

DIMENSIONALITY OF MANAGEMENT TASKS PERFORMED BY
DEPARTMENT HEADS OF EMERGING UNIVERSITIES

by

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(ABSTRACT)

McLaughlin et al (1977), Dressel et al (1970, Corson (1975), and others characterized departmental administrators in four-year colleges and universities on a continuum ranging (1) from a "static" administrator, somewhat passively maintaining the status quo, to a "leader-like" individual aggressively pursuing change.

In a related (1979) study, Terry encountered the suggestion that the activities and behaviors of administrators in reality may not be one dimensional as described in the literature. Consequently, in this doctoral analysis, Terry formally examined the following possibilities:

1) that the manner in which department heads discharge their major duties and responsibilities may lie

in more than one dimension, and

2) that multiple dimensional differences among department heads may be demonstrated operationally in a sample of former state colleges where change may be valued both in institutional programs and in traditional faculty roles of teaching and public service.

The study contradicted significant parts of the extant literature describing administrative style. Moreover, the study raised a serious question about the progress made by former state teachers colleges in their transition to comprehensive university status.

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Chapter 1

INTRODUCTION

The academic department is widely accepted as an important part of university organization. According to long term observers of higher education (Heimler, 1967; McHenry 1977), the academic department head is the key to university change. Dressel, Marcus, and Johnson (1970:215-217) linked the emergence of universities directly to changes within departments, and concluded:

If the university is in transition, it is almost self-evident that departments must also be. There is some question, however, as to whether it is the changing nature of the university which forces changes in departments, or whether it is the changing character of the departments which forces changes in the university.

As the university becomes larger and more complex, develops more specialization within the department and fosters a concern with research and graduate programs and a national reputation therein, its character and orientation change.

Corson (1975:250) added:

. . . the department. . . is the basic organizational building block of a college or university. The work for which the institution exists is carried out in principal part through the departments. It exerts a major influence on decisions that determine the character of the institution.

Accordingly, how department heads spend their time and the tasks they perform are of considerable interest in

the study of higher education. If the academic department is one place where university change takes place, it logically may be assumed that the activities of the department head will reflect that change. According to Heimler (1967:159), "The chairman may reinforce existing resistance to educational change, or he may, in direct contrast, provide creative leadership in formulating new policies and charting new directions." Henry (1974:2) stated that

Administration, including particularly the department head, obviously has a key place in this process of change and a heavy responsibility for its initiation and continuing implementation. Indeed the degree of a department's effectiveness may determine the pace and quality of institutional response to the present concern with what is perceived to be the need for change.

Peterson (1970:n.p.) added that "Departmental leadership. . . is one of the most distinctive factors about effective departments."

Many department heads are part time in their roles. Higher education writers have carefully differentiated between the management tasks performed by department heads and other nonadministrative tasks, as for example: personal scholarship, teaching, and publishing. Davidson (1967) reported that department heads in his study spent 33 percent of their time teaching, 20 percent with faculty affairs, but more than 50 percent in administrative functions. McLaughlin, Montgomery, and Malpass (1974)

reported that department chairmen in their study spent 26 percent of their time teaching, 45 percent in administrative functions, and 29 percent in institutional activities, research, and professional development. They also reported that research and development activities were correlated with the academic and leadership goals of department chairmen.

In considering management tasks performed by department heads, writers typically characterized them in two ways: (1) tasks associated with the administration of ongoing activities of the department, and (2) tasks dealing with change or development of the departments.

Dressel, Johnson, and Marcus (1970:13), studied department heads in fifteen major universities and placed them on a continuum from "dalliers", to "doers", to "delegators", in terms of their performance of certain administrative tasks. They wrote that the administrative styles of department chairmen could be determined by the activities they performed:

. . .initiate action on budget formulation; selection, promotion, and retention of academic staff; faculty salaries; sabbatical leaves; interdepartmental relationships; research grants; educational development and innovation; university committee membership; discipline representation; professional growth; advice to dean on departmental matters; administration to faculty relationship; new faculty orientation; departmental meetings; adequate nonacademic help; student administration; student advising; class scheduling; student personnel records; faculty

load; graduate student application approval; grading standards and practices; and curriculum changes. Also they have knowledge of the administrative routine of the college; institutional legislative organization; governments grants procedures; and scholarly productivity of department faculty.

Five years later, Corson (1975:251) suggested that department heads were "static" if they concentrated their efforts solely on administrative tasks. To be effective, Corson argued, department heads also should be engaged in developmental activities. He asserted:

The static department chairperson sees to it that such activities are taken care of; the leader-like chairperson, striving to enhance the reputation of the department, does more. He strives to stimulate his colleagues to enrich course offerings. He encourages innovation in teaching methods, prods his colleagues to recruit the most promising graduate students, and strives to seek out able young instructors and occasionally, as opportunities occur, prestigious scholars for ranking posts on the departmental faculty. He helps his colleagues obtain grants to support their research and to provide aid to graduate students. In addition, and importantly, the departmental chairperson represents his colleagues in discussions with the dean and other administrative officers. Simultaneously he or she represents the administration of the institution. He or she has the dual obligation of interpreting to the administration the needs and wishes of the department and of communicating to his or her colleagues the bases for decisions made by the dean, the president, the trustees, or the more remote state coordinating agency.

Corson (1975) reconstituted the Dressel classification of traditional administrative tasks and added those that he considered to be developmental. Corson's classification ranged from Dressel's traditional

activities, which he called "static", to his own developmental activities, which he labeled "leader-like".

However, when McLaughlin, Montgomery, and Sullins (1977:336) sought to measure the amount of time the department heads wished to devote to those management tasks identified earlier by Dressel, Corson, and others, they appeared to assume that the management tasks of department heads were one dimensional, i.e., represented opposing classes of the tasks aligned on a linear continuum. They reported that:

The single significant discriminant function is called Management Tasks and is seen as having an active versus passive continuum. At the active pole,. . .the chairmen spent relatively larger amounts of time working to guide the growth and development of the department, its personnel, and its programs. At the other extreme,. . .the chairmen occupied themselves with the faculty-type activities of working with students and with liaison-type activities of maintaining the flow of information to and from the department.

Later, in an unpublished study of department heads, Terry (1979) used the same instrument in a sample of emerging universities with contradictory results. (Emerging universities were formerly state teachers colleges elevated to university status. They were selected because the researcher wished to survey department heads in the type of institution in which she was employed). When the items were scaled to form a single scale with leader-like developmental (active) tasks

at one end and static traditional (passive) tasks at the other end, the internal consistency of the scale was .33 as obtained by using the Spearman Brown prophecy formula on split halves correlation of .20. While this was statistically significant, it was much lower than expected. Further research indicated that the items selected to represent developmental behavior (Corson) had an internal consistency of .894 and the other set of items (Dressel) had an internal consistency of .834. If the scale were uni-dimensional, then these consistencies should have been lower than the overall scale reliability of .33 since they had only thirteen items in each. An additional analysis showed that the two individual subscales were correlated .748. While these results do not prove that there is not a dimension running from developmental to administrative behavior, they do indicate that such a scale is, in fact, a secondary characteristic of the responses. The primary characteristic is better considered by using the two individual scales. See Figure 1.

It follows then, that in a four-cell table, the previously unclassified administrators from the sample would appear in the diagonal (HH to LL) opposite the one

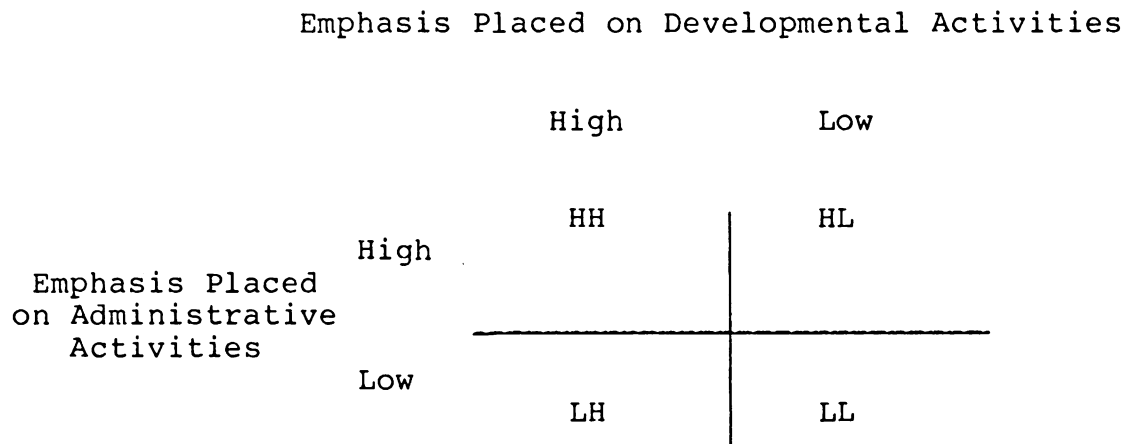


Figure 1

Types of Department Heads by Emphasis Placed on
Administrative and Developmental Activities

Where:

(HH) includes those department heads who place considerable emphasis both on administrative and developmental tasks

(LL) includes those department heads who place relatively less emphasis on the same tasks

showing the linear relationship (HL to LH), and that most of the previously unclassified administrators would then be seen to be (HH or LL) rather than (HL or LH). This phenomenon was confirmed.

Purpose of the Study

Given that a linear classification scheme failed to discriminate across department heads, rescaling by the four-fold table dimension should provide an effective means of classifying department heads. It also was assumed that those earlier studies of department heads which assumed a linear, single dimension scale very likely reported erroneous correlates of administrative behavior. The purpose of this study, therefore, was to explore these previously reported relationships of department heads' activities with the major variables reported in the McLaughlin, Montgomery, and Sullins (1977) study, using the newly scaled classification scheme. Although this may have no immediate or direct implications for college administration, it may influence future research in college administration by suggesting an alternative approach to the characterization and measurement of departmental administration.

Statement of the Problem

There were two areas of concern in this study. The first was the development of an appropriate new measure for traditional and developmental duties and responsibilities of department heads. As the Corson and Dressel scales were bivalent, a high or low score could be obtained on each scale, thus producing four categories of department heads. Having constructed the new measure, the second concern was to examine relationships between these multiple dimensional differences among department heads and the independent variables taken from the literature. The independent variables included personal characteristics, institutional characteristics that pertained to the position of department head, characteristics that described the department, and various goals set by the departments. To explore the bilinear characterization of the activities of department heads and examine possible relationships between the four categories of department heads and the independent variables, five specific research questions were examined. They were:

1. Can the activities of department heads be characterized by a two-dimensional, four category measure based on the emphasis they place on twenty-seven traditional and developmental tasks?

2. To what extent, if any, are six personal

characteristics related to the four categories of department heads identified in this study?

3. To what extent, if any, are seven characteristics of the department headship, itself, related to the four categories of department heads?

4. To what extent, if any, are six characteristics of the departments under study, related to the four categories of department heads?

5. To what extent, if any, are five groups of departmental goals related to the four categories of department heads? Departmental goals were defined from three perceptions, namely: (a) the department head's own emphasis on each goal, (b) the department head's perception of the emphasis the institution placed on each goal, and (c) the department head's perception of the emphasis faculty would like placed on each goal.

Research Hypotheses

McLaughlin, Montgomery, and Malpass (1973) developed a questionnaire that included the activities of department heads and the relationships of these activities to most of the independent variables under study. Their questionnaire was modified for use in this study. Their work, and that reported below, was used to organize the inquiry, offer possible predictions of results, and

support the following research hypotheses:

1. Contrary to the earlier literature of higher education administration, the duties and responsibilities of department heads can be characterized more effectively by a two-dimensional measure rather than a linear continuum.

2. Department heads in emerging universities continue to place greater emphasis on administrative than on developmental activities. This hypothesis was advanced primarily because of the history of emerging universities. As teachers colleges, they primarily emphasized teaching, and research did not have high, if any priority. The history of these institutions as universities is relatively short, less than twenty years for most.

3. Department heads who place more emphasis on developmental than administrative activities differ from other department heads in certain of their personal characteristics (e.g., age, rank, and tenure status).

Mayhew (1980) and The Carnegie Council's Final Report on Higher Education (1980), expressed concern about an aging faculty in higher education, and the possible effect of age on resistance to change.

In comparing the status of faculty by academic rank in 1957 and 1977, Mayhew reported that by 1977, the rank of instructor had been virtually eliminated. There was a

heavy concentration of faculty at the senior ranks (70-80 percent), all of whom were tenured.

McHenry (1977:43), writing about the uses and abuses of departments, noted that "tenure has become a matter of job security rather than recognition of merit."

McHenry (1977:57) also noted that

Inside their own disciplines, departments may keep up with the forces of change; yet . . . there is a tendency for them to fall under the control of a few ranking professors who have settled down and who are inclined to be conservative in their attitudes toward shifts in curriculum, the introduction of new subspecialties, and experimentation with new research methods. Young men who want to usher in the new day find it difficult to make headway. Until they have tenure, they may think it wise to avoid controversy. When they have jumped that hurdle, they may discover that it is not easy to overturn seasoned veterans with long experience in departmental politics.

4. The characteristics of the positions held by developmental department heads differ in certain ways from those held by traditional department heads.

Overall authority to use the departmental budget and specific authority given to the department head to use the departmental budget for incentive raises were perceived as contributing factors to the emphasis placed on various administrative activities. According to Mayhew (1980:50), "routine annual budgets would originate at the departmental level. . . ." And McHenry (1977:11) proposed that

Once the budget has been approved, he (the department head) should be responsible for administering it, including adjusting salaries in keeping with market conditions within the discipline.

Studies by Doyle (1953), Davidson (1967), and McLaughlin, Montgomery, and Malpass (1974) also cited the emphasis department chairmen placed on the various activities related to their position.

5. Department heads differ in relation to the type of department, as characterized by Holland (1966, 1973), in the size of the department by FTE faculty (McKeachie, 1968), and in promotions to headships from within the department (Griffiths, 1969).

The "type of department" was based on Holland's (1966, 1973) theory of careers. Holland proposed that there were major personality differences across disciplines and classified academic departments under his six model environments. Smart and McLaughlin (1974) and others have used Holland's model environments to study how the type of department was related to goal priorities and roles of department heads.

McKeachie (1968) observed that departmental size was a critically important variable. He noted the changes in the department head's role as the department grew. And Ryan (1972) found significant differences in committee structure from small to larger departments.

Promotion from outside the university indicated changes in personnel that Griffiths (1969:373) suggested were necessary for emerging universities to make. He stated that "Change in organizations will be expedited by the appointment of outsiders rather than insiders...."

6. "Developmental" department heads differ from "traditional" department heads in their perceptions of department goals, particularly in the amount of emphasis they place on research and development goals. Montgomery, McLaughlin, and Smart (1974), in their study of characteristics, roles, goals, and satisfactions of department chairmen, reported that research and development were associated with the academic and leadership goals of department chairmen.

In summary, the factors that appeared in the literature to be most germane for this study included: age, rank, tenure status, emphasis on research and development goals, overall authority in the use of the departmental budget, specific authority given to department heads to use the departmental budget for incentive raises, initial selection of the department head from outside the university, time devoted to teaching, administration, and departmental leadership, Holland type of department, size of department by FTE faculty, and promotion from within the department.

Limitations of the Study

The study was limited in several ways. The study was limited to 258 department heads in eleven emerging universities. These universities, like seventy-nine others in the United States, were formerly state-supported colleges whose earlier emphasis primarily was on teaching rather than research. They were elevated to university status by their legislatures, but without authority to offer the doctoral degree.

The study also was limited by the geographic area of the sample. Only eleven selected emerging universities in Alabama, Kentucky, North Carolina, Tennessee, Virginia, and West Virginia were surveyed. Thus, the results were limited to the chosen sample, hence of limited external validity.

The study also was limited in concept and interpretation. Department heads were characterized by the activities they performed based on Corson's (1975) definition of traditional and developmental behavior, and the finding of Dressel, Johnson, and Marcus (1970) that the administrative style of department heads could be associated with levels of activity.

Another limitation was the methodology employed in the conduct of the study. The responses of department heads to the activities were manipulated to produce two

scores: one representing "traditional" and one representing "developmental" administrative style based on the emphasis they reported placing on the various activities. The scaling of these activities may also have been a limitation. The problem encountered attempting to use the ever-popular linear continuum to characterize the activities of department heads was insurmountable, and therefore, rejected. While dependence upon self-reported data was conceded to be a limitation, it was not considered to bias the results unduly.

This was the first in a series of possible studies that properly could be made in this problem area. Ideally, the problem might be attacked in three stages: (1) a survey of the duties and responsibilities of department heads in emerging universities using a bilinear measure; (2) an ex post facto study of the effectiveness of department heads in bringing about needed change in those institutions; and (3) experimental evidence of the effectiveness of administrative style in bringing about needed departmental change. This study was limited to the first of these hypothetical steps only.

Organization of the Study

The study was organized in four chapters. In Chapter 1, the purpose of the study and the reasons for undertaking the study were given, as well as its limitations. Much of the supporting literature also was introduced in this chapter. In Chapter 2, the research strategy, organization, and method used to examine the research questions were delineated. These included: population, instrumentation, as well as data collection and analysis plans. Supporting literature was introduced and evaluated as needed in order to provide a rationale for the statistical procedures developed and used in the research. In Chapter 3, the results of data analysis were presented and discussed. In a brief Chapter 4, a summary, findings, and conclusions were presented, as well as recommendations for additional research.

Chapter 2

DESIGN OF RESEARCH

In this chapter, the methodology used to address the five research questions identified in Chapter 1 is described. The chapter is divided into four principal parts: (a) population and sample plan, (b) discussion of the instrumentation used in the study, (c) data collection plan, and (d) data analysis plan.

Population and Sample

This section includes the following: (1) characteristics of the population of emerging universities, (2) description of the sample and identification of sampling error, and (3) method for examining non-response bias.

Characteristics of the Population

Beginning in 1947 and continuing into 1977, the legislatures of twenty-four states elevated ninety of their former state teachers colleges to university status, but did not give them authority to award the doctorate. The vast majority of these universities were renamed between 1962 and 1976 (see Table 1). Additional descriptive information about these universities is shown

Table 1

Year University Status Granted

1947-1961	7
1962-1966	21
1967-1971	39
1972-1976	18
1977-1982	5
Total	90

Sources: Lovejoy's College Guide, 1982; College catalogs.

in Appendix F. In several states, groups of colleges, as well as individual colleges, were elevated to university status. For example: New York elevated nine in 1962; Kentucky, five in 1966; North Carolina, four in 1967, California, eleven in 1971; Wisconsin, seven in 1971; and Minnesota, five in 1975.

By 1981, the aggregate enrollment of the ninety universities was 775,585. These universities developed unevenly as indicated by the range of enrollments, from the smallest, 1,100 to the largest, 31,239. Of the ten largest universities, with enrollments from 13,847 to 31,239, seven were in California. The ten smallest, with enrollments from 1,100 to 3,973, were located in the south and midwest.

An aggregate of 5,065 undergraduate degree programs were offered by the ninety universities in 1981. Schools ranged from as few as seventeen programs to as many as 115. Of the ten universities having the greatest number of undergraduate programs, ranging from eighty-three to 115, three were in California. Other states represented were Kentucky, Michigan, Minnesota, New York, and Washington. Of the ten universities having the smallest number of undergraduate degree programs, ranging from seventeen to thirty-four, all except one western school were in the south and midwest.

The number of graduate degree programs offered in the population totaled 1,970, ranging from zero to sixty-five per institution. Of the ten universities having the greatest number of graduate programs, ranging from forty to sixty-five, five were in California. Other states represented were Illinois, Kentucky, Michigan, Minnesota, and New York. Of the ten universities having the smallest number of graduate degree programs, ranging from zero to eight, all were in the south and midwest, except one in the northeast.

A total of 2,459 departments was included in the population, with schools ranging from six to fifty-eight. In the departments surveyed, 60 percent of the faculty held the doctorate, ranging from 30 to 85 percent. Of the ten universities having the largest percentage of faculty with doctorates, ranging from 75 to 85 percent, five were in California. Other states represented were Colorado, Indiana, and New York.

Holland's (1966, 1973) six model environments were used to classify the academic departments of the ninety universities. These environments were: Realistic, Artistic, Social, Investigative, Enterprising, and Conventional. All six types were represented in fifty-six (62 percent) of the universities, five types were represented in twenty-five (28 percent), four types in

eight (9 percent), and three types were represented in one (1 percent) institution. The "Conventional" department failed to appear in nineteen (21 percent) of the ninety universities. "Realistic" departments were missing in thirteen (14.3 percent) of the population. The other four types of departments were reported in all except one of the institutions.

While some of these institutions wanted ultimately to become comprehensive, doctoral granting universities, none, at the time of the study, was authorized to grant the doctorate. However, many added or expanded graduate programs in disciplines other than teacher education. Institutions in several states actively campaigned for and solicited their state legislatures to grant university status because they felt they had advanced beyond teachers college status (Anderson and Kreger, 1957; Moffat, 1981). Designation of university status suggested that the institutions were charged to alter their exclusive emphasis on teaching and public service to increase emphasis on research, the third mission of a comprehensive university.

That some of the larger universities had increased enrollments and added undergraduate and graduate degree programs and departments was not sufficient justification to conclude that these universities had arrived at a truly

comprehensive stature. It was entirely possible that, in reality, they were simply oversized teachers colleges. Despite variability in the number of undergraduate degree programs, the population was relatively homogeneous with respect to the central interests of this study. None of the ninety institutions had introduced doctoral level programs. All but one had masters level programs. Accordingly, it was not reasonable to expect these institutions to have developed, or even to have sought to develop, the kind of emphasis on research that characterize departments in doctoral institutions. The specific characteristics of the ninety emerging institutions are listed in Appendix F.

Sample and Sample Bias

To facilitate the gathering of data, eleven universities located in Alabama (2), Kentucky (3), North Carolina (3), Tennessee (1), Virginia (1), and West Virginia (1) were used.

To determine the extent of sample bias, seven characteristics of the sample were compared with those in the population. These included: types of departments by Holland classification, year university status was granted, enrollment, number of undergraduate and graduate degree programs, number of different departments, and percentage of faculty holding doctorates. The latter five

characteristics were compared to the norms established for the population, using the t-test for dependent samples (Hinkle, Wiersma, and Jurs, 1979). Comparative data is shown in Appendix F.

University status was granted to the sample of eleven institutions between 1961 to 1977. The median of the sample was 1967; for the population, 1968.

All six types of departments in the Holland classifications were represented in ten of the eleven universities (91 percent), and five of the six types of departments were represented in the eleventh member (9 percent) of the sample. This was considerably more than the 62 percent of the population that had all six types represented.

The results of the five t-tests are shown in Table 2. No significant differences were evident between sample and population in enrollment, graduate degree programs, number of different departments, and percent of doctorates. The sample appeared to contain a greater number of undergraduate degree programs than found in the population. This will have to be kept in mind when interpreting the results of the study. The likelihood of potential adverse interaction of excess undergraduate programs in a study of characteristics of department heads cannot be overlooked. The possible extent of adverse

Table 2
Sample to Population Comparisons in
Ninety Emerging Universities

	Population Mean	Standard Deviation	Sample Mean	Standard Deviation	"t"	p
Enrollment	8,618	5,473	9,235	3,164	- .37	.70
Undergraduate Degree Programs	56.28	20.64	68.45	19.29	-1.95	.05
Graduate Degree Programs	21.68	13.79	26.09	12.43	-1.01	.30
Number of Different Departments	27.32	10.10	30.45	8.63	-1.03	.30
Percent of Doctorates	59	12.34	55	12.23	1.15	.25
Number of Institutions	90		11			

Sources: Education Directory, Colleges and Universities, 1977-78.
Peterson's Annual Guides, 1982.
Barron's Profiles of American Colleges, 1982.

effects is minimized, however, by the fact that all of the institutions in the population, as well as in the sample, were primarily undergraduate institutions with extended master's level but not doctoral programs.

Non-Response Bias

A census of department heads was undertaken in each of the eleven universities in the sample. The response rate was 77 percent. Thus, there was the possibility of non-response bias. The best data available for determining the extent of such bias was membership in the Holland model environments. Non-respondents could not be forced to respond because provision had been made for anonymity. However, the returned questionnaires (except for two) contained each respondent's assessment of his/her department's membership in the Holland classifications. To determine the number and type of departments not represented by reason of their department head's failure to respond, the following procedure was used:

1. A list of department heads was compiled for each university from catalogs or from the Yearbook of Higher Education.

2. The departments were classified according to their Holland type.

3. It was then possible to compare the distributions (by Holland type) of the 256 out of 258

respondents who identified their department type, with all 325 departments in the sample, using a Chi-square "goodness of fit" analysis (Gibbons, 1971). Military Science departments were excluded from the scoring. With a Chi-square value of 2.903 and five degree of freedom, there was no significant difference in the distribution on the six Holland classifications between the 256 responding departments and 325 original departments. See Table 3. It was concluded, therefore, that there was an acceptable level of non-response bias for purposes of this study.

Instrumentation

The dependent and several independent variables in the study were measured by a questionnaire called the Departmental Environment Questionnaire, adapted from the Roles of Department Chairman Questionnaire by McLaughlin, Montgomery, and Malpass (1973) (See Appendix C). The information collected with the instrument consisted of self-report data. The methods used to develop measures of the dependent variable and four clusters of independent variables were described and related to the five research questions.

Measuring the Dependent Variable

The dependent variable in this study was the emphasis that department heads of emerging universities

Table 3
Response of Department Heads in Sample Universities
by Holland Type of Department

	Types of Departments					
	Realistic	Artistic	Social	Investi- gative	Enter- prising	Conven- tional
Proportion Population	.0708	.1785	.3877	.2000	.1077	.0554
Expected Frequency (n = 256)	18.12	45.70	99.25	51.29	27.57	14.18
Observed	18	46	106	47	30	9
n = 256	Chi-square = 2.903		df = 5	p = .715 (n.s.)		

gave to traditional administrative vs. developmental activities. The first research question was, "Can the activities of department heads be characterized by a two-dimensional, four category measure based on the emphasis they place on twenty-seven administrative and developmental tasks?" It was hypothesized that department heads in emerging universities would differ in the emphasis they placed on various administrative and related tasks. The instrumentation for examining the hypotheses in this study was developed in three steps: (1) selecting the items to represent the dependent variable, (2) characterizing and validating the items in relation to developmental and administrative behavior, and (3) scaling the items.

Selection of items. Twenty-seven tasks typically performed by department heads were taken from the following literature to measure the administrative activities of department heads in the sample of emerging universities. In 1970, Dressel, Johnson, and Marcus studied academic departments of fifteen major universities and compiled a list of thirty activities department heads routinely were called upon to perform. In 1973, McLaughlin, Montgomery, and Malpass added approximately seventy-nine different tasks specified by Heimler (1967), O'Grady (1971), and others to the thirty tasks listed by

Dressel. From this comprehensive set of activities, McLaughlin et al (1973) selected twenty-seven to measure the roles of department chairmen in thirty-eight large state and land-grant universities that awarded doctoral degrees.

These same activities, modified only in respect to phrasing, were used in this study to determine the relative emphasis department heads in emerging universities placed on different administrative activities. The twenty-seven items used in the Departmental Environment Questionnaire (Appendix C) as items Number 7 through Number 33, were the following:

7. Initiating long-range programs, plans, and goals for the department
8. Developing graduate teaching and research assistants.
9. Encouraging the professional development of faculty members within the department.
10. Managing of clerical and technical staff.
11. Presenting of proposed budgets.
12. Administering the departmental budget.
13. Providing informal faculty leadership.
14. Managing physical facilities and equipment.
15. Recruiting scholarly faculty.
- 16 . Prodding colleagues to recruit and select the most promising graduate students.
17. Evaluating faculty performance to determine tenure, raises, and promotions.
18. Planning the curriculum, the academic programs, course content, and teaching methods.
19. Encouraging faculty to obtain grants, gifts, and contracts.
20. Stimulating faculty to research and publication.
21. Maintaining morale and reducing conflicts among faculty.
22. Encouraging faculty to write in their grant

- proposals aid for graduate students.
23. Advising students on academic and/or departmental matters.
 24. Interacting with administration in behalf of faculty.
 25. Listening to and encouraging ideas to enrich course offerings.
 26. Assuring the maintenance of accurate student and other departmental records.
 27. Representing the department in appropriate professional meetings and societies.
 28. Planning and holding departmental meetings.
 29. Providing for flow of information to faculty.
 30. Participating in committee work within the college and university
 31. Assigning courses, research, and departmental duties to faculty.
 32. Obtaining employment or acceptance in graduate school for students.
 33. Coordinating activities with outside groups.

The choice of the twenty-seven items appeared to be justified in that the same items have been used with reasonable results in eight other major studies with similar research purposes. McLaughlin, Montgomery, and Malpass (1973) studied the time requirements of the twenty-seven activities and enjoyment associated with them. Montgomery, McLaughlin, and Smart (1974) used the activities to study the major roles that chairmen performed and the degree to which the emphasis placed on various activities, perceived goals and job satisfaction were related to each of the chairmen's roles. Smart (1974) used the activities to test Holland's (1973:4) assumption that an individual's behavior "is determined by an interaction between his personality and characteristics of his environment." McLaughlin, Montgomery, and Malpass

(1975) grouped the activities into three major roles to examine selected characteristics and roles of department heads. McLaughlin and Montgomery (1976) divided the activities into six major types to examine the satisfaction and commitment of department heads. One of the purposes of Smart's (1976) study was to determine if department chairmen in the six Holland environments devoted significantly different amounts of time to the performance of selected categories of professional tasks. McLaughlin, Montgomery, and Sullins (1977) investigated relationships between the level of decision-making in universities and goal priorities, personal characteristics, duties performed, job satisfaction, and career intentions of department heads. And Matlock (1979) used the activities to study the role of department heads in selected Black colleges.

Characterization of activities. This study was concerned with more than a restudy of the activities of department heads. It was concerned with the emphasis that department heads gave to those activities described in this study as traditional and developmental, and by Corson (1975) as static and leader-like. Therefore, some means of characterizing the various tasks in terms of behavioral or administrative style was needed. As noted in Chapter 1, Corson (1975) has provided the means to distinguish

among the twenty-seven administrative responsibilities of department heads. He asserted that activities such as those listed by Dressel were oriented principally towards maintaining the status quo of the department. He emphasized that department heads who were trying to push for change, innovation, and a national reputation for their departments would add to Dressel's list a number of qualitatively different activities. Corson (1975:251) identified these as "stimulating faculty to enrich course offerings, developing innovative teaching methods, and obtaining grants to support research and aid graduate students," among others. McLaughlin's (1973) list of twenty-seven items includes both Dressel and Corson type items, although McLaughlin did not differentiate among these in his analysis. However, it appeared reasonable to believe that these activities could be divided into two qualitatively different groups: those representing the activities originally listed by Dressel, and those representing the tasks identified by Corson. If feasible, department heads in the emerging universities then could be characterized usefully by self reports of the relative emphasis they gave to performing developmental tasks as opposed to the more traditional tasks. The following procedures were used to classify the activities in relation to traditional and developmental:

1. The activities were tentatively divided and labeled. "Traditional" activities (those listed by Dressel) involved maintaining the operations of the department. "Developmental" activities (those listed by Corson) involved stimulation, motivation, and change in the department.

2. A panel of experts was selected to determine if activities could be characterized as traditional (Dressel) or developmental (Corson). The panel consisted of five department heads and former department heads with more than forty years cumulative experience in higher education. They were selected from two universities and represented four of the six Holland types of departments. See Appendix G for more detail about the panel.

3. Each of the activities was typed on an individual card and four additional copies were made of each card.

4. Each panel member was asked to read Corson's (1975:251) description of traditional and developmental activities.

Then, each was given a deck of the twenty-seven individual descriptions of activities to sort into the two categories.

In order for an activity to be called a Dressel (administrative) or Corson (developmental) activity, no

fewer than four of the five judges had to so characterize it. On the first sort, the panel reached agreement on all but the last or twenty-seventh activity. Panel members split 3-2 on this item, i.e., three panel members identified the activity with Corson, two with Dressel. Although the last activity was left in the final draft of the questionnaire, it was not used in the scoring and analysis because it did not meet the standard for inclusion. Accordingly, twenty-six items were used to measure the dependent variable in this study. The results of panel ratings by member for each item are shown in Table 4.

McLaughlin et al (1973) did not report separate claims for validity for his instrument. However, in this study the panel adjudged that the twenty-seven items adequately represented the universe of administrative and related tasks of department heads. No additional items were requested by the panel and no omissions noted by them. Hence, the instrument was considered to be valid for purposes of this study.

Scaling the activities. A five point Likert type scale was used to estimate the emphasis given by department heads to each of the twenty-six characterized activities. Following McLaughlin (1973), self reports of the amount of time devoted to various administrative

Table 4

Distribution of Administrative Activities into
Traditional (Dressel) and Developmental
(Corson) Categories

Activity Number*	Member No. 1	Member No. 2	Member No. 3	Member No. 4	Member No. 5	Total
7.	C**	C	C	C	C	5-0 = C
8.	C	D***	C	C	C	4-1 = C
9.	C	C	C	C	C	5-0 = C
10.	D	D	D	D	D	5-0 = D
11.	D	D	D	D	D	5-0 = D
12.	D	D	D	D	D	5-0 = D
13.	C	C	C	C	C	5-0 = C
14.	D	D	D	D	D	5-0 = D
15.	C	C	C	C	C	5-0 = C
16.	C	C	C	C	C	5-0 = C
17.	C	D	D	D	D	4-1 = D
18.	C	D	D	D	D	4-1 = D
19.	C	C	C	C	C	5-0 = C
20.	C	C	C	C	C	5-0 = C
21.	C	D	C	C	C	4-1 = C
22.	C	C	C	C	C	5-0 = C
23.	D	D	D	D	D	5-0 = D
24.	D	C	C	C	C	4-1 = C
25.	C	C	C	C	C	5-0 = C
26.	D	D	D	D	D	5-0 = D
27.	D	D	D	D	C	4-1 = D
28.	D	D	D	D	D	5-0 = D
29.	D	D	D	D	D	5-0 = D
30.	D	D	D	D	D	5-0 = D
31.	D	D	D	D	D	5-0 = D
32.	C	D	C	C	C	4-1 = C
33.	C	D	D	C	C	3-2 = N/A

* As six questions about personal characteristics preceded the list of activities in the questionnaire, the activity items are numbered here as they appeared in the questionnaire, from 7 to 33.

** C is for the "developmental" Corson activities.

*** D is for the "traditional" Dressel activities.

activities were used as a surrogate for the relative emphasis department heads gave to these activities. McLaughlin reasoned that "amount of time" provided a consistent frame of reference within which department heads could estimate the relative emphasis or importance given each of several administrative tasks.

A range of scores was selected, based on McLaughlin (1973). These were:

- a. none (0 percent)
- b. some (1-2 percent)
- c. a moderate amount (3-5 percent)
- d. a great deal (6-10 percent)
- e. a very great deal (over 10 percent)

The interval descriptors on the scale were cued to percentages of time in an effort to ground the scale in some measure of real time as a means of showing the relative emphasis given to each of the twenty-six activities. In an earlier study, O'Grady (1971) indicated that college administrators usually divided their time among a broad array of responsibilities, thereby devoting relatively small proportions of their time to any individual responsibility, as suggested in the scale. Accordingly, no other attempt was made to ground the scale in clock hours or other specific units of time.

In interpreting the scale, the reader is reminded, nonetheless, that scale values in "amount of time" have not absolute reference in the real world, as for example,

in units of clock hours. Moreover, the items representing activities were not mutually exclusive. The responses were jointly produced (i.e., the department heads' responses to the items were made at one sitting; hence, the items representing the scaled values could add to more than 100 percent). It should be noted also that a "high score" on this scale required the respondent not only to concentrate the use of his/her "time" (e.g., "a very great deal" was only ten or more percent), but to concentrate on a fairly broad range of activities, as well. Therefore, a score did not mean necessarily that the department head was, in fact, spending the same amount of time as reported on the indicated tasks. It did mean, however, that the department head believed that he should (or would like to) devote such amounts of time to the indicated tasks.

Categorizing scaled values. It was also recognized that an individual department head would not confine his/her activities exclusively to traditional or solely to developmental tasks. Scored responses of department heads on a single scale probably would be bivalent, therefore scores could be high on one or both types of activities, hence difficult to interpret). To overcome the bivalence, the single scale was divided into two summated scales, one for the thirteen traditional

(Dressel) activities, and one for the thirteen developmental (Corson) activities. This was a major departure from McLaughlin, Montgomery, and Sullins (1977). Yet the decision to divide the scales seemed fully consistent with Corson's view (expressed on page 31) that development activities should be added to traditional administrative duties, not supplant them.

Reducing the number of items per scale should have reduced test reliability (i.e., each of the two summated instruments should have been less reliable than the single combined instrument because of the 50 percent reduction in the number of items). Therefore, the level of measurement was changed from an interval scale to an ordinal (Hi/Lo) scale. The alpha values (Cronbach, 1951) for the two summated scales, however, were calculated at 0.894 (Corson scale) and 0.834 (Dressel scale), respectively. Accordingly, it was not necessary to shift the measure of the dependent variable to an ordinal scale solely to satisfy requirements for test reliability.

The two scales also were found to be highly correlated ($r=.748$). Accordingly, they could be divided naturally above and below the median of the distribution to form the descriptive categories for the scaled values. The median for the thirteen Dressel activities was 39,

corresponding to "a moderate amount" or "3-5 percent of time" devoted to these activities. For the thirteen Corson activities, the median was 34, about halfway between "some" and "a moderate amount" of time on the five point scale.

Using the medians as cutting scores, the dependent variable was distributed into four categories, in accordance with the amount of time respondents allocated (1) to traditional and (2) to developmental activities, as illustrated in Table 5.

Measuring the Independent Variables

The independent variables in this study included those characteristics of department heads and departments extracted from the literature that had been found earlier to predict ways department heads value their time. The four clusters of variables were:

1. Personal characteristics (Griffiths, 1969; McLaughlin, Montgomery, and Sullins, 1977; McHenry, 1977; Mayhew, 1980; and the Carnegie Council's Final Report on Higher Education, 1980).

2. Characteristics of the position of department headship (Davidson, 1967; Balderston, 1974, McLaughlin, Montgomery, and Malpass, 1974; and Mayhew, 1980).

3. Characteristics of departments (McKeachie, 1968; Ryan, 1972; Holland, 1973; and Smart and McLaughlin

Table 5

Emphasis Given by Department Heads to Traditional
and Developmental Activities

		Time to Developmental Activities (Corson)	
		High	Low
Time to Traditional Activities (Dressel)	High	HH	HL
	Low	LH	LL

Where:

High/High: characterized department heads who devoted a significant proportion of their time both to developmental and traditional activities.

High/Low: characterized department heads who devoted a significant proportion of their time to traditional but not to developmental activities.

Low/High: characterized department heads who devoted a significant proportion of their time to developmental but not to traditional activities.

Low/Low: characterized department heads who devoted a significant proportion of their time neither to developmental nor to traditional activities.

1974).

4. Departmental goals (Maynard, 1976; Gross and Grambsch, 1968; and Smart, 1974).

Measuring the Personal Characteristics Variables

The second research question was, "To what extent, if any, are six personal characteristics related to the four categories of department heads identified in this study?" It was hypothesized that department heads who allocated more time to developmental activities differed from other department heads in certain of their personal characteristics, particularly age, rank, and tenure status. Part I of the Departmental Environment Questionnaire was developed to collect biographical information on department heads needed to address the second research question. Entitled "Personal Characteristics," the questionnaire was designed to collect data on six independent variables. These were: age, sex, academic rank, tenure status, number of years devoted to higher education, and future career intentions.

1. To report their ages, department heads were asked, "In which age group do you belong?" They were given eight choices of age groups in five-year intervals: "under 30," "30-34," "35-39," "40-44," "45-49," "50-54," "55-59," and "over 59."

2. To report their gender, department heads were asked to check if they were male or female.

3. To report their academic rank, department heads were given five choices to the question, "What is your current academic rank?: "Professor," "Associate Professor," "Assistant Professor," "Instructor," and "Other."

4. To report their tenure status, department heads were asked to check either "yes" or "no" to the question, "Are you tenured?"

5. To estimate their years of experience in higher education, department heads were asked, "Including work at other institutions, how many years have you devoted to college teaching and/or administration? Respondents were to indicate the number of years.

6. To report their future career plans, department heads were asked, "In the next 3-5 years, which do you consider most likely?" Five choices were listed:

- a. I will retire.
- b. I will return to full-time teaching.
- c. I will remain in university administration.
- d. I will go to a full-time position in a non-academic environment.
- e. Other (explain).

However, an examination of the research question was satisfied by determining the department heads' intentions "to remain," or "not to remain" in university

administration. Accordingly, in scaling responses to this question, responses "a," "b," and "d," were combined in order to contrast with response "c."

Each of the questions covering personal characteristics of department heads was identified as similar to those conventionally used in numerous related studies. No additional tests of validity or reliability seemed warranted or were deemed necessary.

Measuring the Characteristics of the Position

The third research question was, "To what extent, if any, are seven characteristics of the department headship, itself, related to the four categories of department heads?" It was hypothesized that the characteristics of the position held by developmental department heads differ from those held by traditional department heads, particularly levels at which major decisions affecting the departments were made (3.5), overall authority in the use of the departmental budget (3.6), authority specifically delegated to the department heads to provide incentives for course development and research (3.7), time devoted to teaching, administration, or departmental leadership (3.4), and selection from outside of the university (3.3).

Seven variables were included in this study to

describe the characteristics of the position held by department heads. These were included in "Other Environmental Characteristics," Part IIIB of the Departmental Environment Questionnaire. These variables were: levels at which major decisions affecting the departments were made (3.5), overall authority in the use of the departmental budget (3.6), authority specifically delegated to the department head to provide salary incentives for course development and research (3.7), selection process (3.1), length of appointment (3.2), selection from within or outside the university (3.3), and time devoted to teaching, administration, and departmental leadership (3.4).

To report levels at which major decisions affecting the departments were made, department heads were asked, "How would you best characterize decision-making in your department from the following descriptions?" Five choices were listed:

- a. Most major decisions are made at the university level.
- b. Most major decisions are made at the college level.
- c. Most major decisions are made at the department level by the department chairman with the college and university usually having veto power.
- d. Most major decisions are made by appropriate groups of senior faculty within the department.
- e. Other (describe).

To report the overall authority enjoyed in using the departmental budget, department heads were asked two questions. The first question was, "How much authority do you have in using your budget?" Four choices were listed:

- a. complete authority
- b. some authority
- c. limited authority
- d. no authority

To further report on the specific authority delegated to department heads to provide salary incentives for course development and research, department heads were asked, "Do you have the flexibility to use the budget to provide incentive raises for those who initiate course development and research?" The response choice was "yes" or "no."

The two questions pertaining to budgets were chosen to determine the extent of discretion department heads were given in budget matters by their superiors. If they had the authority to use a portion of their budgets for incentives for course development and research, and were inclined toward developmental activities, they could, in fact, provide some of the incentives for change within their respective departments. Statements pertaining to budgets were included both in the activities and goals sections of the questionnaire. In related literature, Balderston (1974), McHenry (1977), and Mayhew (1980)

discussed the importance to the university of involving department heads seriously in constructing budgets, and of granting them flexibility in budgetary matters. For example, McHenry (1977:11) proposed that

...the chairman should participate with the dean in the formulation of policy. Once the budget has been approved, he should be responsible for administering it, including adjusting salaries in keeping with market conditions within the discipline.

To report who selected department heads in the emerging universities, incumbent heads were asked two questions. "How were you selected as a department chairman?" Five choices were listed:

- a. By the dean only
- b. By the dean in consultation with department faculty
- c. By the dean with a search committee
- d. By faculty committee
- e. Other (explain)

This question was asked because the manner in which department heads were selected might influence the way they spend their time (i.e., if the department head were selected only by the dean, perhaps his/her orientation toward central administration would be stronger than if the faculty had been consulted about his/her selection). Brann and Emmet (1972) and Balderston (1974) both were advocates of selection of the department head by faculty with the dean exercising veto power.

To report further on processes for selection, department heads were asked, "Were you chosen for the chairmanship from within the university, or were you brought in from outside the university?" This question was asked on the strength of Griffith's (1969) assertion that if change is needed, outsiders should be brought in to accomplish such change.

To ascertain the length of time of their appointment, department heads were asked, "Were you selected to serve a specific length of time as chairman?" The response choice was "yes" or "no", but "If yes, how many years?" This question was asked to determine if the headship was an appointment of indefinite or limited duration. Very strong feelings about selection and length of appointment appeared in the literature. Brann and Emmet (1972), and Balderston (1974), appeared to be strongly opposed to a system of rotation for any length of time. They reasoned that one inept department head could produce immeasurable and long-lasting harm through poor hiring and promotion practices. Additionally, if the position were specified as a two or three year term only, it was doubtful that there would be the incentives to perform the developmental tasks.

To report the distribution of their time,

department heads were asked, "What percent of your time do you estimate that you spend on the following?" Three choices were listed:

- a. Teaching
- b. Administrative duties
- c. Departmental leadership

The aim of this question was to distinguish the department heads' perceptions of their roles in traditional administrative responsibilities and those for department leadership. However, it was recognized that many department heads in the emerging universities initially were hired for their teaching abilities rather than administrative experience. That they were promoted to department leadership did not always relieve them of traditional teaching responsibilities.

Five of the questions pertaining to the position of department head were used or adapted from the Roles of Department Chairmen Questionnaire, by McLaughlin, Montgomery, and Malpass (1973). The questions on budget autonomy and selection of the department head from within or outside of the university were added by the researcher, based on literature previously cited. These questions also had been used earlier with reasonable results by Davidson (1967), Smart, 1976, and Matlock, 1979. No other validation seemed necessary or warranted.

Measuring Characteristics of Departments

The fourth research question was, "To what extent, if any, are six characteristics of the departments under study related to the four categories of department heads?" It was hypothesized that department heads differ in relation to the Holland type of department (4.1), size of their departments by FTE faculty (4.2), and promotion from within (4.6), as well, (McKeachie, 1968; Griffiths, 1969; Holland, 1973; Smart, 1976). Six variables were included in the study to describe the departments in which the 258 department heads served. These were included in "Identifying Data," the first, but unnumbered part, and "Other Environmental Characteristics," Part IIIB of the Departmental Environment Questionnaire. These variables were: Holland type of department (4.1), department size by FTE faculty (4.2), service functions performed (percent of majors enrolled) (4.4), resources available (number of secretaries) (4.3), and evidence of change in departmental curriculum (course change) (4.5) and personnel (promotions from within the department) (4.6).

To report the "type" of department, department heads were asked to identify the type of department in which s/he served. Departments were listed by name under the six Holland types of departments in the first

(unnumbered) section of the questionnaire. Using Holland's (1973) theory of careers, Smart (1974) and Smart and McLaughlin (1976) postulated that department heads in the various model environments would place significantly different emphases on duties and goals across disciplines. Holland (1973) did not report reliability measures for his measure of personality and careers. However, he included one chapter entitled, "Some Evidence," in which he cited numerous studies using his work in public schools, higher education, and industry. Examples of studies in higher education included Astin and Panos (1969), and Elton, (1971).

To report on department size, department heads were asked, "How many FTE faculty do you have in your department? Respondents simply filled in the number. This question was asked to determine if the size of departments contributed significantly to the emphasis department heads placed on different administrative activities. As departments became larger, department heads were forced to delegate more authority, thus affecting the way they spent their time. McKeachie (1968) noted differences in the department head's role as departments grew, and Ryan (1972) reported the effects of size of departments on committee structures.

To report on the service function of their departments, department heads were asked, "What percent of students taking courses in your department are your own majors?" Again, respondents filled in the number. This question was asked to determine if the heads of "service" or "support" departments for other disciplines placed different emphasis on departmental activities than heads of departments that enrolled a high proportion of their own majors. It seemed logical that "support" departments would be involved heavily in teaching and conferring with other departments on curriculum planning, thus giving more emphasis to traditional rather than developmental activities.

To report the resources available to them, department heads were asked, "How many secretaries do you have in your department?" Respondents simply filled in the number. Statements pertaining to the "staff" were included in the activities section, and in the goals section of the questionnaire. Presumably, the greater emphasis on developmental activities, the greater the need for secretarial staff, hence, the question about the number of secretaries.

To report evidence of change in curriculum and personnel (additions and/or deletions), department heads

were asked two questions. "What percent of your departmental course offerings have changed during the past five years?" Respondents checked the appropriate percent which ranged from "5 percent," to "more than 20 percent," in increments of five years. Statements pertaining to "curriculum planning" and "enriching course offerings" were among the activities used to measure the dependent variable. This question was asked to determine if heads of developmental departments placed different emphasis on course development and curriculum change than heads of traditional departments.

To obtain further evidence of development or change, department heads were asked, "What percent of your professors and associate professors were previously assistant professors in your department?" Respondents filled in the percent. This question also was asked to determine change within departments. The higher the percent that was promoted from within, the less likely the department was emphasizing developmental activities. Griffiths (1969) wrote of the need for hiring from outside the university to effect change.

The question about the size of departments was the only one used from the Roles of Department Chairmen Questionnaire. The other questions were added by the

researcher, based on the literature cited.

Measuring departmental goals

The fifth research question was, "To what extent, if any, are five groups of departmental goals related to the four categories of department heads?" It was hypothesized that department heads who emphasized research and development as goals of the department would differ from other types of department heads.

Selecting and validating the goals. The eleven goal statements used in this study were taken from McLaughlin, Montgomery, and Malpass (1973). They were incorporated into the Departmental Environment Questionnaire, Part IIIA, "Departmental Goals". Numbered consecutively from 34-44, they were:

34. Producing new knowledge through research.
35. Graduating a well versed student with a balanced education.
36. Developing an efficient organization through use of appropriate managerial decisions.
37. Teaching courses for students majoring in other departments.
38. Encouraging the personal and professional development of the individual faculty members.
39. Maintaining the goals and requirements of the central administration (e.g., enrollment, grants, budget, development).
40. Developing and/or maintaining an outstanding departmental graduate program.
41. Educating the student for future career.
42. Providing the faculty and staff with a congenial place in which to work.

43. Improving the quality of the department relative to peer departments at other universities and within this institution.
44. Maintaining a spirit of inquiry and academic freedom.

Originally, McLaughlin, Montgomery, and Malpass (1973) selected the eleven goal statements from a list of forty-seven organizational goals compiled by Gross and Grambsch (1968). They field tested their instrument at the University of Minnesota to obtain a measure of validity.

The eleven goal statements in McLaughlin's questionnaire were used in at least three other studies. Smart and McLaughlin (1974) investigated the relative importance that six academic departments attributed to five institutional goal dimensions. Montgomery, McLaughlin, and Smart, also (1974), used the goal statements to determine the degree to which perceived departmental goals, job satisfaction, and emphasis placed on duties of chairmen were related to each of the major roles of chairmen. Using McLaughlin's questionnaire, Matlock (1979) found that goal orientations at predominantly Black colleges differed from those in the McLaughlin, Montgomery, and Malpass (1974) study. These studies provided some evidence of construct validity for the eleven goal statements. Four department heads also

were asked to pretest the Departmental Environment Questionnaire. They neither asked questions nor commented about the goal statements or the emphasis sought on that portion of the questionnaire. It was concluded, therefore, that the eleven goal statements were valid for the purposes of this study.

Focus of measurement. Although the eleven goal statements were taken unchanged from McLaughlin (1973), the specific focuses of measurement were changed for this study. Three different perceptions were sought from the responding department heads about each goal. In column one of the questionnaire, they reported the amount of emphasis they believed their respective institutions placed on each of the eleven goals. In column two they reported the amount of emphasis they (the department heads themselves) would like to place on each goal. In column three they reported the amount of emphasis they believed their respective departmental faculties would like to place on each goal. The intention was to compare what faculty and department heads would like to see emphasized with what the department head believed that the institution already was doing.

Scaling the departmental goals variables. The eleven goal statements were scaled from one to five (from "little or not at all" to "a very great deal) indicating the "emphasis placed" or "would like to see placed" on each goal. This was the same scale used by McLaughlin, Montgomery, and Malpass (1973) with reasonable results in their earlier reported studies of department heads.

Test reliability. The eleven goal statements also were grouped into five categories:

1. Student-related goals included #35, #37, and #41.
2. Research-related goals included #34 and #40.
3. Administrative goals included #36 and #39.
4. Developmental goals included #38 and #43.
5. Faculty-related goals included #42 and #44.

It was these categories of goals that later were entered into the analysis, not the "individual" goal statements. The question of the internal consistency of the groupings was addressed by comparing the responses of the divergent department heads to evenly divided groups or halves of ten of the eleven items. One goal was selected at random from each of the five categories to make up one of the "split-halves." The other half was comprised by the remaining goal from each of four categories and by one randomly chosen goal from the remaining pair of the student-related goals. Initial Pearson r values for the

three forms of one half of the test were $r=.645$ (institutional goals), $r=.498$ (faculty goals), and $r=.595$ (department heads' goals). The Spearman-Brown Prophecy Formula was used to extend the estimate of correlation of the two "half tests" to the "total test" (Borg and Gall, 1983:292). Results of Spearman-Brown were: institutional goals (.784), faculty goals (.665) and department heads' goals (.746). Only the correlation involving faculty perceived goals (as reported by department heads) seemed low. These values were sufficiently high to use with other variables in estimates of predictions.

Collection of the Data

The following procedures were used to ensure a satisfactory response to the questionnaire:

1. Permission was obtained from the academic vice-president or vice-chancellor of each university to include his university in the study.

2. A letter was drafted for the academic vice-presidents to sign or initial as encouragement for completion of the questionnaire, and several did so. Several also declined to sign the letter (See Appendix B).

3. This letter (from those who signed or initialed it) was attached to the front of the letter to department

heads, the questionnaire, and the return, stamped envelope.

4. Most academic vice-presidents contacted the deans of each college to enlist their cooperation in requesting the department heads to complete and return the questionnaires. Several of the vice-presidents telephoned each dean, and the materials were sent to the deans for distribution to the department heads. In all cases, the materials were sent from the academic vice-president's office.

5. Questionnaires were distributed to a total of 335 department heads in eleven universities.

6. After three weeks, follow-up letters were mailed to the secretaries of the academic vice-presidents for them to forward to the department heads.

7. Of the 335 questionnaires distributed, 270 were returned by the deadline set for final collection, April 15. Of the 270 returned, 258 were usable, which constituted a 77 percent response. Response rate by institution was reported in the results.

8. To assure anonymity, department heads were asked not to identify themselves by name or department unless they wished copies of the findings. They were assured in the cover letter that their individual

responses would not be identified or shared with anyone. The questionnaires were numbered by university only.

Analysis Plan

It was hypothesized in Chapter 1 that department heads in emerging universities differed in the emphasis they placed on various developmental and traditional activities. Moreover, it was hypothesized that certain clusters of variables would correlate with and explain these differences, particularly (1) personal characteristics of the department heads, themselves, (2) the nature of the positions they hold, (3) the size by FTE faculty and related attributes of their departments, and (4) the goals set for their departments.

In this study, the dependent or criterion variable was the emphasis department heads of emerging universities placed on two categories of administrative activities: developmental and traditional. The responses of department heads in emerging universities were distributed into four categories depending on the amount of emphasis placed on these activities. In examining the relationships among the four categories of the dependent variable and the four clusters of independent variables in the study, the following descriptive analyses were

conducted.

The relationship between the independent variables and the four-category dependent variable were described using cross-breaks, cross-tabulations, and percents. Chi-square was employed to examine differences in distributions when the measure of the independent variable was categorical. ANOVA was used to examine differences among means when the measure of the independent variable was continuous. For example, the relationship between age of department heads and the emphasis they placed on traditional and developmental tasks was examined as shown in Table 6.

For variables with continuous measures, the differences in means and distributions were examined by ANOVA, as shown in Table 7.

Once significance of difference among the four means was established by ANOVA, the specific location of the differences was determined by Duncan's Multiple Range Test. Means with the same Duncan grouping (as indicated by the letters A and B) were not significantly different. For example, in examining the relationship between "time devoted to administration," and the four criterion types, the F value was significant at the .05 level. Duncan's procedure was used to estimate the critical values of the

Table 6

Age by Type of Department Head

Type of Department Head	Range of Ages				Totals
	Under 30-39	40-49	50-59	60 and over	
HH	18.52	53.09	25.92	2.47	32.93
HL	14.71	52.94	29.41	2.94	13.82
LH	17.65	38.23	29.41	14.71	13.82
LL	23.71	40.21	28.86	7.22	39.43
Totals	19.92	45.93	28.05	6.10	100.00

n = 246

Chi-square = 10.56

df = 9

n.s.

Table 7

Percent of Time Devoted to Administration
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Time Devoted to Administration	43.53	43.18	33.21	36.22	39.03

n = 242 F value = 4.74 df = 3,238 p < .05

Table 8

Percent of Time Devoted to Administration
by Type of Department Head
(Differences Among Means)

Duncan Grouping	Value of Means	N	Group
A	43.525	80	HH
A	43.176	34	HL
B	36.221	95	LL
B	36.206	34	LH

four means. Results were reported in the example shown in Table 8.

In the example, the mean values for HH and HL (Duncan grouping "A") were not significantly different, nor were LL and LH (Duncan grouping "B"). That is: HH = HL and LL = LH. But the pairs were different from each other; hence the results could be described as: HH HL
LL LH (Winer, 1971:194-95). That is, the High Administrative/High Development (HH) and High Administrative/Low Development (HL) means did not differ. Neither did the Low Administrative/Low Development (LL) and Low Administrative/High Development (LH) means. But the High Administrative (HH/HL) means were significantly greater than the Low Administrative (LH/LL) means. Department heads who highly valued traditional administrative tasks reportedly spent more time on administration than department heads who valued traditional administrative tasks less highly.

Although the relationship of thirty-four separate variables to the four-category dependent variable were examined, not all were expected to be significant. From the literature previously cited, it seemed clear that certain of these variables might enjoy a primary relationship with the emphasis department heads placed on

their various administrative tasks. However, it was not clear just which variables would predict membership in the four categories of the dependent variable. The principal candidates appeared to be:

- 2.1 Age
- 2.3 Rank
- 2.4 Tenure status
- 3.3 Selection from outside the university
- 3.4 Time devoted to teaching, administration, and departmental leadership
- 3.5 Levels at which major administrative decisions affecting the department were made in the university
- 3.6 Overall authority enjoyed by the department head in using the departmental budget
- 3.7 Authority specifically delegated to the department head to provide salary incentives for course development and research
- 4.1 Type of department (Holland type)
- 4.2 Size of department (FTE faculty)
- 4.6 Percent of promotions from within the departments.
- 5.4, 5.5, 5.6 Emphasis given to research as a goal of the departments
- 5.10, 5.11, 5.12 Emphasis given to development as a goal of the departments

The descriptive analysis was designed to accomplish two primary aims of the research, namely:

- 1. to confirm or deny assertions in the literature about the way department heads value their time, and
- 2. to provide an empirical base for a limited number of potentially useful hypotheses for future research.

Chapter 3

ANALYSIS OF DATA

In this chapter, the results of analysis are presented. Five operational questions were addressed in the descriptive analysis. They were:

1. Can the activities of department heads be characterized by a two-dimensional, four category measure based on the emphasis they place on twenty-seven administrative and developmental tasks?

2. To what extent, if any, are six personal characteristics related to the four categories of department heads identified in this study? These were:

- 2.1 Age
- 2.2 Sex
- 2.3 Rank
- 2.4 Tenure status
- 2.5 Years' experience in higher education
- 2.6 Future career intentions

3. To what extent, if any, are seven characteristics of the department headship, itself, related to the four categories of department heads? These were:

- 3.1 How the department heads were selected
- 3.2 Length of their appointment
- 3.3 Selection from within or outside the university
- 3.4 Time devoted to teaching, administration, and departmental leadership
- 3.5 Levels at which major administrative

- decisions affecting the department are made
- 3.6 Overall authority enjoyed by the department head in using the departmental budget
- 3.7 Authority specifically delegated to the department head to provide salary incentives to faculty members for course development and research

4. To what extent, if any, are six characteristics of the departments under study related to the four categories of department heads? These were:

- 4.1 Type of department (Holland type)
- 4.2 Size of department (FTE faculty)
- 4.3 Resources (number of secretaries)
- 4.4 Service functions (percent of majors among enrolled students)
- 4.5 Curriculum change (percent of change in course offerings)
- 4.6 Personnel change (promotion from within)

5. To what extent, if any, are five groups of departmental goals related to the four categories of department heads? These were:

- 5.1 Student-related goals emphasized by the institution
- 5.2 Student-related goals emphasized by faculty
- 5.3 Student-related goals emphasized by department heads, themselves
- 5.4 Research goals emphasized by the institution
- 5.5 Research goals emphasized by faculty
- 5.6 Research goals emphasized by department heads, themselves
- 5.7 Administrative goals emphasized by the institution
- 5.8 Administrative goals emphasized by faculty
- 5.9 Administrative goals emphasized by department heads, themselves
- 5.10 Development goals emphasized by the institution
- 5.11 Development goals emphasized by faculty
- 5.12 Development goals emphasized by department heads, themselves
- 5.13 Faculty-related goals emphasized by the

- institution
- 5.14 Faculty-related goals emphasized by faculty
- 5.15 Faculty-related goals emphasized by department heads, themselves

Eleven of the thirty-four variables were expected to relate to the four categories of department heads. Support for these variables appeared in the literature.

They were:

- 2.1 Age
- 2.3 Rank
- 2.4 Tenure
- 3.3 Selection from outside the university
- 3.4 Time devoted to teaching, administration and departmental leadership
- 3.5 Levels at which major administrative decisions affecting the department are made
- 3.6 Overall authority enjoyed by the department head in using the departmental budget
- 3.7 Authority specifically delegated to the department head to provide salary incentives for course development and research
- 4.1 Type of department (Holland)
- 4.2 Size of department (FTE faculty)
- 4.6 Percent of personnel promoted from within
- 5.4, 5.5, 5.6. Research goals of departments
- 5.10, 5.11, 5.12. Development goals of departments

Results of Descriptive Analysis

A null hypothesis was examined for each of the thirty-four independent variables. No differences were predicted among the four types of department heads from any of the thirty-four independent variables, i.e., $H_0: HH=HL=LH=LL$. Of the thirty-four null hypotheses examined, eighteen were rejected at the .05 level of confidence. The results follow.

Distribution of the Dependent Variable (Research Question 1).

The dependent variable in this study was the emphasis department heads in emerging universities placed on two sets of departmental activities: traditional administrative (Dressel type) activities, and developmental (Corson type) activities. Four categories of activities were created when the two sets of activities were scaled independently and combined. Each of the 248 department heads in the study was classified in accordance with the four categories of activities with the results shown in Table 9.

Eighty-two of the 248 respondents (33.1 percent) were classified HH (High Administrative/High Development type); thirty-four (13.7 percent) were HL (High Administrative/Low Development type); thirty-five (14.1 percent) were LH (Low Administrative/High Development type); and ninety-seven (39.1 percent) were LL (Low Administrative/Low Development type). Those department heads who placed most emphasis on the thirteen traditional activities (HH/HL) were called "High Administrative types"

Table 9

Membership of Department Heads in the Four
Categories of the Dependent Variable
(In Percent)

		Time Devoted to Developmental Activities (Corson)	
		High*	Low
Time Devoted to Traditional Administrative Activities	High	HH 33.1	HL 13.7

	Low	LH 14.1	LL 39.1

		n = 248	

* High and Low fell above and below the medians of the distributions of scaled Dressel and Corson items, respectively.

in this study. Those who placed most emphasis on the thirteen development activities (HH/LH) were called "High Development types". The distribution of scores denoting the emphasis given by department heads to each of the twenty-six activities contributing to the four categories in Table 9 are reproduced in Table 10.

Relating Independent and Dependent Variables

The relationship between the dependent variable and each of thirty-four independent variables was examined. These included attributes of the department heads themselves, the positions they held, and the departments they served, as well as the goals that were set for their departments.

Personal Characteristics and Types of Department Heads (Research Question 2).

The relationships of six personal characteristics to the four types of department heads were examined. These included: age, sex, rank, tenure status, years' experience in higher education, and future career intentions. It was hypothesized from the literature that age, rank, and tenure status would be related to the criterion variable.

Table 10
Distribution of Department Head Response
by Department Activity
(In Percent)

Department Activity*	Level of Emphasis Placed on Department Activity					N
	None	1-2%	3-5%	6-10%	Over 10%	
7.	.42	28.75	41.66	16.25	12.92	240
8.	38.59	38.17	15.77	4.56	2.90	241
9.	1.64	39.75	33.61	17.21	7.79	244
10.	1.24	34.71	35.95	19.42	8.68	242
11.	4.90	51.43	28.57	9.80	5.31	245
12.	2.07	25.62	36.78	24.38	11.16	242
13.	.41	14.47	35.12	28.51	21.49	242
14.	8.71	37.34	30.29	15.35	8.30	241
15.	12.70	40.99	26.23	13.52	6.56	244
16.	39.83	40.25	13.69	4.56	1.66	241
17.	1.24	32.23	42.98	15.70	7.85	242
18.	.82	13.11	40.16	26.23	19.67	244
19.	9.88	60.91	19.75	5.76	3.70	243
20.	10.61	54.29	23.67	7.35	4.08	245
21.	6.94	29.39	33.47	15.92	14.29	245
22.	64.58	27.08	5.83	1.25	1.25	240
23.	1.23	16.46	33.33	30.45	18.52	243
24.	.41	21.63	37.55	26.53	13.88	245
25.	1.23	35.80	37.45	17.70	7.82	243
26.	2.88	44.86	31.69	13.99	6.58	243
27.	1.64	38.52	33.61	15.98	10.25	244
28.	1.23	39.51	41.56	12.76	4.94	243
29.	.41	26.86	43.80	19.83	9.10	242
30.	2.05	19.67	44.26	17.62	16.39	244
31.	.82	26.94	40.00	24.08	8.16	245
32.	13.52	56.97	18.44	8.20	2.87	244
Total	8.80	34.46	31.76	15.89	9.09	248

* As six questions about personal characteristics preceded the list of activities in the questionnaire, the departmental activities are numbered here as they appeared in the questionnaire, from 7 to 32. See also Appendix C.

Age. Nearly fifty-eight percent of the department heads were forty-five years or older at the time of study. Differences in age were not significant by type of department head, as shown in Table 11.

Sex. Nearly eighty-seven percent of the department heads were male. Differences in sex of the respondents were not significant by type of department head, as shown in Table 12.

Rank. Most of the department heads were full professors. The lesser ranks were combined because of their small numbers. The difference in the distribution of professors and all other ranks among the four categories of the dependent variable was found to be significant ($p < .05$). The largest percent of professors fell in the High Development (HH/LH) categories. The greater proportion of department heads holding rank below that of professor fell in the Low Development (HL/LL) categories i.e., among those placing least emphasis on developmental activities. See Table 13.

Tenure status. Nearly eighty-five percent of the department heads were tenured. The difference in tenure status of the respondents was not significant by type of department head. See Table 14.

Table 11
Age by Type of Department Head
(In Percent)

Range of Age	Type of Department Head				Totals
	HH	HL	LH	LL	
Under 45	34.62	10.57	12.50	42.31	46.3
45 and over	31.69	16.20	14.79	37.32	53.7
Total	100.00	100.00	100.00	100.00	100.00
n = 246	Chi-square = 2.14		df = 3		n.s.

Table 12

Sex of Department Heads by Type
(In Percent)

Sex	Type of Department Head				Totals
	HH	HL	LH	LL	
Male	86.59	79.41	88.57	88.66	86.69
Female	13.41	20.59	11.43	11.34	13.31
Total	100.00	100.00	100.00	100.00	100.00
n = 248	Chi-square = 5.73		df = 3		n.s.

Table 13

Rank of Department Heads by
Type of Department Head
(In Percent)

Rank of Department Heads	Type of Department Head				Total
	HH	HL	LH	LL	
Professor	81.48	61.76	91.18	77.32	78.46
Other ranks	18.52	38.24	8.82	22.68	21.54
Total	100.00	100.00	100.00	100.00	100.00
n = 246	Chi-square = 9.37		df = 3	p < .05	

Table 14

Tenure Status of Department Heads
Heads by Type
(In Percent)

Tenure Status	Type of Department Head				Totals
	HH	HL	LH	LL	
Tenured	85.37	82.35	80.00	85.57	84.27
Nontenured	14.63	17.65	20.00	14.43	15.73
Total	100.00	100.00	100.00	100.00	100.00

n = 248

Chi-square = .773

df = 3

n.s.

Years of experience in higher education.

Department heads on the average enjoyed nearly seventeen years of experience in higher education. Any difference in experience among them was not significant by type of department head. See Table 15.

Future career intentions. Nearly sixty-one

percent of the department heads expressed their intention to remain in university administration indefinitely. There were no differences by type of department head, as shown in Table 16.

Summary of Personal Characteristics

Generally, department heads in the study were male, forty-five or older, tenured, held rank at full professor, and intended to remain in university administration indefinitely. It was hypothesized that three of the six personal characteristics: age (2.1), rank (2.3), and tenure (2.4), would be related to the emphasis that the department heads placed on traditional and developmental activities. However, academic rank (2.3) was the only personal characteristic that was found to be significantly different by type of department head. A greater proportion of full professors were High Development (HH/LH) types than Low Development (HL/LL) types. Therefore, personal characteristics in and of themselves did not

Table 15

Years of Experience in Higher Education
By Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Years of Experience	16.72	16.82	17.27	16.75	16.89

n = 242 F-value = .05 df = 3,238 n.s.

Table 16

Future Career Intentions by Type
Of Department Head
(In Percent)

Plans to Remain in University Administration	Type of Department Head				Totals
	HH	HL	LH	LL	
Will Remain	58.54	73.53	65.71	55.67	60.48
Will Not Remain	41.46	26.47	34.29	44.33	39.52
Total	100.00	100.00	100.00	100.00	100.00
n = 248	Chi-square = 3.89		df = 3		n.s.

contribute significantly to explaining the difference in emphasis department heads placed on various activities.

Characteristics of the Position (Research Question 3)

Seven characteristics of the position of department head, itself, were examined. These included: (a) how the department heads were selected (3.1), (b) the length of their appointment (3.2), (c) selection from within or outside the university (3.3), (d) time devoted to teaching, administration, and departmental leadership (3.4), (e) levels at which major administrative decisions affecting the department were made (3.5), (f) overall authority enjoyed by the department head in using the departmental budget (3.6), and (g) authority specifically delegated to the department heads to provide salary incentives for course development and research (3.7). From the literature, it was hypothesized that selection of department heads from outside the university (3.3), time devoted to teaching, administration, and departmental leadership (3.4), overall authority enjoyed by the department head in using the departmental budget (3.6), and specific authority delegated to the department head to use the budget for salary incentives for course development and research (3.7), would be related to the criterion variable.

Levels at which major decisions affecting the departments were made. Most major management decisions affecting departments in the emerging institutions were made at the university or at the department levels, according to their department heads. Major decisions affecting departments were made at the college level in only 8.5 percent of the cases. There were no significant differences by type of department head in this regard, as shown in Table 17.

Overall authority enjoyed by the department head in using the departmental budget. Over 35 percent of the department heads reported that they enjoyed "complete authority" in administering their department budgets, where a rating of "complete authority" received a score of one on a four-point scale, and "no authority," a score of four. The lower the mean score in Table 18, therefore, the greater the extent of authority the department head was given over the departmental budget.

However, the department heads differed by type in this regard ($p < .05$). From Duncan's test it was evident that the High Administrative/Low Development (HL) type enjoyed the most authority in departmental budget matters, and the Low Administrative types (LH/LL) the least authority. See Table 19.

Table 17

Levels at Which Major Decisions Affecting Departments
were Made by Type of Department Head

Levels of Decisions	Type of Department Head				All Types
	HH	HL	LH	LL	
University	23.10	26.47	22.86	38.14	32.39
College	9.88	11.76	11.43	5.15	8.50
Department	30.86	38.24	37.14	28.87	31.98
Senior faculty	12.35	11.76	11.43	5.15	9.31
Other	14.81	11.76	17.14	22.68	17.81
All levels	100.00	100.00	100.00	100.00	100.00

n = 247 Chi-square = 11.01 df = 12 n.s.

Table 18

Extent of Budget Authority by
Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Extent of Budget Authority	1.81	1.53	1.91	1.96	1.80
n = 247	F-value = 3.11		df = 3,243		p <.05

Table 19

Extent of Budget Authority by
Type of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
A B B	A	1.96	97	LL
	A	1.91	35	LH
	A	1.81	81	HH
	B	1.53	34	HL

Authority to use departmental budgets to provide salary incentives for course development and research .

About 44 percent of the department heads reported that they had authority to use their budgets to provide salary incentives to faculty members for course development and research. This did not mean that 44 percent of the department heads actually spent department funds for this purpose, however, only that they had the authority if they chose to do so. The majority did not have such flexibility, however. Moreover, there were no differences among types of department heads in this regard. See Table 20.

Selection processes. Deans of colleges figured heavily in the selection of department heads in three-fourths of the responding departments, either alone, with a search committee, or otherwise in consultation with department faculty. In most instances, the role of faculty lay in advising the dean in the selection of the department head. In only one department in five was a faculty committee used for selecting the department head. There were no differences by type of department head, as seen in Table 21.

Selection from within or outside the university.

Nearly 61 percent of the department heads were selected

Table 20

Authority to Use Budgets for Salary Incentives
for Course Development and Research by
Type of Department Head
(In Percent)

Budget use for Incentive Raises	Type of Department Head				All Types
	HH	HL	LH	LL	
Authority	46.84	42.42	50.00	38.95	43.57
No Authority	53.16	57.58	50.00	61.05	56.43
All Types	100.00	100.00	100.00	100.00	100.00

n = 241 Chi-square = 1.76 df = 3 n.s.

Table 21
 Selection Processes by Type
 of Department Head
 (In Percent

Process	Type of Department Head				Total
	HH	HL	LH	LL	
Dean only	18.52	17.65	20.00	22.68	20.04
Dean with faculty	39.51	38.24	25.71	35.05	35.63
Dean with search committee	17.28	29.41	28.57	20.62	21.86
Faculty committee/ Other	24.69	14.71	25.71	21.65	22.27
Totals	100.00	100.00	100.00	100.00	100.00

n = 247 Chi-square = 5.64 df = 9 n.s.

from within their universities rather than brought in from outside. There were no differences by type of department head, as shown in Table 22.

Length of appointment. The vast majority (91 percent) of department heads were appointed to their positions for an indefinite period of time. There were no differences among the four types of department heads, as shown in Table 23.

Time devoted to teaching. Department heads devoted almost 40 percent of their time to teaching. They differed significantly by type, however, in the amount of time they devoted to teaching ($p < .05$). See Table 24. From the results of Duncan's test in Table 25, it was evident that the LL types devoted significantly more time (45.21 percent) to classroom teaching than the HH types (34.11 percent). Nonetheless, department heads in the sample universities were significantly engaged in teaching, regardless of type.

Time devoted to administration. Department heads spent about equal time in administration as in teaching. See Table 26. However, the department heads differed by type in this regard ($p < .05$), as evidenced by the data in Table 27. High Administrative (HH/HL) types

Table 22

Selected from Within or Outside the University
by Type of Department Head
(In Percent)

Selection	Type of Department Head				Total
	HH	HL	LH	LL	
Within	60.49	61.76	51.43	63.92	60.73
Outside	39.51	38.24	48.57	36.08	39.27
Total	100.00	100.00	100.00	100.00	100.00

n = 247 Chi-square = 1.70 df = 3 n.s.

Table 23

Length of Appointment by
Type of Department Head
(In Percent)

Specific Length of Time	Type of Department Head				Total
	LL	HL	LH	LL	
Yes	7.50	8.82	2.86	12.37	8.94
No	92.50	91.18	97.14	87.63	91.06
Totals	100.00	100.00	100.00	100.00	100.00

n = 246 Chi-square = 3.19 df = 3 n.s.

Table 24

Percent of Time Devoted to Teaching by
Type of Department Head

	Type of Department Head				All Types
	HH	HL	LH	LL	
Percent of Time Devoted to Teaching	34.11	37.21	37.31	45.21	38.46
n 245	F-value = 4.62 df = 3,241 p < .01				

Table 25

Time Devoted to Teaching by
Type of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
	A	45.21	95	LL
B	A	37.31	35	LH
B	A	37.21	34	HL
B		34.11	81	HH

Table 26

Percent of Time Devoted to Administration
by Type of Department Head

	Type of Department Head				All
	HH	HL	LH	LL	Types
Percent of Time Devoted to Administration	43.53	43.18	33.21	36.22	39.04
n = 242	F-value = 4.74		df = 3,238		p < .05

Table 27

Time Devoted to Administration
by Type of Department Head
(Differences Among Means)

Duncan Grouping	Value of Means	N	Group
A	45.53	80	HH
A	43.18	34	HL
B	36.22	95	LL
B	33.21	34	LH

devoted more time to administration (about 44 percent) than Low Administrative (LH/LL) types (about 35 percent).

Time devoted to departmental leadership.

Department heads spent about 20 percent, or about half as much of their time in departmental leadership, as in teaching or administration. See Table 28. The departments differed by type in this regard ($p < .01$). See Table 29. The Low Administrative/High Development (LH) type devoted more of their time to departmental leadership (about 26 percent) than Low Development (HL/LL) types (about 18 percent).

Summary of characteristics of the position

In general, the positions that the 248 department heads held were characterized as follows: The majority were chosen by their dean following faculty recommendation (3.1), held indefinite appointments to the position (3.2), and were selected from within their departments (3.3). Most devoted about 80 percent of their time to teaching and administration, and only about 20 percent of their time to departmental leadership (3.4). Most major decisions affecting the departments were made either at the university or department level, with few decisions being made at the college level (3.5). The vast majority enjoyed considerable latitude in budgetary matters overall

Table 28

Percent of Time Devoted to Departmental Leadership
by Type of Department Head

	Type of Department Head				All Types
	HH	HL	LH	LL	
Percent of Time Devoted to Departmental Leadership	22.29	19.91	26.29	17.62	21.53

n = 243 F-value = 4.53 df = 3,239 p < .01

Table 29

Time Devoted to Departmental Leadership
by Type of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
	A	26.29	34	LH
B	A	22.29	80	HH
B		19.91	34	HL
B		17.62	95	LL

(3.6), but only two in five had authority to offer salary incentives to promote new course development and research (3.7). It was hypothesized that five of these seven characteristics of the position of department head would be related to the emphasis placed on traditional administrative and developmental activities: selection from outside the university (3.3), time devoted to teaching, administration, and departmental leadership (3.4), overall authority enjoyed by the department head in using the departmental budget (3.6), and authority specifically delegated to the department heads to provide salary incentives for new course development and research (3.7). However, only two of the five hypotheses were supported. These were: time devoted to teaching, administration, and departmental leadership (3.4) and overall authority enjoyed by the department head in use of the departmental budget (3.6). Predictably, the LL type devoted most time to teaching, and was among those least engaged in departmental leadership. High Administrative (HH/HL) types spent the most time in administration, and the Low Administrative (LH/LL) types, the least. The High Administrative/Low Development (HL), or managerial type of department head, enjoyed the most authority in using the departmental budget overall, and the Low Administrative (LH/LL) types the least authority.

Characteristics of Departments (Research Question 4).

Six characteristics of departments were examined. These included: (a) type of department (Holland type) (4.1), (b) size of department (FTE faculty) (4.2), (c) resources (number of secretaries) (4.3), (d) service functions (percent of majors among enrolled students) (4.4), (e) curriculum change (percent of change in course offerings) (4.5), and (f) personnel change (promotion from within the department) (4.6). It was hypothesized from the literature that type of Holland department (4.1), size of department (FTE faculty) (4.2), and personnel change (promotion from within) (4.6) would be related to the dependent variable.

Types of departments. Forty percent of the 248 responding departments were classified as belonging to Holland's "Social" type department, which included, for example: Education, Home Economics, and Library Science. 20 percent of the departments were classified as "Artistic" (Art, Music, English). No other Holland types included as many as 15 percent of the departments.

As might have been expected of former state teachers colleges, most departments fell into three Holland classes, namely, Social, Artistic, and Investigative. Only 21.78 percent of the departments

could be classified as Realistic, Enterprising, or Conventional. See Figure 2.

Of the heads of the 100 Social type departments, 47 were Low Administrative (LH/LL) and 53 were Low Development (HL/LL) types. No significant differences were noted among the four types of department heads as shown in Table 30.

Size of department by FTE faculty. Departments employed from one to forty-seven full time equivalent faculty, with a mean of thirteen faculty members. No significant differences were found by type of department. Indeed, most departments were relatively small; hence, anticipated effects of size on the way department heads use their time could not be examined adequately in a sample with this degree of homogeneity. See Table 31.

Service functions (percent of majors among enrolled students). Majors in the departments' degree programs made up an average of 45 percent of student enrollments in the departments under study, as shown in Table 32. The majority of students served by each department were non-majors, i.e., students who were enrolled in the departments' courses to satisfy requirements in the curricula of other departments. Moreover, the percent of majors in the departments

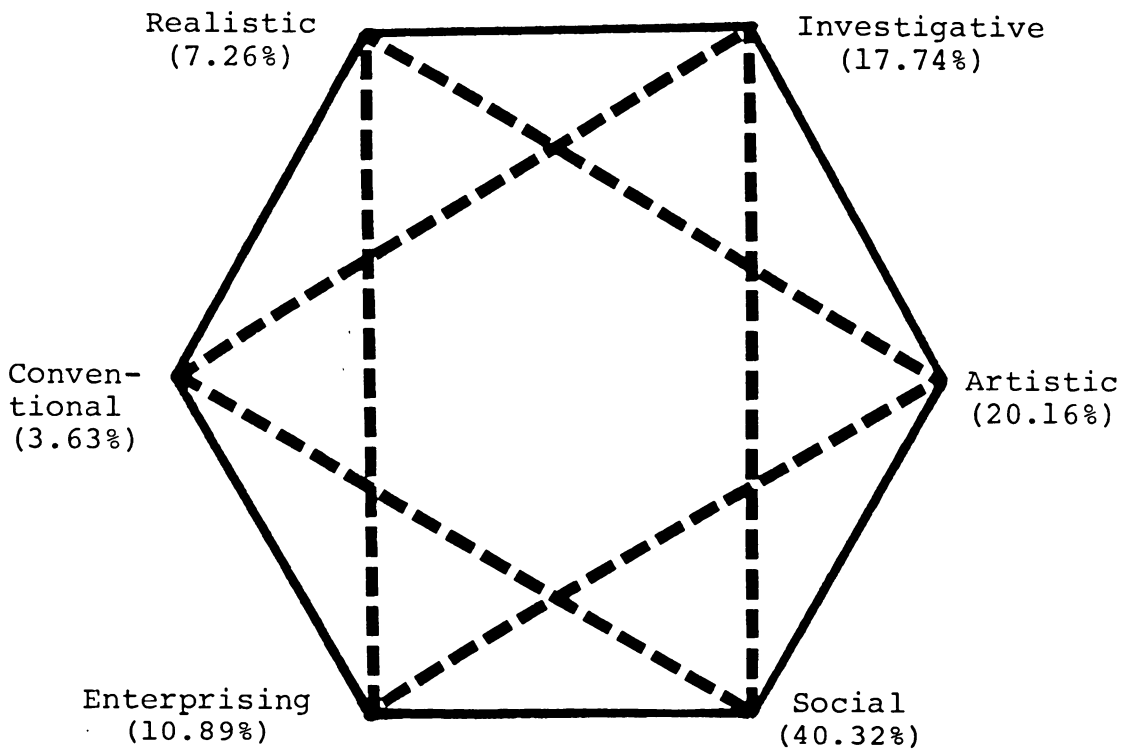


Figure 2

Confluence of Holland Classifications
in Selected Emerging Universities

Source: John L. Holland. Making Vocational Choices. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1973, p. 23.

Table 30

Holland Type of Department by
Type of Department Head
(In Percent)

Type of Department	Type of Department				All Heads
	HH	HL	LH	LL	
Realistic	7.32	8.82	8.57	6.19	7.26
Artistic	23.17	35.29	11.43	15.46	20.16
Social	45.12	47.06	25.71	39.18	40.32
Investigative	9.76	2.94	25.71	26.80	17.74
Enterprising	10.98	5.88	20.00	9.28	10.89
Conventional	3.66	.00	8.57	3.09	3.63
All Departments	100.00	100.00	100.00	100.00	100.00

n = 248 Chi-square = 29.94 df = 15 n.s.

Table 31

Size of Department (FTE Faculty)
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
FTE Faculty	14.10	12.94	14.59	11.55	13.30
n = 242 F-value = 1.69 df = 3,238 n.s.					

Table 32

Department Majors by Type
of Department Head
(In Percent)

	Type of Department Head				Total
	HH	HL	LH	LL	
Majors	47.83	56.32	42.09	35.30	45.39
Non Majors	52.17	43.68	57.91	64.70	54.61

n = 240 F-value = 3.82 df = 3,236 p < .05

Table 33

Department Majors by Type
of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
	A	53.32	34	HL
B	A	47.83	78	HH
B	A	42.09	34	LH
B		35.30	94	LL

differed significantly by type of department head ($p < .05$). See Table 33. In those departments led by a High Administrative/Low Development (HL), or managerial type, 53 percent of students were majors in the departments' programs. Only 35 percent of the students were majors in departments with an LL head. Because Low Development (HL/LL) types were involved in those departments that enrolled both the most and the fewest non-majors, the critical variables in distinguishing among the department heads were the traditional administrative items. The High Dressel (HL), or managerial type, was most closely associated with non-service departments. The Low Dressel (LL) type was associated with those departments principally concerned with service courses.

Resources (number of secretaries) . The departments in this study had one to three secretaries to serve their rather limited numbers of FTE faculty. See Table 34. However, the department heads differed by type in this regard ($p < .05$), as shown in Table 35. The High Administrative/Low Development (HL), or managerial type department head, acquired significantly more secretaries than LL types, as well as more student majors.

Curriculum change . Nearly 44 percent of the departments reported more than a 20 percent change in

Table 34

Number of Secretaries by Type
of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Number of Secretaries	1.63	1.85	1.71	1.30	1.62
n = 246 F-value = 3.76 df = 3,242 p < .05					

Table 35

Number of Secretaries by Type
of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
	A	1.85	34	HL
B	A	1.71	34	LH
B	A	1.63	81	HH
B		1.30	97	LL

curriculum during the past five years. Change in programs was characteristic of colleges with expanding enrollments during the period. Moreover, the results were clouded because one school had changed from a quarter to a semestral system, thus requiring alterations in all courses. There were no differences among the four types of department heads, as shown in Table 36.

Personnel change: promotions from within .

Nearly 61 percent of the professors and associate professors in the participating departments were promoted "in house" from rank of assistant professor, as shown in Table 37. There were no significant differences among department heads by type in this regard.

Summary of Characteristics of Departments

The 248 departments represented in this study could be characterized as follows: Most fell into Holland's three complementary environments of Social, Artistic, and Enterprising departments (4.1). All of the departments were small (4.2), and the majority were principally service departments offering courses to non-majors (4.4). The departments averaged 1.62 FTE secretaries for every 13.3 FTE faculty, a generally unfavorable ratio of 8.2 FTE faculty per FTE secretary (4.3). Most departments had stable curriculums, although two in five had been engaged

Table 36

Curriculum Change by Type
of Department Head

Type of Department Head	Percent of Curriculum Change					Total
	5	10	15	20	Over 20	
HH	8.64	17.28	12.35	16.05	45.68	32.79
HL	5.88	14.71	14.71	14.71	50.00	13.77
LH	11.43	14.29	11.43	25.71	37.14	14.17
LL	9.28	19.59	13.40	15.46	42.27	39.27
Totals	8.91	17.41	12.96	17.00	43.72	100.00

n = 247 Chi-square = 4.02 df = 12 n.s.

Table 37

Personnel Change by Type
of Department Head
(In Percent)

	Type of Department Head				
	HH	HL	LH	LL	Total
Earned rank within	60.49	61.76	51.43	63.92	60.73
Brought in from outside	39.51	38.24	48.57	36.08	39.27
Total	100.00	100.00	100.00	100.00	100.00
n = 247 Chi-square = 1.70 df = 3 n.s.					

in some substantial change during the past five years (4.5). Nearly 40 percent of the faculty holding rank at associate or full professor apparently were brought into the department at these upper ranks (4.6).

It was hypothesized that three of the six characteristics of departments would significantly predict the emphasis department heads placed on various activities. These were: type of department (Holland type) (4.1), size of department (FTE faculty) (4.2), and promotion to higher rank from within the department (4.6). No support was found for the three hypotheses. However, two other variables were significantly related to the four types of department heads. First, the departments that were led by managerial type (HL) department heads had the least service course responsibilities, while departments led by LL type heads were principally "service" departments (4.4). Second, departments led by HL type heads had significantly more clerical personnel available to them than departments led by LL type heads (4.3). The High Administrative/Low Development (HL) type had an average of one FTE secretary for each seven FTE faculty, while the LL type, even with the obligation to offer service courses, had only one FTE secretary for each nine FTE faculty. It appears that department heads who attended most to administrative (HL), as opposed to

development (LH), matters enjoyed a marginal difference in resources and major students, as well.

Departmental goals and types of department heads

From the literature it was hypothesized that the four types of department heads would differ in the emphasis they placed on the various goals of their departments. Specifically, it was expected that the developmental type (LH) would place greater emphasis on research and development goals than more managerial types (HL). As described in Chapter 3, three different perceptions for each of five categories of departmental goals were examined in this regard. The results follow.

Student-related goals. The department heads provided three different but related perceptions of the value placed on student goals. They were: the emphasis placed on student goals (1) by the institution, (2) by the faculty, as well as (3) their own emphasis.

Student-related goals emphasized by the institution. Department heads perceived that their institutions emphasized student goals more than "a large amount." The mean score of the 243 respondents to the institutions' emphasis on student-related goals was 3.49, on a scale of one to five. However, there were no signifi-

cant differences among the four types of department heads, as shown in Table 38.

Student-related goals emphasized by faculty.

Department heads also perceived that their faculties' emphasized student goals more than "a large amount." The mean score of 241 respondents to faculty emphasis was 3.66 on the five-point scale. There were no significant differences among the four types of department heads. See Table 39.

Student-related goals emphasized by department heads, themselves. Department heads themselves would like "a great deal" of emphasis to be placed on student-related goals. The average score for the 243 respondents was 3.84. However, there were no significant differences by type of department head, as shown in Table 40.

Summary of student-related goals. The department heads believed that both their university administrators and faculty placed "a great deal" of emphasis on goals related to students, and they themselves agreed with that emphasis. There were no significant differences among the four types of department heads in this regard.

Table 38

Student-Related Goals Emphasized by the Institution
by Type of Department Head

	Type of Department Head				
	HH	HL	LH	LL	Total
Amount of Emphasis	3.46	3.67	3.53	3.32	3.49

n = 243 F-value = 2.12 df = 3,239 n.s.

Table 39

Student-Related Goals Emphasized by Faculty
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.71	3.67	3.79	3.48	3.66
n = 241 F-value = 2.54 df = 3,237 n.s.					

Table 40

Student-Related Goals Emphasized by
Department Heads, Themselves,
by Type of Department Head

	Type of Department Head				
	HH	HL	LH	LL	Total
Amount of Emphasis	3.92	3.86	3.90	3.69	3.84
n = 243	F-value = 2.31		df = 3,239		n.s.

Research goals. Department heads also provided three different perceptions of the emphasis placed on the research goals of their departments.

Research goals emphasized by the institution. Department heads perceived that their institutions placed "some," but not "a large amount" of emphasis on research, an average of 2.33 on the five-point scale. See Table 41. However, the department heads differed by type in this regard ($p < .01$). Duncan's Multiple Range Test was used to determine which of the four means were different. Only the LL category of department heads was found to be significantly different, and it differed from the High Development types (HH/LH). Differences among the four types of department heads were related principally to the Development items rather than the Administrative items. See Table 42.

Research goals emphasized by faculty. Department heads perceived that their faculties would like "a large amount" of emphasis placed on research goals in their departments, an average of 2.85 on the five-point scale. See Table 43. Department heads also differed by type in this regard ($p < .01$). As evident in Table 44, the High Development types (HH/LH) differed significantly from the Low Development (LL/HL) types of department heads.

Table 41

Research Goals Emphasized by the Institution
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	2.45	2.38	2.43	2.06	2.33
n = 246 F-value = 3.99 df = 3,242 p < .01					

Table 42

Research Goals Emphasized by the Institution
by Type of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
A	A	2.45	82	HH
	A	2.43	35	LH
B	A	2.38	33	HL
B		2.06	96	LL

Table 43

Research Goals Emphasized by Faculty
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.21	2.52	3.13	2.56	2.85
n = 245	F-value = 11.18		df = 3,241		p < .01

Table 44

Research Goals Emphasized by Faculty
by Type of Department Head
(Differences Among Means)

Duncan Grouping	Value of Means	N	Group
A	3.21	82	HH
A	3.13	35	LH
B	2.56	96	LL
B	2.52	32	HL

Those types of department heads who emphasized development activities to a greater extent than other types of heads, also perceived that their faculties placed emphasis on research goals.

Research goals emphasized by the department heads, themselves. Department heads, themselves, would like "a large amount" of emphasis placed on research goals, an average rating of 3.02. See Table 45. The 245 respondents also were significantly different by type ($p < .01$). The results of the Duncan test in Table 46 indicated that High Development types (HH/LH) placed significantly more emphasis on research than Low Development types (LL/HL). No differences among traditional administrative items could be attributed to the emphasis placed on research goals.

Summary of research goals. Department heads, themselves, appeared to place more emphasis on research goals than they perceived was placed either by their institutions or their faculties. Moreover, department heads differed by type in this regard. The High Development types consistently placed greater emphasis on research than Low Development types. They also perceived that their faculties and institutions agreed with them.

Table 45

Research Goal Emphasized by Department
Heads, Themselves, by Type
of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.45	2.61	3.33	2.67	3.02
n = 245 F-value = 14.60 df = 3,241 p < .01					

Table 46

Research Goals Emphasized by Department
Heads, Themselves, by Type
of Department Head
(Differences Among Means)

Duncan Grouping	Value of Means	N	Group
A	3.45	81	HH
A	3.33	35	LH

B	2.68	96	LL
B	2.61	33	HL

Administrative goals. Department heads also provided three different but related perceptions of the emphasis placed on administrative goals by their institutions, faculties, and themselves.

Administrative goals emphasized by the institution. Department heads perceived that their institutions placed "a great deal" of emphasis on the administrative goals of the departments. The mean score of the 245 respondents was 3.70. There were no significant differences among the types of department heads in this regard. See Table 47.

Administrative goals emphasized by the faculty. Department heads perceived that their faculties would like "a large amount" of emphasis placed on administrative goals of the departments, an average of 2.95. See Table 48. The department heads differed in the emphasis they perceived their faculties placed on administrative goals, however ($p < .01$). As indicated in Duncan's test in Table 49, the LL type of department head was least perceptive (2.63) of faculty concerns with the administrative goals of the departments, and differed significantly from the High Development types (HH/LH) in this regard.

Table 47

Administrative Goals Emphasized by the
Institution by Type of
Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.69	3.84	3.73	3.55	3.70
n = 245	F-value = 1.19		df = 3,241		n.s.

Table 48

Administrative Goals Emphasized by Faculty
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.19	2.95	3.04	2.63	2.95
n = 243	F-value = 6.79		df = 3,239		p < .01

Table 49

Administrative Goals Emphasized by Faculty
by Type of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
A		3.19	81	HH
A		3.04	34	LH
B	A	2.95	33	HL
B		2.63	95	LL

Administrative goals emphasized by department heads. Department heads, themselves, placed more than "a large amount", but less than "a great deal" of emphasis on administrative goals, a mean of 3.52 on the five-point scale. See Table 50. The 246 department heads differed significantly by type in this regard ($p < .01$). As evident in Table 51, the LL type of department head placed least emphasis on administrative goals.

Summary of Administrative Goals

Department heads perceived that their institutions placed more emphasis on administrative goals than either they or their faculties. But the department heads differed by type in this regard. The High Development (HH/LH) types seemed to be most perceptive of the faculty's interest in administrative goals. The High Administrative (HH/HL) types seemed to place most emphasis on administrative goals, themselves. The LL type department head seemed least interested in administrative goals.

Development goals. Department heads also provided three different perceptions of the emphasis placed on the development goals of their departments.

Table 50

Administrative Goals Emphasized by Department
Heads, Themselves, by Type
of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.68	3.74	3.57	3.08	3.52

n = 246 F-value = 11.66 df = 3,242 p < .01

Table 51

Administrative Goals Emphasized by
Department Heads, Themselves,
by Type of Department Head
(Differences Among Means)

Duncan Grouping	Value of Means	N	Group
A	3.74	34	HL
A	3.68	82	HH
A	3.57	34	LH

B	3.08	96	LL

Development goals emphasized by the institution.

Department heads perceived that their institutions placed "a large amount" of emphasis on development. The mean score of the 246 respondents to development goals was 2.81 on the five point scale. See Table 52. However, the department heads differed by type in this regard ($p < .05$). As indicated from the Duncan test in Table 53, the HL, or managerial type, most valued the institutions' emphasis on development. The LL type placed least emphasis in this regard.

Development goals emphasized by faculty.

Department heads perceived that their faculties placed more than "a large amount" but less than "a great deal" of emphasis on development. Of the 244 respondents to development goals, the average value was 3.58. See Table 54. The differences were significant by type of department head ($p < .01$). As indicated in Table 55, the LL type valued their faculties' emphasis on development goals least. The High Development types (HH/LH) most valued their faculties' emphasis on development goals.

Development goals emphasized by department heads.

Department heads, themselves, would like "a great deal" of emphasis placed on development. For the 245 respondents to development, the average value was 3.87.

Table 52

Development Goals Emphasized by the
Institution by Type of
Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	2.77	3.06	2.88	2.55	2.81

n = 246 F-value = 2.91 df = 3,242 p < .05

Table 53

Development Goals Emphasized by the
Institution by Type of
Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
	A	3.06	34	HL
B	A	2.88	35	LH
B	A	2.76	82	HH
B		2.55	95	LL

Table 54

Development Goals Emphasized by Faculty
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.76	3.53	3.75	3.29	3.58

n = 244 F = 5.81 df = 3,240 p < .01

Table 55

Development Goals Emphasized by Faculty
by Type of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
A	A	3.76	82	HH
	A	3.75	34	LH
B	A	3.53	33	HL
B	B	3.29	95	LL

See Table 56. Department heads differed by type in this regard ($p < .01$). As evident from the Duncan test in Table 57, High Development (LH/HH) types placed greater emphasis on development goals of their departments than the LL types.

Summary of Development Goals

Department heads perceived that both they and their faculties placed greater emphasis on development than did their institutions. In each instance, the Low Administrative types placed the least value on development goals.

Faculty-related goals. Department heads also provided three perceptions of the emphasis placed on the faculty-related goals of their departments by their institutions, faculties, and themselves.

Faculty-related goals emphasized by the institution. Department heads perceived that the institutions placed "a large amount" of emphasis on faculty-related goals. The average score for the 245 respondents was 3.09. See Table 58. The department heads differed by type in this regard ($p < .05$). Both managerial (HL) and development (LH) type department heads placed greater emphasis on faculty-related goals than LL types, as evident in the results of the Duncan test, Table 59.

Table 56

Development Goals Emphasized by
Department Heads, Themselves,
by Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	4.06	3.81	4.07	3.52	3.87
n = 245	F = 8.51	df = 3,241	p < .01		

Table 57

Development Goals Emphasized by
Department Heads, Themselves,
by Type of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
A B	A	4.07	34	LH
	A	4.06	82	HH
	A	3.81	34	HL
	B	3.52	95	LL

Table 58

Faculty-Related Goals Emphasized
by the Institution by Type
of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	3.01	3.31	3.24	2.90	3.09
n = 245	F = 3.19	df = 3,241	p < .05		

Table 59

Faculty-Related Goals Emphasized
by the Institution by Type
of Department Head
(Differences Among Means)

Duncan Grouping		Value of Means	N	Group
	A	3.31	34	HL
	A	3.24	34	LH
B	A	3.01	82	HH
B		2.80	95	LL

Faculty-related goals emphasized by faculty.

Department heads perceived that their faculties would like more than "a great deal" of emphasis placed on faculty-related goals. The mean score for the 245 respondents was 4.26. See Table 60. The department heads differed significantly by type in the emphasis placed on faculty goals ($p < .01$). There was no significant difference in the emphasis placed by High Development (HH/LH) and High Administrative (HH/LH) types. However, the LL types placed significantly less emphasis on faculty goals than other types, shown in the Duncan test of Table 61.

Faculty-related goals emphasized by department

heads . Department heads would like more than "a great deal" of emphasis placed on faculty-related goals. The mean score for the 246 respondents was 4.17. See Table 62. However, the department heads differed by type in this regard ($p < .01$). All except LL types of department heads valued faculty-related goals, as evidenced in the Duncan test, Table 63.

Summary of Faculty-Related Goals

Department heads perceived that both they and their faculties wanted more emphasis placed on faculty-related goals than did their institutions. All except the LL

Table 60

Faculty-Related Goals Emphasized
by Faculty by Type
of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	4.32	4.41	4.34	3.97	4.26
n = 245	F = 4.47	df = 3,241	p <.01		

Table 61

Faculty-Related Goals Emphasized
by Faculty by Type of
Department Head
(Differences Among Means)

Duncan Grouping	Value of Means	N	Group
A	4.41	33	HL
A	4.34	35	LH
A	4.32	82	HH

B	3.97	95	LL

Table 62

Faculty-Related Goals Emphasized by
Department Heads, Themselves, by
Type of Department Head

	Type of Department Head				Total
	HH	HL	LH	LL	
Amount of Emphasis	4.30	4.21	4.26	3.89	4.17
n = 246	F = 5.33	df = 3,242	p < .01		

Table 63

Faculty-Related Goals Emphasized by
Department Heads, Themselves,
by Type of Department Head
(Differences Among Means)

Duncan Grouping	Value of Means	N	Group
A	4.30	82	HH
A	4.26	35	LH
A	4.21	34	HL

B	3.89	95	LL

types valued goals of the faculty. No differences were observed between High Administrative and High Development types in this regard.

Summary of Goal Emphasis

Differences in means were examined by t-tests between each of thirty combinations or pairs of variables from SI - DI to FF - AF. For example, SI represented student goals (Institutions' emphasis) by DI, represented development goals (Institutions' emphasis). Differences between means were significant at the .01 level for all except three combinations. These were: SY - DY, SF - DF, and RF - AF. These data are presented in Appendix K.

In general, the 248 department heads believed themselves to be very much like their faculties in the emphasis they gave to department goals. Both highly valued faculty goals (F), agreed on student (S) and development (D) goals, and placed a modest amount of emphasis on research (R). Department heads (Y) and faculty (F) differed principally on the emphasis they gave to administrative (A) goals. See Table 64.

Department heads believed that their institutions placed greatest emphasis on administrative goals to the neglect, perhaps, of certain other goals. Specifically, the department heads (Y), themselves, believed that the

Table 64

Relative Emphasis Placed on Departmental Goals by
Institutions, Faculties, and Department Heads
(Mean Perceptions of Department Heads)

Value of Mean	Institution (I)	Faculty (F)	Department Head (Y)
4.0 - 4.49		F	F
3.5 - 3.09	A	S,D*	S,D*
3.0 - 3.49	S		A
2.5 - 2.99	F,D	A,R*	R
2.0 - 2.49	R		

A = Administrative goals

R = Research goals

S = Student goals

D = Development goals

F = Faculty goals

* Differences in indicated means were not significant.

institutions were not supportive even of the limited emphasis they and their faculties gave to research (R) and development (D) goals. The institutions were further characterized by what appeared potentially to be a major conflict between university management and department heads and faculty in the emphasis that properly should be given to faculty goals.

Department heads did not always agree among themselves in this regard, however, as is evident in Table 65. The four types of department heads placed equal emphasis on student goals (S-I, S-F, S-Y). All but one type (LL) agreed on faculty goals, as well. But they differed significantly on research, administrative, and development goals. High Development (HH/LH) and Low Development (HL/LL) types differed on research and administrative goals, and the LL type differed significantly from others on a wide range of goals. Moreover, it was hypothesized that the development type (LH) would place more emphasis than the managerial type (HL) on research and development goals. This was supported only in part.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of results of the analysis is presented in this chapter, together with some tentative questions for further research.

Summary of the Study

Twenty-seven management tasks performed by department heads were classified from the literature. Thirteen of these were established by a panel to be mostly administrative in nature (patterned after Dressel's tasks). Thirteen were established to be mostly developmental in nature (patterned after Corson's tasks). The panel did not agree on the remaining task. The items were pooled and scaled in terms of emphasis placed on tasks (according to McLaughlin). Earlier studies argued that the scores should be two-fold, namely: High administrative/Low developmental (representing a type of managerial class), and Low administrative/High developmental (representing a type of developmental class of department heads). However, only 20 percent of the department heads in the sample responded in accordance with expectations. The scores of most department heads clustered undifferentiated around the mean of the

one-dimensional scale that was used.

When responses of the department heads were scored independently for the thirteen administrative and thirteen developmental items, the scores on the administrative items correlated 0.748 with scores on the developmental items. This suggested that the management tasks of department heads were multidimensional in nature, not one-dimensional as treated in earlier studies.

Departing from McLaughlin, four categories (HH/HL/LH/LL) based on emphasis placed on management tasks were constructed instead of the original two as shown in Figure 3.

In addition, four sets of external variables were taken from the literature. These variables were identified in older studies as being significantly related to time on management tasks altogether. Thirty-four null hypotheses were constructed from these variables.

Summary of Results

Clear evidence was found that the four-way table better describes the population of department heads than the earlier two-way classification. Among the 248 department heads in the eleven universities, the four-way classification more accurately described the two types of

		Emphasis Placed on Developmental Tasks	
		High	Low
Emphasis Placed on Administrative Tasks	High	HH Leader 33.1%	HL Manager 13.7%
	Low	14.1% Developer LH	39.1% Presider LL

Figure 3

Classification of Department Heads
by Emphasis Placed on Tasks

Where:

HH = High both on Administrative and Developmental tasks.

HL = High on Administrative and low on Developmental tasks.

LH = Low on Administrative and high on Developmental tasks.

LL = Low both on Administrative and Developmental tasks.

department heads identified in the earlier studies, i.e., the HL or managerial style, and the LH or development type. More importantly, it clearly identified the majority of department heads who had remained undifferentiated on the one-dimensional scale of other studies, i.e., the HH and LL types. Moreover, eighteen of thirty-four external factors, reported in earlier studies to be significantly related to the management tasks preferred by department heads, were found not to be significant in the sample of department heads in emerging universities. These included:

- 2.1 Age (Table 11, page 71)
- 2.2 Sex (Table 12, page 73)
- 2.4 Tenure status (Table 14, page 75)
- 2.5 Years' experience in higher education (Table 15, page 76)
- 2.6 Future career intentions (Table 16, page 78)
- 3.5 Levels at which major decisions were made (Table 17, page 81)
- 3.7 Specific authority to use budgets for salary incentives (Table 20, page 84)
- 3.1 Selection processes (Table 21, page 85)
- 3.3 Selection from within or outside the university (Table 22, page 86)
- 3.2 Length of appointment (Table 23, page 88)
- 4.1 Holland type of department (Table 30, page 97)
- 4.2 Size of department by FTE faculty (Table 31,

page 98)

- 4.5 Curriculum change (Table 36, page 103)
- 4.6 Personnel change (Table 37, page 105)
- 5.1 Student-related goals emphasized by the institution (Table 38, page 108)
- 5.2 Student-related goals emphasized by faculty (Table 39, page 110)
- 5.3 Student-related goals emphasized by department heads, themselves (Table 40, page 111)
- 5.8 Administrative goals emphasized by faculty (Table 48, page 119)

However, external evidence supported only three of the four classes of management tasks that had been anticipated by the new bilinear scale and four-category table. These were: (1) A Low developmental/Low administrative (LL) type of department heads who placed less emphasis both on administrative and development tasks than other types of department heads; (2) A combination of the two High developmental types, including the (HH) type of department head (who placed greater emphasis both on administrative and development tasks than other types), and an (LH) or Low administrative/High developmental type; and (3) A High administrative/Low developmental (HL) or managerial type.

The Low administrative/Low developmental (LL) type, represented by 39.1 percent of the department heads, was uniquely differentiated from the other types on four

variables, namely:

- 4.3 LL types chaired departments that had fewer secretaries than other types (Table 35, page 103)

HL LH HH LL*

- 5.9 LL type department heads, themselves, valued administrative goals less than other types (Table 51, page 122)

HL HH LH LL

- 5.14 LL type department heads believed their faculties placed less emphasis on faculty goals than other types (Table 61, page 130)

HL LH HH LL

- 5.15 LL type department heads, themselves, seemed less concerned with faculty goals than other types (Table 63, page 131)

HH LH HL LL

These department heads also differed significantly from one or two other types on eight other variables, namely:

- 3.4 Devoted more time to teaching than the HH type (Table 25, page 91)

LL LH HL HH

- 4.4 Chaired departments with fewer majors than the HL type (Table 33, page 101)

HL HH LH LL

- 5.4 Believed their institutions placed less value on research goals than the High development (HH/LH) types (Table 42, page 114)

HH LH HL LL

* A schematic presentation of significant differences advanced by Winer (1971:195). Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line do differ.

- 5.8 Believed their faculties placed less emphasis on administrative goals than the High development (HH/LH) types (Table 49, page 120)

HH LH HL LL

- 5.10 Believed their institutions placed less emphasis on development goals than the HL type (Table 53, page 124)

HL LH HH LL

- 5.11 Believed their faculties placed less emphasis on development goals than the High development (HH/LH) types (Table 55, page 125)

HH LH HL LL

- 5.12 Placed less emphasis on development goals, themselves, than the High development (HH/LH) types (Table 57, page 127)

LH HH HL LL

- 5.13 Believed their institutions placed less emphasis on faculty goals than HL and LH types (Table 59, page 128)

HL LH HH LL

The High development types (HH/LH), represented by 47.2 percent of the department heads, were uniquely differentiated from other types on three variables:

- 2.3 High development (HH/LH) types generally held higher rank than the Low development (HL/LL) types (Table 13, page 76)

LH HH LL HL

- 5.5 High development types more than Low development types of department heads believed that their faculties valued research as a goal of the departments (Table 44, page 115)

HH LH LL HL

- 5.6 High development types of department heads, themselves, more than Low development types, valued research as a departmental goal (Table 46, page 117)

HH LH LL HL

The High development (HH/LH) types also differed from the LL type of department heads on four variables:

- 5.4 High development types more than LL types of department heads believed that their institutions valued research as a goal (Table 42, page 114)

HH LH HL LL

- 5.8 High development types, more than the LL type of department heads, believed that their faculties placed emphasis on administrative goals of the department (Table 49, page 120)

HH LH HL LL

- 5.11 High development types of department heads, more than the LL type, believed that their faculties placed emphasis on development goals (Table 55, page 125)

HH LH HL LL

- 5.12 High development types of department heads, themselves, more than the LL type, valued development goals of departments (Table 57, page 127)

LH HH HL LL

The High administrative/Low development (HL) managerial type, represented by 14.1 percent, was differentiated from at least one other type of department head on three variables. They were:

- 3.6 The managerial (HL) type of department head generally enjoyed greater overall authority than the (LL) and (LH) types in using the departmental budget (Table 19, page 84)

LL LH HH HL

- 4.4 The HL type of department head generally chaired departments with more student majors than the LL type (Table 33, page 101)

HL HH LH LL

- 5.10 The managerial (HL) type, more than the LL type, believed that their institutions valued development as well as research goals (Table 53, page 124)

HL LH HH LL

Finally, both Low development types (HL/LL) held lower rank than High development (HH/LH) types

- 2.3 The Low development types (HL/LL) generally held lower rank than High Development (HH/LH) types (Table 13, page 76)

LH HH LL HL

Conclusions

Eighteen of the thirty-four null hypotheses were rejected at the .05 level of confidence. Of the four clusters of independent variables included in the study, at least one variable within each cluster was found to be significantly related to the dependent variable. Only five of the research hypotheses from the literature were supported. They were:

- 2.3 Rank (Table 13, page 74)

3.4 Time devoted to teaching (Tables 24-25, page 89), administration (Tables 26-27, page 90), and departmental leadership (Tables 28-29, page 92)

3.6 Overall authority enjoyed by the department head in the use of the budget (Tables 18-19, page 82)

5.4, 5.5, 5.6 Time given to research goals (Tables 41-46 pages 113-116)

5.10, 5.11, 5.12 Time devoted to development goals (Tables 52-57, pages 122-125)

The study was not conclusive with respect to the characteristics or the categories of department heads' activities. In the recommendations, several analytical procedures for further defining and describing the categories are recommended. However, the study was begun with an acceptance of the assumption that the emphasis given to the types of duties and responsibilities makes a difference, and that Corson's developmental activities are predictive. This assumption may not be fully accepted. Although better insights were desired, the implications for the study are largely methodological.

The conclusions reached do not have immediate and direct implications for departmental administration, at least in the institutions studied, principally because

there are no causal relationships between the variables studied and the types of department heads. The presence of 39 percent of type LL individuals in a sample of 248 department heads might lead higher education administrators to wonder if leadership in a third of their departments is adequate, particularly in the formulation of departmental goals and objectives. Evidence is not sufficient to provide immediate implications for the college and university leaders concerned with the practical problems of hiring, assigning, reassigning, training, or retraining of department heads, however.

The appearance of the High Development (HH/LH) types as the majority type (47.2 percent) among the four types of department heads in the emerging universities would seem to be encouraging for those institutions. The High Corson types appear to be among the most respected members of their departments (judging from their high ranks). As they devote relatively more time to development activities and less to teaching, they may be in a better position to engage their faculties seriously in needed change. Their attitudes toward administration and faculty seem to be essentially constructive.

The High Development (HH/LH) types seem to fulfill their obligations as administrators. They also value research and development activities. Moreover, they tend

to attribute similar feelings to faculty and supervisors, as well.

One may fairly conclude, therefore, that the results clearly confirm the appropriateness of a multidimensional rather than one-dimensional measure of departmental administration. Nonetheless, the case was not made in the sample of emerging universities that the population of department heads is fully described by a simple two-dimensional measure.

Implications for Further Research

Using only univariate analysis, three types of department heads were supported empirically. Accordingly the principal contribution of this study would seem to be its possible implications for further research. These might include the following:

1. The inquiry should be further extended to examine multivariate as well as univariate relationships among these several independent and dependent variables. Although the results of the univariate analysis were unexpectedly rich, multivariate analysis is needed to verify the types of department heads, and to identify possible combinations of variables that would predict membership in those classifications of department heads. The data should be reanalyzed, first applying multiple

analysis of variance (MANOVA) to the several groups of independent variables, then perhaps multiple regression and/or discriminant analysis. Three research questions seem worthy of study: (A) To what extent is the existence of four classes of department heads supported by multivariate analysis? (B) Which of the several independent variables (or combinations of variables) best predicts membership in the four classifications of department heads? (C) What factors best explain membership in the four classifications of department heads?

2. Consideration also should be given to replicating important earlier studies, i.e., McLaughlin, Montgomery, and Malpass (1974), McLaughlin, Montgomery, and Sullins (1977). However, a four-way rather than the two-way classification of department heads should be used in the replications.

3. In future studies, a more heterogeneous sample than the one used in this study should be surveyed. Speculatively, there may be more support for High Dressel/Low Corson (HL) managerial and the Low Dressel/High Corson (LH) developmental types of department heads in such a sample.

4. Stronger internal measures than used in this study should be employed. Direct measures of faculty and

administrators' own perceptions might produce a clearer picture of the emphasis these groups place on various departmental goals.

The conclusions of the study raise some genuine policy questions for research, as well as methodological questions. First, after all these years, are the emerging institutions really emerging with one-third of their department heads merely presiding over departments? Does this suggest that these former state teachers colleges are still more like the institutions they were than the kind of institutions most hope to become? The second kind of policy question to be raised is, with one-third (33.1 percent) of the department heads somewhat uninvolved in the university's development, and nearly half (47.2 percent) significantly committed to the further development of the institution, does this raise the possibility of major conflicts in departmental leadership, both with respect to the further goals of these former state teachers colleges and the allocation of resources to the goals of the institutions? A third policy question is related to the theory of Blake and Mouton's (1964) Managerial Grid classification, because in this study, the 1.1 (LL) was expected, but the 9.9 (HH) did not show up at the opposite extreme, but was combined with the LH. The question is then raised as to whether this is a

characteristic peculiar to emerging universities, or is it a methodological or theoretical difference with Blake and Mouton's Grid?

The foregoing conclusions and implications for research are based on the concept that the duties and responsibilities of department heads can no longer be measured on the one-dimensional scale that has been utilized in the past. Department heads can and do perform a combination of administrative and developmental activities that preclude them from being measured on a linear continuum. Hopefully, the results of this study will lay to rest use of the one-dimensional scale for measuring activities of department heads.

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APPENDICES

APPENDIX A

COVER LETTER TO DEPARTMENT HEADS

March 1, 1978

Dear Colleague:

I have undertaken a study of department heads in emerging, state-supported universities. In searching the literature, I have become very aware of the increasingly important administrative role of department heads and the numerous responsibilities accompanying the position. As the population for the study is limited to a total of eleven universities within the states of Alabama, Kentucky, North Carolina, Tennessee, Virginia, and West Virginia, your response is greatly needed for the study to be a valid one. Would you please take about 15 minutes to complete the questionnaire which is designed to obtain information as to your departmental activities and goals?

The questionnaires are numbered by institution, and are not intended to identify anyone or any department, but will be used only for follow-up purposes. The information received will be kept strictly confidential, and data from individual universities will not be made available to anyone. However, if you desire a copy of the comprehensive findings of the study, check the box and supply the necessary mailing information at the end of the questionnaire.

As this study is being conducted in conjunction with my doctoral dissertation, would you please return the questionnaire by March 15? Your assistance will be greatly appreciated.

Sincerely,

Eleanor H. Terry

APPENDIX B

COVER LETTER FOR ACADEMIC VICE-PRESIDENTS/CHANCELLORS
TO SEND TO DEPARTMENT HEADS

TO: All Department Heads of _____ University
FROM: Dr. _____, Vice-_____ for Academic
Affairs
SUBJECT: Departmental Environment Questionnaire
DATE: March 1, 1978

Ms. Eleanor Terry of Marshall University, Huntington, West Virginia, is conducting a study of department heads in emerging universities, and has selected _____ University as one of the eleven institutions to be studied. As her study is aimed at providing insight into the position of departmental chairmen/heads, may I enlist your cooperation in giving her the assistance she needs by completing the Departmental Environment Questionnaire?

APPENDIX C

DEPARTMENTAL ENVIRONMENT QUESTIONNAIRE

DEPARTMENTAL ENVIRONMENT QUESTIONNAIRE

IDENTIFYING DATA

NAME OF INSTITUTION: _____

TYPE OF DEPARTMENT: (Check only the type in which your department falls)

REALISTIC ☐

Agronomy
Architecture
Civil Engineering
Forestry
Geography
Industrial Arts
Mechanical Engineering

ARTISTIC ☐

Architecture
Art
Classics
English
Journalism
Philosophy
Radio/Television
Religion

SOCIAL ☐

Counseling
Educational Administration
Elementary/Secondary and/or
Special Education
Health/Physical Education
History
Home Economics
Library Science
Modern Languages
Sociology

INVESTIGATIVE ☐

Animal Science
Anthropology
Biology
Chemistry
Electrical Engineering
Geology
Horticulture
Pharmacy
Premedicine
Psychology
Veterinary Medicine

ENTERPRISING ☐

Advertising
Business Management
Economics
Government
Industrial Engineering
Marketing
Political Science
Prelaw
Public Administration

CONVENTIONAL ☐

Accounting
Business Education
Finance

OTHER ☐

Please specify department:

I. PERSONAL CHARACTERISTICS

1. Including work at other institutions, how many years have you devoted to college teaching and/or administration?

2. What is your current academic rank?

- _____ a. Professor
 _____ b. Associate Professor
 _____ c. Assistant Professor
 _____ d. Instructor
 _____ e. Other (explain) _____

3. Are you tenured?

Yes _____ No _____

4. In the next 3-5 years, which do you consider most likely?

- _____ a. I will retire
 _____ b. I will return to full-time teaching
 _____ c. I will remain in university administration
 _____ d. I will go to a full-time position in a non-academic environment
 _____ e. Other (explain) _____

5. In which age group do you belong?

_____ under 30 _____ 30-34 _____ 35-39 _____ 40-44
 _____ 45-49 _____ 50-54 _____ 55-59 _____ over 59

6. Sex:

Male _____ Female _____

II. DEPARTMENTAL ACTIVITIES

Below is a list of departmental activities which the chairman may need to perform. Please circle the answer that most nearly indicates the percent of time spent on each activity during the year.

- a. none (0 %)
- b. some (1-2 %)
- c. a moderate amount (3-5 %)
- d. a great deal (6-10 %)
- e. a very great deal (over 10 %)

Response
(circle one)

- a b c d e 7. Initiating long-range programs, plans, and goals for the department.
- a b c d e 8. Developing Graduate Teaching and Research Assistants.
- a b c d e 9. Encouraging the professional development of faculty members within the department.
- a b c d e 10. Managing of the clerical and technical staff.
- a b c d e 11. Presenting of proposed budgets.
- a b c d e 12. Administering the departmental budget and other financial resources.
- a b c d e 13. Providing informal faculty leadership.
- a b c d e 14. Managing physical facilities and equipment.
- a b c d e 15. Recruiting scholarly faculty.
- a b c d e 16. Prodding colleagues to recruit and select the most promising graduate students.
- a b c d e 17. Evaluating faculty performance to determine tenure, raises, and promotions.
- a b c d e 18. Planning the curriculum, academic programs, course content, and teaching methods.

- a b c d e 19. Encouraging faculty to obtain grants, gifts, and contracts.
- a b c d e 20. Stimulating faculty to do research and publish.
- a b c d e 21. Maintaining morale and reducing conflicts among faculty.
- a b c d e 22. Encouraging faculty to write in their grant proposals aid for graduate students.
- a b c d e 23. Advising students on academic and/or departmental matters.
- a b c d e 24. Interacting with the administration in behalf of departmental faculty.
- a b c d e 25. Listening to and encouraging ideas to enrich course offerings.
- a b c d e 26. Assuring the maintenance of accurate student and other departmental records.
- a b c d e 27. Representing the department in the appropriate professional meetings and societies.
- a b c d e 28. Planning and holding departmental meetings.
- a b c d e 29. Providing for the flow of information to the faculty to inform them of department, college, and university activities and plans.
- a b c d e 30. Participating in committee work within the college and university.
- a b c d e 31. Assigning courses, research, and departmental duties to faculty.
- a b c d e 32. Obtaining employment or acceptance in graduate school for students.
- a b c d e 33. Coordinating activities with outside groups.

III. INSTITUTIONAL VARIABLES

- A. Departmental Goals. Below are eleven departmental goals. Using the following responses, in column 1 indicate the emphasis placed on each departmental goal by your institution. In column 2, indicate how you, as department chairman, would like to see the emphasis placed, and in column 3, indicate how you feel your faculty would like to see the emphasis placed.

- a. Little or none at all
 b. Some
 c. A large amount
 d. A great deal
 e. A very great deal

	Institu- tional Emphasis	Your Emphasis	Emphasis Faculty Would Like
34. Producing new know- ledge through research.	a b c d e	a b c d e	a b c d e
35. Graduating a well versed student with a balanced education.	a b c d e	a b c d e	a b c d e
36. Developing an effi- cient organization through use of appropriate mana- gerial decisions.	a b c d e	a b c d e	a b c d e
37. Teaching courses for students majoring in other departments.	a b c d e	a b c d e	a b c d e
38. Encouraging the personal and pro- fessional develop- ment of the indivi- dual faculty members.	a b c d e	a b c d e	a b c d e

	Institu- tional Emphasis	Your Emphasis	Emphasis Faculty Would Like
39. Maintaining the goals and requirements of the central administration (e.g., enrollment, grants, budget, development).	a b c d e	a b c d e	a b c d e
40. Developing and/or maintaining an outstanding departmental graduate program.	a b c d e	a b c d e	a b c d e
41. Educating the student for future career.	a b c d e	a b c d e	a b c d e
42. Providing the faculty and staff with a congenial place in which to work.	a b c d e	a b c d e	a b c d e
43. Improving the quality of the department relative to peer departments at other universities and within this institution.	a b c d e	a b c d e	a b c d e
44. Maintaining a spirit of inquiry and academic freedom.	a b c d e	a b c d e	a b c d e

B. Other Environmental Characteristics.

45. How would you best characterize decision-making in your department from the following descriptions?
- ☐ a. Most major decisions are made at the university level
 - ☐ b. Most major decisions are made at the college level
 - ☐ c. Most major decisions are made at the department level by the department chairman with the college and university administration usually having veto power
 - ☐ d. Most major decisions are made by appropriate groups of senior faculty within the department
 - ☐ e. Other (describe) _____
-
46. How much authority do you have in using your budget?
- ☐ a. complete authority
 - ☐ b. some authority
 - ☐ c. limited authority
 - ☐ d. no authority
47. Do you have the flexibility to use the budget for providing the incentive raises for those who initiate course development and research?
- Yes _____ No _____
48. How many secretaries do you have in your department?
- _____
49. How many FTE faculty do you have in your department?
- _____
50. What percent of students taking courses in your department are your own majors?
- _____

51. How were you selected as a department chairman?

- ☐ a. By the dean only
- ☐ b. By the dean in consultation with department faculty
- ☐ c. By the dean with a search committee
- ☐ d. By faculty committee
- ☐ e. Other (explain _____)

52. Were you selected to serve a specific length of time as chairman?

Yes _____ No _____ If yes, how many years? _____

53. What percent of your time do you estimate that you spend on the following?

- ☐ a. Teaching
- ☐ b. Administrative duties
- ☐ c. Departmental leadership

54. Were you chosen for the chairmanship from within the university, or were you brought in from outside the university?

- ☐ a. Chosen from within
- ☐ b. Brought in from outside

55. What percent of your departmental course offerings have changed during the past five years?

☐ 5% ☐ 10% ☐ 15% ☐ 20% ☐ more than 20%

56. What percent of your professors and associate professors were previously assistant professors in your department?

51. How were you selected as a department chairman?
- ☐ a. By the dean only
 - ☐ b. By the dean in consultation with department faculty
 - ☐ c. By the dean with a search committee
 - ☐ d. By faculty committee
 - ☐ e. Other (explain)
52. Were you selected to serve a specific length of time as chairman?
- Yes ☐ No ☐ If yes, how many years?
53. What percent of your time do you estimate that you spend on the following?
- ☐ a. Teaching
 - ☐ b. Administrative duties
 - ☐ c. Departmental leadership
54. Were you chosen for the chairmanship from within the university, or were you brought in from outside the university?
- ☐ a. Chosen from within
 - ☐ b. Brought in from outside
55. What percent of your departmental course offerings have changed during the past five years?
- 5% 10% 15% 20% more than 20%
56. What percent of your professors and associate professors were previously assistant professors in your department?
-

Thank you for your cooperation in completing the questionnaire. Please return it in the envelope provided.

☐ Check here if you wish to receive a copy of the findings for the entire group of universities.

Name

Department

APPENDIX D

FOLLOW-UP LETTER TO DEPARTMENT HEADS

Box 329
Marshall University
Huntington, WV 25701

Dear Colleague:

Several weeks ago you and your colleagues at several other universities received a Departmental Environment Questionnaire. I have been very pleased with the response rate, and if you have returned the questionnaire, I would like to express my sincere thanks. If you have not yet been able to participate, I hope you will take this opportunity to complete the questionnaire now. Due to the relatively small size of the sample, it is important that as many as possible respond. I hope that I may include your responses in what is developing into a significant study of the department head's role in the total academic program.

Sincerely,

Eleanor H. Terry

APPENDIX E

PARTICIPATING UNIVERSITIES

PARTICIPATING UNIVERSITIES

ALABAMA

Troy State University
University of North Alabama

KENTUCKY

Eastern Kentucky University
Morehead State University
Western Kentucky University

NORTH CAROLINA

Appalachian State University
East Carolina University
Western Carolina University

TENNESSEE

Austin Peay State University

VIRGINIA

James Madison University

WEST VIRGINIA

Marshall University

Source: Educational Directory, Colleges and Universities, 1981-82. Washington, D.C., National Center for Educational Statistics.

APPENDIX F

CHARACTERISTICS OF NINETY EMERGING UNIVERSITIES

Emerging Universities in the United States
1981-1982

Universities	Enroll- ment 1981-82	Year Univer- sity Status	BA/BS Degree Programs	MA/MS Degree Programs	Number of Depart- ments
<u>Alabama</u>					
Alabama S.U.	4,066	1969	34	15	22
Jacksonville S.U.	7,018	1966	41	18	32
Livingston U.	1,100	1968	17	6	9
Troy S.U.	6,687	1967	47	11	14
U. Montevallo	2,994	1969	48	17	13
U. North Alabama	5,268	1968	48	8	24
<u>Alaska</u> (none)					
<u>Arkansas</u>					
Arkansas S.U.	7,615	1967	37	36	25
Henderson S.U.	3,014	1967	52	5	13
A.U.- Little Rock	10,009	1957	63	12	32
A.U.- Pine Bluff	3,063	1972	36	0	21
U. Central Arkansas	5,739	1975	57	23	31
<u>California</u>					
CSU-Chico	13,847	1971	47	27	33
" -Dominguez Hills	7,896	1971	54	11	29
" -Fresno	15,553	1971	95	46	38
" -Fullerton	21,997	1971	56	64	37
" -Hayward	10,666	1971	47	34	35
" -Long Beach	31,239	1971	75	65	58
" -Northridge	28,152	1971	104	63	49
" -Sacramento	21,190	1971	76	34	41
Humboldt S.U.	7,419	1971	64	13	29
San Jose S.U.	25,284	1971	93	55	56
Sonoma S.U.	5,567	1971	55	15	31
<u>Colorado</u>					
UC-Colorado Springs	4,827	1965	31	10	10
U. So. Colorado	4,685	1974	81	10	10

Universities	Enroll- ment 1981-82	Year Univer- sity Status	BA/BS Degree Programs	MA/MS Degree Programs	Number of Depart- ments
<u>Delaware</u> (none)					
<u>Florida</u> (none)					
<u>Georgia</u> (none)					
<u>Hawaii</u> (none)					
<u>Idaho</u>					
Boise S.U.	11,513	1963	42	17	25
<u>Illinois</u>					
Chicago S.U.	7,087	1967	54	17	27
E. Illinois U.	9,989	1957	51	26	34
N.E. Illinois U.	10,346	1961	40	22	36
W. Illinois U.	11,904	1961	42	42	40
<u>Indiana</u>					
Ind. S.U.-Evansville	3,251	1967	27	14	10
Ind. U.-Northwest	4,333	1968	32	9	6
<u>Iowa</u> (none)					
<u>Kansas</u>					
Emporia S.U.	6,411	1977	38	31	18
Pittsburg S.U.	5,174	1977	81	28	28
<u>Kentucky</u>					
E. Kentucky U.	13,668	1966	115	36	43
Kentucky S.U.	2,476	1966	22	1	15
Morehead S.U.	7,163	1966	75	25	27
W. Kentucky U.	13,417	1966	78	39	33
<u>Louisiana</u> (none)					
<u>Maine</u> (none)					
<u>Maryland</u>					
Morgan S.U.	5,299	1975	49	20	28
<u>Massachusetts</u> (none)					

Universities	Enrollment 1981-82	Year Univer- sity Status	BA/BS Degree Programs	MA/MS Degree Programs	Number Depart- ments
<u>Michigan</u>					
E. Michigan U.	20,079	1959	95	47	32
N. Michigan U.	9,376	1963	98	28	28
<u>Minnesota</u>					
Bemidji S.U.	4,374	1975	56	13	30
Mankato S.U.	11,145	1975	99	43	34
Moorhead S.U.	7,963	1975	60	25	31
St. Cloud S.U.	10,932	1975	64	30	34
Winona S.U.	4,500	1975	101	10	25
U.M.-Duluth	7,393	1947	66	18	48
<u>Mississippi</u>					
Jackson S.U.	7,646	1967	52	26	38
<u>Missouri</u>					
S.E. Missouri S.U.	8,063	1972	63	22	29
S.W. Missouri S.U.	14,543	1972	78	17	30
<u>Montana</u> (none)					
<u>Nebraska</u> (none)					
<u>Nevada</u> (none)					
<u>New Hampshire</u> (none)					
<u>New Jersey</u> (none)					
<u>New Mexico</u>					
E. New Mexico U.	3,701	1967	70	28	20
<u>New York</u>					
City U.-NYC College	12,267	1962	83	56	39
SUNY-Cortland	6,080	1962	38	12	22
SUNY-Fredonia	5,208	1962	41	16	19
SUNY-Genesco	5,571	1962	38	9	22
SUNY-New Paltz	7,204	1962	49	14	27
SUNY-Oneonta	6,320	1962	52	14	27
SUNY-Oswego	7,200	1962	39	9	34

Universities	Enroll- ment 1981-82	Year Univer- sity Status	BA/BS Degree Programs	MA/MS Degree Programs	Number of Depart- ments
<u>New York (continued)</u>					
SUNY-Plattsburg	5,760	1962	43	18	27
SUNY-Potsdam	4,678	1962	35	7	19
<u>North Carolina</u>					
Appalachian S.U.	9,794	1967	70	35	32
E. Carolina U.	13,165	1967	77	37	45
N. Carolina C.U.	4,810	1967	28	19	25
W. Carolina U.	6,459	1967	64	22	27
<u>North Dakota (none)</u>					
<u>Ohio (none)</u>					
<u>Oklahoma</u>					
Central S.U.	11,876	1967	61	22	39
E. Central O.S.U.	3,973	1974	30	8	12
N.E. O.S.U.	5,883	1975	55	7	25
N.W. O.S.U.	1,927	1973	30	8	18
S.E. O.S.U.	4,332	1974	47	9	15
S.W. O.S.U.	4,800	1974	39	19	12
<u>Oregon (none)</u>					
<u>Pennsylvania (none)</u>					
<u>Rhode Island (none)</u>					
<u>South Carolina (none)</u>					
<u>South Dakota (none)</u>					
<u>Tennessee</u>					
Austin Peay S.U.	5,260	1967	44	15	24
Tennessee S.U.	8,317	1967	56	28	32
U. T.-Martin	5,375	1967	66	8	17
<u>Texas</u>					
Midwestern S.U.	4,400	1975	40	18	21
S.W. Texas S.U.	15,400	1969	44	19	29
W. Texas S.U.	6,559	1963	51	27	31

Universities	Enrollment 1981-82	Year Univer- sity Status	BA/BS Degree Programs	MA/MS Degree Programs	Number of Depart- ments
<u>Utah</u> (none)					
<u>Vermont</u> (none)					
<u>Virginia</u>					
George Mason U.	13,293	1972	54	18	17
James Madison	8,817	1977	57	24	28
<u>Washington</u>					
C. Washington U.	7,551	1977	77	24	29
E. Washington U.	8,333	1977	91	17	28
<u>West Virginia</u>					
Marshall U.	11,884	1961	78	35	38
<u>Wisconsin</u>					
U.W.-Eau Claire	11,054	1964	58	14	36
U.W.-La Crosse	8431	1971	40	15	24
U.W.-Oshkosh	10,000	1964	55	21	32
U.W.-Platteville	4,713	1971	64	9	33
U.W.-River Falls	5,339	1971	53	9	26
U.W.-Stevens Point	9,182	1971	48	11	26
U.W.-Stout	7,413	1971	20	9	25
U.W.-Superior	2,149	1971	42	18	18
U.W.-Whitewater	10,006	1971	42	18	18
<u>Wyoming</u> (none)					

Sources: Education Directory, Colleges and Universities
1977-78; Peterson's Annual Guides, 1982.

APPENDIX G

PANEL OF EXPERTS

PANEL OF EXPERTS

Dr. Frederick J. Brieve

Director, International Programs
Virginia Polytechnic Institute and State University
Blacksburg, Virginia
Five years previous experience as department and division head

Dr. Sam Clagg

Professor and Chairman of the Department of Geography
Marshall University
Huntington, West Virginia
Twenty-four years experience as department chairman

Dr. Walter C. Felty

Professor and Chairman of the Department of Educational Media
Marshall University
Huntington, West Virginia
Thirteen years experience as department chairman

Dr. Dorothy Johnson

Professor and Chairman of the Department of Speech
Marshall University
Huntington, West Virginia
Twelve years experience as department chairman

Dr. Charles D. Noblin

Professor and Head of the Department of Psychology
Virginia Polytechnic Institute and State University
Blacksburg, Virginia
Twelve years experience as department head

APPENDIX H

ROLES OF DEPARTMENT CHAIRMEN QUESTIONNAIRE

Name of Institution _____

ROLES OF DEPARTMENT CHAIRMEN*

Department of _____

College of _____

Sex: Male _____ Female _____

Part I

1. How many full-time faculty members, including those paid from research and other budgets, are in your department:

2. What is the highest degree offered in your department?
 - _____ a. Bachelor
 - _____ b. Master
 - _____ c. Doctorate
 - _____ d. Other _____
3. How long have you been a department chairman at this university?

4. How were you selected as a department chairman?
 - _____ a. Selected by the departmental faculty.
 - _____ b. Selected by the Dean from a list recommended by a search committee elected by the faculty.
 - _____ c. Selected by the Dean from a list recommended by a search committee appointed by the dean.
 - _____ d. Selected by dean after private discussions with faculty members.
 - _____ e. Selected by the dean of the college with no specific faculty recommendations.
 - _____ f. Other _____
5. Were you selected to serve a specific length of time in this role?
 - _____ No
 - _____ Yes If yes, how many years? _____
6. How many years have you been a member of an academic faculty, both here and elsewhere?

* The term department chairman as used herein refers to a generic group of faculty leaders in which one might find such titles as department head, group leader, project leader, and related names.

7. What is your current academic rank?

- ☐ a. Professor
- ☐ b. Associate professor
- ☐ c. Assistant professor
- ☐ d. Other _____

8. How would you best characterize decision making in your department from the following descriptions?

- ☐ a. Most major decisions made at the university level, a large number of standard policies exist on major issues.
- ☐ b. Most major decisions made at the college level, only informal standardization across colleges.
- ☐ c. Most major decisions are made at the department level by the department chairman with the college and university administration usually having veto power.
- ☐ d. Most major decisions made by appropriate groups of senior faculty within the department.
- ☐ e. Other (please describe) _____

9. Are student forms for evaluation of faculty performance employed in your department?

- ☐ a. No, and none are planned.
- ☐ b. No, but they are under consideration.
- ☐ c. Yes, but they are optional.
- ☐ d. Yes, they are required, but they are not used in personnel decisions (e.g. promotion, tenure, etc.)
- ☐ e. Yes, they are used in making personnel decisions.
- ☐ f. Other: _____

10. Approximately how many hours per week do you spend performing duties in the following areas?

Fall Session

- a. Departmental administration and leadership _____
- b. College-and university-wide activities _____
- c. Teaching and student counseling _____
- d. Research and professional development _____
- e. Public service, extension, and/or university related off-campus activities _____
- f. Consulting _____
- g. Other (Cite, if any) _____

11. In the next 3 to 5 years, which do you consider most likely?

- ☐ a. I will retire.
- ☐ b. I will return to full-time teaching.
- ☐ c. I will remain in university administration.
- ☐ d. I will go to a full-time position in a non-academic environment.

The following items relate to opportunities which are found in department chairman and faculty positions. Please rate how satisfied you currently are with the opportunities, and how satisfied you think you would be if you were a full-time faculty member at your current rank.

- a. Very satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied
- e. Very dissatisfied

<u>As a Department Chairman</u> (Circle one)	<u>Opportunity to:</u>	<u>As a Full-Time Faculty Member</u> (Circle one)
a b c d e	12. Guide program development.	a b c d e
a b c d e	13. Have autonomy in decision making.	a b c d e
a b c d e	14. Guide departmental growth.	a b c d e
a b c d e	15. Interact with others in the institution, outside of the department.	a b c d e
a b c d e	16. Have a varied and challenging job.	a b c d e
a b c d e	17. Develop the potential of students and junior faculty.	a b c d e
a b c d e	18. Influence your profession and higher education in general.	a b c d e
a b c d e	19. Achieve own major personal goals.	a b c d e
a b c d e	20. Receive recognition for efforts.	a b c d e
a b c d e	21. Be involved in research.	a b c d e
a b c d e	22. Maintain currency in selected professional fields.	a b c d e
a b c d e	23. Develop lasting friendships.	a b c d e
a b c d e	24. Have sufficient time for outside activities and interests.	a b c d e
a b c d e	25. Concentrate efforts in desired areas.	a b c d e
a b c d e	26. Avoiding extraneous conflicts	a b c d e
a b c d e	27. How would you rate your overall job satisfaction in these two careers?	a b c d e

II. Departmental Goals

Below are eleven departmental goals. Please use the following responses to give both the emphasis which is placed, and which should be placed, on the goals in your department (division, etc.).

		a. Little or none at all b. Some c. A large amount d. A great deal e. A very great deal	
Emphasis currently placed on this goal in my department (Please circle letter)			Emphasis which should be placed on this goal (Please circle letter)
a b c d e	28.	Producing new knowledge through research.	a b c d e
a b c d e	29.	Graduating a well versed student with a balanced education.	a b c d e
a b c d e	30.	Developing an efficient organization through use of appropriate managerial decisions.	a b c d e
a b c d e	31.	Providing a direct service to other organizations in the university, community, and state.	a b c d e
a b c d e	32.	Improving the quality of the department relative to peer departments at other colleges/universities and within this institution.	a b c d e
a b c d e	33.	Encouraging the personal and professional development of the individual faculty members.	a b c d e
a b c d e	34.	Maintaining the goals and requirements of central administration (e.g., enrollment, grants, budget, development).	a b c d e
a b c d e	35.	Developing and/or maintaining an outstanding departmental graduate program.	a b c d e
a b c d e	36.	Educating the student for a future career.	a b c d e
a b c d e	37.	Providing the faculty and staff with a congenial place in which to work.	a b c d e
a b c d e	38.	Maintaining a spirit of inquiry and academic freedom.	a b c d e

III. Departmental Duties

Below is a list of departmental tasks which the leader of a department may need to perform. (Please circle one)

How much of your time is spent on this task? (Include time spent on supervising and reviewing delegated work).

- a. None
- b. Less than one hour/week
- c. About one hour/week
- d. 2 to 4 hours/week
- e. 5 or more hours/week

Response
(Circle one)

- a b c d e 39. Developing and initiating long-range programs, plans, and goals for the department.
- a b c d e 40. Supervising and developing of Graduate Teaching and Research Assistants.
- a b c d e 41. Encouraging the professional development of faculty members within the department.
- a b c d e 42. Managing of the clerical and technical staff.
- a b c d e 43. Preparing and presenting of proposed budgets.
- a b c d e 44. Administering the departmental budget and other financial resources.
- a b c d e 45. Providing informal faculty leadership.
- a b c d e 46. Managing physical facilities and equipment.
- a b c d e 47. Recruiting and selecting faculty.
- a b c d e 48. Recruiting and selecting graduate students.
- a b c d e 49. Evaluating faculty performance to determine tenure, raises, and promotions.
- a b c d e 50. Planning and reviewing the curriculum, academic programs, and course content.
- a b c d e 51. Obtaining and managing grants, gifts, and contracts.
- a b c d e 52. Encouraging faculty research and publication.
- a b c d e 53. Maintaining morale and reducing conflicts among faculty.
- a b c d e 54. Teaching own students.
- a b c d e 55. Advising students on academic and/or departmental matters.
- a b c d e 56. Interacting with the administration in behalf of the department.

- a. None
- b. Less than one hour/week
- c. About one hour/week
- d. 2 to 4 hours/week
- e. 5 or more hours/week

Response
(Circle one)

- a b c d e 57. Listening to and encouraging ideas to improve the department.
- a b c d e 58. Assuring the maintenance of accurate student and other departmental records.
- a b c d e 59. Representing the department in the appropriate professional meetings and societies.
- a b c d e 60. Planning and holding departmental meetings.
- a b c d e 61. Providing for the flow of information to the faculty to inform them of department, college, and university activities and plans.
- a b c d e 62. Participating in committee work within the college and university.
- a b c d e 63. Assigning courses, research, and departmental duties to faculty.
- a b c d e 64. Obtaining employment or acceptancy in graduate school for students.
- a b c d e 65. Coordinating activities with outside groups.
- a b c d e 66. Other (specify) _____

From the above list:

67. What are the five most enjoyable responsibilities?

68. What are the five least enjoyable responsibilities?

69. Does your department have a formally appointed assistant department head or administrative assistant to the department head?

Yes _____ No _____

70. What are the major mechanisms in your department for:

- a. Affecting a change of academic programs, courses, and content?

b. Evaluating faculty?

71. Are there any major differences between what the administration expects you to do and what the faculty in the department expect? If so, what are they?
72. What changes in the current system would best improve your effectiveness?
73. What types of education and/or training would assist a department chairman?
74. Which factor should be most important in selecting a department chairman?

Please return questionnaire to: Office of Institutional Research,
332 Burruss Hall, Virginia Polytechnic Institute and State University,
Blacksburg, Virginia, 24061

Source: Office of Institutional Research, VPI and SU.

APPENDIX I

SUMMARY OF GOAL EMPHASIS: COLLECTIVE (t-tests)

SUMMARY OF GOAL EMPHASIS
COLLECTIVE t-TESTS

<u>Department Head Emphasis (Y)</u>						
SRY	t	$= \left(\frac{.7877}{.9281} \right) \sqrt{240}$	=	(.8397) (15.49) =	13.09	p .001
SDY	t	$= \left(\frac{.0007}{.6687} \right) \sqrt{240}$	=	(.0010) (15.49) =	.016	n.s.
SFY	t	$= \left(\frac{-.3120}{.7047} \right) \sqrt{241}$	=	(-.4427) (15.52) =	- 6.87	p .001
SAY	t	$= \left(\frac{.3802}{.7303} \right) \sqrt{241}$	=	(.5206) (15.52) =	8.08	p .001
RDY	t	$= \left(\frac{-.8087}{.8915} \right) \sqrt{242}$	=	(-.9071) (15.56) =	-14.11	p .001
RFY	t	$= \left(\frac{-1.111}{.9719} \right) \sqrt{243}$	=	(-1.143) (15.59) =	-17.42	p .001
RAY	t	$= \left(\frac{-.4262}{1.056} \right) \sqrt{243}$	=	(-.4034) (15.59) =	- 6.29	p .001
DFY	t	$= \left(\frac{-.3156}{.6533} \right) \sqrt{243}$	=	(-.4830) (15.59) =	- 7.53	p .001
DAY	t	$= \left(\frac{.3735}{.8049} \right) \sqrt{244}$	=	(.4640) (15.62) =	7.25	p .001
FAY	t	$= \left(\frac{.6898}{.8121} \right) \sqrt{244}$	=	(.8494) (15.62) =	13.27	p .001

SUMMARY OF GOAL EMPHASIS
COLLECTIVE t-TESTS

Faculty Emphasis (F)

SRF	$t = \left(\frac{.7549}{1.002} \right)$	$\sqrt{239}$	$= (.7536) (15.46) =$	11.65	p	.001
SDF	$t = \left(\frac{.0802}{.7643} \right)$	$\sqrt{238}$	$= (.1049) (15.43) =$	1.62		n.s.
SFF	$t = \left(\frac{-.5778}{.7804} \right)$	$\sqrt{239}$	$= (-.7404) (15.46) =$	-14.45	p	.001
SAF	$t = \left(\frac{.7094}{.8692} \right)$	$\sqrt{237}$	$= (.8162) (15.39) =$	12.57	p	.001
RDF	$t = \left(\frac{-.6975}{.9193} \right)$	$\sqrt{242}$	$= (-.7587) (15.56) =$	-11.80	p	.001
RFF	$t = \left(\frac{-1.346}{1.073} \right)$	$\sqrt{254}$	$= (-1.254) (15.59) =$	-19.55	p	.001
RAF	$t = \left(\frac{-.0702}{1.096} \right)$	$\sqrt{241}$	$= (-.0641) (15.52) =$	-.995		n.s.
DFF	$t = \left(\frac{-.6626}{.7921} \right)$	$\sqrt{242}$	$= (-.8365) (15.56) =$	-13.01	p	.001
DAF	$t = \left(\frac{.6317}{.8983} \right)$	$\sqrt{242}$	$= (.7032) (15.56) =$	10.94	p	.001
FAF	$t = \left(\frac{1.293}{1.055} \right)$	$\sqrt{241}$	$= (1.226) (15.52) =$	19.03	p	.001

SUMMARY OF GOAL EMPHASIS
COLLECTIVE t-TESTS

Institutional Emphasis (I)

$$\begin{array}{lcl}
 \text{SDI} & t = \left(\frac{.7073}{.846} \right) \sqrt{241} = (.836) (15.52) = 12.98 & p .001 \\
 \text{SRI} & t = \left(\frac{1.1529}{.9224} \right) \sqrt{241} = (1.2499) (15.52) = 19.40 & p .001 \\
 \text{SFI} & t = \left(\frac{.4387}{.9236} \right) \sqrt{241} = (.4570) (15.52) = 7.37 & p .001 \\
 \text{SAI} & t = \left(\frac{-.2190}{.8117} \right) \sqrt{241} = (-.2698) (15.52) = -4.19 & p .001 \\
 \text{RDI} & t = \left(\frac{-.4428}{.8534} \right) \sqrt{244} = (-.5189) (15.62) = -8.11 & p .001 \\
 \text{RFI} & t = \left(\frac{-.7110}{1.040} \right) \sqrt{243} = (-.6837) (15.59) = -10.66 & p .001 \\
 \text{RAI} & t = \left(\frac{-1.377}{1.096} \right) \sqrt{243} = (-1.256) (15.59) = -19.59 & p .001 \\
 \text{DFI} & t = \left(\frac{-.2746}{.8142} \right) \sqrt{243} = (-.3372) (15.59) = -5.26 & p .001 \\
 \text{DAI} & t = \left(\frac{-.9282}{1.028} \right) \sqrt{243} = (-.9026) (15.59) = -14.07 & p .001 \\
 \text{FAI} & t = \left(\frac{-.6619}{1.073} \right) \sqrt{243} = (-.6168) (15.59) = -9.62 & p .001
 \end{array}$$

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