THE WORK OF DEPARTMENT CHAIRPERSONS IN JORDANIAN PUBLIC UNIVERSITIES

by

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(ABSTRACT)

This study is phase one of a two-phase research effort designed to develop a systematic, formal process for evaluating the performance of department chairpersons in public universities in Jordan. In this phase, the role of the department chairperson was reviewed and analyzed. Interviews were conducted with five academic deans, ten chairpersons, and five faculty members. Both actual and ideal role expectations were identified. These role expectations will become the basis for phase II, which will be an evaluation of the performance of department chairpersons in the public universities of Jordan.
DEDICATION

This thesis is dedicated to my wife, Andaleeb, who without her love, support, patience, and understanding, none of this would be possible. Andaleeb's real contribution has been made in a deeper and abundant sense. It was unique in developing an open-minded way of life for us, rich in objectives, rich in emotion, and certainly never dull. This effort is also dedicated to the bright future of Mahmoud JR., who gives me hope and inspiration and whose affections supported me more than he will ever realize.
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CHAPTER I
INTRODUCTION

During the past fifty years, there have been dramatic changes in the life of Jordanian society in general and in the educational sector in particular. Fifty years ago, in the early 1940's, there were only 200 schools in Jordan (with one secondary school), several hundred students, and no postsecondary institutions (Hutchinson, 1978). By 1990, these numbers jumped to 3,634 schools with 1,016,777 students and about 64 postsecondary higher education institutions enrolling about 90,000 students. Additionally, there were approximately 40,000 students attending universities outside the country (Statistical Yearbook, Jordan, 1990).

Higher Education in Jordan began in 1951 with the founding of Amman Teachers Training College. The first university, University of Jordan, was established in 1962. The second, Yarmouk University, was established in 1976. Since then, the economic, political, and social developments of the country have influenced higher education, and the country, in turn, has been influenced by the development of higher education. Initially, the educational system concentrated on building of some community colleges as an integral part of the Jordanian community. During the
sixties and the seventies, the focus was the expansion of educational services to the community. While rapid changes were taking place in technology, the system addressed the needs of the community by expanding university services. During the past decade and the beginning of 1990’s, Jordan went through the greatest expansion of higher education in its history. The rate of expansion was tremendous and out of proportion. A race to establish more private universities is taking place, resulting in controversial public views concerning the efficiency of private universities in particular, and all higher education institutions in general.

Currently, there are more than fifty public and private two-year community colleges, two public four-year colleges, and six public universities. The 1990 national constitution permitted the establishment of private universities and resulted, within two years, in the opening of seven such universities; six others are being built. Most of this expansion has taken place in less than ten years and in critical economical, political, and social circumstances.

The present economic crisis in Jordan raises some fundamental questions concerning the ability of universities to fulfill their anticipated roles. Higher education has not faced the current economic difficulties before, and it has not been examined against major challenges of hard
times. The pressure of growth and expansion has afforded little time for evaluation, a serious focus on accountability, or for a scientific measurement of productivity, matters that might impact the quality of instruction and administration.

However, thirty years after establishment of the first university, and under the present economic conditions, this is a good time to evaluate higher education in general: structure, programs, curriculum, admissions and all other aspects. Regardless of the great progress higher education has achieved in the previous period, and regardless of the high qualifications of those working in public universities, especially faculty members, there is still much to be done. It is still possible to point out problems which confront higher education. One essential part of looking into higher education in Jordan is to look into the administrative sector to evaluate the performance of the administrators, especially those in key positions. The Jordanian universities would benefit from modern approaches to administration and management. These universities should consider the accountability concept as an internal process and as a notion of external judgment. Thus, an evaluation system with multiple criterion measures that can define the present situation, remove or strengthen the weak, and reinforce or reward the strong, is necessary.
The growth of the Jordanian institutions' size and number has brought with it concern about the complexity of the role of the administrators, especially those in key positions. Since an evaluation process does not exist in the Jordanian higher education system, particularly for those in key positions, it is essential to examine their present roles and measure them according to criteria of international dimensions to improve and develop their performance. The department chairperson is a key position in college and university administration. The chairperson's role, actual and ideal, is the topic of this study.

Purpose of the Study

The proposed study is phase one of a two phase research effort designed to result in the development of a systematic, formal system for evaluating the performance of department chairpersons in public universities in Jordan. To reach this goal, it is essential to develop a set of descriptors that define the department chairperson's role. These descriptors will be used in phase two to develop performance measures that focuses on what chairpersons do—the roles, functions, and tasks they perform. This study addresses itself to the work of the department chairperson in the public universities in the Jordanian higher education system. It seeks to identify and label the actual and the
ideal role of department chairpersons in public universities in Jordan.

Significance of the Study

The academic department is a basic and major operating unit within a university. It is the place where most teaching, service, and research activities go on. "Academic departments are the organizational units within an institution that are most severely affected by steady-state or declining resources, and those who chair these departments can have considerable influence in resolving this problem" (Tucker, 1992, p. 36). The chairperson is responsible for the growth and vigor of academic programs, recruitment of new faculty, and for the administration of the curriculum and budget of the department. No institution can succeed with poor chairpersons. "It is the chairperson who must provide leadership to the faculty and at the same time supervise the translation of institutional goals and policies into academic practice" (Tucker, 1992, p. vi). Although this is not exactly the case in the Jordanian universities regarding some functions of the chairperson, it is still essentially the same role as in the United States. The chairperson plays a certain role in the specification and achievement of organizational goals and has influence in policies and practices. So, a part of the university's
success towards achieving its educational and national goals depends on the quality of the department, as represented by the leadership and performance of the chairperson. "The ultimate success of the institution turns significantly on the degree to which objectives at the departmental level are both appropriately defined and realized" (Bennett and Figuli, 1990, p. xi).

No research was found that pertains to the assessment of the role of the department chairpersons in either public or private universities in Jordan. This study is of special importance for Jordanian universities for several reasons: the lack of a formal, systematic, institutionalized performance evaluation system; the newness of the higher education system in Jordan; and the growth this system is experiencing. Thus, after thirty years of establishing the first university, there is a need to look into management and administration of higher education to clarify the ability of faculties and universities to fulfill their traditional roles. Jordanian universities need a framework within which an evaluation system for departmental chairpersons can be developed, refined, and ultimately implemented. The well-defined role allows those who have selection responsibility for the academic department chairperson position to match carefully the person with the job itself. A well-designed job description can help
administrators to perform their roles and assist in evaluating their performance. Clarity of role expectations is essential to the study of the position of academic department chairperson and how that position fits into the general scheme of administration. This study describes the actual as well as the ideal role of the department chairperson in Jordanian universities.

During interviews conducted for this study, deans, chairpersons, and faculty members expressed the need for clarification of what the role of the department chairpersons should be in Jordanian public universities. The new chairpersons and those who aspire to the position can structure their needs in relation to the described role of the chairperson. A uniform job description would also provide a set of indicators that can be the basis of a tool to measure the productivity of department chairpersons.

The results of the study should be of importance not only to the public Jordanian universities, but also to all the Jordanian universities and Arab universities of similar conditions.

Definition of Terms

The holder of the position of department chairperson is called sometimes departmental chairperson and sometimes department head. Despite the differences in both, the term
"chairperson" is used in this study because it is the term used in Jordanian public universities.

**Academic department chairperson:** The designated individual responsible for management and operation of an academic department of a faculty (college) in a university.

The administrative head of the academic department in this role serves as first-line manager within the organization's administrative hierarchy and also as senior faculty colleague represents the faculty's interests to the dean and higher administration (Wesley, 1990).

**Academic department:** An "...administrative unit of the college composed of one specialized field of knowledge" (French, 1980, p. 23).

**Faculty:** The official title of a college in Jordanian universities.

**Role:** The role "...is a set of behaviors enacted by a person as a result of his occupying a certain position within the organization" (French & Bell, 1990, p. 117). It is "...an organized set of behaviors belonging to an identifiable office or position" (Quinn, Faerman, Thomas, & McGrath, 1990, p. 200). A role is "...the part an individual plays in a group, or the group's prescriptions for each member of the group" (Bobbitt, Breinholt, Doktor, & McNaul, 1978, p. 112).

**Functions:** Functions are those actions and behaviors
that are related to productivity and are concerned with accomplishing the tasks. Functions are the action or activities that facilitate the accomplishment of roles. A function is "...the part that one element plays in the operation of the larger system; the contribution that a partial activity makes to a larger whole" (Bobbitt et al., 1978, 118).

Tasks: Tasks are "...clusters that represent the work areas usually associated with school business administration" (Hill, 1982, p. 27).

Chapter one of this study contained the introduction, a background about education in Jordan, the purpose of the study, the significance of the study, and definitions of terms. In chapter two, the related literature is reviewed. Chapter three contains the methodology for the present study, followed by the results and analysis of the data in chapter four, and a summary, conclusions, discussion, and implications comprise chapter five.
CHAPTER II

REVIEW OF THE LITERATURE

The concentration in the literature review was on the literature available in both American and Jordanian libraries. The researcher considered the related literature from outside the field of educational administration (general business administration and management, public administration) as well as the educational literature which deals specifically with administration and personnel evaluation in higher education and public schools.

The lack of role studies of the academic administrators in the Jordanian universities, which was a result of the newness of higher education in the country, established the need for a wide spectrum of literature review for this study. The literature that serves the objectives of this study, and that assumes the constitutional as well as the operational meanings of both the department and chairperson was examined in this review.

Research dealing with the core of knowledge needed by the holder of the position of department chairperson is extremely limited in the literature. Relatively little quantitative information is available concerning department chairpersons and their role in administration.

Nothing was found in the Jordanian literature about the
key positions in higher education administration. There is no evidence that Jordanian researchers have attempted to conduct a comprehensive analysis or any kind of study about the department chairperson in Jordanian institutions. No definition or description of the job of the chairperson is available in the universities' bylaws or regulations. During an interview a chairperson in a public Jordanian university, made this statement: "There is no specific written job description. There is no clear cut definition of the responsibilities of the department chairperson. In our universities there is no established academic system, no systematic environment which helps us as department chairpersons to carry out our job[s]" (Chairperson B).

In its 1992 bulletin, the "Jordan University of Science and Technology" referred to the departmental council as a unit in the structure of the university: "Every academic staff member is a member of the departmental council, which forms the basic unit in the academic structure of the university." Article 12 of the Yarmouk University Law No.5 for 1985 indicates that the academic department is a unit of the college (faculty): "Each faculty shall consist of one or more academic departments, all of which shall be established, merged and abolished upon recommendation of the University Council after seeking the advice of the faculty council and the decision of the Board of Trustees."
Except for the previous and similar glimpses at the organizational structure, nothing else is mentioned in the literature. None of the Jordanian universities had referred to the operational role of the department or the departmental chairperson.

Departments or divisions are under the supervision of a department chairperson or a division director. This academic position is sometimes called "chair", "chairman", "head", "director", and sometimes "chairperson". At some universities, any of the several titles is permitted at the pleasure of the dean and the department. The bylaws of Yarmouk University indicate that every academic department has a director. In most of the public Jordanian universities, the position is labeled "chairperson". They are usually appointed for a defined period. The chairperson's job is a position for which a standard description does not exist. It seems that it differs from university to university, as it does in the United States. "Although the department chairperson's position has been widely acknowledged as vital to the operation of colleges and universities, it has suffered from a general lack of attention from educational researchers" (Knight & Holen, 1985, p. 677). But the job in its many responsibilities is there to be done, with the chairperson serving as a chief administrative officer of the department, responsible both
to the dean and to the faculty and staff of the department.

The Department

The importance of the department is aptly stated by Bennett and Figuli, (1990):

The stature of an academic institution is in large a function of the stature of its individual department. It is at the departmental level that the real business of the institution--teaching, research, and service--is conducted. The ultimate success of the institution turns significantly on the degree to which objectives at the departmental level are both appropriately defined and realized. (p. xi)

"Probably 80% of all administrative decisions take place at the departmental level rather than at the higher levels of responsibility and policy formation" (Brann & Emmet, 1972, p.199).

Tucker (1992) expressed concern with the characteristics of a "healthy department":

A healthy department is one whose faculty and staff are motivated, productive, appreciated, secure in their jobs, work well together as a group, and able to reach consensus on issues concerning the governance and welfare of the department. A healthy department has well-defined operational and visionary goals that are attainable and contribute not only to the mission of the department but to that of the university as a whole. They are understood and accepted by the faculty, and provide direction for both collective and individual decisions. (p. 3)

He summarized the "vital signs of a healthy department" in chapter one of his book "Chairing the Academic Department"
as follows:

A healthy academic department is a businesslike enterprise with a strong sense of its place in the larger college or university enterprise. Its work is optimized by its clear sense of how to put the right people to work on the most important tasks, how to motivate and reward them in fair and equitable ways, and to bind people to the organization through shared vision and shared values. Although no department meets all the criteria of health outlined in this chapter, it is important to keep them in focus as targets one might hope to hit in a reasonable amount of time. Healthy departments are most readily recognized as those that achieve results commensurate with their role and the resources available to them. But healthy departments also enjoy an internal coherence and a sense of bonding among their members that makes cooperation and coordination of their jobs stimulating and rewarding. (Tucker, 1992, p. 11)

The academic department in Jordanian universities has no written history. It was founded and developed along with the university system itself which adopted and adapted the American system beginning in 1962. Consequently, it has benefitted from the long and rich American experiment. As perceived from the bylaws and regulations in the Jordanian public universities, it seems that the real governance in the department in all these universities rests in the departmental council which is comprised of all faculty members in each department. The Yarmouk University Law No. 25 for 1985 states:

A council called the department council shall be formed in every academic department, to be presided over by the director of the department, and with the membership of all the faculty
members. It shall have the following responsibilities within the department.
a. Proposing and submitting to the Faculty Council curricula leading to the awarding of degrees and diplomas.
b. Organizing the affairs of teaching, research and advising.
c. Proposing the applied programs and expansion plans.
d. Proposing the appointment of the faculty members in the department, provided that this proposal be accompanied with a list including the names, qualifications and all relevant information about the applicants.
e. Proposing the promotion of members of the faculty in the department, their tenure, transfer, assignment, and granting them leaves and scholarships.
f. Supervising the organization and assessment of study in the department, including the examination results after their announcement as well as supervising the academic guidance of the students.
g. Preparing and submitting to the faculty council the proposed budget of the department.
h. Any other matters relevant to the work of the department and presented to the council by the director of the department. (Article 26)

The Chairperson

Researchers agree that the chairperson is a vital human resource in the college and the key to institutional vitality (Bennett, 1983; Creswell, Wheeler, Seagren, Egly, & Beyer, 1990; Tucker, 1992; & Winner, 1989). "As a result, one can argue that the chairperson is crucial in the success of an academic institution. After all, a college or university can lurch along for years with poor administrators at the top. As long as there are good
department chairpersons, the integrity of the institution can be maintained" (Bennett, 1983, p. 2). "The department chair in colleges and universities is recognized as one of the most important positions in the governance of the academic institutions" (Hirokawa, Barge, Becker, & Sutherland, 1989, p. 8).

Department chairpersons are generally faculty members who are elected or appointed on a temporary basis to administrative or managerial roles. The chairperson is usually appointed for one term or more (depending on the university's regulations) and returns to his/her previous faculty position when the designated term is completed. As stated in Yarmouk University Law:

Every academic department shall have a director appointed by President of the University on recommendation of the dean of the faculty, provided he shall be a member of the department faculty and has spent in university teaching a period not less than five years after acquiring the higher academic qualification. The appointment shall be for a term of two years, subject to renewal, and whenever possible the principle of rotation shall be observed. (Yarmouk University Law No. 25 for 1985 Article 25-a).

In "University of Jordan", the chairperson is appointed by the president of the university on recommendation of the dean of the faculty (college) for a term of one year subject to renewal for another year. The chairperson should be a full professor.

As mentioned in the Faculty Handbook (1988) of Virginia
Polytechnic Institute and State University, when a vacancy of academic department chairperson occurs, a search committee is elected from the department or division to make recommendations of selected candidates either from the department or from the outside. The dean makes the decision of appointment after conferring with the committee and other appropriate personnel.

"Most department chairpersons are drawn from faculty ranks and have had, at best, very little administrative experience. Recent surveys found that over two-thirds of them had no prior administrative experience, the turnover rate was 15 to 20 percent per year, and the chairpersons' term of service was usually six years" (Tucker, 1992, p. 27). In a survey of 400 department chairpersons conducted by the same author, he found that, "forty-one percent of these chairpersons were elected by their colleagues, and 44 percent were appointed by their deans with faculty consultation" (Tucker, 1984, p. 1).

Chairpersons generally want the job because they receive some kind of satisfaction from being chairpersons. Tucker (1992) discussed the reasons why faculty members become chairpersons. He explained that they want it to test their ability as administrators, or because they were not satisfied with the performance of previous chairpersons, or they may consider it as a step to higher positions, in
addition to the status and prestige they feel being in the position. They also want to continue in this position despite their claims to the contrary and their complaints about the difficulty of the job. Tucker (1984) pointed out that "90 percent of chairpersons serving three-year terms said that they would seriously consider serving an additional term if invited to do so" (p. 389). On the other hand, other chairpersons may not continue in the position to the end of the term. They may resign or be asked to resign. "A chairperson may find the work so troublesome or the administration so rigid that an early voluntary resignation may be necessary, or the dean may find it necessary to ask the chairperson to resign under unusual circumstances" (Fisher, 1978, p. 74).

Characteristics of the Chairperson

The selection of department chairpersons is a complex process with various constituencies advocating different attributes of the ideal candidate. The more effective department chairpersons are those who maintain high levels of consideration and structure. Tucker (1992) has studied the characteristics of the chairperson and recommended professional development of the holder of this position. He indicated the following characteristics:

A chairperson who is both an effective leader
and an efficient facilitator often possesses many of the following characteristics:
* Good interpersonal skills; ability to work well with faculty members, staff, students, deans, and other chairpersons
* Ability to identify problems and resolve them in a manner acceptable to faculty members
* Ability to adapt leadership styles to fit different situations
* Ability to set department goals and to make satisfactory progress in moving their departments toward those goals
* Ability to search for and discover the optimum power available to them as chairpersons; ability to maximize that power in motivating faculty members to achieve department goals and objectives
* Active participation in their professions; respect of their professional colleagues. (Tucker, 1992, p. 40)

Duties, Responsibilities, and Tasks

The tasks to be undertaken by department chairpersons will vary according to the organization of the university, the size of the department, the nature of the discipline, and the inclination of the individual chairperson. Research on the role and function of the academic department chairperson has typically resulted in a list of tasks, responsibilities, and duties. They are allocated by Fielden and Lookwood (1973) in the following categories:

-- Head of the department
-- Secretary of the departmental meeting
-- Undergraduate teaching co-ordinator
-- Departmental examination officer
-- Departmental graduate director
-- Departmental research co-ordinator
Tucker (1984) listed the tasks and duties of chairpersons, which he called in the third edition of the same book (1992) responsibilities and duties, to show the variety of tasks that face the position. He categorized them under the following eight functions which are broken down in his book into fifty-four tasks:

-- Department governance
-- Instruction
-- Faculty affairs
-- Student affairs
-- External communications
-- Budget and resources
-- Office management
-- Professional development (p. 2)

"A fairly typical account of what is expected of a chairman or department head in a large university is described in a Penn. State faculty handbook" (Brann & Emmet, 1972, p. 7). The authors categorized this account under the following six major aspects with thirty-one subtitles:

-- Administrative
-- Faculty
-- Students
-- Promotion and liaison
-- Committees
-- Professional standing (pp. 7-10)

Yarmouk University Law No. 25 For 1985 defined the responsibilities of the chairperson as follow:

The director of an academic department shall be responsible to the dean for the proper running of teaching therein and shall take the responsibility of distributing lectures and courses among those charged with teaching in it
who shall be directly responsible to him. He shall submit at the end of every academic year to the dean and to the department council a report about the activities of the department, with any proposals he deems to be in the interest of the department. (Article 25 d)

Roles of the Department Chairperson

Chairing or leading academic departments effectively demands a wide range of skills from chairpersons. They vary considerably in personalities and leadership styles. They also deal with various categories of people within and outside their institutions. They must know how to resolve tensions on both horizontal and vertical planes in academic organizations. They assume the roles most appropriate to accomplish their mission. Those roles indicate how or in what capacity chairpersons relate to an individual, a group, or an agency in performing an activity. The following is a list of twenty-eight possible roles chairpersons assume to some degree at one time or another as proposed by Tucker (1992, p. 32):

| teacher | representor | decision maker |
| mentor  | communicator | problem solver |
| researcher | evaluator | recommender |
| leader | motivator | implementor |
| planner | supervisor | facilitator |
| manager | coordinator | entrepreneur |
| advisor-counselor | anticipator | recruiter |
| mediator-negotiator | innovator | peer-colleague |
| delegator | peacemaker | organizer |

Jeffrey (1985) stated:
The ideal chair is one who (1) efficiently conducts the department's business; (2) solves departmental problems without consistently submitting them to the dean’s office for solution; (3) provides concise, accurate data to support all requests and recommendations; (4) has a vision for the department that is consistent with the mission of the college; (5) provides intellectual leadership that creates a proper environment in which faculty members may teach and conduct research. (p. 15)

The department chairperson is the link between faculty and administration. He represents each to the other. He, also, interprets the policies of the institution to the faculty, implements them in the department, and interprets departmental programs and objectives to administration.

Nature of the Role

The role is, indeed, a heavy burden, as a brief glance at the list of responsibilities, duties, and tasks listed above indicates. "Of all the administrative posts, the position of the chairperson is the most taxing, the most challenging, and basically the most important" (Marcial, 1984, p. 87). Researchers reported that it is a difficult and ambiguous role, and that no chairperson can possibly perform all the functions (Creswell et al., 1990; Tucker, 1992; Bennett, 1982, 1983; Bennett & Figuli, 1990; Smart & Montgomery, 1976; Brann & Emmet, 1972).

Bennett (1982) focused on the tension and sudden changes a chairperson faces and stated: "Serving as a
department chairperson has become both more important and more difficult in recent years. Many of the factors that have given the position greater significance have also aggravated its burdens" (p. 54).

Taylor (1985) described the "ideal role" of the department chairperson and argued whether an ideal descriptor exists, concluding that there is what she called a "reasonable role". She suggested that the appropriate role is that "A chair behaves in an ideal manner when s/he performs according to the reasonable expectations of the social system of which the role is part" (p. 4).

Brann and Emmet (1972) defined the role of the department chairperson as follows:

It is a difficult and ambiguous role, and so ill-defined that at many colleges no description of his duties appears on paper. And he is the man or woman caught in the middle in any serious effort to alter the way American higher education functions. The evolving battles over academic reform and faculty unionism are generating combat that finds the department chairman trapped in the crossfire.

Even in the most tranquil of times, the chairman finds his loyalties and responsibilities divided among his disciplinary colleagues, his students and the administration above him—three groups with immense differences in goals, attitudes, needs, and yardsticks of approval. (p. 5)

Creswell et al. (1990) drew "on the reflections of some two hundred chairs, identified as excellent by their own colleagues" (p. x), and stated:
Chairs are busy people. Daily, they face tough decisions about evaluating and recruiting faculty, providing raises, adjusting conflicts, moderating tensions; and counselling faculty about diverse topics such as midlife crises, personal and professional growth, and early retirement. These responsibilities suggest a myriad of roles and tasks, well-documented in the literature on chairing a department. Implicit within these roles and tasks are the dual responsibilities of loyalty and support to the institution and advocacy for staff in the department. A continual need exists to resolve tension on both horizontal (departmental) and vertical (institutional) levels. (p. 3)

Overload may be counterproductive even under the best conditions. "If a chairperson is overworked, the stress may lead to crises at home" (Fisher, 1978, p. 74). Fisher suggested: "a division of labor, either through the appointment and proper recognition of assistants, or by the appointment of co-chairpersons" (p. 74). Tucker (1992) believed that delegation is the solution for the chairperson's problem of finding sufficient time for some teaching and research. He stated:

The many tasks that confront department chairpersons can be extremely time-consuming. To avoid being totally consumed by these tasks and to find sufficient time for desired scholarly activities, chairpersons must learn to delegate some of their tasks. Some chairpersons cannot bear the thought of sharing their responsibilities with colleagues; they fear that other persons are unable to do the job as well as they themselves. Delegation, however, is the only solution to the chairperson's problem of finding time to do all that he or she must do or wants to do. Chairpersons who recognize this fact are continually looking for the right person or committee to whom some department tasks can be
entrusted. (p. 98)

Tucker (1984) was concerned with illustrating the paradoxical nature of the role: "One distinctive characteristic of the chairperson's role is its paradoxical nature" (p. 4). He defined the chairperson as "the first among equals", and considered him/her "a leader, yet seldom given the scepter of undisputed authority" (p. 4).

Poorly defined job, work overload, more responsibilities with less authority, lack of training, and tension are major factors that contribute to the frequent complaints of chairs regarding the role ambiguity they feel. Bennett (1983) described the chairperson as "an odd creature in an odd spot, rooted in the faculty like no other administrator but tied to administration like no other faculty member" (p. 13). He indicated, "This role ambiguity or role conflict seems to trouble chairpersons in all sectors of higher education" (Bennett, 1990, p. xiii).

Weisenfarth (1986) is a chairperson who made this statement: "Those of us who administer departments have to remind ourselves daily that the nature of our job is problems. If we can't accept that as a given, we are going to make problems for ourselves" (p. 40).

Chairperson's Power and Leadership

Roach (1991) stated that "The leadership/administrative
role of the university department chair is one of important responsibility and influence" (p. 75). He cited Jeffrey (1985) who noted that "The first requisite for executive power that results in effective leadership is the recognition of the existence of power" (p. 16).

Smart and Montgomery (1976) discussed the actual power of the department chairperson either horizontally or vertically and explained that it depends much upon some factors as academic credentials of the chairperson; the degree of controlling situational factors; personal style; personality and motivation; energy and problem solving ability; length of term; interpersonal skills and ability to establish communication channels. Bennett (1983) considered personal power to be far more important than position power: "Specifically, each chair must recognize the differences between power over others that comes from the position itself and power with others that comes from one's own personal resources" (p. 13). Jeffrey (1985) added, "The chair must understand what formal authority he or she has under university rules. The chair should read thoroughly the rules and regulations of the institution because he or she must know and understand the environment or culture within which the department functions" (p. 16)

The chairperson is a leader and considered a symbol in the department. "Leadership is causally linked to

The importance of the leadership role of the department chairperson in higher education was succinctly stated by Heimler (1967) when he wrote:

The decentralization of decision-making authority in American Colleges and the rising influence of faculty members in the formulation of institutional policy have led to a rearrangement of the academic power structure. The departments and department chairmen are coming out ahead... The department chairman occupies a status leadership position within the organizational structure... he commands the respect of his faculty colleagues and exerts leadership through the power of his ideas. ... Probably 80 percent of all administrative decisions take place at the departmental level rather than at the highest level of responsibility and policy formulation. (p. 158)

Reviewing the bylaws of the public Jordanian universities, one finds that the constitutional method of leadership includes some characteristics of sharing responsibility especially in the form of the councils. If that is the case in the operational method, it will lead to better relationship between leaders and other sharing responsibility. Schuster and Miller (1989) explained:

Some theoretical approaches assert that leadership can be understood only in the context of "fellowship". But in higher education, there is a strong resistance to leadership as it is generally understood in more traditional and hierarchical organization. In mature universities it may be more appropriate under most
circumstances to think of faculty as constituents rather than as followers. (p.32)

He stated that "Shared authority implies shared leadership, as well as shared responsibility and accountability" (p.33).

He added:

A system of shared governance is a system of mutual dependence in which we are all simultaneously leaders and constituents in a process of social exchange. We create our university through our consistent interactions as we work out the reality the leaders are as dependent on constituencies as constituencies are on leaders. Good governance is important for many reasons, but the most obvious is that for each of us it is in our enlightened self-interest. (P. 33)

The chairperson must take the lead in deciding when decisions must be made, how, and who is to be involved in decision-making process. It is as Tucker (1992) said: "The chairperson's style of department leadership can range across a broad continuum, from extremely authoritarian or autocratic to extremely democratic" (p. 67). He explained the level of involving faculty and students in decision making and explained that this leadership style:

suggests that chairpersons can perform their functions in a variety of ways. Although many believe, as a matter of principle, that faculty and student involvement in decision making should be maximized, the truth of the matter is that not all faculty members and students can be, should be, or should even wish to be involved in every decision a chairperson makes. (Tucker, 1992, p. 68)
He defined leadership as "the ability to influence or motivate an individual or a group of individuals to work willingly toward a given goal or objective, under a specific set of circumstances" (p. 56). He identified two behavior models for the styles of leadership: directive and supportive. He considered that "A chairperson's behavior is neither exclusively directive nor supportive; leadership style consists of a mix of both", and "The proportion of directive behavior to supportive behavior indicates the chairperson’s leadership style" (p. 57). Two models addressed by Quinn et al. (1990) as types of leadership styles of the manager are the manager as a conductor and the manager as a developer.

As an academic leader in a department, a chairperson is "an individual primarily responsible for creating the work environment" (Creswell et al., 1990, p. 21). The chairperson must use appropriate strategies such as change, vision, resources, and monitoring progress to "assist the entire department to grow and develop so that faculty members' careers are enhanced" (Creswell et al., 1990, p. 21). The chairperson may "provide creative leadership in formulating new polices and charting new directions" (Brann & Emmet, 1972, p. 199).
Training Academic Chairpersons

"It is commonly assumed that by improving the quality of the department head, the quality of the department, college, or university would also be improved" (Hoyt & Spangler, 1979). "Although department chairpersons are responsible for as much as 80 percent of all administrative decisions made in colleges and universities, they have seldom been trained as administrators" (Knight & Holen, 1985, p. 677). "It is the quality of leaders which provides security in departments" (Meredith & Wunsch, 1991, p. 452). Therefore, it is important for chairpersons to have professional development training in organizational management, educational administration, and leadership. Jeffrey (1985) stated: "as a minimal requirement the chair must be a good manager" (p. 15). Tucker (1981) has developed a comprehensive program in the U.S. at Florida State University to develop department chairpersons on professional activities including topics of advanced educational administration. Similar studies and workshops were conducted by Bennett and Emmet (1983-1988) for department chairpersons under the auspices of the American Council of Education, Center for Leadership Development. Dill (1984) argued agreement with the statement of March (1974), "The training of higher education administrators should be based on knowledge of the context of education"
and stressed the importance of knowing what the administrators do so as to improve their administrative performance. "This knowledge should ideally include the nature of the educational organizations as well as what educational managers actually do" (p. 69-70). "It is the best interest of colleges and universities to ensure that department chairpersons become as knowledgeable as possible about planning, management, and leadership techniques" (Tucker, 1992, p. 28). Reyna (1982) addressed the need for training of department chairpersons even before appointment to the position:

Information from the findings of this study and others appears to lend some credibility to consideration by top administrators of the need and importance of training and/or selecting people for department head positions who have the necessary skills in interpersonal power tactics to facilitate innovative process in faculty development. (p. 129)

Improving the quality of department chairpersons was the interest of Hoyt and Spangler (1979) when they said:

There is an ample reason to believe that one of the surest methods for improving the quality of a college or university would be to improve the quality of its department heads.
To do so requires, at a minimum, a dependable way to assess such quality. If this were possible, then either or both of two approaches to improvement would be available. (1) One could select department heads who clearly possess the characteristics of the effective department head; or (2) One could provide developmental experiences depend to overcome the shortcomings (and strengthen the virtues) of department heads who are already on the job. (pp. 291-292)
Knight and Holen (1985) suggested addressing professional development for chairpersons and considered that as the most difficult problem to address. They suggested that: "Programs for the professional development of chairpersons should not necessarily focus on the usual skills acquisition programs. Rather, it may be more effective in the long run to assist chairpersons to improve the behaviors strongly associated with leadership styles" (p. 687).

Evaluation of Chairpersons

Chairpersons are evaluated by several sources. Each source has specific ideas about the role of the chairperson. "The chair's most fundamental responsibility is to do what it takes to keep the department solvent, functioning, and changing with the field. For the chair, evaluation is the total of accumulated impressions of others about whether he or she is doing the job that is expected" (Tucker, 1992, p. 531).

Chairpersons are evaluated by deans. They evaluate their performance according to criteria that consider the managerial part of the job, and they provide them with feedback to help them run their departments effectively. Whitmore (1985) stated:

It does seem clear that a dean's
responsibilities include the evaluation and motivation of chairs to improve their performance and to run their departments as effectively as possible. The dean should, on an annual basis, evaluate the chair's fulfillment of his or her role as leader, manager, motivator, organizer, planner, and evaluator in order that each division can function at its best. (p. 30)

Faculty members are considered important source for evaluating chairpersons. They view them through many lenses and may provide them, freely and independently, with critical feedback. Tucker (1992) indicated:

Nevertheless, they [faculty] do form one of the chair's most important constituencies, and their views can ultimately determine how successful a chair will be. Faculty perspectives on the chair's performance come from their own contact with the chair, and with the kind of impact the chair has on their ability to their jobs. Faculty usually evaluate the performance of department chairs in at least three areas: managerial, academic, and political. (p. 531)

As a result, chairpersons receive positive or negative feedback on their performance, formal or informal. In all cases they need to benefit from this useful feedback to develop their future decisions and actions.

The need for comprehensive studies in all the areas of higher educational administration, especially regarding key positions, is crucial. The performance of the academic department chairperson is essential and of a diverse nature. "The role of a department chair is incredibly demanding because it is not completely administrative nor is it
completely faculty/coltleague" (Roach, 1991). So, the literature review for this study has attempted to cover the aspects which are believed to be necessary to provide a reliable base for future corresponding studies related to Jordanian higher education. This section has dealt with the explanation of concepts of the essential work aspects of the chairperson in addition to the structural side of the job and its holder. The understanding of these concepts is essential to building an evaluation system for the performance of department chairpersons in public universities in Jordan.
CHAPTER III

METHODOLOGY

In this chapter, attention is given to the description of methods and procedures employed to achieve the purpose of the study and to trace its development. The chapter contains the research questions, a description of the population, a description of the samples, the results of a pilot study, and summaries of the procedures for the administration of the instrument and the collection and treatment of data, in addition to the study limitations.

Review of Literature

The review was conducted to identify the constitutional as well as the operational meanings of both the department and chairperson as defined in the literature. Sources for review of literature included but were not limited to the Education Index, Dissertation Abstracts International, ERIC indexes, INFO, and the libraries of Virginia Polytechnic Institute and State University, Yarmouk University, and United Arab Emirates University.

The Study Sample

The study dealt with a description of the role and work of department chairpersons in Jordanian public universities.
Two public universities in Jordan were selected for the study:

1. Yarmouk University, Irbid, Jordan.
2. Jordan University of Science and Technology, Irbid, Jordan.

The rationale for selecting these two public universities was based on the following considerations:

A. The two universities are of different form and size (one large with enrollment over 14,000, one small with enrollment less than 5,000), mission (one community oriented, one technical), and date of establishment (one 17 years old, one 7 years old).

B. Geographical convenience factors. They are located in the same city where the researcher resides.

C. Private universities were not included because in Jordan they are still very new and have not been fully developed.

A letter (Appendix A) explaining the study was sent to each of the presidents of the universities, and the researcher personally visited each university. The Yarmouk University president appointed the Chief of Staff in his office to serve as a guide-advisor for the researcher during his research work in the university. (The guide-advisor here
was the person appointed by the university to serve as a domestic guide for the researcher during this research study and to facilitate the necessary internal procedures.) Meanwhile, the president of Jordan University of Science and Technology (J.U.S.T.) appointed the Dean of Graduate Studies and Scientific Research to the same task in that university. Instructions were provided by the guide-advisors to their secretaries to facilitate the researcher's work.

Three reference groups were utilized to determine the descriptors of the chairperson's job in the public universities of Jordan: (1) deans, (2) academic department chairpersons, and (3) faculty members. The participants were not selected at random, but were invited according to a special criteria to take part in the study. They agreed to participate after phone calls or short initial interviews with them. To assure the representation of the population in the sample, the criteria for selection of the interviewees were:

A. Deans--Five deans were chosen to represent a variety of disciplines. Three deans were selected from the university with more faculties (Jordan University of Science and Technology, J.U.S.T.), according to the date of establishing their faculties--two prior to 1990, and one after 1990. Two deans from the university with fewer faculties
(Yarmouk University), according to the date of establishing their faculties--one prior to 1980, and one after 1980.

B. Academic department chairpersons--Ten chairpersons were chosen, five from each university, each from a different faculty. Where possible, each chairperson was selected from a faculty where the dean was not included in the study.

C. Faculty members--Five faculty members were chosen, three from the first and larger university (Yarmouk) and two from the second (Jordan University of Science and Technology). Two of long experience (more than three years in the job) from Yarmouk and one of short experience (less than three years in the job). One of long experience from J.U.S.T. and one of short experience.

Selection of the subjects was accomplished by consulting:

1. The guide-advisor in each university.

2. The dean of the faculty concerned in the case of the selection of subjects of chairpersons and faculty members.

Both guide-advisors and all deans of faculties concerned helped in selecting the subjects according to the
criteria suggested by the researcher and mentioned previously, plus the following: availability of subjects during summer semester; their interest, willingness, and cooperation in such research studies; and the possibility of representing both genders in selecting the samples.

A letter was sent from each guide-advisor to those selected in his university explaining the task of the researcher and a brief description of the study purpose, objectives, and instrument.

Participation in the study was voluntary. Eighteen out of twenty of the selected subjects agreed to participate in the study when they were contacted. Two faculty members—one from each university—apologized, one for lack of time and the other for lack of interest in the study. Substitutes were acquired using the same selection method.

Instrument

An interview was employed to explore the interviewees' descriptions of chairpersons' jobs in Jordanian public universities. Because of the absence of prior research on the academic department chairperson's role in the Jordanian university, research questions and subsequent data analysis were exploratory in nature. The subjects were asked to relate freely to the role the chairperson fulfills, then were asked more specific questions in order to clarify
issues that needed further elaboration. Thus, an interview
guide of open-ended questions and "prompts" was employed.
Interviewees were given the choice of responding either in
English or Arabic according to their preference.

The interview process was formulated around one
principal research question which represented the intention
of the study: Given the present situation, and the future
outlook for the academic department chairperson’s work in
the public universities of Jordan, describe the role of the
job holder?

In order to achieve a comprehensive answer to the
research question, a number of associated questions were
employed:

Q1: Is there a written description of the work (job)
of the department chairperson in your university?
Are there written documents which explain the
department chairperson’s functions and tasks?

Q2: Describe the department chairperson’s work in your
university (his actual role)? What does he do?
Why?

Q3: What is the department chairperson’s ideal role as
you see it?

Q4: Are there unique things that a department
chairperson in your department(s) does? What
tasks are uniquely different from those done by
other chairpersons? How? Why?

Q5: Rank the functions and tasks of the department chairperson in your faculty? How important are these functions and tasks?

Q6: What is the proportion of time chairpersons give to each function and task?

Q7: What is the chairperson's role in decision making in general?

Q8: To what extent are you satisfied with the role fulfillment of the academic chairperson(s) in your department (faculty)?

A pilot study was conducted with three experts: a dean, a department chairperson, and a faculty member—to test the interview questions and data collection processes. Slight changes in the order of presenting the questions were made. It was suggested that Q3, about the ideal role, should be the last in the order of the interview questions.

Data Collection

Interviews were conducted one at a time during June, July, and August of 1992 in the subjects' offices. The interviews ranged from 30 to 50 minutes with an average of 40 minutes. English was the language of the interviews, but the subjects were given the choice of using Arabic instead. All but two subjects used English. The two exceptions used
both English and Arabic during their interviews. All except one of the interviews were tape recorded with the permission of the subjects to verify the notes taken by the researcher; one faculty member preferred that only notes be taken.

Data Analysis

For the purpose of the study, groups of subjects were identified by the following special codes:

Universities: A and B.
Deans: A, B, C, D, and E.
Department chairpersons: A, B, C, D, E, F, G, H, I, and J.
Faculty members: A, B, C, D, and E.

The tape-recorded data were content analyzed, transcribed, and sorted into six basic records for subsequent analysis. These records included information on the documented description of the job, the department chairperson's actual role, the ranks of functions and tasks performed, the differences in chairpersons' roles, the chairperson’s ideal role, and the satisfaction of subjects with the role of the chairperson.

The purpose of the data collection was to develop a job description for the position of chairperson by comparing perceptions of the three groups of subjects--deans, department, and faculty members--and determining the areas
of agreement among them. The job description could then contain items of agreement by the three groups.

Frequency counts were used for this study. The findings were then aggregated according to their role areas to generate a description of the work of academic chairpersons in Jordanian public universities.

Limitations

1. The small number of subjects, commitment to anonymity of participants, and the guarantee of confidentiality imposed restrictions on comparing subjects' opinions and views between the two universities, thus these comparisons were not conducted.

2. In the open-ended interview, subjects were free to express their views and expand on their statements. Although there were questions to clarify issues that needed further elaboration, it was difficult to control the points discussed or the degree of elaboration. Each of the subjects tried to focus on the most interesting and pertinent points for him. This may have limited the accuracy and depth of the information obtained.

Chapter four of this study contains details of
subjects' perceptions and the necessary comparisons of opinions among and between the study groups.
CHAPTER IV
RESULTS AND ANALYSIS OF DATA

This chapter includes the responses of the subjects and the analysis of the data. The research question was: Given the present situation and the future outlook for the academic department chairperson's work in the public universities of Jordan, describe the role of the job holder? The areas covered and their related records were--

1. the availability of a documented job description for department chairpersons,
2. the actual role of department chairpersons,
3. the ranks of the role areas of the department chairpersons,
4. the differences in performance among the department chairpersons,
5. the degree of satisfaction with department chairpersons' performance, and
6. the ideal role of department chairpersons.

Documented Description of the Job

All subjects were asked the following questions:

Is there a written description of the work (job) of the department chairperson in your university? Are there written documents which explain the department
The responses revealed a consensus among all the participants that a written description of the job of the academic department chairperson in Jordanian public universities, that might decrease role ambiguity, did not exist. Nor were there descriptions of the jobs for any of the key positions in the universities. None of the three groups alluded to any reference describing the job except some articles in the bylaws.

The bylaws regulating establishment of universities are usually published in the Official Gazette in Jordan. These laws include the organizational structure in addition to the constitutional procedures regulating relationships among different positions in the university. For example, Yarmouk University Law No. 25 for 1985 is published on page 783 of the Official Gazette No. 3320 issued on May 28, 1985. Article 25 of this law regulates the appointment of the director (chairperson) of the department. Other articles refer to the general tasks of chairpersons and their responsibility for the day-to-day running of the department.

Several themes emerged from participants' responses. Those with the most support are presented first. Illustrative statements are provided where necessary to clarify themes. Sources of the data are in parentheses.

1. There is no job description and there is unlikely to be one (Dean E; Chairperson A, B; Faculty
Member C, B).

The absence of job descriptions appears to be related to the general organization of the universities. Chairperson B stated, "In our universities there is no established academic system, no systematic environment which helps us to carry out our job[s]."

2. The absence of a job description leads to role ambiguity (Faculty Member B, C; Chairperson D).

3. A job description would facilitate administrative performance (Faculty Member B).

4. A job description would facilitate academic performance (Faculty Member B).

5. The absence of a job description leads to frustration of department chairpersons (Faculty Member C).

The absence of a job description was only one source of frustration for department chairpersons. Faculty Member C mentioned several others:

1. A large amount of paperwork.
2. Limited authority. He is not authorized to hire or fire any person in the department.
3. Limited resources. He has to ask the dean and fill out certain forms for small supplies.
4. Equipment shortages.
The Actual Role

The analysis of documents produced very little information about the nature of the work of department chairpersons in the public universities of Jordan. The next step was to analyze the data from the interview questions about what department chairpersons do. Respondents were asked:

Describe the department chairperson’s work in your university (his actual role)? What does he do? Why?

Descriptions of the actual role of the chairperson varied. Respondents’ statements contained (46) items in total, covering a relatively wide range of activities and pertaining mainly to internal aspects of departmental activities. These statements yielded five major role areas: administration and paperwork; departmental, council, and committee activities; leadership and interaction with superiors and subordinates; instruction, teaching, student affairs, and curriculum affairs; and research.

1. Administration and Paperwork

Everyone agreed that the administration and paperwork of the chairperson is often time consuming. Subthemes emerging from their responses were as follows. Clarifying statements are provided where necessary and sources of the data are in parentheses.
1. The vast majority of the chairperson's activities in public universities of Jordan are concentrated on routine administration and paperwork (Dean C; Chairperson A, C, D, E). Chairperson A said, "An efficient secretary can do most of our routine and administrative work easily without having to see the chairperson."

2. It is necessary to reduce the amount of routine work so as to concentrate on more important aspects (Dean A; Chairperson A, C, G, I; Faculty Member C, E).

3. Deans and faculty members proposed more delegation of responsibilities to decrease the load of chairpersons (Dean A, B, C; Faculty Member B, D).

4. Experience and pretraining of chairpersons might decrease the expendable administrative procedures and limit squandered time (All deans, chairpersons, and faculty members).

5. The department is more likely to have better performance, more efficiency, and more effectiveness, even in administrative work, if the chairperson is a full professor or at least an associate professor (Three deans, six chairpersons, and four faculty members).

6. The lack of secretaries for some chairpersons
(Chairperson D, I, and H have no secretaries.) and the insufficient experience of the available secretaries in some departments result in diminished departmental performance (Chairperson A, B, C, D, I, H).

7. Despite a shortage in human resources in the department, most of the ground work in the university is done at the departmental level, but decisions are not made at the departmental level. Instead, they have to be made at a higher level (Dean A, C; all chairpersons).

Statements of respondents about the area of administration and paperwork confirmed the following responsibilities ranked according to number of times each was mentioned by the subjects:

1. Perform the day-to-day business. (19)
2. Carry out the recommended actions and decisions of the department. (17)
3. Prepare the annual report. (17)
4. Carry out the decisions of the faculty council related to the department. (16)
5. Administer the budget of the department. (15)
6. Regulate departmental correspondence and maintain records for different needs. (15)
7. Monitor and evaluate staff members and orient new
8. Assist in the resolution of discipline problems referred by faculty and staff members. (13)

9. Implement and evaluate certain programs already determined by the departmental council. (12)

10. Coordinate activities and arrange for supplementary class activities, such as speakers, visitors, trips, etc. (10)

2. **Departmental, Council, and Committee Activities**

In this area respondents of the department chairpersons' group revealed that they feel they are involved in much committee work. They showed that they are unhappy with the amount of time they usually spend in meetings. They showed also that limits of authority are not defined clearly inside the departmental council nor between the council and other units. Subthemes emerging from their responses are presented. Illustrative statements are provided where necessary to clarify themes and sources of the data are in parentheses.

1. The work of increasing numbers of committees and subcommittees places a burden on chairpersons' schedules (All chairpersons).

2. Chairpersons need more power in decision making to guarantee better fluidity and smoother performance
in governing their departments (All chairpersons).

3. The actual role of the chairperson in decision making is not individual, it is through team work within the council (All deans, chairpersons, and faculty members). Chairperson C defined the actual work of the departmental council as follows:

The real authority in the department in our university is the department council, which includes all the staff members in the department. It is the body with real authority who is responsible on suggesting plans of the department; expansion of the department work; arranging ... affairs of teaching, supervision of research, and implementation of programs. The council is responsible also on appointment of staff members and newcomers in the department; suggesting and recommending the promotion of staff members, their tenure, leaves, and so on. The council is responsible for the achievement of the department, the assessment of its academic programs, and responsible on suggesting its budget.

4. Most departmental decisions are recommendations rather than final decisions (All deans, chairpersons, and faculty members). Dean B said:

Their part in decision making is not final; it is a sort of advising role, but it is the basic and grass roots role. All the major decisions start at the departmental level, but it is not the final decision. They do not make the decision, but they initiate it. Most of the final decisions depend upon the original suggestions. I think that in 90% of the cases the initial proposal is taken into consideration in the final decision. It is a group decision,
series of group decisions.

5. Collective decisions and sharing responsibility are preferred in the Jordanian social environment to avoid any external effect, within or without the university, that may influence governing and hiring decisions (All deans; Chairperson B, C, I, G, F; Faculty Member C, E). Dean B explained:

In our environment we cannot avoid the pressure to influence our decisions. So, we protect ourselves by the mechanism of group collective decisions. It is very good for our environment. ... I prefer it as a style because if I have this function as an individual, I will be weakened by external pressure and may make a biased decision.

6. A job description may help to clarify the limits of authority and responsibility of chairpersons (All chairpersons).

Statements by the respondents regarding the area of departmental, council, and committee activities confirmed the following responsibilities ranked according to number of times each was mentioned by the twenty subjects:

1. Represent the department in the faculty council and in university meetings related to departmental affairs. (19)

2. Call the departmental council for regular and special meetings. (15)

3. Participate in university and community committees
related to the department. (14)

4. Establish departmental committees (with the council). (13)

5. Allocate departmental resources. (12)

6. Supervise the work done by the departmental council regarding all of the council’s responsibilities. (11)

7. Prepare agendas for meetings. (10)

8. Participate in determining policies and in decision making in both departmental and faculty councils. (10)

9. Represent the department in all stages of formulation and authorization of the budget within the university. (8)

3. Leadership and Interaction With Superiors and Subordinates

Participants provided different perceptions regarding this role area. Several subthemes emerged in their responses. Illustrative statements are provided where necessary to clarify themes, and sources of the data are in parentheses.

1. Leadership capabilities vary among chairpersons. Personalities of individuals make big differences in this aspect (All deans, chairpersons, and
2. The absence of a role description for the academic department chairperson allows different interpretations of the leadership concept in the departments of all public universities in Jordan (Dean A, B, E; Chairperson B, D, I, J; Faculty Member B, D, E).

3. In general, the chairperson in the academic department in the public universities of Jordan has a good relationship with the dean, colleagues, and students (All deans, all chairpersons, and Faculty Member C, E). Dean A defined the relationship between the chairperson and the dean as follows:

   There is a large harmony between the dean and the chairperson, and that is usually a result of pre-coordination between them .... And as long as the suggestions are in accordance with what was agreed upon, usually things move smoothly and without any obstacles.

4. There is some weakness in the leadership role of chairpersons resulting from their partial understanding of the actual role and the university rules. Chairperson B described the leadership role of the chairperson in the department as follows:

A) Coordinator of the programs in
department.
B) Information giver, informs colleagues of what is going on in the faculty, for example, decisions taken by council of deans.
C) Harmonizer, relieves tension, mediates and reconciles differences.
D) Compromiser, works with difficulties in an effort to resolve disagreement.
E) Problem solver, helps colleagues and students to solve their problems.
F) Encourager, praises efforts of colleagues and promotes warmth among them.

Dean B expressed that there is a weakness in the leadership role of the chairperson. He asked chairpersons to understand what formal authority they have under university rules and not to be just coordinators. He said:

He is just a coordinator. Many of the activities of a leader are missed here, or lost. This is the weakness [in the] activities of many chairpersons as I see them as a dean. I usually try to expose this function and show the others that it is the right of the chairperson to exercise his duties as a boss. Often, he is the first among equals, and he, himself, doesn’t see himself as a commander administrator.

5. The differences in perceptions about this role area, although usual and occurring in most organizations, suggest the potential of conflict among academic chairpersons, superiors, and subordinates. Regardless of the type and degree of this conflict, it is still a reality. Few of the deans and chairpersons tried to bring this
conflict into the open; meanwhile three out of five of the faculty members talked about it. It seems that deans and chairpersons do not want to talk about such matters in their departments.

The respondents emphasized the following responsibilities ranked according to number of times each was mentioned by the subjects:

1. Assign responsibilities. (18)
2. Maintain relationships with the dean and the upper-level administration. (15)
3. Preserve relationships with and among the departmental staff and faculty members. (12)
4. Evaluate faculty members' performance. (12)
5. Encourage community service contributions and participation. (11)
6. Lead team work. (11)
7. Try to involve subordinates in decision making through council. (10)
8. Represent the interests of subordinates at higher levels of the system. (10)
9. Take small role in recruiting and promoting faculty members. (10)
10. Emphasize the positives and try to downplay the negatives. (10)
11. Show understanding and attention to subordinates'
needs. (9)

12. Create a positive interpersonal work environment. (9)

13. Delegate a small amount of work and authority. (7) (Because they don’t have assistants or qualified staff to delegate to.)

4. Instruction, Teaching, Student Affairs, and Curriculum Affairs

Although the degree of emphasis each of the three groups placed on instruction and teaching differs slightly, it seems that learning is considered the most important product at the universities of Jordan. It was noted that the deans referred to the chairperson mainly as an administrator. The stated mission of the public universities in Jordan is teaching. The University Bulletin (1992) of Jordan University of Science and Technology stated, "The university is still viewed as a ‘center of learning’, and must continue to foster the same" (p. ii). Subthemes emerging from the responses of participants were as follows. Sources of the data are in parentheses.

1. Academic department chairpersons have a moderate role and responsibility for enhancing faculty members’ continuing development to meet emerging institutional needs, their own needs, and the
needs of students (All deans, chairpersons, and faculty members).

2. Enhancing the quality of teaching must have a priority among the chairperson’s jobs (Dean D; Chairperson D, G, H; Faculty B, E).

3. Advising students represents a reasonable amount of time and effort of the chairperson and the faculty members in the department (Dean A, C, E; Chairperson A, C, E, G, J).

4. All chairpersons teach classes. Eight of the chairpersons reported they teach nine credit hours; one chairperson (in a new department) said he teaches twelve hours, while another said he teaches only six hours.

5. Academic chairpersons in public universities of Jordan initiate or design curriculum changes with the cooperation of faculty members. They normally utilize feedback from all sources to maintain and manage the existing curriculum and keep it updated (Dean A, C, E; Chairperson C, G, F).

The respondents’ statements regarding this area emphasized the following responsibilities ranked according to number of times each was mentioned among the twenty subjects:

1. Teach one or more courses. (20)
2. Distribute the teaching load among faculty members. (20)

3. Monitor the progress of scholarship students inside and outside the country and recommend the renewal of their scholarships. (19)

4. Advise and counsel students. (18)

5. Design semester schedules and study plans with the cooperation of the council and the dean. (18)

6. Regulate and supervise the examinations in the department. (17)

7. Suggest new courses, upon council's recommendations. (11)

8. Help in training inexperienced faculty members. (10)

9. Foster high quality teaching and running courses. (8)

10. Suggest development of curriculum according to faculty members' recommendations. (8)

5. Research

The quality and amount of research in public Jordanian universities has been affected negatively by two major factors: (1) the recent development of graduate programs which emphasize research and publication of research findings (The University of Jordan only recently began to
grant doctoral degrees.) and (2) the availability of a specialized organization for research in the country since 1970. The Jordan Royal Scientific Society (JRSS) usually helps Jordanian industries in carrying out their research and developing their programs.

Subthemes emerging from participants' responses are presented. Illustrative statements are provided where necessary to clarify themes, and sources of the data are in parentheses.

1. Eighteen of the participants expressed that research is a very limited part of chairpersons' activities in the universities. Chairperson F said, "Research is done on individual bases. There is no specific role for us as chairpersons regarding research. It is not done on a departmental basis."

2. In general, professors in public universities of Jordan conduct research for the purpose of tenure or promotion, not for scientific and professional purposes (Dean A, E; Chairperson A, B, I, G, J; Faculty Member B, D, E). Chairperson B said, "The research is on individual bases for promotion; it is not an essential. A chairperson or a faculty member can stay ten years or more without research and still be a faculty member (without
There is very little encouragement of research in departments. Four chairpersons pointed out that they do not have any time for research. Five chairpersons stated that research takes a small portion of their activities; only one chairperson is more involved in research and considered it very important for his career. Research should be considered, in his opinion, in the second place of importance after teaching. His department is new and small. He said, "I still have time for research".

The purpose of establishing special deanships for scientific research and graduate studies in the public universities of Jordan is to enhance research and publication and manage it in a centralized way. It is not supposed to eliminate the department's role for enhancing and conducting research (Dean A, D; Chairperson E, H; Faculty Member C, D, E). Dean A said, "The sense that research is managed by the Deanship of Scientific Research and Graduate Studies, in my opinion, is easier and more convenient to get better results, but, it is not supposed to eliminate the department's role in this aspect."
5. Despite the role conflict in enhancing research, all respondents were convinced that creating and practicing actual research activities remain the chairpersons' and faculty members' responsibility, no matter whoever is responsible for carrying out the final results of research for publication and implementation.

Responses regarding the actual role of chairpersons in this area included the following statements:

1. Conduct little amount of research. (16)
2. Encourage faculty members' efforts to conduct research projects. (6)
3. Encourage participation in research meetings and conferences. (4)
4. Encourage subscription to research publications. (4)

Ranking Functions and Tasks Performed

All subjects were asked the following questions:
Rank the functions and tasks you believe chairperson(s) in your department/faculty perform? How important are these functions and tasks?
What is the proportion of time chairpersons give to each function and task?
These questions required the subjects to first identify
their primary functions and then state them in the order of importance to their work. No a prior list was provided for them to rank.

Deans, chairpersons, and faculty members considered all functions and tasks performed by chairpersons relatively important to their jobs. There were differences among and between the groups regarding the degree of importance of functions and tasks chairpersons performed. Dean C ranked them as follows: (1) academic duties, teaching responsibilities, and implementation of curricula (2) administrative affairs. Dean D ranked them in a different way: (1) the achievement of the job of his council (appointments, scholarships, furnishing labs) (2) other functions. Chairperson D said, "The most important is ... teaching and being a successful teacher, and secondly, other departmental work." Chairperson G ranked them as follows: (1) teaching, (2) instructional matters, (3) students' problems. Faculty member E, who had previous experience as a chairperson, ranked them as follows: (1) administrative work, (2) student affairs, (3) teaching, (4) labs and research.

Respondents for the second question were chairpersons only. The other two groups were not able to decide on proportions of time spent by chairpersons on performing their functions and tasks. Seven chairpersons gave
estimates of time spent on performing different components of their actual role. Accumulated responses according to role areas showed a mean percentage of (1) 54% for administration and paperwork, (2) 26% for teaching affairs, and (3) 20% for all other areas. The estimates on time spent by respondents are presented in Table 1.

The most important themes that emerged from participants' responses were:

1. Administration and paperwork are the most time and effort consuming among the actual role areas of chairpersons in public universities of Jordan (All deans, chairpersons, and faculty members). The estimated proportion of time spent on this role area is 54%.

2. The actual role area of instruction, teaching, student affairs, and curriculum affairs is not given the importance it should be given. On the average it takes only 26% of the weekly time of the chairperson. This portion seems to be smaller than the apparent directive in the mission statement of the public universities in Jordan (Dean A, C; Chairperson A, D, G; Faculty Member A, B, D).

3. Research as an area of the chairperson's actual role takes an estimated portion of 5% from his
Table 1. Estimates of Time Spent by Chairpersons on Performing Role Areas

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Administration and Paperwork</th>
<th>Teaching and Instruction</th>
<th>Other Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>B</td>
<td>50%</td>
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<tr>
<td>D</td>
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<td>25%</td>
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<tr>
<td>E</td>
<td>70%</td>
<td>15%</td>
<td>15%</td>
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<tr>
<td>H</td>
<td>40%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>I</td>
<td>45%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>J</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>Mean Percentage</td>
<td>54%</td>
<td>26%</td>
<td>20%</td>
</tr>
</tbody>
</table>
weekly time. This is much less than the aspired role of research in the strategy of public universities of Jordan (All deans, chairpersons, and faculty members).

4. All other areas take estimated portion of 15% from chairperson's weekly time.

Differences in Performance

Subjects were asked the following questions:
Are there unique things that a department chairperson does? What things are uniquely different from other chairpersons? How? Why?

Themes emerging from participants' responses regarding the differences in performance are presented in this section with illustrative statements to clarify where necessary.
Sources of the data are in parentheses. Performance in this study means practices of department chairpersons related to the functions and tasks of their jobs.

1. Deans, chairpersons, and faculty members were in agreement that the work of academic chairpersons was very much alike across departments in the public universities of Jordan. Dean B believed that difference may appear between the work of chairpersons in Jordanian universities and the work of department chairpersons outside Jordan.
He considered the way chairpersons in public universities of Jordan perform their work—governance through the departmental council—a unique phenomenon related to the nature of the society in Jordan. He stated that, "There are considerable differences between the job of chairperson in our environment and other environments." These differences, as he said, are related to the culture of the country and the nature of relationships among people in the Jordanian society.

2. On the other hand, deans, chairpersons, and faculty members were in agreement that there are some differences in performance among chairpersons.

a. The performance of chairpersons is likely to vary from department to department because chairpersons vary considerably in their personalities and leadership styles (Dean D, E; Chairperson A, B; Faculty Member B, C). Dean D said, "There are variations; sometimes some departments are more active than others. That depends more upon the personality of the chairperson, his characteristics, experience, and willingness."
b. Experience is an instrumental factor in the differences in performance (All deans, chairpersons, and faculty members). Dean B said:

There are differences among chairpersons. For example, people have previous experience, know the regulations of bylaws, and [sometimes] I consider them references and ask them about previous cases. ... Others, you have to give them instructions most of the time.

c. Size, level, and maturity of the department make a difference. Dean A said:

There is variation because the nature of work in any department is different. Some departments deal with [a] wider spectrum of problems than others, [a] wider number of persons who are not of the academic level. Meanwhile, others have [a] limited and narrower spectrum of duties. These issues make a [great] deal of difference [in] the performance of different chairpersons.

d. There are some differences associated with the relationship between the department chairperson and the dean of the faculty (Chairperson A, B, I). Chairperson B said, "The performance differs from department to department and from chairperson to chairperson according to his experience and his relationship with the dean."

e. There are differences between chairpersons in conducting research, and that, sometimes, is
related to the newness and size of the department. Chairpersons chairing smaller
departments have more time for research than those chairing larger departments
(Chairpersons F. H. I.).

Degree of Satisfaction

The question to the subjects about the degree of satisfaction with the chairperson's performance was as follows:

To what extent are you satisfied with the role fulfillment of the academic chairperson(s) in your department (faculty)?

Participants were free to express their responses about all or some of the role areas of the chairperson's work. None of the role areas was specified to be the subject of the question. For the purpose of the study, "satisfied" or "unsatisfied", sometimes "satisfaction", or "dissatisfaction" were used to describe the respondents' opinions. Job satisfaction is best to be seen caused by job performance; the better the performance, the higher the job satisfaction. Also the lower the job tension, the higher job the satisfaction (Katz, Kahn, & Adams, 1970).

The three groups revealed variation in the degree of satisfaction with the role chairpersons in the public
universities of Jordan perform.

1. Despite various frustrations associated with the role of academic department chairpersons, the role conflict in some areas, and the high expectations for the role, satisfaction with the chairperson's role in general appeared high among some deans and chairpersons. Four deans showed their satisfaction with the chairperson's role in general. Eight chairpersons indicated their satisfaction with the role they perform in general and showed their willingness to continue in the job, while two chairpersons indicated their dissatisfaction.

2. Three faculty members showed dissatisfaction with the chairperson's role in general (Faculty Member A, B, D). The two faculty members (E, F) who showed satisfaction with the role in general had served previously as chairpersons. It seems that practicing the job and being familiar with its circumstances provide more satisfaction with the role in general.

3. Three deans indicated dissatisfaction with the chairpersons' vision and future planning for their departments. Dean Α said, "The chairperson should always look for future avenues for his
departmental improvement and development and for getting out of the limited boundaries of his university." Dean E said, "I want the chairperson to do much better ... in planning for the department--long-range planning."

4. All chairpersons, two deans, and two faculty members indicated dissatisfaction with the amount and kind of administrative routine and paperwork for which the chairperson is responsible. They perceived that this area is time and effort consuming.

5. Chairpersons and faculty members showed more dissatisfaction with the role of the chairperson in decision making than did deans. They believed that more authority should be given to chairpersons, either directly or through the departmental council.

6. Two deans showed their dissatisfaction with the role of the chairperson as a leader. They believed that a chairperson should have more control over the department and not to be just a coordinator.

7. Chairpersons are not satisfied with the degree of importance given to the teaching area in the department. They would like this area to be given
more importance (Chairperson D, G, H).

8. All deans, all faculty members, and eight chairpersons were not satisfied with the amount and quality of research the chairperson performs nor the support for research the chairperson provides in the department. Only two chairpersons of relatively new departments were satisfied with their activity in research.

The Ideal Role

Participants provided many insights into the ideal role of the chairperson in the public universities of Jordan. They were asked the following question:

What is the department chairperson’s ideal role as you see it?

Participants were conservative to some extent in using the word "ideal". Chairperson C said, "The ideal role is perfect and we can never be perfect. Perfection, probably, is not possible, but we always aspire for a better situation, and aspiration is in the nature of man." Faculty member A indicated the following elements as an ideal role for the chairperson:

1. He should play the role of change agent rather than a maintainer of the status quo. The goal of change is important. Although [their] role is difficult, it is essential for the survival and development of the
system.
2. He should be interested in human relations, respect ideas of colleagues, and help them to develop their capacities.
3. He should be able to make decisions and let colleagues participate in setting goals, planning, developing curriculum, and making decisions.
4. He should have [a] flexible mind and accept different views.
5. He should share responsibilities with colleagues.
6. He should encourage research to solve problems.

In addition to the statements displayed in the actual role areas, participants indicated that a better performance could be achieved through the following recommendations, ranked in order according to the frequency (in parentheses) of repetition by the subjects:

1. A description of the roles of all the key positions in the university is necessary for better performance. (20)

2. Performing better research in amount and quality, and leading and enhancing the research activity among colleagues in the department should be given more importance. (18)

3. The amount of routine and paperwork should be decreased. (17)

4. A chairperson must be a good teacher. (14)

5. A chairperson must have a better understanding of the bylaws. (14)
6. A chairperson needs more freedom and power in decision making. (13)

7. Appointing one or more assistant chairpersons and providing trained staff to save the chairperson’s time and enable him to focus on more important tasks are necessary. (13)

8. A chairperson who is a full or associate professor may increase the likelihood of better performance of functions and tasks. (13)

9. Appointment of chairpersons should be for longer terms. (13)

10. Pre-training for the requirements of the job should be conducted before appointment to the position. (13)

11. Chairpersons should provide better leadership to the department and establish a better collective departmental focus or vision. (12)

12. Reducing teaching load of chairpersons is necessary. (12)

13. The chairperson must have flexibility in delegating some responsibilities. (11)

14. The chairperson needs to have vision, a future look, and capability of planning. (10)

15. Faculty members should participate in selecting chairpersons or, at least, be consulted. (7)
16. The chairperson must establish an open atmosphere to build faculty trust. (6)

17. The department chairperson is expected to maintain appropriate relationships with the technical, scientific, and scholarly organizations in the field. (6).

Chapter four included the responses of the subjects and the analysis of the data. Respondents' statements about the actual role of the department chairperson yielded five major role areas: administration and paperwork; departmental, council, and committee activities; leadership and interaction with superiors and subordinates; instruction, teaching, student affairs, and curriculum affairs; and research. Participants ranked functions and tasks performed by chairpersons in the order of importance they believed. They estimated the proportions of chairpersons' time given to the role areas as follows: 54% for administration and paperwork; 26% for teaching, instruction, student affairs, and curriculum affairs; and 20% for all other areas. Most of the participants were satisfied with the role of chairperson in general. Participants indicated some recommendations for better job performance of the chairperson.
CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

Summary

Higher education in Jordan is relatively new. However, it is experiencing unusual circumstances represented by the vast and rapid growth in the number of public and private universities. In the midst of this, there is a concern for sacrificing the quality of higher education. One of the chief factors that would maintain high quality in education is the high performance of administrators. Due to the absence of academic administrator role descriptions in public universities of Jordan, there is a need for describing the roles of administrators in key positions, especially the role of the department chairperson, one of the most important administrative positions.

The purpose of this study was to develop a role description for the academic department chairperson in public universities of Jordan. In pursuit of this purpose, the performance of the academic department chairperson in the public universities of Jordan was examined. A descriptive research design was employed in this study with major emphasis on the interview method of data collection. Five deans, ten chairpersons, and five faculty members from two public universities in Jordan were interviewed. Both
actual and ideal role expectations were identified. Through the findings of this study, the role of the academic department chairperson in the public universities of Jordan was presented. This role will become the basis for Phase II, which will be an evaluation of the performance of department chairpersons in the public universities of Jordan.

Conclusions

The conclusions offered here are based upon the findings in Chapter Four. A suggested profile of the work of chairpersons in the public universities of Jordan is presented after a short summary of the major findings and a brief discussion of the related literature.

This study in no way fully defines the role expectations of the department chairperson in the public universities of Jordan. It is hoped that chairpersons, themselves, will reflect upon their roles and contribute to the literature in this area.

The following is a summary of the major conclusions:

1. There is evidence of a high level of interest among deans, chairpersons, and faculty members in creating a job description for achieving ideal or more reasonable performance and to eliminate or, at least, decrease the ambiguity of the actual
role of the chairperson.

2. Deans, chairpersons, and faculty members identified a broad and diverse range of characteristics, behaviors, and activities required of an ideal chairperson in the public universities of Jordan.

3. Based upon the respondents' ranking of functions and tasks of chairpersons in public universities of Jordan and their recommendations for an ideal role, re-ordering of role priorities must be considered. Respondents suggested that instruction, teaching, student affairs, and curriculum affairs be given more effort and time in the chairperson's schedule. Research must be conducted and enhanced among faculty members by chairpersons in a more effective way. On the other hand, administration and paperwork should be decreased.

Discussion

The departmental council forms the basic unit in the academic structure of the public university in the Jordanian higher education system. The majority of a chairperson's functions, actual and ideal, are performed, or should be performed, through "shared responsibility" with this
council. Decisions in the departmental council are supposed to be made collectively. That doesn't mean, according to the philosophy of the system, eliminating the authority and responsibility of the chairperson, but, on the contrary, it means strengthening chairperson's position by the council's collective decisions.

Study results pointed to concerns about giving more authority to the departmental council chaired by the department chairperson. However, an appropriate redistribution of authority and responsibilities, based on practical experience and respondents' recommendations, seems to be necessary. This might limit the dissatisfaction of groups in the governance of the institution and eliminate or, at least, decrease the probability of conflict. In addition, it might strengthen the role of leadership of academic department chairpersons in public universities of Jordan.

It was essential to develop the role for Jordanian department chairpersons from findings of the research. These findings represent what department chairpersons actually do in their work in the Jordanian environment. It may be helpful to Jordanian chairpersons to consult the international literature to benefit from modern approaches in the advanced countries. A few reasons follow.

Tucker (1992), after conducting intensive studies and
workshops about the position of the academic chairperson, presented a list of roles for department chairpersons. He developed a list of 53 components that shows, by category, the responsibilities and duties that face the department chairperson.

Herr (1989) designed a handbook for department chairpersons at Colorado State University (CSU) in 1989. The roles and duties of the department chairperson indicated by Tucker were expanded upon, adapted, and used in Herr's handbook.

Taylor (1985) designed a list for what she called the "reasonable role" for her department at George Mason University. She said, "It should be obvious that what is appropriate in one environment may be, no doubtless is, quite inappropriate in another environment." She added:

To discuss a role, one must take into consideration the position and the culture of the system within which the role exists. Chairs in some situations are expected to do things expected of deans in other situations and of faculty in yet other situations. Therefore, my first conclusion about appropriate roles for a chair: A chair behaves in an ideal manner when s/he performs according to the reasonable expectations of the social system of which the role is a part. (p.4)

Smith (1970) developed a list of 46 components for what he called "Job Activities of Department for Chairmen to perform" (p. 75). Yang (1987) mentioned 59 "possible statements" (pp. 96-100) about the department chairperson's
role and used 53 of them in designing an appraisal instrument for his study of the evaluation of department chairpersons in Taiwan colleges. Miller and Whitecomb (1978) stated 16 categories of duties for chairpersons. Brann and Emmet (1972) borrowed a list of 28 items from the Pennsylvania State University Faculty Handbook to be the "chairperson's task list".

Similar work was designed by many other authors or universities to clarify the role of the academic chairperson. These lists may be useful in helping department chairpersons to organize, develop, and evaluate their performance.

Suggested Profile of the Work of Department Chairpersons in the Public Universities of Jordan

This study identified the actual and ideal roles of the academic department chairperson in the public universities of Jordan. The roles are based on the perceptions of deans, chairpersons, and faculty members in two public universities. The following is a profile of listed duties and responsibilities derived from their responses and considered most appropriate to represent the work of the academic chairperson in public Jordanian universities.
A.  **Administration and Paperwork**

1. Run the day-to-day business of the department.
2. Regulate the department correspondence and maintain records for different needs.
3. Manage department facilities and equipment.
4. Supervise and evaluate the clerical and technical staff of the department.
5. Process department correspondence and requests for information.
6. Prepare and propose recommendations for the department budget.
7. Represent the department in all stages of formation and authorization of the department budget.
8. Administer the department budget.
9. Prepare the annual budgetary report.
10. Complete forms and surveys.
11. Monitor building security and maintenance.

B.  **Departmental, Council, and Committee Activities**

1. Call departmental council for regular and abnormal meetings.
2. Prepare agenda and conduct meetings.
3. Establish departmental committees.
4. Use committees effectively, lead the department
teamwork, and implement effective leadership principles.

5. Supervise the work done by the departmental council regarding all of the council's responsibilities.

6. Develop long-range departmental programs, plans, and goals.

7. Implement long-range departmental programs, plans, and policies, and carry out the recommended actions and decisions of the departmental council.

8. Determine what services the department should provide to the university, community, and country.

9. Share the departmental council and faculty council the decision-making as a chairman of the first and a member of the second.

10. Serve as an advocate for the department.

11. Delegate some departmental administrative responsibilities to individuals and committees.

12. Encourage faculty members to communicate ideas for improving the department.

13. Carry out the decisions of the faculty council related to the department.

14. Prepare the annual report about departmental activities to be presented to the departmental council and the dean.
15. Participate on university and community committees.

16. Represent the department in the faculty council and in university meetings related to departmental affairs.

17. Encourage community service contributions and participation of departmental faculty members.

18. Improve and maintain the department's image and reputation.

c. Leadership and Interaction With Superiors and Subordinates

1. Help in training and orienting inexperienced and new faculty members.

2. Recruit and recommend selecting and appointing faculty members.

3. Preserve fairly good relationships with and among faculty members and create a positive interpersonal work environment.

4. Assign faculty members' responsibilities, such as teaching, committee work, and so forth.

5. Evaluate faculty members' performance, emphasize the positives and deal with the unsatisfactory cases.

6. Encourage and monitor faculty members' service
contributions.
7. Initiate promotion and tenure recommendations.
8. Make merit recommendations.
9. Keep faculty members informed of departmental, faculty, and institutional plans, activities, and expectations.
10. Maintain good morale.
11. Reduce and prevent conflict among faculty members.
12. Preserve good relationships with the dean and the upper-level administration.
13. Communicate departmental needs to the dean and the upper-level administrators.

D. Instruction, Teaching, Student Affairs, and Curriculum Affairs

1. Teach one or more classes.
2. Design semester schedules and update departmental courses and programs with the cooperation of the departmental council and the dean.
3. Monitor theses and dissertations, prospectuses, and programs of study for graduate students.
4. Regulate and supervise the periodical exams in the department.
5. Supervise, schedule, monitor, and grade department
examinations.

6. Suggest development of curriculum and propose new courses with the cooperation of faculty members.

7. Advise and counsel students, graduates and undergraduates, from the department.

8. Monitor the progress of departmental scholarship students inside and outside the country, and recommend the renewal or cancellation of their scholarships.

9. Reduce, resolve, and prevent problems among groups of students and between students and faculty members.

10. Assign students to faculty members for advising.

11. Coordinate activities and arrange for supplementary class activities, such as speakers, visitors, trips, etc.

12. Perform high quality teaching.

13. Foster good teaching techniques in the department.

14. Foster the development of each faculty member's special talents and interests.

15. Initiate programs and tasks outside the university and implement them.

E. Research

1. Perform a reasonable quantity and quality of
research.

2. Stimulate faculty members' research and publications.

3. Encourage faculty members to participate in regional and national professional meetings and conferences.

Implications

This study has identified the critical role components of the academic department chairperson in the public universities of Jordan. A profile of the duties and responsibilities was presented. The profile can serve as a basic tool for further study of the position of the departmental chairperson in the universities of Jordan and could lead to the implementation of a systemwide job description. Because the department chairperson is probably one of the most important yet most overlooked individuals in the governance of colleges and universities, chairpersons should be evaluated for their efforts and performance. Therefore, further research should be undertaken in a phase II study to identify to what extent the components of the profile suggested in this study for the work of department chairpersons in Jordanian public universities are implemented. An evaluation questionnaire may be designed and used to identify the chairpersons' self assessment of
accomplishing responsibilities and duties of the job indicated in this study. Groups of deans, chairpersons, and faculty members may participate in the evaluation for the purpose of developing a model to evaluate the performance of academic department chairpersons in the public universities of Jordan. In conjunction with the performance evaluation, the job description becomes, also, an individualized instrument to reflect the need for professional development activities and training for chairpersons.

Further research may be undertaken to examine and evaluate the role of chairpersons in the private universities of Jordan and the universities in other Arab countries with similar situations. Roles of other administrative key positions in the Jordanian public universities may be a relevant topic for future studies.
REFERENCES


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APPENDIX A

A LETTER TO THE PRESIDENTS OF THE TWO PUBLIC UNIVERSITIES STUDIED

1. YARMOUK UNIVERSITY, IRBID, JORDAN
2. JORDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, IRBID, JORDAN
May 4, 1992

Dear Dr.,

Your university has been selected to participate in a study of the functions and tasks of department chairpersons in public universities in Jordan.

The study requires arranging interviews with deans, chairpersons, and selected faculty members in your university. Results of the interviews will be used to derive criteria and procedures for a systematic, formal method of evaluating the performance of department chairpersons in public universities in Jordan.

The information provided will be used solely for the purpose of the study. Anonymity and confidentiality of responses are assured each participant. A "code number" will be used to identify the institutions for follow up mailing and to allow me to identify interviewees in the event they request a copy of the abstract of the study.

It is anticipated that the interviews will be conducted in the summer of 1992.

The time and cooperation of you and your staff are greatly appreciated and needed.

Sincerely,

Mahmoud M. Abu Qudais
Associate Professor

David J. Parks
Graduate Student
VITA
MAHMOUD MOHAMMAD ABU QUDAIS
Irbid, Jordan

Date and Place of Birth
May 15, 1942; Soum - Irbid, Jordan

EDUCATION BACKGROUND

1. Ph.D. student in Higher Educational Administration
   with specialization in college and university
   administration, Virginia Polytechnic Institute and
   State University, 1993.

2. Master of Arts in Higher Educational
   Administration with a specialization in college
   and university administration, Virginia
   Polytechnic Institute and State University 1993.

3. B.A. in law, College of Law, Arab University of
   Beirut, Lebanon, 1982.

4. B.A. in Economics and Political Sciences, College
   of Commerce, Arab University of Beirut, Lebanon,
   1968.

5. Diploma, Teachers Training College, Amman, Jordan,
   1961.


PROFESSIONAL EXPERIENCE

1. School principal, Ministry of Education, United
5. Teacher in the secondary and elementary schools, Irbid, Jordan, 1961-1965

OTHER ACTIVITIES

Worked as a volunteer in social work in Jordan, 1961-1972, in the following aspects:
1. Coordinator of sports clubs in Irbid, Jordan.
3. Leader of Scouting, holding the "Wood Badge of Scouting for Leaders" since 1963.
3 Member of the Jordanian Association of Handball Referees, a referee of handball since 1960.
4. Member of the Jordanian Association of Football (Soccer) Referees, a referee of football since 1959.
6. Member of the Board of the Jordanian Federation of Football (Soccer), 1967-1969.

7. Member of the Board of the Jordanian Youth Housing, 1964-1967.