

98. The bulletin boards contribute much to my knowledge of university relations.

99. The bulletin boards contribute little to my knowledge of university relations.

100. Information on the bulletin boards is frequently slanted by the administration.

101. Reading the bulletin boards is a waste of time.

102. I seldom feel the need to read the bulletin boards.

103. The administration discourages faculty contributions to the bulletin boards.

104. The administration discourages student contributions to the bulletin boards.

105. The administration encourages faculty contributions to the bulletin boards.

106. The administration encourages student contributions to the bulletin boards.

107. I read the newsletter carefully.

108. I read the bulletin boards carefully.

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