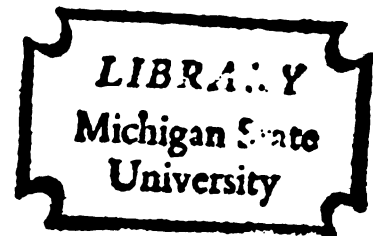


DEPARTMENT CHAIRPERSONS: INFORMATION
STORAGE AND RETRIEVAL SYSTEMS AND THE USE
OF PRESENTLY AVAILABLE AND POTENTIALLY
AVAILABLE FACULTY DATA

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
JEROME F. E. HALVERSON
1977



This is to certify that the

thesis entitled

DEPARTMENT CHAIRPERSONS: INFORMATION STORAGE
AND RETRIEVAL SYSTEMS AND THE USE OF
PRESENTLY AVAILABLE AND POTENTIALLY
AVAILABLE FACULTY DATA

presented by

Jerome F. E. Halverson

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Department of Adminis-
tration and Higher
Education

A handwritten signature in cursive script, appearing to read "Dean Henderson", written over a horizontal line.

Major professor

Date 7/17/77



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AN ABSTRACT OF A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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and Higher Education

1977

ABSTRACT

DEPARTMENT CHAIRPERSONS: INFORMATION STORAGE AND RETRIEVAL SYSTEMS AND THE USE OF PRESENTLY AVAILABLE AND POTENTIALLY AVAILABLE FACULTY DATA

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The use of departmental faculty data and its storage system by department chairpersons at Michigan State University is the subject of this descriptive study. It traces the historical development of departments and department chairpersons as their role becomes more sophisticated and complex.

The major purpose of this study was to respond to the need for research in the area of faculty data and decision making by the chairperson.

Specifically, this study was to identify present and preferred faculty data storage systems; the frequency and discrepancy of the use made of faculty data in present and preferred systems relative to four decision areas; and the relationship between size of department and the system used to store the data.

The literature revealed: (a) a need to reevaluate the purpose of departments and the role and responsibilities of chairpersons; (b) that the growing complexity of the position precludes a universally applicable definition of chairperson; (c) the need to define role

behavior and limits of chairperson's authority; (d) the need to reward the position in order to attract and retain skillful managers and academic leaders; and (e) a sizeable literature related to computers used in higher education but an apparent void in the literature related to computers and departmental management except for publications by the National Center for Higher Education Management Systems.

The population studied was department chairpersons at Michigan State University during the 1975-76 academic year. Questionnaires were hand delivered to 89 chairpersons, of which 47 (52.8 percent) were returned and useable. Simple totals, averages, mean and standard deviation were used to analyze the data.

The analyzed data revealed that: the folder was the most commonly used present storage system for faculty data; there were no faculty data items always used across all four decisions of salary, promotion, tenure and selection of new faculty decisions; a management information system was the preferred (desired) faculty data storage system; if a preferred system were in place, not one of the faculty data items would always be used for all four decisions; the discrepancy scores between the use of faculty data items relative to the present and preferred storage systems were judged to be without statistical relevance; and there was no substantial difference between small, medium and large departments and their present use of storage systems. However, with a preferred storage system in place, medium sized departments indicated a two to one preference for a management information

system, while small and large departments maintained a diminishing preference for the folder.

It can be concluded that: (1) while the most commonly used faculty data storage system was the folder, a respectable number of chairpersons indicated a clear preference for a management information system; (2) The use of faculty data appeared to be unrelated to the storage system from which it was retrieved as attested to by the low discrepancy scores between the use of present and preferred storage systems; (3) Department size appeared to be of some importance since medium sized departments in a preferred storage system overwhelmingly chose a management information system and the small and large department chairpersons indicated a declining preference for the folder.

Finally, suggestions were made for further research which included replicating this study at other colleges and universities as well as providing interested chairpersons at Michigan State University with the tools to begin the installation of a management information system.

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Dr. James McKee, as committeeman and professor, put not only the topic of this study in perspective but also the larger issue of higher education. Dr. McKee was generous with his time and made accommodations even when it was inconvenient.

Dr. John Useem, professor of sociology and anthropology, shared with his students a macro-sociological view of the world. He is a scholar whose example I hope long to remember. Thank you very much.

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One person in particular has devoted a lion's share of time and energy to this project. Not only has she typed most of the drafts and innumerable revisions, but she has been patient and steadfast during the ups and downs of the past two years. Thank you, Linda Carey, for your part in this, but thank you mostly for making my life happier.

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CHAPTER I

INTRODUCTION

In the past two decades, challenging managerial developments have found their way to institutions of higher education. Among some of the more consequential of these are decentralization and various other forms of participatory management. Operationally this means that more time, more people, more committees and more information are required to make departmental decisions. The department chairperson, as a middle manager in this constantly downward shifting of decision-making roles, is expected to exercise not only academic leadership but political and economic leadership as well. Dressel et al. enumerate some of the responsibilities of a chairperson in their study.

Tradition and faculty demand require the chairman to be a scholar, but the demands placed upon the chairman include many functions: Chairmen, 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 non-academic 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; government grants procedures; policies relating to graduate students; and scholarly productivity of department faculty.¹

A more detailed account of the chairperson's function is found in a Pennsylvania State University faculty handbook; while the description is long, it does demonstrate a point.

A. Administrative

1. To organize the department and serve as the chief administrative officer responsible for programs of resident education, research, and continuing education.
2. To assume the initiative in developing departmental policies, coordinating them with those of the College and University.
3. To administer the departmental budget.
4. To organize, develop, and supervise programs of continuing education in the academic fields represented in his department.
5. To supervise the department's secretarial and service staff.
6. To take the initiative in establishing an approved list of textbooks for classroom use and to recommend their adoption to the Dean.
7. To prepare schedules of course offerings and teaching assignments and, in the process, maintain liaison with other academic department heads of the College, Officers of the Graduate School, and other officers of the University.
8. To administer, under present University policy, the departmental programs of instruction and research at the Commonwealth Campuses and Centers.
9. To supervise and manage the physical facilities under the jurisdiction of the department.

¹Paul L. Dressel, F. Craig Johnson and Philip M. Marcus, The Confidence Crisis, An Analysis of University Departments (San Francisco: Jossey-Bass, Inc., Publishers, 1971), p. 13.

B. Faculty

1. To recruit a capable faculty, with the concurrence of the appropriate administrative officers.
2. To encourage excellence in teaching and to develop and administer department programs of teacher improvement.
3. To make recommendations to the dean relative to promotions, salary adjustments, tenure, and leaves of absence for department members.
4. To serve as a channel of communication between the faculty and the administrative or executive committee, dean, and general University officers.
5. To nominate to the dean section heads for the major areas within a department.
6. To recommend department members for membership on the faculty of the Graduate School.
7. To encourage research, writing and other creative endeavor on the part of department members.
8. To organize and supervise the operation of appropriate faculty seminars and convocations.
9. To recommend and approve staff members for continuing education assignments.
10. To recommend and approve staff members for the Commonwealth Campuses and Centers.

C. Students

1. To set up appropriate arrangements for advising undergraduate students majoring in the department.
2. To set up appropriate arrangements for the supervision and approval of graduate theses and dissertations, and for the advising and guidance of graduate students within the department.

D. Promotion and Liaison

1. To cooperate with and assist:
 - a. the Associate or Assistant Dean for Research in stimulating research and writing on the part of department members;
 - b. the Associate or Assistant Dean for Continuing Education in formulating and staffing programs; and
 - c. the Associate or Assistant Dean for Resident Education in evaluating and promoting the further development of the undergraduate and graduate programs of instruction.
2. To develop and maintain contacts with:
 - a. research organizations and foundations, both on and off campus; and
 - b. business, labor, professional, and public groups.
3. To serve as liaison between the department and other academic departments of the College and University and with the Graduate School.

E. Committees

1. To serve as a member of the administrative or executive committee of the College.
2. To serve as an ex officio member of the University Senate.

F. Professional Standing

The department head is expected to participate in teaching and research, whenever it is feasible, and to maintain appropriate relationships with the technical, scientific, and scholarly organizations in his field.²

²The Pennsylvania State University Faculty Handbook as quoted in James Brann, "The Chairman: An Impossible Job About to Become Tougher," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), pp. 7-10.

Dr. Murray of Pennsylvania State University comments:

Such an horrendous list could hardly be the product of any intelligent administrative process. It must have been compiled either by (1) a committee of sadistic faculty members who hated department heads, or (2) a group of cowardly vice-presidents and deans who had never been department heads themselves and who were trying to find somebody in the administrative hierarchy to serve as a scapegoat, or (3) a group of department heads who were simply endeavoring to be funny.

The point is that no head could possibly perform all the functions listed and hence the entire business acquires a touch of absurdity.³

Later, Brann articulates the reactions of many chairpersons to the overwhelming multiplication of responsibilities:

The seat of the chairman is an uneasy one in an era of societal change. He must make the existing system function while keeping an open ear and mind toward the cries for academic reform. Rushing toward him from one direction is the puzzling and somewhat alarming specter of unionism and from another, the often-ill-informed political representatives of a dissatisfied public. Central administrations aided by computers and long-overdue applications of management principles are becoming increasingly powerful and efficient, leaving the chairman little room to maneuver or juggle budgetary categories. His faculty is insecure and resistant to change. And his students scream, "Relevance!" and want to abolish traditional standards.⁴

Dressel et al. pick up the same note of being overwhelmed by a deluge of administrative detail with an accompanying feeling of frustration.

It was evident that the increasing size of departmental staff, diversity in faculty interests, and the difficulties of recruiting qualified students have made the job of the department chairman more a burden of administrative detail than one in which imagination and originality can prevail.

³Ibid., p. 10.

⁴Ibid., p. 27.

It is not that department chairmen are always constrained by the university systems in which they work (although this is often the case), but rather that the staggering amount of routine activities required and the diverse expectations of the dean on the one hand and the faculty on the other greatly limit the chairman's authority and deprive him of satisfaction in his work. Meanwhile, his scholarly career, which was partly responsible for bringing him the assignment, is seriously jeopardized.⁵

The chairperson position is undoubtedly under a state of seige. It has evolved into a political or quasi-political function which syphons off increasingly larger portions of time from the historically perceived tasks of department chairperson--academic leadership, faculty and student development, and teaching⁶ and redirects them into management functions.

As these management functions, including the decision-making process, become more sophisticated and as the types of decisions and quantities of information required to make decisions or satisfy report requests continue to grow, a more efficient system must be developed or adopted.

Management Information Systems (MIS), especially those tied into computers, are thought by some to be quite adequate for the task and have virtually limitless speed and storage capabilities. They can effectively and efficiently process and recall otherwise unwieldly quantities of information. Consequently, they have the potential for

⁵Dressel et al., p. 82.

⁶Frank B. Dilley, "The Department Chairman as Academic Planner," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), pp. 29-36.

reducing some of the chairperson's management concerns and are, therefore, vying for a place in departmental management.⁷

A second factor encouraging the growth of MIS at departmental levels is central administration itself which requires and rewards management skills. Chairpersons are being forced to redefine their roles, that is, whether to be managers or leaders, or both. In the process, they must also decide how to store, retrieve and use information needed for departmental decisions and university reporting.

It is this problem of storing, retrieving and using selected departmental information toward which this study is directed.

Background of the Problem

The current management, leadership and information problems of department chairpersons are traceable, in part, to the early American College.

Although not departmentalized, the endowed chairs and professorships of the 1720 to 1767 period led the way for George Ticknor in 1825, with the help of a student rebellion two years earlier, to reorganize Harvard into six departments.⁸ In the same year, the University of Virginia made a move toward departments by

⁷Dressel et al., pp. 185-210, 232.

⁸Ibid., p. 3.

organizing itself into separate and distinct schools, each headed by a full professor.⁹

A year later, James Marsh, president of the University of Vermont, dealt somewhat dramatically for his time with the so-called disunity of knowledge problem. Shortly after he became president,

he proposed that the studies of the College be divided into four departments and that students not seeking degrees be permitted to pursue the studies of a single department if they desired. In defense of his proposal, he argued, "It is certainly best for one to get a part well rather than attempt all with the certainty of universal failure."¹⁰

The University of Michigan in 1837 provided for four departments and added eight others between 1856-57.

Dressel and Reichard are careful to point out that these early departmental developments must be regarded only as exemplary and well preceding the major period for departmentalization in the late nineteenth century.¹¹ The principle reasons for their continued growth at the time were to provide greater flexibility in student programs and to acquiesce to the needs of research which required specialization. It was this latter reason which later led to differentiation in ranks.

Cornell University and Johns Hopkins established autonomous departments in the 1880's, but Dressel and Reichard say,

⁹ Paul L. Dressel and Donald J. Reichard, "The University Department: Retrospect and Prospect," The Journal of Higher Education 41 (May 1970): 387-402.

¹⁰ Ibid., p. 398.

¹¹ Ibid., p. 391.

the real solidification of the structure and the academic rank system came in the 1890's. Harvard moved decidedly toward further departmentalization around 1891-92; Columbia was thoroughly departmentalized by the late 1890's with Yale and Princeton close behind. However, none matched the University of Chicago in adopting complex organizational arrangements. . . . In 1892-93, the first year of instruction, [it] listed twenty-six departments organized into three faculties: divinity, university extension, and arts, literature and science. Thirteen head professors presided as virtually absolute monarchs of departments, which included staff members holding twelve distinct ranks.¹²

Summarizing the historical pressures for departmentalization, the same authors conclude:

Perhaps first and most significant was the increase in knowledge and its gradual organization into reasonably distinctive disciplines. Vocational specialties, sometimes drawing upon an array of disciplines but occasionally based largely on an accumulated body of practical experience, gave further impetus to specialization of instruction. At the same time, the demise of the unitary classical curriculum and the demand for alternative programs for the undergraduate encouraged subdivisions of the faculty. The elective system fostered an organization according to precise field of study. Graduate study and research were essentially specialized in terms of disciplines and virtually required a departmental structure for effective operation. Naturally, too, the product of this specialization, the new Ph.D., sought a departmental affiliation to foster and strengthen his identity as a scholar in a particular field.

The increasing size, organizational complexity, and multi-purpose character of the new university rules out the possibility of operation through a unitary faculty. Decisions about particular courses and curricula could only be made by those competent in the field.¹³

Finally,

the department in American higher education is not the result of any single force. Specifically, it is not drawn entirely from the German university, nor is it

¹² Ibid., p. 393.

¹³ Ibid., pp. 394-395.

a result of emphasis on graduate education and research. Departmentalization of the undergraduate program was evident in numerous instances before graduate education had achieved any foothold. The departmental system was not forced upon the university by a well-defined organization of knowledge; rather, it resulted from a combination of orientations to social problems, vocational preparation, disciplinary interest, personal aspirations, and management concerns. It is not the only way to organize a university.¹⁴

Other commentators have written concerning the same period of higher education in the United States. One with impressive credentials is Rudolph. He said that academic institutions during the last quarter of the nineteenth century occupied themselves with setting up their ladders of status achievement,¹⁵ or rank as we have come to know it. The cause of which he refers to as "that awesome proliferation of knowledge which enlarged the scope of a particular area of human understanding and now required the labors of two or three men where one had once sufficed. . . ." ¹⁶

Then, as if to add insult to injury,

the concept of departmentalization [was added], a symbolic statement of the disunity of knowledge which was never made by the old colleges. Then a professor contained within himself the knowledge and the interests necessary to sustain him as a teacher of several subjects. Then an untrained professor like John Bascom at Williams could teach rhetoric, write books on aesthetics and political economy and introduce courses in English literature and sociology. But now the old unity was gone, the avid search for scientific truth was bringing forth great new contributions to knowledge, and

¹⁴ Ibid., p. 396.

¹⁵ Frederick Rudolph, The American College and University, A History (New York: Vintage Books, 1962), p. 121.

¹⁶ Ibid., p. 393.

specialization was leading to the splintering of subject areas.¹⁷

A case in point is the Department of Biology at the University of Chicago which in April, 1893 was re-organized. Now instead of a Department of Biology, there were now five new departments: zoology, botany, anatomy, neurology, and physiology. And that meant five new departmental chairmanships, five new little hierarchies, five new competing domains of knowledge and ambition and interest. Yet, in truth, scholarship could be served and the growth of knowledge assured in no other way.¹⁸

Knowledge of the historical development of departments does not solve today's departmental management, leadership and information problems, but it does provide some perspective for understanding them.¹⁹ It is true that departments were established seventy years ago to cope in part with specialization (new knowledge and its distribution) which has continued to accelerate and is again forcing departmental managers in the last quarter of this century to look for yet other strategies, tools, and patterns of thought that will allow both people and programs to develop.

Statement of Purpose

The purpose of this study is to contribute research to the field of higher education, in general, and to the study of the department chairperson in particular.

¹⁷ Ibid., p. 399.

¹⁸ Ibid., p. 400.

¹⁹ Dressel and Reichard, p. 387.

Its primary focus is a descriptive assessment of departmental faculty data storage systems and the use made of that data. Specifically, this study provides descriptive data regarding the following:

- currently used faculty data storage systems;
- the frequency with which presently available faculty data is used to make decisions in four categories: salary, tenure, promotion and selection of new faculty members;
- faculty data storage systems desired by chairpersons; and
- the frequency with which the potentially available faculty data would be used if the desired storage were in place.

Research Questions

1. What system is presently used to store faculty data?
2. What system is preferred to store selected faculty data?
3. How frequently is the selected faculty data used to make decisions relative to salary, tenure, promotion, and the selection of new faculty?
4. How frequently would the selected faculty data be used to make decisions relative to salary, tenure, promotion and selection of new faculty if the preferred storage system were in place?
5. What are the discrepancies between the storage system and the use of presently and potentially available faculty data across the four decisions of salary, tenure, promotion and selection of new faculty?
6. What relationship exists between the size of the department, the use made of faculty data and the system used to store faculty data?

Definition of Terms

Storage system: a method of organizing and storing faculty data.

This study recognizes three systems:

1. Folder: a file containing selected faculty data collected by the department chairperson's office.
2. Self-report: any faculty data which the chairperson must request that is not contained in the folder.
3. Management information system (MIS): any retrieval system, manual or mechanical, which makes data rapidly retrievable.

Department chairperson: a department chairperson . . . serves as the chief representative of his or her department . . . within the University. He or she is responsible for educational, research and service programs, budgetary matters in his or her jurisdiction, taking into account the advisory procedures of the unit. The Chairperson . . . has a special obligation to build a department . . . in scholarship, teaching capacity and public service.²⁰

Instrumentation

The questionnaire in this study is designed from studies by Doyle,²¹ Dressel et al.,²² and the Western Interstate Commission on Higher Education (WICHE).²³ It asks for data in four areas: present form of availability and present use of faculty data items; potential

²⁰ Bylaws for Academic Governance, Michigan State University, 1975.

²¹ Edward A. Doyle, The Status and Function of the Departmental Chairman (Washington, D.C.: Catholic University of America Press, 1953).

²² Dressel et al., pp. 249-262.

²³ Glenn K. Miyataki and Robert G. Gray, Academic Unit Planning Manual, Field Review Edition, Technical Report No. 72 (NCHEMS at WICHE, 1975).

(desired) form of availability and potential use of faculty data items. The data for the first two areas are retrieved from Part I of the questionnaire and data for the second two areas are retrieved from Part II of the questionnaire.

The only demographic data requested in the questionnaire is department size.

Assumptions of the Study

The following assumptions are made by the researcher:

1. The respondents' answers to the survey questions are honest and reflect their accurate description of the present and potential availability and use of faculty data.
2. Respondent confidentiality is sufficiently assured so that lack of anonymity would not bias their responses.
3. By using the entire population of department chairpersons at Michigan State University (1975-76), an accurate profile would emerge between size of department, the use of faculty data, and the retrieval systems which store the data.

Delimitations of the Study

This study addresses itself to faculty data currently available to and desired by department chairpersons at Michigan State University, and the identification of used and preferred retrieval systems.

The observable units of this study are department chairpersons holding that position at Michigan State University during the 1975-76 academic year. Centers, schools and institutes are not included. Sex, age, ethnic background, nationality, years as chairpersons, and how they attained their positions are not considered variables.

The seventeen data items and four decisions are given equal weighting.

This study does not attempt: to gather data relative to all the faculty data that department chairpersons have or would like available; to determine what data were available or needed in other categories of the department chairperson's responsibilities, including student personnel, finance and curriculum.

Readers are cautioned about generalizing the results of this study beyond Michigan State University since the sample is taken only from Michigan State University. Administrators, however, at this and other universities are encouraged to do similar studies. All departments, sooner or later, must judge whether a management information system could assist the departmental administrative process.

Summary

A statement of the problem, namely, the rapid development of complex responsibilities which point to a need to reevaluate departmental management needs, and a brief history of departments dating back to the early American College are the principal concerns of this chapter. In addition, the purpose, research questions, definition of terms, instrumentation, assumptions and delimitations of the study are given proper delineation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A thorough search of the literature which included ERIC, and an annotated bibliography of research reports on the administration of higher education funded by the Department of Health, Education and Welfare between 1956-1970, reveals the apparent non-existence of literature related to use of management information systems in departmental decision-making.

There is, however, a growing literature about departments, department chairpersons, and the use of management information systems in higher education, in general. Although this literature is not directly related to the problem of this study, it does serve two purposes:

1. to demonstrate the increasingly complex role of the department chairperson; and
2. to signal the need to simplify its complexity, where possible, by introducing functional departmental management information systems that will ultimately reduce the number of man hours needed for management concerns and increase the number available for other responsibilities, including academic leadership.

The literature is presented in two sections: The Department and Department Chairpersons, and Management Information Systems in Higher Education. They are offered not with the intention of providing

a detailed description of either, but to provide a better understanding of the emerging role of the department chairperson.

The first section is divided into 11 areas of chairperson involvements: Overview, Duties and Responsibilities, Authority, Influence, Preparation and Selection, Role of Faculty, Activities, Style, Role of Conflict, Attraction of the Position, and For the Future.

The Department and Department Chairpersons

Overview

Representative of the literature relative to departments and, for the purposes of this study, management practices within departments, Hobbs and Anderson investigated departments at State University of New York, Buffalo. Their study reveals three discreet departmental management methods:

1. One-man-carries-the-load organizations in which the one man is distinctive not for his power and authority (which are sparse indeed) but rather solely for his function: he serves, he does not command.
2. Other departments are best described in terms of "decentralized responsibility": necessary tasks are widely distributed among the department's members.
3. And still other departments engage in "symbiotic administrative processes, with man doing the rest"; that is, a School or College or some other superstructure provides most of the organizational framework and performs most of the necessary administrative tasks, while one departmental member, or a few, accomplish the remainder.¹

¹Walter C. Hobbs and G. Lester Anderson, "Academic Departments: Who Runs Them--and How?" State University of New York at Buffalo, May 1970, p. 1. (Mimeographed.)

The most commonly used and applicable method of departmental governance, they conclude, is "a composite of (1) a division of labor among peers for administrative activities, (2) an oligarchy of the senior professorial ranks for decision-making with respect to professional concerns, and (3) a collegium, i.e., a democracy, for decision-making with respect to curricular affairs."² However, the authors are quick to point out that "the combinatorial possibilities of organizational models with which to describe any given academic department are legion."³

In quite a different study of departmental management, Murray visited 22 universities and notes that:

the degree of prestige of an institution bears a direct relationship to the degree to which university administration is prepared to permit autonomy at the departmental level. This might be turned around to read: the relative success of governance within an academic institution is measured not so much by the success or skill with which it is governed at the top but by the success and skill with which its basic academic units govern themselves.⁴

From this observation he constructs a five-stage theory of departmental development, which distinguish departments according to size of staff, the number of course offerings, the emphasis placed on teaching and research, the prestige of the department, the extent and

²Ibid., pp. 16-17.

³Ibid., p. 17.

⁴Robert Murray, "On Departmental Development: A Theory," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), p. 71.

strength of chairperson authority, and the decision-making process and who is involved in it.

The components of each of the five stages are not critical to this study but the author's summary is:

The Theory, especially if stage five becomes the norm for the largest and the most influential departments, presents an ironical picture of academic man. Apparently he starts out under a dictatorship of an absolute head (stage one) and, even if that rule is benevolent, he struggles with all his power to be "free" to govern himself (stage two). In his enthusiasm he creates elaborate schemes for absolute democracy (stage three), only to discover that such "freedom to govern" carries with it serious responsibility and that such responsibility cannot be equally shared. Ultimately he accepts the proposition that only the senior or tenure members should assume this responsibility and he constructs an administrative pattern accordingly (stage four). But finally, as academic administration becomes even more complex and as his own personal prestige increases, he surrenders almost all administrative responsibility to a semi-professional bureaucracy, which he helps to create, which he claims is subservient to him, but which in time may come to control him (stage five). Coming almost full circle, academic man thus substitutes the former arbitrary authority of an impersonal bureaucratic machine, run by almost nameless administrative assistants.⁵

Corson, ten years earlier, indicates the method of departmental management to be less serious than the problem of part-time chairpersons. He contends that:

chairmen are only part-time administrators; that is, they devote only a part of their time to problems of budget and faculty compensation, selection, and promotion; to student admissions; to class scheduling; and to similar nonteaching or research tasks. Nearly all chairmen teach for a major portion of their time and are expected to maintain their scholarly productivity.⁶

⁵Ibid., pp. 71-72.

⁶John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Company, 1972), p. 88.

But, he says, they also labor under three substantial handicaps.

They are:

1. The department chairperson is "in between" the expectations of the administration on the one side and the faculty on the other. Much more than any counterpart in industrial or governmental organization the department head(s) are looked to to represent their subordinates while being expected by their superiors to voice the views of the administration.
2. In representing the administration, it is the department chairperson who face(s) the substantial specialization of their faculties. The naive assumption that prevails in many organizations that the supervisor "knows more" is nowhere less applicable than in the college faculty. The academic officer often must make decisions about educational programs and competence of individual teachers with little knowledge or appreciation of their specialties.
3. In representing the faculty, each department head . . . voices the views of a narrow segment of the whole institution. Few are able to think comprehensively in terms of the needs and interests of all departments, and of all schools that constitute the aggregate of knowledge that is to be integrated in a program adapted to the needs of the oncoming generation.⁷

What with these near convulsive stages that departmental management experiences, what then is expected of the chairperson? What does he/she do? How does he/she do it?

Underwood briefly describes the ideal chairperson as one who plans, organizes, evaluates, communicates, and controls the job, not the people.⁸

⁷Ibid., pp. 95-96.

⁸David Underwood, "The Chairman as Academic Planner," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), pp. 156-157.

Hemphill suggests that departments with good administration are led by chairmen who (1) take initiative in devising new ways of solving departmental problems while (2) developing warm, considerate relationships with members of the department.⁹

McConnell says, "the successful leader (chairperson) must be able to reconcile individual interests with departmental responsibilities, and departmental interests with the more inclusive goals of college and university. In doing so, the chairman must not lose the initiative, must not fail to press for improvement and innovation, the while he treats his colleagues with respect and consideration."¹⁰

Kreyche compares the department chairman to the army's top sargeant who runs the company, and everybody knows it. Later, he calls him the "human disposal for all paperwork. . . . His office is the sewage treatment plant for academe which recycles everything, making it useful again."¹¹ With regard to the roles that chairpersons

⁹J. K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," Journal of Educational Psychology 46 (November 1955): 385-401, as quoted in T. R. McConnell, "Notes for a Talk on Departmental Organization," paper presented at Workshop for Departmental Chairmen, sponsored by WICHE and the Institute for College and University Administrators, Salishan, Oregon, November 1967, Monograph No. 5, p. 5.

¹⁰T. R. McConnell, "Notes for a Talk on Departmental Organization," paper presented at Workshop for Departmental Chairmen, sponsored by WICHE and the Institute for College and University Administrators, Salishan, Oregon, November 1967, Monograph No. 5, pp. 6-7.

¹¹Gerald F. Keyche, "Apologia for Department Chairman," Intellect 101 (October 1972): 49.

play, he says that, "as with holding public office, he (the chairperson) alternates playing the roles of buffer and ombudsman, whether for the faculty, students, staff or administration. He organizes, persuades, and, at the grassroots level, carries out the mandate of his constituency. . . ."12

Morgan writes that deans in community colleges view the "department chairmen either as expeditors or helpmates directly involved in the decision-making process as an adjunct function of his convictions."13

He describes chairpersons as "functionaires" whose roles have not been clearly defined but instead have been borrowed from paternalistic-type practices of common school district superintendents.14

Booth characterizes the chairperson as one who must know and understand the "divergent interests of faculty and administration and makes independent judgments as to how these interests can best be integrated."15

¹² Ibid., p. 49.

¹³ Don A. Morgan, "Institutional Deans and Chairmen in the Community College: A New Identity Crisis on an Old Theme," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Company, 1972), p. 171.

¹⁴ Ibid., p. 170.

¹⁵ David Booth, "Some Reflections for Prospective Chairmen of Academic Departments," in James Brann and Thomas A. Emmett, eds. The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), p. 75.

He offers two sobering thoughts to new chairpersons. There are, he says, "(1) few rewards, psychological or financial, and (2) high professional risks, that is, losing touch with research and researchers in one's professional area (professional obsolescence)."¹⁶

In light of this and before accepting a position as chairperson, he recommends that the candidate ask and answer two questions: What does the dean expect of me? What does the department expect of me?

Lastly, Mahoney urges that the chairperson be antimanagerial.

Says the author:

the value of chairman is to be antimanagement, to realize any present "systems" are obsolete. . . . How to be anti-managerial? Be visible. Be accessible. The success of a chairman is in direct, but inverse proportion to the size of his office. Don't work with appointments only. If you must do so, limit the appointment system to your faculty. They are mature and appreciative enough of demands on your life to accept it.¹⁷

Mahoney's second message is change, the dynamic nature of everything--of power, of authority, of knowledge, of time. Everyone changes, including deans, chairpersons, faculty and students. And as these changes occur they must be responded to, not ignored. Quoting what he calls "a contemporary Chaucer," he says, "'Times, They Are A-Changing.' Are we?"¹⁸

The ideal chairperson possesses five characteristics according to Heimler. They are:

¹⁶ Ibid., p. 73.

¹⁷ John F. Mahoney, "Chairman as Messmaker," in James Brann and Thomas A. Emmett, eds. The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), p. 180.

¹⁸ Ibid., p. 183.

1. Character. The ideal chairman uses discretion, makes good judgments, is in control of his emotions, is committed to human values, has the courage of his convictions, is capable of independent thought, and gains satisfaction through the achievements of others.
2. Administrative frame of reference. The ideal chairman possesses or has a predilection toward the development of an understanding and appreciation of the role of administration in promoting the goals of a college, and is willing to accept administrative authority and responsibility as legitimate concerns in his attitudes towards college policies and programs.
3. Job skills. The ideal chairman is able to chair meetings, write letters, organize and direct work for secretaries and student assistants, make the semester schedule, prepare agenda, review research proposals, and maintain departmental records.
4. Human relations. The ideal chairman has a basic understanding of and skills of counseling, advising, compromise, compassion and democratic processes.
5. Professional ability. The ideal chairman is outstanding in teaching, research and scholarship, consulting, college and community service; has an informed vision of his department's discipline and of its contribution to a student's education.¹⁹

Duties and Responsibilities

Chairpersons in some universities are provided lengthy descriptions detailing every aspect of their responsibilities.

To wit: The Pennsylvania State University Faculty Handbook,²⁰

¹⁹Charles Heimler, "The College Departmental Chairman," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), p. 203.

²⁰The Penn State Faculty Handbook as quoted in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), pp. 7-10.

cited in Chapter I. A second and third comprehensive list of chairperson responsibilities can be found in Appendices A and B.

In general, and in briefer form the common duties of chairpersons in universities are clearly described by Dressel et al. (1972), also cited previously in Chapter I, but repeated here for convenience.

Tradition and faculty demand require the chairman to be a scholar, but the demands placed upon the chairman include many functions: Chairmen, 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 non-orientation; departmental meetings; adequate non-academic 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; government grants procedures; policies relating to graduate students; and scholarly productivity of department faculty.²¹

David Henry lists responsibilities of the "gifted administrator, who manages to keep morale high, to concentrate on important issues and decisions, to get the housekeeping done, and to plan for the future. . . ." ²² They are:

1. Representation of the department to the college, to the university, to the inter-institutional academic scene, and to the public. In performing this function,

²¹Paul L. Dressel, F. Craig Johnson, Philip M. Marcus, The Confidence Crisis, An Analysis of University Departments (San Francisco: Jossey-Bass Inc., Publishers, 1971), p. 13.

²²David Henry, "The Department Chairman," Management Forum 3 (February 1974): 1.

the chairman reflects not only his or her own views on policy matters, but those of colleagues, even when there is not consensus within the department.

2. Representation of the administration of the college and university to the department. When this service is not adequately and fairly performed, an institution will suffer from dissension and immobility. The task is not always popular, pleasant, or easy. If a central administration is regarded as remote or distant, the fault is frequently the failure of the department head in this function of interpretation.
3. Exercise of initiative and leadership to provide analysis, options, and alternatives in the most important decision-making of the institution: the selection and advancement of personnel.
4. Persistent and careful sifting of departmental agenda, particularly items concerning program planning and effective performance. The chairman must keep questions alive until a conclusive decision has been reached. A department cannot afford to drift.²³

O'Grady, in a study of two-year colleges in Missouri and Illinois, finds the responsibilities of most chairpersons in larger colleges to be:

1. preparation, administration and control of the budget.
2. recruitment of faculty, screening of applicants, interviewing of applicants, evaluation of teaching, and recommending dismissals;
3. initial salary placement, recommending salary increases, advancement in academic rank, leaves of absence and sabbatical leaves;
4. to teach at least one class, determine courses and sections to be offered, time schedule of classes, assign classrooms and faculty, course review and revision, and new course development;
5. to serve as academic major advisers;
6. to provide recommendations to employers;

²³ Ibid., p. 2.

7. to serve on occupational advisory committees;
8. to assign faculty to college committees' departmental duties;
9. to maintain course outlines;
10. to maintain departmental test files;
11. to assume responsibility for non-academic personnel administration;
12. to hold frequent departmental meetings;
13. determination of departmental objectives, regulations; course descriptions in the college catalog, and content of departmental publications and brochures;
14. to maintain personnel records on faculty and clerical staff; class lists; to sponsor departmental student groups; to report student grades, and maintain grade books.²⁴

The same author observes that the department chairperson has become a key academic and administrative officer, and cites Richardson,²⁵ who points out the absence of literature and research on the chairperson, especially in two-year colleges. Both researchers stress the consequent need to assess and adequately define the chairperson's role and responsibilities and conclude that chairpersons continue to become even more powerful. They urge a systematic evaluation and redefinition rather than to leave its development to chance.

In another study, Albert Smith investigates twelve public two-year colleges in Michigan "to determine what the faculty members,

²⁴James O'Grady, "The Departmental Chairman," Junior College Journal 41 (February 1971): 32-36.

²⁵R. C. Richardson, Jr., "Departmental Leadership in the Two-Year College," Current Issues in Higher Education (Washington, D.C.: Association for Higher Education, NEA, 1967), pp. 244-248 as quoted in O'Grady, p. 32.

chairmen, and upper-echelon administrators expected of their chairmen."²⁶

Some of his findings include:

1. Both faculty members and upper-echelon administrators support the position that chairmen should teach one or more classes each quarter. Chairmen do not completely agree.
2. Chairmen and their superiors favor the practice of having chairmen assign faculty members to teaching schedules; faculty members take a less favorable position.
3. Chairmen indicate that they consider the assignment of work space and teaching work loads as essential duties. The other groups do not see these duties as being essential to the chairman's role.
4. There is a rather high consensus among chairmen, faculty, and upper-echelon administrators that chairmen need not conduct research projects.
5. There is a high consensus that chairmen should provide orientation for new faculty members in the departmental decision-making process, and evaluate faculty.
6. The counseling or advising of students and the implementing of in-service education programs for faculty rank as essential activities according to chairmen and their superiors. Faculty members as a group are less supportive of these activities.
7. None of the groups surveyed felt there is any great need for chairmen to involve students in the departmental decision-making process.
8. The chairman's participation in the recruitment of full-time faculty is viewed as a highly essential activity.
9. High agreement exists among all samples that the chairman should encourage faculty to participate in conventions, conferences, etc., and that he should report department accomplishments to his superiors.

²⁶Albert Smith, "Department Chairmen: Neither Fish Nor Fowl," Junior College Journal 42 (March 1972): 40-43.

10. Faculty members believe that chairmen have an obligation to seek larger shares of college funds for their departments. Chairmen and upper-echelon administrators attach less importance to this supportive activity.
11. According to all groups, chairmen have the highly essential obligations to develop long range departmental goals and to plan for future departmental equipment needs.
12. The preparation of the department's budget is viewed as a highly essential activity. All groups also agree that the chairmen should oversee the internal allocation of budget funds, resolve conflicts among department faculty members, and review statistical data related to departmental performance.
13. Faculty members de-emphasize the chairman's role in approving additional class cards, or in determining which courses will be offered or cancelled each term. Chairmen and upper-echelon administrators believe, however, that chairmen should perform these duties.
14. Deans and college presidents have a greater tendency to expect their chairmen to resolve student-faculty conflicts than do department faculty or chairmen. This finding illustrates a need for further clarification of the chairman's role in the area of conflict resolution.²⁷

On the basis of his own research, Smith recommends that the department chairman's responsibilities be better defined and that his/her role behavior be further investigated using the same six categories of analysis as this study: (1) Production, (2) Maintenance, (3) Boundary: Production, (4) Boundary: Institutional Supportive, (5) Adaptive, and (6) Managerial.

Ahmann describes some of the duties of the department chairperson and suggests that he/she has two critical choices to make with regard to his/her perceived role: (1) He/she may consider

²⁷ Ibid., pp. 41-44.

him/herself primarily a faculty member, that is, first among equals, or as an academic administrator; (2) He/she may consider him/herself primarily a convenor and coordinator, or an educational leader. He proposes, of course, that the chairperson be an academic administrator "with all the accompanying responsibility for displaying educational leadership. . . . The chairman should be an administrative activist."²⁸

To illustrate his point, he asks the reader to examine three situations in which department chairpersons are likely to become involved.

1. Systematic course, curriculum and program development;
2. Recruitment of faculty and the evaluation of their ultimate effectiveness;
3. Participation in faculty government of all kinds at all levels.

In the first situation, systematic course, curriculum and program development, Ahmann argues that the cognitive, affective, and motor taxonomies developed by Bloom, Krathwohl, and Simpson, respectively, are "absolutely crucial."²⁹ He says,

It is axiomatic that a departmental faculty must constantly guarantee the students and itself that no unnecessary duplication exists in the curriculum and that, whenever possible, complete integration has been made between its courses and those of other units. Armed with two-way tables developed by faculty members under his leadership, the chairman is in a position to conduct the

²⁸J. Stanley Ahmann, "The Emerging Role of Departmental Chairman: Be An Administrative Activist!" paper presented to the WICHE Department Chairman Program, April 1969, p. 4.

²⁹Ibid., p. 6.

evaluation of the effectiveness of existing courses, both in and outside his department, and all proposals for new courses.³⁰

Without forceful leadership from a departmental chairman, few faculty members will be willing to think of their courses and curricula in terms of such a pattern. Inevitably, failure to do so generates course overlap and permits voids in the curriculum to exist.³¹

He caps his remarks by saying, "Believe it or not, the true cutting edge of budget planning is course and curriculum planning."³²

In the second situation, the department chairperson is involved in the recruitment and evaluation of the faculty. Ahmann is of the opinion that if there is one outstanding criterion by which a department chairperson should be evaluated, it would be his/her ability to recruit faculty and evaluate their effectiveness. He says,

Faculty recruitment is a 365 day-a-year job. It is based on the obvious principle that the chairman must find the best man for a vacancy that exists. Ideally, he establishes a detailed job description and then with the assistance of the faculty, searches for suitable candidates with the anticipation of employing the most qualified one. . . .

Clearly, it is the chairman's responsibility to describe analytically to this person his duties and responsibilities, and the standards of performance to be applied. He also must review the degree to which these are met. Success and failure should both be emphasized in these confidential interviews. Any important failures should be viewed as extremely serious during this probationary period. . . .

More often than not, the bent of the faculty at large is to be generous. Should a young faculty member be found less than fully competent during his probationary period,

³⁰ Ibid., p. 7.

³¹ Ibid., p. 6.

³² Ibid., p. 7.

many will argue that--by some mystical process--all will end happily. This polyanna viewpoint is short-sighted and must be resisted. . . . If the faculty member is to carry his share of the load during the long haul, he must easily surpass the standards of performance set up during his probationary period. Only the activist chairman can insist that soft-headed and over-generous evaluation by some colleagues be ignored when a young faculty member does not quite measure up. The name of the game is production--solid and full blown. The neophyte needs to be taught the game early. The chairman must lead the charge to deny tenure to a young faculty member who is not presenting clear-cut evidence that he is capable of such production in the achievement of departmental goals.³³

The third situation, participation in faculty government, is one in which the department chairperson must assume a leading role. In effect, says the author, he must give the example. Practically, the chairperson must represent his department to the faculty at large, promote "university-wide legislation which will enhance . . . his department. . . . He should be the communication interface between his department and all other departments, and between his department and all college and university-wide committees. . . ." ³⁴

Further, Ahmann says that a department cannot be all things to all people. Therefore, the department must decide the courses it will not teach, faculty it will not hire, research it will not do, and students it will not admit.³⁵

³³ Ibid., pp. 7-10.

³⁴ Ibid., p. 11.

³⁵ Ibid.

Only the forceful department chairman can produce a crystallization of these points and then explain and defend them to colleagues. . . . The chairman is the first line of offense and the first line of defense. . . . This requires a comparatively unselfish view of his functions, and the willingness to exert aggressively the position of the department. . . .³⁶

One of the reactors to Ahmann's position paper was Austin Van Pelt, Chairman, Department of Sociology and Psychology, Arapahoe Junior College, Little, Colorado. He has two reactions. First, unlike the university, the junior college, he says, is all things to all people. "There is a very real pressure upon us to meet the post-secondary educational needs of every type of individual in our community."³⁷ Second, he believes that department chairpersons should be educational leaders within institutions of higher education. But he also believes that this role cannot be carried out if the power structures are not thoroughly understood and massaged.

Authority

Authority and role responsibility for department chairpersons seem to be inextricably tied together. When one is inadequately defined, the other shares the same lack of definition. O'Grady³⁸ and Richardson³⁹ noted the insufficient research and lack of role definition for chairpersons in many institutions. Dressel et al. add their lament

³⁶ Ibid., pp. 11-12.

³⁷ Ibid., p. 1, Reactions II.

³⁸ O'Grady, p. 33.

³⁹ Richardson, p. 270.

by saying, "the authority of [the department] is inadequately spelled out in many institutions."⁴⁰

Such a predicament is confusing to students, faculty, chairpersons, and central office administrators and results in delayed decisions, even decisions of a critical nature.

However, when institutional definitions of authority are lacking, other measures taken by chairpersons help to establish their authority. For example, Dressel et al. say,

The success of a department chairperson lies in his attaining not just the full share of the institutional resources due his department, but in attaining something more, if at all possible, to provide that department with an edge not only within the institution but in the national competition implied by the disciplinary orientation.⁴¹

Corson regards the chairperson as a "key administrative officer,"⁴² in the typical American university and believes that if the department is his/her real responsibility, not a reluctantly assumed one, that

the department chairman does hold substantial authority because of his influence over personnel policies and instructional assignments and his position in the formal communication between faculty members and administration.⁴³

It appears, for the moment at least, that authority is one of the moving, balancing parts of a mobile called chairperson and appears tangible only in relation to the other moving parts.

⁴⁰ Dressel et al., p. 220.

⁴¹ Ibid., p. 221.

⁴² Corson, p. 94.

⁴³ Ibid., p. 92.

Power

Attempts have been made to measure the power of departmental chairpersons but it seems at best a difficult task. What does emerge are perceptions of power. For example, Hill and French (1967)⁴⁴ find that chairpersons are perceived to have less power as a group than other faculty or administrative groups. Gross and Gramsbsch (1968)⁴⁵ describe the perceived power structure in the administration of higher education and positioned the department chairperson in the middle of that power structure. Their study also reveals that the faculty as a group were thought to have more power than chairpersons as a group.

As for the source of power, Hill and French indicate that it (power) derives more from the way the chairperson plays his/her role than from the organizational or formal status of his/her position.

But there are two general sources of power, according to the authors:

1. The possession of certain sanctions over the members of the department that arise out of his position;
2. Personal and interpersonal factors: knowing what goes on in the institution, relationships with higher administrators and other department chairmen, contact with important external agencies, supportive and helpful relationships with colleagues, etc.⁴⁶

⁴⁴Winston W. Hill and Wendell L. French, "Perceptions of Power of Department Chairman by Professors," Administrative Science Quarterly 11 (1967): 548-574, as quoted in Dressel et al., pp. 60, 243-244.

⁴⁵Gerald Bachman, David Bowers, and Philip M. Marcus, "Bases of Supervisory Power," in A. Tannenbaum (ed.), *Control in Organizations* (New York: McGraw-Hill, 1968), as quoted in Dressel et al., p. 247.

⁴⁶Hill and French, in McConnell, pp. 5-6.

Turning to the question of the effect of power, Dressel et al. conclude,

There is greater satisfaction reported among faculty when they have a relatively powerful chairman: clique structures are decreased in importance, and faculty can devote more time to their own interests outside of the departments which lead to rewards. A weak chairman creates a power vacuum which others attempt to fill. . . . What seems to be important [here], is that faculty satisfaction does not decrease under conditions of power if this power is based upon actions which are considered appropriate by those who must provide compliance. The implications of these two studies [Hill and French, and Dressel et al.] are that satisfactions are not based on pure autonomy and lack of structure. An assumption frequently found in the literature is that faculty resent hierarchic influence over their actions. Research thus far does not confirm this assumption.⁴⁷

In referring to the Hill and French study, the same authors comment, "In departments where the faculty reported relatively greater power for the chairman, the faculty satisfaction and productivity was also relatively higher."⁴⁸

It seems clear that chairpersons do have power. 'How much' depends on personality, inter- and intra-institutional connections, reputation, the precise state of democratic departmental development, tradition, and the use of formal and informal organizational structures.

Mahoney, in recognizing their power, warns:

The chairmen are a ring of faculty power. Knowing what they are about, they are the conscience of a school. They are also its blood, its bones, its vitality. Informed, united with their departmental faculties, they are inseparable. Uninformed, fearful, and "systems men" they are tools.⁴⁹

⁴⁷Dressel et al., pp. 247-248.

⁴⁸Ibid., pp. 243-244.

⁴⁹Mahoney, p. 182.

Influence

According to Dressel et al., the influence factor of department chairpersons is difficult to establish and the data are not easily explained.⁵⁰ However, they have pulled together five rather specific commonalities relative to influence:

1. The position and the influence of the department chairman varied greatly throughout the departments and universities. In some, the department chairman, sometimes called a head, controlled virtually all aspects of departmental affairs. He made the departmental budget, assigned teaching loads, recruited and hired, promoted and rewarded or disciplined individuals with little or no consultation. At the other extreme, the chairman was little more than a coordinator who was expected to garner resources from the dean to carry out the decisions of the faculty. In between were the vast majority of chairmen who worked within a set of policies or bylaws and operated through or with faculty committees. These are the chairmen who are besieged by both the dean and faculty to represent and reconcile the often divergent interests. As such, they are like foremen, men in the middle, who are besieged by both management and workers to represent and promote the divergent interests of both parties. To be successful they must win and maintain the confidence of both groups by compromise or by less straightforward means which threaten their own integrity.
2. University orientation in those departments where the chairman was influential can be inferred from other findings. For example, in departments where the chairman was influential, faculty gave a high priority to teaching undergraduate nonmajors and to career development of junior staff. . . .
3. Less influential chairmen were found in departments that delegated decision-making, had productive faculty, and promoted the department nationally (for example, serving on journals as editors or consulting government or industry). From these findings we would conclude that the most influential chairmen are found in departments where faculty are relatively inactive.

⁵⁰Dressel et al., pp. 83-84.

4. . . . The chairman's influence is often the key factor in determining the quality of a department.
5. Whatever the particular configuration of administrative influence emanating from the department chairman's office, the position still possesses some connotations of prestige and power. For example, when faculty were asked to whom they would go for special consideration of eight problems which they might confront, the department chairman was overwhelmingly chosen.⁵¹

Preparation and Selection

Corson, pointing to the preparation of department chairpersons, said, "Many men who are well-trained, experienced, and accomplished in teaching and research lack the requisite skills for bringing about educational advance through the typical structure of a university."⁵²

His view is supported by McKeachie, Heimler and Dilley.

McKeachie observes that "although the department chairmen in most colleges and universities are key individuals in determining the educational success of the institution, they are generally ill-prepared, inadequately supported, and more to be pitied than censured."⁵³

Heimler notes two serious problems of chairpersons: "(1) . . . too often the position of department chairman is held by a faculty member who lacks the requisite qualifications for discharging the responsibilities of the office; (2) . . . the relatively rapid turnover

⁵¹Ibid., pp. 80-84.

⁵²Corson, p. 92.

⁵³Wilbert J. McKeachie, "Memo to New Department Chairmen," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), p. 43.

due to resignation"⁵⁴ (see Appendix C). He also believes that the department chairperson is only a part-time administrator whose main interests should be teaching, research and scholarship.

Dilley intimates that presidents, provosts and deans are not able to be academic leaders because of managerial responsibilities and, therefore, the responsibility falls to department chairpersons. But he concedes that many obstacles block effective academic leadership by the chairperson. They include:

1. an absence of good literature about and for departmental chairpersons;
2. absence of long-range plans and a lack of budgetary information with a corresponding measure of control over it;
3. the wagging of departments by more specialization, more money, faster promotions . . . (departmental primacy must supercede individual self-interest);
4. power neither understood nor skillfully used;
5. inappropriate and inadequate economic housekeeping.⁵⁵

In short, he is saying that they are not prepared to do the job.

O'Grady asks if administrative ability is important in the selection process to which department chairpersons of large two-year colleges said, "yes" two to one, but small two-year college chairpersons by nearly one-half said, "not important" or "of little importance."

⁵⁴ Heimler, p. 200.

⁵⁵ Frank B. Dilley, "The Department Chairman as Academic Planner," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), pp. 28-36.

Both groups do think that "teaching experience, teaching ability, ability to deal harmoniously with others, productive scholarship, degrees held and departmental seniority are "important in selecting a chairperson."⁵⁶

Should the faculty have a voice in the selection of a chairperson? According to Fellman, the faculty has a right to be involved in selection and evaluation proceedings. He points out that the AAUP recommends chairpersons be elected and for a limited term. He also endorses an annual review to provide "solid protection against the tyranny of an entrenched chairman."⁵⁷ Says Fellman,

In considering the functions of the departmental chairman, however, it must be borne in mind that in a properly run institution the faculty has both the right and the duty to participate in a meaningful way in the making of policy decisions at all levels of authority. . . .⁵⁸

Gross cautions about the departmental democratization process.

The fact that work units are granted considerable autonomy in dealing with their basic problems does not insure that they will in fact resolve them. . . . [Departments are frequently unable to meet their responsibilities] because: (1) the egocentric orientation of the academic man; (2) the reward system of the academic world and the university; (3) the latent competition among academic men; (4) the academic man's multiple roles and the attendant problem of allocating his time; (5) the ambiguous nature of the chairman's role. . . . [He further acknowledges that decentralization will be effective] only when: (1) members of the department have a basic concern for the welfare and productivity of the unit

⁵⁶ O'Grady, pp. 33-34.

⁵⁷ David Fellman, "The Departmental Chairman," paper presented at the 22nd National Conference on Higher Education, sponsored by the Association for Higher Education, Chicago, March 1967, p. 3.

⁵⁸ Ibid., p. 4.

as a whole; (2) members of the department work effectively together; (3) members of the group have time to devote to departmental problems.⁵⁹

Role of the Faculty

Fellman speaks almost of a moral right and duty of full faculty participation in all departmental matters. He says,

The departmental faculty should be, to the furthest extent feasible, a self-determining group in which policy decisions are made only in the light of the widest possible participation by the academic staff. This is how self-respecting faculty should operate, and this offers some additional security against administrative tyranny at the chairman level.⁶⁰

In addition, to allow for a full measure of grievance opportunity, he proposes a committee,

a very prestigious elected faculty committee . . . [which] should be a small committee, capable of meeting frequently and acting swiftly, and it should be the only one of its kind, a self-confident focus of faculty support and loyalty. If it carries great weight among all parts of the educational community, if it is in a position not only to listen to complaints but also to do something about them, if it commands sufficient prestige to be listened to when it speaks its mind, then the faculty member is not over-borne by a department chairman who exercises his authority in a grossly unfair or vindictive manner.⁶¹

In counterpoint to Fellman, Edwards, once in favor of faculty involvement, after three years as political science departmental chairperson, California State College, has become a strong voice

⁵⁹ Neal Gross, "Organizational Lag in American Universities," Harvard Educational Review 33 (Winter 1963): 58-73, as quoted in McConnell, p. 2.

⁶⁰ Fellman, p. 4.

⁶¹ Ibid., p. 3.

against all faculty participation, save for minimal involvement. He says of the experience, "I went in thinking the faculty should have a greater role in running the academy; I left thinking the opposite."⁶² For him, the present academic governance system simply doesn't work. "By academic governance, I mean the ways faculty participate in the day-to-day administration of a college, especially the ways in which it gives and takes advice and makes recommendations concerning the privilege and preferment of its own members. These ways subvert true and worthy academic purposes."⁶³

The author has two major concerns: (a) the real political nature of the present form of academic governance; (b) the effect of politics on the rules the faculty writes for itself. "The reason for maintaining . . . elaborate consultative machinery," he says, "is to avoid conflict as well as the appearance of being arbitrary. Great attempts are made to keep things unstructured and for administrators to remain invisible."⁶⁴

These activities call to mind a parallel between academic decision-making and the political theory of democratic pluralism. In that theory it is supposed that the political process, through the mutual conflict and accommodation of differing interests in the open society, develops public policies in the general interest. In the academy it is supposed that there will be a competition among groups at every level and that, on balance, what is good for the part is good for the whole. The business of faculty members of

⁶² Scott Edwards, "An Academic Chairman Looks at Governance," Change 4 (September 1972): 24.

⁶³ Ibid., p. 24.

⁶⁴ Ibid., p. 25.

departments is to look out for themselves, and no one is specially concerned with the common good, or feels that he should be.⁶⁵

When situations confront the administrator, says the author, he must make a decision, "or escape the difficulty through fudging, delay, and obfuscation."⁶⁶ The author feels that administrators habitually favor the latter. It's easier and less dangerous, he says.

His second major concern relates to rules written by the faculty for the faculty. These rules, Edwards comments, come out of hundreds of hours of debate and reflect a variety of interests which demand acknowledgment. He likens such rules to political platforms which offer something to everyone and are "sprinkled with high-sounding generalities and yet vague at all critical points. . . . Any governing policy adopted by the faculty is likely to bear the distinguishing marks of imprecision, a preoccupation with the faculty narrowly conceived, and a taste for procedural intricacies."⁶⁷ Such vagueness of rules, laments the author, affects the department chairperson in what is his most important duty, evaluating the job performance of the members of his department.

Here we touch on one of the sustaining myths of academic life: that every faculty member is a professional, and consequently, his performance can certainly not be judged by administrators, and probably not by other professionals in the same field, either, since each academician has his own specialty. A closely associated notion is: "After

⁶⁵ Ibid., p. 25.

⁶⁶ Ibid.

⁶⁷ Ibid., p. 26.

all, everyone has his unique style of presenting material, his own strong points, his own favorite themes, etc., etc.," Such fixed ideas--and they are fixed--inspire bitter resistance to any attempt to arrive at clear and uniform standards. The implicit conclusion is that no one can really judge anyone else. This is a noble view; indeed, it is the only possible one when the judgments in question touch on matters of ultimate right and wrong and are therefore best left to the Supreme Being. Otherwise, it is the veriest humbug, but this does not keep it from being passionately believed. I have seen suggestions that teaching performance be evaluated by periodic class visitations from the chairman, or by having open classrooms which could be visited by anyone at any time, rouse hot resentment on precisely the ground that there is no one fit to judge. Faculty members seem to regard the classroom as a sanctuary, and the professor's relations to his students analagous to that of confessor and penitent. It is difficult to determine the source of this extraordinary notion, or how it got so strongly established. But it is plainly one of the dogmas of the academy in our time.

So the department chairman, lacking any systematic foundation for judgment, relies on what he hears from students and colleagues. He rehearses the natural questions: Have there been any complaints? Are there any obvious reasons to think that a given professor is either outstanding or hopelessly incompetent? The method, in short, is intuitive. It is bound to be inaccurate and, worse, to force the chairman into evasions and dishonesties. For a chairman is unlikely to give a rating lower than "satisfactory" even when he knows that a faculty member is doing a bad job. This is because such ratings infallibly lead to demands that charges be proved, and unless weeks and months of effort have been spent in "building a case," it is impossible to do. It is more prudent, and certainly more pleasant, to pretend that faculty members are uniformly meritorious than to criticize those who are deficient. The conclusion is inescapable: teaching evaluations in colleges are proforma exercises in paper shuffling.⁶⁸

Edwards concludes that the maladies he describes have a single cause: "The attempt to adapt the venerable ideal of the self-governing academic community to a state in which it cannot be realized but only

⁶⁸ Ibid., pp. 27-28.

sadly caricatured. The result is absurdity and dilemma."⁶⁹ He proposes two solutions: (1) to continue to "consistently and honestly develop the half-hidden political conceptions which underlie the present scheme of academic governance"; and (2) to reduce "faculty involvement in the day-to-day running of academic affairs to the unavoidable minimum. Either course clearly abandons the democratic/pluralistic model."⁷⁰

The author offers a final suggestion.

We could start down the second of these roads by abolishing the present structure of academic senates and committees and replacing it with a single board of faculty members to act as a council of advisers to the president. This board would not be elected, but chosen by lot or by rotation. Its size would vary with the size of the college, but even at the largest it would probably not need more than twenty members. Those serving on it would be released from other duties during their term of service. They would carry on the essential minimum of consultation with departments on hiring, firing, promotion, tenure, and important curriculum changes. There is no certainty, of course, about how well this would work. But it would surely be worth trying, if only to rid us of the two gravest ills from which we presently suffer: the enormous diversion of energy and attention to committee-sitting, and the constant playing at politics which now marks the conduct of academic affairs. It will be said that this proposal is radical; and so it is. But almost any change which promises a return of academic minds to their true concerns would be welcome.

This suggestion is, of course, utopian and ignores the forces presently at work in academic life. The first road I have mentioned--not the elimination of politics, but the end of our shamefaced way of pursuing it--seems the likelier direction of change.

⁶⁹ Ibid., p. 28.

⁷⁰ Ibid.

If we are determined to hold to our political conception of the academy, we should constitute administration as management and faculty as labor. Then it would be clear that these two elements of the academic community (education industry?) stand in relation to each other in the classic position of bargainers. Without guilt or apology--and, above all, without cant--they would do business with one another, each trying to gain advantages within a system of tightly drawn and mutually accepted rules.

This would not, in my view, be the best direction for change to take. But it would be better than what we have, and it would at least be honest. The question is whether those most eager to travel such a road fully understand where it leads. Long-cherished articles of faith would have to be jettisoned and comfortable, pipe-smoking, leather-elbowed postures abandoned. Any remaining claim by administrations to benevolent magistracy would be abandoned. Tenure would be abolished and replaced by contracts specifying seniority rights. It is difficult to see how the main concerns of a management-labor relation in the academy could fail to be what they are everywhere else: conditions of work, wages, hiring, firing, preferment. Let us not entertain any fancies about heroic efforts to secure that "quality education" one often reads about. Faculty members could no longer maintain the pose of unworldly wisdom and dedication to higher things. Nor could they with any justice continue to claim that what goes on in the classroom is the affair only of professor and students, or that excellence in teaching is not subject to measurement and judgment. Academic freedom? It is to be hoped that it would be secure. But it would have to be much more closely defined than it is now. A reformed system of running the academy would never allow the protective cloak of academic freedom to be thrown around simple incompetence and negligence.

The question is whether we have thought these things through. And the answer is that we have not. Because we have not, we continue to flounder and push for changes which would leave us stranded in a world we never made. Such, at any rate, are the conclusions of a retired department chairman.⁷¹

⁷¹ Ibid., pp. 28-29.

Activities

The activities of the department chairperson vary considerably between institutions as well as within a single institution. In spite of these differences, however, Dressel et al. focus on four common activities. They relate to: who certifies departmental action; how chairpersons use their time; some moral and philosophic attitudes of chairpersons; and the use of committees in departmental management.

1. In the typical university organization, the chairman was the certifying agent for all actions of the department: new courses, assignment of teachers to courses, salary recommendations, and promotion and tenure actions. Although other officers of the university can stop actions, the chairman is the one who initiates action.
2. There are some department chairmen who spend most of their time on the detail and minutiae of running the department, have not been in classrooms for years, and have given up research activity long ago. . . . Others believe that the least administration is the best administration.
3. Where the department chairman was fair, consistent, and impartial, he was given a great deal of latitude by his faculty to make decisions on a wide variety of topics. When, on the other hand, he became so involved in the detail that he could not present real leadership, or he began to develop ideas and values not related to the department's thinking, he fell out of favor with his colleagues and very quickly out of favor with central administration. Much of the chore of the department chairman is knowing what kinds of things need to be delegated and what kinds of things are most efficiently done by one person.
4. Department chairmen felt that they could accomplish more if they involved their faculty in decision-making procedures. Although the committee structure was cumbersome and involved much extra time on the part of the faculty, if the decisions were truly made by the committees, high morale seemed to result. Through the committee structure and the opportunity to interact

with each other on administrative or policy matters, faculty members developed a mutual trust which yielded a cohesiveness in the group.⁷²

With mutual trust established through the use of committees, chairpersons are able to do things in an informal manner that otherwise would require formal meetings and more time.

Mahoney underscores the need for department chairpersons to work through committees to assure initial support and avoid mistakes and backtracking. He says,

The business of a chairman is to devoid himself of sufficient strings of power so that what he can accomplish is not hopelessly obliterated by mistakes. I mean that he must structure his department in such a way that no negative decision made is ever autocratic. No dismissal, no refusal or promotion, no apportion to the Dean's decision, no rejection of curriculum change. All these, and many like them, must be elected from his faculty from elected and even appointed committees. If he cannot succeed in establishing either, he should resign in favor of someone who can.⁷³

Style

"The department chairman [is] seen as the center and focus of the department, and it [is] generally his personality and previous experience that [dictates] the style and operation of the department."⁷⁴

Concerning administrative style, Dressel et al. distinguish three: (1) the honest broker who attempts to "interpret accurately to both dean and department the concerns and dissatisfactions of the other;

⁷²Dressel et al., pp. 23-26.

⁷³Mahoney, p. 181.

⁷⁴Dressel et al., p. 33.

(2) the one who plays one against the other to enhance his own position; (3) the one who caters "to the dissatisfactions of one, enforcing its demands on the other. . . . [But, the authors conclude] only the honest broker role produces healthy reciprocated confidence."⁷⁵

Role Conflict

Carroll investigates role conflict as it relates to the department chairperson:

1. To determine the kinds of role conflict that exist among department chairmen and the relative frequency of their occurrence, employing Robert Kahn's classification scheme: intrasender role conflict, inter-sender role conflict, interrole conflict, and personrole conflict.
2. To determine whether department chairmen who perceive that they are exposed to a high degree of role conflict will report a higher need deficiency than position incumbents who report that they are exposed to a low degree of role conflict; and, to determine if there is any significant correlation between perceived role conflict and need deficiency.
3. To identify the kinds of decision situations in which role conflict is experienced and the relative significance of each decision area in creating conflict within the department chairman.⁷⁶

His results indicate a more than random or chance correlation between perceived role conflict and reported need deficiency of departmental administrators. He says,

⁷⁵ Ibid., p. 141.

⁷⁶ Archie B. Carroll, "Role Conflict in Academic Organizations: An Exploratory Examination of the Department Chairman's Experience," Educational Administration Quarterly 10 (Spring 1974): 34-55.

It has been empirically demonstrated that the role conflict problem does, indeed, manifest itself within the complex academic organization, particularly at the departmental administrative level. The research data has shown that intersender role conflict is the type most frequently experienced at this level.

In addition . . . key decision areas that bear on the role conflict problem were explored. Specifically, the respondents ranked six decision areas in terms of the amount of role conflict perceived by the chairman while making the decision. After a weighted ranking system was employed, it was determined that the highest conflict decisions were those of faculty salary decisions and faculty promotion decisions. These were followed, in order, by academic tenure decisions, faculty hiring decisions, departmental budget decisions, and faculty time allocation decisions. It was notable that the highest role conflict decisions related to matters which personally affected the economic well-being and professional status of the departmental personnel.

In sum, it has been shown that stress-inducing role expectations do manifest themselves within the academic environment. The relationship between perceived role conflict and need deficiency suggest deleterious implications which merit closer examination. In efforts to learn more about injurious characteristics, structural elements, or practices within formal organizations, it is advocated that role concepts and analysis be employed. Role concepts focus attention upon organizational behavior which is often left unexamined in more traditional modes of analysis. Most importantly, role analysis concentrates on the belief that human behavior is influenced to a considerable degree by the expectations which are imposed upon organizational members. Due to increased complexities emerging in educational systems of today, it is anticipated that the present study is just one of what will doubtless be a continuing series of empirical analyses of these large, labyrinthine organizations.⁷⁷

Attraction of the Position

Monson, now an associate academic vice-president, recounts his experience as a department chairperson.

⁷⁷ Ibid., pp. 55-56.

I worked very hard at the job for two years. I gradually learned a few things. But, when I looked at the amount of effort I put into the job in comparison to the changes I had made in the department, and compared to the satisfactions received from my own teaching and publications, I was hard put to say to myself that I ought to stay in the position any longer.⁷⁸

Similar feelings are expressed by Featherstone in two departmental research documents written five years apart which attest to the slow process of change.⁷⁹ For both former chairpersons, the faculty provide the greatest resistance to change.

Although the position is difficult, complex and sometimes inadequately rewarded, either psychologically or financially, Booth says,

There are at least three legitimate reasons for accepting the chairmanship, not as a chore but as an intellectual challenge. When performed at a high level of skill, the chairmanship (1) develops intellectual skills; (2) satisfies important psychological needs; (3) develops one's professional stature and contacts.⁸⁰

For the Future

A rather significant portion of the literature is future oriented, that is, a delineation of measures that chairpersons should take to insure the continuing development of the position and the mission of the department.

⁷⁸ Charles H. Monson, "The University of Utah's Department Chairman Training Program," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), p. 37.

⁷⁹ Richard Featherstone, Michigan State University, in conversation, February 1976.

⁸⁰ Booth, p. 74.

Dilley says that in the future we will need "to see what the problems of larger educational units are, and to learn to think of our departments as contributing members of wider educational entities and not as the be-all and end-all of education."⁸¹ He suggests a shift is needed from chairpersons as subject-matter specialists to developers of departmental programs and co-partners with other departments in shaping the educational mission of the college and university. Finally, regarding the nature of chairmanship itself, the author offers three recommendations:

1. If leadership is time and space tagged--a more flexible system of entry into and passage out of administration is needed so that leaders can be changed as new circumstances develop.
2. There must be a better educational and financial support for the creation, care and continuous feeding of administrators as well as more adequate rewards.
3. There is too sharp a separation between faculty and administration as though the differentiation of tasks implied that separate professions exist. Non-teaching administrators, like non-teaching researchers, while sometimes practiced of necessity, is inherently undesirable . . . because it fosters the view of wholly different professions.⁸²

Koehnline and Blockner agree with Dilley regarding the principal concentration of the department chairperson.

Because of the breath of his responsibility, the division chairman cannot function primarily as a subject-matter specialist. He must think as an administrator, constantly aware of the interests of all segments of his faculty, and the relationships of his faculty and programs to the rest

⁸¹Dilley, "The Department Chairman as Academic Planner," p. 32.

⁸²Frank B. Dilley, "Comments on Administration: A Position Paper," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), pp. 96-98.

of the institution [He] is, after all, something of an assistant dean of instruction, an assistant dean of students, and an assistant dean of administration.⁸³

They then ask the question, does the chairperson need a doctorate. The answer is "no," because he/she "is not primarily a scholar but a leader of a teaching faculty."⁸⁴

Booth outlines a new role for chairperson, one he calls, an occupational role which combines the skills of the teacher and researcher. As this role grows in complexity, as it becomes more specialized, we will see a growing professionalization among a core group of chairmen. These men will dedicate a significant part of their professional lives to the development of expertise as departmental developers. In an age of growing specialization, this kind of expertise is both needed and will be well rewarded.⁸⁵

Heimler prefers,

to employ a nonfaculty person as departmental executive responsible to the department chairman. The duty of the departmental executive, essentially is to manage the department's administrative details and tasks. A departmental executive might be responsible for the workload of several departments, sufficient to make his position a full-time assignment. . . . This system has the obvious advantage of increasing efficiency and economy . . . [and it frees the] departmental chairman to devote his full time to the improvement of instruction, student counseling, staff relations, policy formulation, and program development.⁸⁶

O'Grady, pursuing his belief that the position needs better definition and training, suggests the following:

⁸³William A. Koehline and Clyde E. Blocker, "The Division Chairman in the Community College," in James Brann and Thomas A. Emmett, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Belamp Publishing Co., 1972), pp. 146-152.

⁸⁴Ibid., p. 152.

⁸⁵Booth, p. 75.

⁸⁶Heimler, pp. 204-205.

1. The chief executive officer of two-year colleges should make arrangements for an examination of the administrative organizational structure within his institution to determine if each office, including that of the departmental chairman, is defined to include those activities which best facilitate the achievement of the aims and purposes of the institution.
2. Where . . . the role of the "divisional chairman" now exists, consideration should be given to changing the title to associate dean of instruction, thus providing the necessary rank to correspond with the authority and responsibility of the role.
3. . . . In-service training programs for departmental chairmen should be established within two-year colleges and/or within nearby universities and centers of higher education. . . .
4. . . . Consideration should be given to drafting a departmental manual as a basis for consistent future action and setting forth principles governing relationships of departmental colleagues and the conditions of work necessary to fulfillment of their functions.⁸⁷

Sizer, though his comments are those of a retiring dean, offers critical reactions for chairpersons as they set other goals and design new programs for the future. They are:

1. . . . The persistent unwillingness of many professional educators to respect and use theory. . . .
2. . . . The continuing unwillingness of professional educators to recognize that education is more than schooling. . . .
3. . . . The relative inability of the education profession to connect the ideas of those working on curriculum matters with those involved with policy.⁸⁸

⁸⁷O'Grady, p. 36.

⁸⁸Theodore Sizer, "Three Major Frustrations: Ruminations of a Retiring Dean," Phi Delta Kappan 53 (June 1972): 632-635.

Lastly, Henry, in an effort to cause chairpersons and their departments to reach into many tomorrows asks the following questions:

1. Has the department clarified its purpose, its goals in higher education? What place will be given to graduate study, undergraduate study, developmental and continuing education?
2. Do new appointments and promotions relate cohesively to departmental purposes?
3. Is the department concerned about the effectiveness of its teaching? How does it effectively evaluate it?
4. What are its attitudes to off-campus teaching? To the community college?
5. Has it considered a three-year program?
6. How aware and knowledgeable is the department with the new technologies of instruction?
7. Has it considered the advantages of cooperative education?
8. Is the department concerned about speaking, writing and reading?
9. Is is concerned that more and more authority over education is going to outside agencies?
10. What is the role of student participation in departmental affairs?
11. What are its tenure plans over the next ten years?
12. Does it have a plan for meeting affirmative action?
13. How does the department respond to new demands for program budgeting, information systems and other quantitative measurement of departmental and professional activity?
14. Is the department chaiperson seeking ways to improve public understanding of why the university is essential to a democratic society, relative to its history and its aspirations.⁸⁹

⁸⁹Henry, pp. 3-4.

Summary

The review of the literature throughout the first section illustrates several crucial points about the departmental chairperson.

1. There is a resounding cry to reevaluate the purpose of departments and, therefore, the role and responsibilities of the chairperson.
2. There is a growing complexity of the positions' responsibilities; consequently, there is no one definition of the chairperson role that is universally applicable.
3. The need to more clearly specify role behavior, especially the role and extent of authority invested in the position.
4. Adequate compensation, monetary and otherwise, will have to be provided in order to attract and maintain skillful managers and academic leaders.

It presents an overview of what some chairpersons do or should do, and what others would like them to do now and in the future. It also provides evidence of the sometimes conflicting opinions and expectations which they themselves and others hold up to measure performance.

Finally, it reiterates a need, that department chairpersons be academic leaders and thereby sanctions the re-ordering of other role expectations, including managerial skills to that priority.

Management Information Systems in
Higher Education

Mosmann might be called the father of literature related to the history of computers in higher education as well as the principle bibliographic guide to those contemplating installing information systems in their institutions, or to those shopping for a particular system, or to those wishing to incorporate CAI (Computer Assisted Instruction).

While the author directs his comments primarily to those investigating computers, in general, his observations are apropos to departmental chairpersons looking to be convinced of the need for information systems in departmental management. He says,

Still, many members of the administration are not affected by the advent of office automation. Deans and vice-presidents, department chairmen, trustees, chancellors, and provosts live in an environment that is highly unstructured and very rich in nonquantitative values. They have important decisions to make and they need information on which to make them. But they often do not view their efforts as a deliberate collection and analysis of information. They talk to many people and collect impressions and ideas; they do not consciously structure or evaluate these data; when the time comes to make a decision, they may feel they act intuitively, basing their decisions on a humanistic awareness of values and goals. When they are offered more precise information, they may doubt that it will be of any value to them.⁹⁰

And, after systems people show off what Mosmann calls their "rich clutter," the decision-makers are irrational, he says, if they reject an information system for its insensitivity and inhumanity. If

⁹⁰ Charles Mosmann, Academic Computers in Service: Effective Uses for Higher Education (San Francisco: Jossey-Bass Inc., Publishers, 1973), p. 127.

computerized management is to be rejected it must be done, he says, after all alternatives have been thoroughly investigated.

He is also quick to observe,

[that] information is not in itself valuable, despite its great and growing popularity; how it will be used is the key to its value. In their zeal to improve the quality of information available to administrators, systems people sometimes overlook the limits to the amount of it that the administrator can actually use. Such analyses are improving the quality of the input without assessing the ability of the system to absorb it. When the system does not improve, they may then consider that it is the people who are at fault and throw up their hands in despair. Making the people better processors of information is a far more complex and difficult task than the analysts may be able to tackle.⁹¹

For those department chairpersons shopping for information systems, Mosmann suggests contacting any one of the ten national organizations. Five are listed in Appendix D.

Bogard, in a nationwide study, gathers data relative to the numbers of higher education institutions already using offices of institutional research (IR), management information systems (MIS), and planning-programming-budgeting systems (PPBS). Responses to his questionnaire indicate that 2.8 percent of 1,873 colleges and universities have established computerized information systems for decision-making and 17 percent plan to establish such a system. In addition, each respondent reacting to the question, What is the most significant improvement made in your administrative procedures in the past five years? according to the author, indicate the use of a computer to store and manipulate statistical data.

⁹¹Ibid., p. 134.

The author warns that,

Unless educators become aware of the need for recognizing and developing new management techniques and measures of good management, institutions of higher education could end up with vast numbers of students, high expenditures on tuition and resources, and a multitude of facilities, but be able to provide only a small fraction of the higher education needed.⁹²

But, like Mosmann, he is cognizant of the limitations of the systems approach. "The systems approach is not a guarantor of 'good' management, nor is it the sole hope of administrators faced with new challenges to their administration; it is, however, one approach to management that has a proven history of success."⁹³

It does permit the institution, says Bogard, to cope with change which he, along with Doi,⁹⁴ believe to be a major criterion of organizational effectiveness.

Institutions whose chief administrator is responsive to change and have adopted concepts of scientific management will also provide for the following functions:

1. Conduct of a critical and continuous self-examination of curriculum and administrative and operational procedures; examination of the relevance of established goals and objectives; evaluation of selection and processing procedures; understanding of the participants in the educational process and a continuous examination of the environment in which the institution operates.

⁹² Lawrence Bogard, "Management in Institutions of Higher Education," in A. Mood et al., Papers on Efficiency in the Management of Higher Education (Reprinted in Ann Arbor, Mich.: Xerox University Microfilms, 1976), p. 9.

⁹³ Ibid., p. 10.

⁹⁴ James I. Doi, "Some New Developments in Institutional Research," September 1968, in Bogard, p. 10.

2. Establishment of relevant goals and objectives; justification for and allocation of resources commensurate with current and future demands for these resources and objectives; continuous accountability for the expenditure of resources; maintenance of flexibility in goal-oriented operations.
3. Development of timely and valid information in order to achieve the above and to enhance the validity of decisions.⁹⁵

"The first of these functions," says the author, "has generally been performed by members of the institutional staff or by the various department chairmen, deans, and faculty members as the need arose. The second is realized in the Planning-Programming-Budgeting System widely used by the federal government and various school districts. The third function is essential to the other two and is achieved through a Management Information System which uses a computer to store and manipulate data."⁹⁶ He also points out that a MIS need not be computerized.

But what is a MIS? There are scientific definitions, observes the author that are so complex they scare people off. But, there are others which define purpose, or need. These are more attractive because the benefit of such a system is more apparent. Simply, a MIS,

1. must provide administrators with information about the day-to-day operations of the university.

⁹⁵ Bogard, p. 11.

⁹⁶ Ibid., p. 11.

2. must provide the information needed to develop the planning capability required for both long- and short-term planning by means of analytic techniques.
3. must provide the reporting capabilities required by the societal and economic pressures for accountability.⁹⁷

Even more simply, an abbreviated definition from Western Interstate Commission on Higher Education (WICHE) says, "Management Information Systems provide for the systematic collection and use of data and for accurate feedback to the administrator of the effects of an institution's current or proposed operations."⁹⁸

Featherstone, arguing for the need to establish a departmental MIS, presents a chart of forces influencing the decisions of the chairperson (see Figure 1). He says that the sheer number of external and internal influences affecting departmental decision-making, and the number of requests for information from inside and outside the university indicate the need for a management information system at the departmental level to provide accurate data to the various sources.⁹⁹

Among these enormous social, political and personality factors impinging on the decision-maker, Featherstone maintains that, "the

⁹⁷D. J. Youston et al., Decision Making and University Informations Systems: Analysis and Design, A Status Report on the Integrated Information Systems Project of the Research Program on Systems Analysis for Efficient Resource Allocation in Higher Education (New York: The Ford Foundation, 15 July 1969), as quoted in Bogard, p. 25.

⁹⁸Western Interstate Commission for Higher Education, Objectives and Guidelines of the WICHE Management Information Systems Program (Boulder, Colo.: WICHE, May 1969), as quoted in Bogard, p. 25.

⁹⁹Richard Featherstone, The Development of Management Systems for the Academic Department, National Center for Higher Education Management Systems at WICHE, 1975, 1975, p. 40.

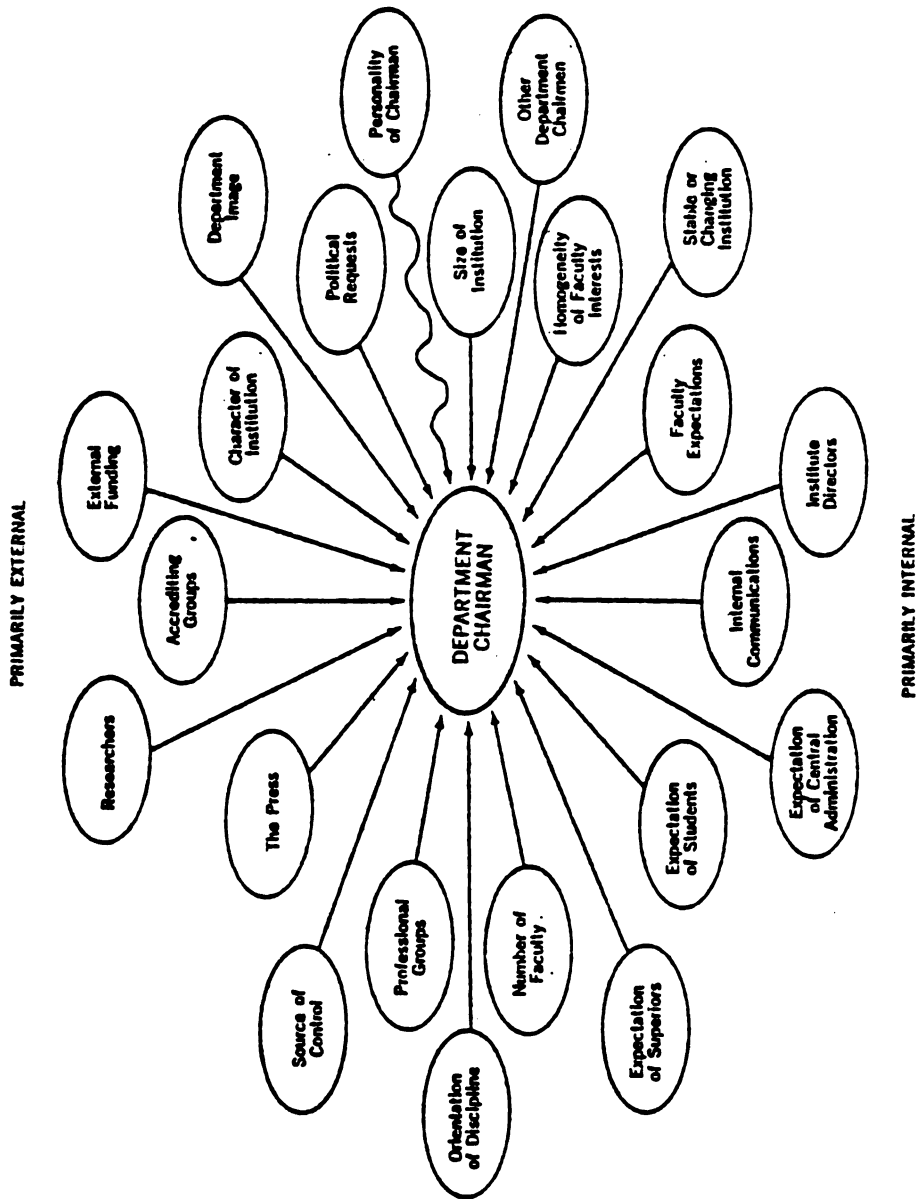


Figure 1. Forces that request or demand information and data from the department chairman.

Source: Richard Featherstone, The Development of Management Systems for the Academic Department (Boulder, Colo.: National Center for Higher Education Management Systems at WICHE, 1974), p. 40.

real issues that are important to the department manager should be the human issues. Among the many important questions are":

1. What can be done in the management of the enterprise to provide for parity and equity in promotion, salary increases, tenure actions, and employment practices for faculty?
2. What can be done to provide the most educational return to the student for the money and energy expended?
3. What can be done to improve the quality of student-faculty interaction?
4. What can be done to improve minority and other student success in academic as well as professional life?¹⁰⁰

The author continues,

Simplistic answers to these questions would refer to the need for behavior changes on the part of the participants. However, a more reasonable overall answer might be to provide a management system that allows for behavior change through increased information and improved decision making. It may be fair to assume that a "community of scholars" will be persuaded, through the intellectual process, to improve the effectiveness of education and, at the same time, achieve a high degree of efficiency and economy. Certainly, management systems offer the opportunity to transform data into information that aids in decision making and allows faculty to see themselves as intelligent decision makers.¹⁰¹

Later, responding in part to those concerned about the de-humanizing effect of MIS, the author says,

The problems are terribly difficult because the issues are value-laden, and yet good management can contribute to the solutions of these problems. Moreover, good planning and management tools reflect human dignity and value human

¹⁰⁰ Ibid., pp. 40, 44.

¹⁰¹ Ibid., p. 44.

contributions to the enterprise. Good management must be oriented toward serving participants and management as they work toward organizational goals.¹⁰²

The real stumbling block, however, to the establishing of an MIS at the departmental level is whether the industrial systems model which quantitatively defines, predicts, and measures output is applicable. He asks,

Can this model be applied to the academic department? Can the control aspect be developed? Should it be developed? Is there another approach to goal setting and objective development? For example, are the real goal-setters and objective-attainers at the department level, and are these individuals similar to the productions workers in industry? Faculty and management might answer these questions differently. Although faculty see themselves as producers of education (workers), they see management as a necessary evil that can be of value only if the manager recognizes the responsibilities and rights of the faculty. Faculty tend to believe that they have the right and responsibility for developing goals and objectives relating to their discipline. Further, they believe that the hierarchies of management should be service elements that aid the faculty in the attainment of faculty-established goals and objectives. Visually the situation might be expressed as in [Figure 2].

These positions are probably oversimplified, but there is more than a kernel of truth to them. It is possible that the Department Management Systems--DMS--project will provide a new interface for National Center for Higher Education Management Systems that is loaded with potential emotional response. Certainly, many university administrators have resisted the application and use of planning and management tools. But some not only adopt the tools; they do so with enthusiasm. In the author's experience, there is little enthusiasm on the part of faculty for the application or the results of the systems tools. The management-faculty level is likely to be the crisis level of adaptation to the adoption of systems development. In order that faculty

¹⁰² Ibid., p. 44.

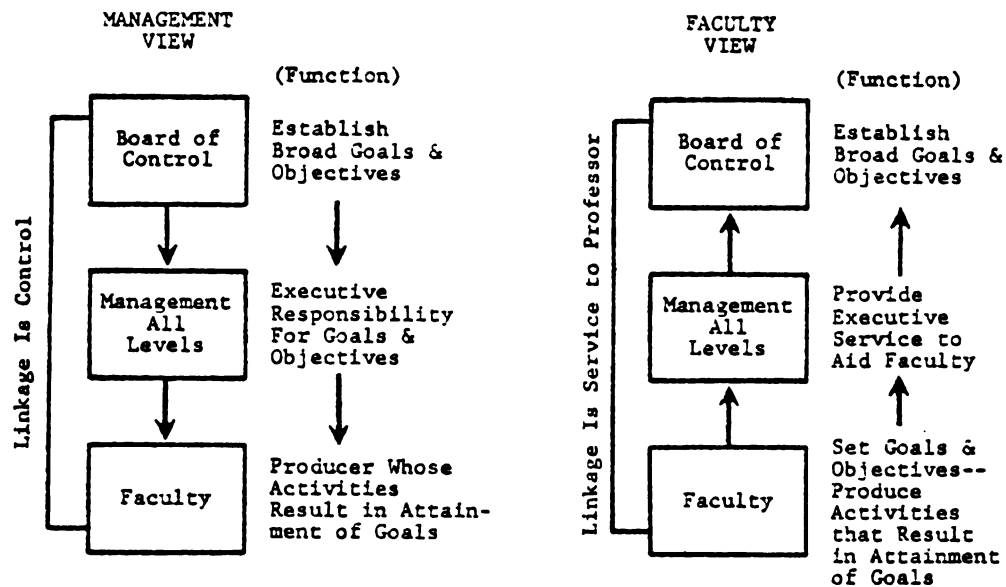


Figure 2. Two views of hierarchical roles.

Source: Richard Featherstone, The Development of Management Systems for the Academic Department, National Center for Higher Education Management Systems at WICHE, 1975, p. 47.

and management may work for similar goals, some type of transition matrix will be necessary. It is possible that transition may be made through negotiations.¹⁰³

The critical problems that face departments interested in MIS are:

1. The lack of clear-cut goals and objectives that are necessary for good leadership and management. Actually, the absence of goals and objectives seems to assure a type of crisis management rather than a planned operation related to objectives and goals.
2. The lack of definition of the role of the chairman in decision-making and planning. The chairman often reacts by keeping track of the activities of faculty and their wishes. Thus, decisions tend to be made by an oligarchy.
3. The degree of autonomy that currently exists within the organization. The department is either granted or develops an autonomy that allows for idiosyncratic development that may or may not be related to the institutional goals.¹⁰⁴

Featherstone's final contribution is a list of procedures for developing a departmental management system (DMS) and a possible DMS concept (see Appendix F).

The Academic Unit Planning Manual, Field Review Edition, Technical Report 72 is a National Center for Higher Education Management Systems (NCHEMS) plan to organize the academic unit or department in relation to its resources and outcomes. Specifically,

[the] manual is designed to improve planning and management at the academic unit level within an institution by providing capabilities and procedures to obtain and communicate more definitive information about the unit's functions, demands, resources and outcomes and to focus on some key

¹⁰³ Ibid., pp. 46-47.

¹⁰⁴ Ibid., pp. 48-49.

planning and management concerns/problems areas that pertain to the unit.¹⁰⁵

It recognizes that,

Academic units (school/college/division/department) are basic organization units within which the educational activities of an institution happen, where critical resources are assigned, and where many of the needs and interests of personnel are dealt with. Furthermore, while the academic unit administrator is faced with handling the multiplicity of demands of faculty, students, institutional administrators, the legislature, and donors, the administrator's role also includes the task of resource allocation.¹⁰⁶

The authors of the report distinguish two basic elements in academic planning: process and concerns/problems areas. These, in turn, are fashioned into modules which become the vehicles through which academic unit data is collected and analyzed. The components of the process element include: (a) Demands of students, faculty, other administrators, donors; (b) Function (instruction, research, public service); (c) Human and physical resources (faculty, finance, facilities); (d) Outcomes (student growth and development, new knowledge, community impact); (e) Societal guidelines and constraints; and (f) Institutional guidelines and constraints.¹⁰⁷

In addition to and underlying the above process are the various concerns/problems areas common to many academic units. They are: (1) Determination of academic unit functions and activities;

¹⁰⁵ Glenn K. Miyataki and Robert G. Gray, Academic Unit Planning Manual, Field Review Edition, Technical Report No. 72 (Boulder, Colo.: NCHEMS at WICHE, 1975), p. 2.

¹⁰⁶ Ibid., p. 1.

¹⁰⁷ Ibid., pp. 5-6.

(2) Determination of academic demand; (3) Interdepartmental relationships; (4) Resource availability, assignment, and utilization; (5) Responding to changes; (6) Outcomes assessment; (7) Development of plans and budgets; and (8) Administrative coordination.¹⁰⁸

From these 13 descriptors are derived five modules designed to provide necessary data and information that can be used to evaluate and plan for future realities of academic units. The modules are: (1) Structures module; (2) Academic demand module; (3) Faculty planning module; (4) Finance module; and (5) Outcomes module.¹⁰⁹

Lastly, a step-by-step series of worksheets are provided in the manual to facilitate the initial steps toward implementing a departmental management information system.

To be sure, management information systems have many supporters, but there are others who are concerned about the misuse of efficiency as the sole criterion for academic decision-making. Sharples cautions:

This . . . is not an attempt to deny the importance of analysis for decision-making on efficiency criteria, but to suggest strongly that it should not be the sole criterion for selecting an alternative. Concern is expressed for the evangelistic vigor with which the concept of technical efficiency is being pursued without explicit consideration for other values or systems. Just as friction within a machine reduces its mechanical efficiency, so conflict within an organization will result in a loss of technical efficiency. Consequently, the selection of an alternative based solely on efficiency criteria may involve, in the long run, greater expenditures of human and material resources in order to

¹⁰⁸ Ibid., pp. 5-8.

¹⁰⁹ Ibid., pp. 13-142.

compensate for the lack of consideration of the effects of the alternative on the political and social systems of the organization.¹¹⁰

Summary

There is a sizeable literature written on the use of computers in higher education, but, to date, they are used almost exclusively by central administration, student records and computerized instruction.

Their use is growing and supporters are quick to point out the near limitless capabilities not only for central administration but for every unit of the university.

Though implementation of management information systems is not as widely spread as some imagine it to be, its merits, as a means of making decisions more reflective of current and future actualities, are sung by growing numbers because its users are better able to keep abreast of human, demographic, curricular, social and technological needs, demands, changes.

Lastly, the two NCHEMS documents mapped out procedures for establishing a MIS at the departmental level. Both indicated some of the answers to the whys, hows and whats for making departments more efficient and presumably more effective units within the university. Both provided technical and philosophical background necessary to build a MIS for the academic unit.

¹¹⁰ Brian Sharples, "Rational Decision-Making in Education: Some Concerns," Educational Administration Quarterly 11 (Spring 1975): 65.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this chapter is to describe the research design. The characteristics of the population, the sampling procedures, the procedures for securing the data, and a delineation of the data methodology are presented.

Population

The elements under consideration in this study are all department chairpersons at Michigan State University during the 1975-76 academic year. Directors of schools, institutes and centers are not considered equivalents.

Sampling Design

Since the entire population of department chairpersons at Michigan State University numbers 89, and to be assured of a large enough response, all department chairpersons are subjects for this study.

Instrumentation

In order to gather the information necessary to answer the research questions, it was necessary to prepare a questionnaire that

would yield a description of: (1) faculty data storage systems used and preferred by department chairpersons; (2) the frequency with which selected faculty data are used and would be used across four decisions. It was also decided useful to request the size of the department.

In accordance with these needs the Department Chairperson's Information Retrieval Systems and the Use of Presently Available and Potentially Available Faculty Data Questionnaire consists of two parts: Part One, Presently Available Faculty Data: Its Retrieval System and Frequency of Use; Part Two, Potentially Available Faculty Data: Its Preferred System and Estimated Frequency of Use.

The respondents are requested to indicate the head-count size of their departments and to include in that number professors, associate professors, assistant professors, graduate assistants, research assistants, lecturers, instructors and specialists.

Finally, the respondents are asked to indicate whether or not they wish to receive the results of this study and/or a selected bibliography.

Data Collection Procedures

Survey Procedures

In addition to informing the respondents of the nature of the study, the cover letter describes the degree of confidentiality. They are informed that the questionnaire would be used only for this study.

The questionnaires were hand-delivered to each of the respondents or their secretaries on February 25, 26, or 27, 1976. Follow-up

telephone calls were conducted between the fourth and sixth week after delivery of the questionnaire. The data from those responses received by April 15, 1976 are used in the analysis of the data. Table 1 indicates an overall response of 86.5 percent.

Table 1. Number and Percentage of Response

Possible Number of Respondents	Number of Responses	Percentage of Responses	Number of Useable Responses	Percentage of Useable Responses
89	77	86.5	47	52.8

However, of the 77 responses received, 30 were not useable. Table 2. indicates the number and reasons for unuseability. There were a total of 30 unuseable responses: two were too late; three were incomplete; three were received with letters which stated their non-applicability to those departments; three were accompanied with letters of refusal to participate in the study; 19 indicated by memo or telephone that they either had no time or were too busy.

Treatment of Data

Each of the 17 faculty data items and the four decisions are given equal weighting. The respondents are asked to indicate on a scale of 1 to 5 how frequently they used each of the data items when making each of the four decisions.

Table 2. Number and Reason for Unuseable and Non-Responses

Number of Unuseable Responses	Reason Unuseable
2	Too late
3	Incomplete
3	Letter of non-applicability from department chairperson
3	Letter of refusal
<u>19</u>	No time; too busy
30	Total unuseable responses

Processing the Data

Upon completion of the survey, the data was coded and key-punched on data control cards for statistical treatment by Michigan State University's CDC 6500 computer.

Statement of Research QuestionsQuestion

1. What system is presently used to store faculty data?
2. What system is preferred to store selected faculty data?
3. How frequently is the selected faculty data used to make decisions relative to salary, tenure, promotion, and the selection of new faculty?
4. How frequently would the selected faculty data be used to make decisions relative to salary, tenure, promotion, and the selection of new faculty if the preferred storage system were used?
5. What are the discrepancy scores between the storage system and the use of presently and potentially available faculty data across the four decisions of salary, tenure, promotion and selection of new faculty?

Question

6. What relationship exists between the size of the department, the systems used and preferred to store faculty data?

Analysis of the Data

Storage system analysis includes the total number of department chairpersons using each of the available systems and the percentages for both Part One (Presently Available) and Part Two (Potentially Available or Desired System). It also includes the number and percentages of the various combinations of the basic three storage systems in use by the departments.

Means and standard deviations are derived for each of the 17 selected faculty data items as they are used across the four decisions in Part One, Section Two and Part Two, Section Two of the questionnaire.

Discrepancy scores are also obtained from Sections Two of Parts One and Two.

Lastly, department size, the storage system used and desired are compared.

Summary

This chapter describes the procedures used to fulfill the objectives of this study. The population is described and reasons given for selecting the entire population. The questionnaire and survey procedures are outlined. Treatment of data is described. The research questions are restated. Finally, the procedures and statistics to analyze the data are given.

CHAPTER IV

ANALYSIS OF THE DATA

This study has four primary purposes: to provide descriptive data regarding the following: (1) currently used faculty data storage systems; (2) the frequency with which presently available faculty data is used to make decisions in four categories--salary, tenure, promotion and selection of new faculty; (3) faculty data storage systems desired by chairpersons; and (4) the frequency with which the potentially available faculty data would be used if the desired storage system were in place. Additionally, there are two secondary purposes: (1) to determine the difference in the use of faculty data relative to the particular storage system and (2) to determine the relationship between the size of the department and the storage system used.

Present and Potential (Desired) Storage Systems

The purpose of research questions 1 and 2 is to determine (a) the present storage systems and (b) the potential or desired storage system for faculty data. Table 3 presents present and potential (desired) storage systems which are divided into seven distinguishable categories:

Table 3. Presently and Potentially Used (Desired) Storage Systems (N = 47)

	Present Storage System							Potential (Desired) Storage System						
	Folder (F)	Self-Report (SR)	MIS	Not Available	F/SR	F/SR/MIS	SR/MIS	Folder (F)	Self-Report (SR)	MIS	Not Available	F/SR	F/SR/MIS	SR/MIS
Age	41 ^a 87.2 ^b	1 2.1	2 4.3		2 4.3	1 2.1		20 42.6		23 48.9	1 2.1	2 4.3	1 2.1	
Experience	37 78.7	2 4.3	2 4.3		5 10.6	1 2.1		20 42.6	1 2.1	23 48.9		2 4.3	1 2.1	
Degree(s)	38 80.9	2 4.3	2 4.3		4 8.5	1 2.1		19 40.4	2 4.3	23 48.9		2 4.3	1 2.1	
Rank	37 78.7	1 2.1	4 8.5		4 8.5	1 2.1		21 44.7		23 48.9		2 4.3	1 2.1	
Publications	19 40.4	16 34.0	1 2.1		9 19.1	1 2.1	1 2.1	10 21.3	8 17.0	24 51.1		4 8.5	1 2.1	
Teaching load	27 57.4	7 14.9	9 19.1		4 8.5			14 29.8	3 6.4	26 55.3		4 8.5		
Research	15 31.9	19 40.4	2 4.3		11 23.4			13 27.7	10 21.3	19 40.4		5 10.6		
Student advisement	19 40.4	14 29.8	3 6.4	6 12.8	5 10.6			14 29.8	9 19.1	18 38.3	2 4.3	4 8.5		
Administrative responsibility	24 51.1	10 21.3	4 8.5	3 6.4	6 12.8			20 42.6	6 12.8	17 36.2	1 2.1	3 6.4		
Consultations	9 19.1	30 63.8	1 2.1	1 2.1	5 10.6	1 2.1		12 25.5	10 21.3	19 40.4	1 2.1	4 8.5	1 2.1	
Public service	9 19.1	29 61.7	1 2.1		7 14.9	1 2.1		11 23.4	10 21.3	21 44.7		4 8.5	1 2.1	
Off-campus teaching	22 46.8	12 25.5	2 4.3	4 8.5	6 12.8	1 2.1		14 29.8	3 6.4	25 53.2	1 2.1	4 8.5		
Foreign teaching	20 42.6	15 31.9	2 4.3	4 8.5	5 10.6	1 2.1		15 31.9	4 8.5	22 46.8	2 4.3	4 8.5		
Office hours	4 8.5	24 51.1	3 6.4	12 25.5	4 8.5			9 19.1	8 17.0	17 36.2	10 21.3	3 6.4		
Committee work	20 42.6	13 27.7	3 6.4	1 2.1	10 21.3			14 29.8	6 12.8	23 48.9		4 8.5		
Peer evaluation	28 59.6	8 17.0	2 4.3	7 14.9	1 2.1	1 2.1		21 44.7	3 6.4	20 42.6	1 2.1	1 2.1	1 2.1	
Student evaluation	21 44.7	16 34.0	4 8.5	1 2.1	4 8.5	1 2.1		17 36.2	6 12.8	21 44.7		2 4.3	1 2.1	
Average number chairpersons	22.9	12.9	2.8	2.3	5.4	0.6	0.05	15.5	5.3	21.5	1.1	3.1	0.5	0.0
Average percent chairpersons	48.7	27.5	6.0	4.9	11.5	1.3	0.1	33.0	11.3	45.7	2.3	6.6	1.1	0.0

^aTotal number using Folder (F) to store age information.^bPercentage of chairpersons using Folder (F) to store age information.

F = Folder;
 SR = Self-Report;
 MIS = Management Information System;
 NA = Not Available;
 F/SR = Folder/Self-Report;
 F/SR/MIS = Folder/Self-Report and Management Information System; and
 SR/MIS = Self-Report and Management Information System.

Present Storage Systems

Folder. Table 3 presently and potentially used (desired) storage systems indicates that a majority of chairpersons use the Folder to store 13 of the 17 faculty data items. Specifically, 41 or 87.2 percent use the Folder to store age; 37 or 78.7 percent to store experience and rank; 38 or 80.9 percent to store degree(s); 19 or 40.4 percent to store publications and student advisement; 27 or 57.4 percent to store teaching load; 24 or 51.1 percent to store administrative responsibilities; 22 or 46.8 percent to store off-campus teaching; 20 or 42.6 percent to store foreign teaching and committee work; 28 or 59.6 percent to store peer evaluation; and 21 or 44.7 percent to store student evaluation.

The number of chairpersons using the Folder to store the remaining four items are: 15 or 31.9 percent research; 9 or 19.1 percent consultation and public service each; 4 or 8.5 percent office hours.

The average number of chairpersons using the Folder over 17 faculty data items is 22.9 or 48.7 percent.

Self-Report. Self-Report is used by approximately half the number using the Folder but only 4 of the 17 items are stored in Self-Report by a majority of chairpersons. Specifically, 19 or 40.4 percent use Self-Report to store research; 30 or 63.8 percent to store consultation; 29 or 61.7 percent to store public service; and 24 or 51.1 percent to store office hours.

The remaining 13 items stored by chairpersons in Self-Report are: 16 or 34.0 percent store publications and student evaluation each; 15 or 31.9 percent store foreign teaching; 14 or 29.8 percent store student advisement; 13 or 27.7 percent store committee work; 12 or 25.5 percent store off-campus teaching; 10 or 21.3 percent store administrative responsibilities; 8 or 17.0 percent store peer evaluation; 7 or 14.9 percent store teaching load; 2 or 4.3 percent store experience and degree(s) each; 1 or 2.1 percent store age and rank each.

The average number of chairpersons using Self-Report over 17 faculty data items is 12.9 or 27.5 percent.

Management Information Systems. Management Information Systems (MIS) whether manual or mechanical, are not now being used by a majority of department chairpersons to store any of the faculty data items.

The small number of chairpersons using a MIS are: 9 or 19.1 percent to store teaching load; 4 or 8.5 percent to store rank, administrative responsibilities, and student evaluation each; 3 or 6.4 percent to store student advisement, office hours and committee

work each; 2 or 4.3 percent to store age, experience, degree(s), research, off-campus teaching, foreign teaching, and peer evaluation each; 1 or 2.1 percent store publications, consultations, and public service each.

The average number of chairpersons using a Management Information System over 17 faculty data items is 2.8 or 6.0 percent.

Not Available. A number of chairpersons do not have certain faculty data items available. They are: 6 or 12.8 percent student advisement; 3 or 6.4 percent administrative responsibilities; 1 or 2.1 percent consultations, student evaluations and committee work each; 7 or 14.9 percent peer evaluation; 4 or 8.5 percent off-campus teaching and foreign teaching each; and 12 or 25.5 percent office hours.

The average number of chairpersons who do not have certain faculty data items available is 2.3 or 4.9 percent.

Folder/Self-Report. Some chairpersons use a combination of Folder/Self-Report to store faculty data items. Specifically, 11 or 23.4 percent use it to store research; 10 or 21.3 percent store committee work; 9 or 19.1 percent store publications; 6 or 12.8 percent store administrative responsibilities and off-campus teaching each; 5 or 10.6 percent store experience, student advisement, consultations and foreign teaching each; 4 or 8.5 percent store degree(s), rank, teaching load, office hours and student evaluation each; 2 or 4.3 percent store age; 7 or 14.9 percent store public service and 1 or 2.1 percent store peer evaluation.

The average number of chairpersons using this double combination, Folder/Self-Report, over 17 faculty data items is 5.4 or 11.5 percent.

Folder/Self-Report/Management Information System. A combination of Folder/Self-Report/Management Information System is used by 1 or 2.1 percent of the chairpersons to store age, experience, degrees, rank, publications, consultations, public service, off-campus teaching, foreign teaching, peer evaluation, and student evaluation.

The average number of chairpersons using this triple combination over 17 faculty data items is 0.6 or 1.3 percent.

Self-Report/Management Information System. Lastly, a combination of Self-Report/Management Information System is used by 1 or 2.1 percent to store publications.

The average number of chairpersons using this combination over 17 faculty data items is 0.05 or 0.1 percent.

Potential Storage Systems

Folder. Table 3 potential (desired) storage system indicates that a majority of chairpersons would use the Folder to store only 2 of 17 faculty data items. Specifically, 20 or 42.6 percent would use the Folder to store administrative responsibilities; and 21 or 44.7 percent would store peer evaluation. Of the others, 20 or 42.6 percent would use the Folder to age and experience each; 19 or 40.4 percent would store degree(s); 21 or 44.7 percent would store

rank; 17 or 36.2 percent would store student evaluation; 15 or 31.9 percent would store foreign teaching; 14 or 29.8 percent would store teaching load, student advisement, off-campus teaching and committee work each; 13 or 27.7 percent would store research; 12 or 25.5 percent would store consultations; 11 or 23.4 percent would store public service; 10 or 21.3 percent would store publications; and 9 or 19.1 percent would use the Folder to store office hours.

The average number of chairpersons indicating a preference for the Folder across 17 faculty data items is 15.5 or 33 percent.

Self-Report. Self-Report would not be used to share any of the 17 faculty data items by a majority of chairpersons. Age and rank would not be used at all by those chairpersons indicating Self-Report as a preferred storage system.

Of the remaining 15 faculty data items, 1 or 2.1 percent would use Self-Report to store experience; 2 or 4.3 percent would store degrees; 3 or 6.4 percent would store teaching load, off-campus teaching and peer evaluation each; 4 or 8.5 percent would store foreign teaching; 6 or 12.8 percent would store administrative responsibilities, committee work and student evaluation each; 8 or 17.0 percent would store publications and office hours each; 9 or 19.1 percent would store student advisement; and 10 or 21.3 percent would store research, consultations and public service each.

The average number of chairpersons preferring Self-Report across 17 faculty data items was 5.3 or 11.3 percent.

Management Information System. A Management Information System would be used by approximately one-quarter more than the number who would use the Folder and four times more than those who would use Self-Report. A majority of chairpersons indicate they would use a MIS to store 15 of the 17 faculty data items. Specifically, 23 or 48.9 percent would use a MIS to store each of the following: age, experience, degree(s), rank and committee work; 24 or 51.1 percent would store publications; 26 or 55.3 would store teaching load; 25 or 53.2 percent would store off-campus teaching; 22 or 46.8 percent would store foreign teaching; 21 or 44.7 percent would store public service and student evaluation each; 20 or 42.6 percent would store peer evaluation; 19 or 40.4 percent would store research and consultations; 18 or 38.3 percent would store student advisement; 17 or 36.2 percent would store administrative responsibilities and office hours.

The number of chairpersons preferring a MIS across 17 faculty data items is 21.5 or 45.7 percent.

Not Available. Several chairpersons would prefer to have certain faculty data items not available. Of those, 1 or 2.1 percent would prefer to have age, administrative responsibilities, consultations, off-campus teaching and peer evaluation each not available; 2 or 4.3 percent would prefer to have student advisement and foreign teaching each not available; and 10 or 21.3 percent would prefer to have office hours not available.

The average number of chairpersons indicating certain data that should not be available is 1.1 or 2.3 percent.

Folder/Self-Report. A combination of Folder/Self-Report would not be used by a majority of chairpersons to store any of the 17 faculty data items. However, 2 or 4.3 percent would each use Folder/Self-Report to store age, experience, degree(s), rank and student evaluation; 4 or 8.5 percent would each store publications, teaching load, student advisement, consultations, public service, off-campus teaching, foreign teaching, and committee work; 5 or 10.6 percent would store research; 3 or 6.4 percent would each store administrative responsibilities and office hours; and 1 or 2.1 percent would store peer evaluation.

The average number of chairpersons preferring this combination across 17 faculty data items is 3.1 or 6.6 percent.

Folder/Self-Report/Management Information System. A few chairpersons indicate the Folder/Self-Report/Management Information System would be used by 1 or 2.1 percent to store each of the following: age, experience, degree(s), rank, publications, consultations, public service, peer evaluation and student evaluation.

The average number of chairpersons preferring this triple combination across 17 faculty data items is 0.5 or 1.1 percent.

Self-Report/Management Information System. Lastly, none of the respondents indicate a preference for a combination of Self-Report/Management Information System.

A comparison of present storage system and potential (desired) storage system in Table 4 reveals a substantial desire to shift from Folders in the present system to a MIS in a preferred system, represented by a gain of 18.7 chairpersons. Whereas, there is a decline of 7.4 in Folder useage, 7.6 for Self-Report, 2.3 for Folder/Self-Report, 0.1 for Folder/Self-Report/Management Information System, and 0.05 for Self-Report/Management Information System. There is also a decline of 1.2 for items identified Not Available.

Table 4. Comparison Between Present Storage System and Potential (Desired) Storage System

Storage System	Average Number Using Present Storage System	Average Number Preferring the Desired Storage System	Amount of Change
Folder	22.9	15.5	-7.4
Self-Report	12.9	5.3	-7.6
Management Information System	2.8	21.5	+18.7
Not Available	2.3	1.1	-1.2
Folder/Self-Report	5.4	3.1	-2.3
Folder/Self-Report/Management Information System	0.6	0.5	-0.1
Self-Report/Management Information System	0.05	0.0	-0.05

Presently Available Faculty Data
and Its Frequency of Use

The purpose of research question 3 is to determine how frequently currently available faculty data are used. The responses to that question are presented in Table 5 which represents word equivalences substituted for mean. (See Appendix G for mean and standard deviation graph.) Also, in this study percentage of faculty data usage means:

always = 100 percent useage
often = 75 percent useage
sometimes = 50 percent useage
seldom = 25 percent useage
never = 0 percent useage

Table 5 indicates that there are no data items "always" used for any of the decisions. Publications, research, and peer evaluation are "often" used across all decisions, and experience and rank are "often" used to make decisions of tenure, promotion and selection of new faculty. Teaching load is "often" used for salary and promotion decisions as is student evaluation for tenure and promotion decisions. Degree is "often" a consideration in the selection of new faculty.

Public service is the only faculty data item which is "sometimes" a determining data item across all four decisions. Degree, student advisement, administrative responsibilities and committee work are "sometimes" a consideration in decisions of salary, tenure and promotion; student evaluation in decision of salary and selection of new faculty; teaching load in decisions of tenure and selection of new faculty; consultations in decisions of tenure and promotion; and rank

Table 5. Faculty Data Word Item Equivalencies Substituted for Mean for Presently Available Faculty Data and Its Frequency of Use

Frequency	Salary	Tenure	Promotion	Selection of New Faculty
Always	--	--	--	--
Often	Publications Research Peer evaluation Teaching load	Publications Research Peer evaluation Experience Rank Student evaluation	Publications Research Peer evaluation Experience Rank Student evaluation Teaching load	Publications Research Peer evaluation Experience Rank Degree
Sometimes	Public service Degree Student advisement Administrative responsibility Committee work Experience Rank Student evaluation	Public service Degree Student advisement Administrative responsibility Committee work Teaching load Consultations	Public service Degree Student advisement Administrative responsibility Committee work Consultations	Public service Age Teaching load Student evaluation
Seldom	Off-campus teaching Foreign teaching Consultations	Off-campus teaching Foreign teaching Age	Off-campus teaching Foreign teaching Age	Off-campus teaching Foreign teaching Student advisement Consultations Committee work Administrative responsibility
Never	Office hours Age	Office hours	Office hours	Office hours

and age in decisions of salary and selection of new faculty, respectively.

Faculty data items that are "seldom" considered across all four decisions are off-campus teaching and foreign teaching. Consultations are "seldom" used in decisions of salary or selection of new faculty; age "seldom" is used for tenure and promotion decisions; and student advisement, administrative responsibilities, consultations, or committee work are "seldom" used for selection of new faculty decisions.

Office hours are "never" consideration for any of the four decisions and age is "never" used to make salary decisions.

Potentially Available Faculty Data and
Its Estimated Frequency of Use

The purpose of research question 4 is to determine how frequently selected faculty data items would be used if a preferred data storage system were in place. The responses to that question are presented in Table 6 which represents the word equivalents substituted for mean. (See Appendix H for mean and standard deviation graph.)

Table 6 indicates there are no faculty data items that would "always" be used for all four decisions. Publications, research, and peer evaluation would "often" be considerations for the four decisions. Student evaluation would "often" be used to make salary, tenure and promotion decisions; experience and rank for decisions of tenure, promotion and selection of new faculty. Committee work would "often" be an input for salary and promotion decisions; teaching load,

Table 6. Faculty Data Word Item Equivalencies Substituted for Mean for Potentially Available Faculty Data and Its Estimated Frequency of Use

Frequency	Salary	Tenure	Promotion	Selection of New Faculty
Always	--	--	--	--
Often	Publications Research Peer evaluation Student evaluation Teaching load Administrative responsibility Committee work Public service	Publications Research Peer evaluation Student evaluation Experience Rank	Publications Research Peer evaluation Student evaluation Experience Rank Committee work	Publications Research Peer evaluation Degree Experience Rank
Sometimes	Student advisement Degree Consultations Experience Rank	Student advisement Degree Consultations Teaching load Administrative responsibility Public service Committee work	Student advisement Degree Consultations Teaching load Administrative responsibility Public service	Student advisement Age Student evaluation Teaching load Administrative responsibility Public service
Seldom	Off-campus teaching Foreign teaching Age Office hours	Off-campus teaching Foreign teaching Age Office hours	Off-campus teaching Foreign teaching Age Office hours	Off-campus teaching Foreign teaching Consultations Committee work Office hours
Never	---	--	--	Office hours

administrative responsibilities and public service for salary decisions; and degree for the selection of new faculty.

Only student advisement would "sometimes" be used across all four decisions; degree and consultations for salary, tenure, and promotion decisions; while teaching load, administrative responsibilities and public service would "sometimes" be used to make tenure, promotion and selection of new faculty decisions. Experience and rank would "sometimes" be considerations for salary decisions; committee work for tenure decisions; and age and student evaluations for selection of new faculty.

Off-campus teaching and foreign teaching would "seldom" be used to make any of the four decisions; age and office hours "seldom" used for salary, tenure and promotion decisions. "Seldom" would consultations and committee work be used to make selection of new faculty decisions.

Finally, the only faculty data item that would "never" be used for the selection of new faculty members was office hours.

Discrepancy Scores Between the Use of Presently
Available Faculty Data and Potentially
Available Faculty Data Relative
to Storage Systems

The purpose of research question 5 is to determine discrepancy scores between the use of presently and potentially available faculty data relative to the particular storage system in use or desired. The discrepancy scores for mean and standard deviation are shown in Table 7.

Table 7. Discrepancy Scores Between the Use of Presently Available Faculty Data and Potentially Available Faculty Data

		Salary	Tenure	Promotion	Selection of New Faculty
Age	Mean	.426	.340	.298	.128
	S.D. ^a	.994	.962	.805	.711
Experience	Mean	.149	-.085	-.085	.106
	S.D.	.416	.545	.408	.375
Degree(s)	Mean	.043	-.021	-.064	.043
	S.D.	.806	.707	.604	.588
Rank	Mean	.149	.000	-.021	.234
	S.D.	.884	.834	.872	.840
Publications	Mean	.128	.000	.021	.064
	S.D.	.647	.417	.254	.485
Teaching load	Mean	-.064	-.021	-.021	.191
	S.D.	.528	.675	.571	.900
Research	Mean	-.021	-.064	-.021	.021
	S.D.	.254	.385	.254	.847
Student advisement	Mean	.149	.213	.149	.511
	S.D.	.659	.657	.510	.953
Administrative responsibility	Mean	.106	.149	.106	.404
	S.D.	.521	.551	.521	.470
Consultations	Mean	.191	.213	.043	.234
	S.D.	.770	.778	.690	.914
Public service	Mean	.128	.128	.149	.234
	S.D.	.494	.647	.510	.729
Off-campus teaching	Mean	.277	.277	.106	.149
	S.D.	.772	.902	.634	.780
Foreign teaching	Mean	.383	.302	.213	.149
	S.D.	.795	.845	.587	.884
Office hours	Mean	.596	.574	.426	.340
	S.D.	1.296	1.247	1.247	1.069
Committee work	Mean	.191	.149	.128	.085
	S.D.	.613	.751	.536	.830
Peer evaluation	Mean	.213	.043	.064	.064
	S.D.	.883	.884	.704	.870
Student evaluation	Mean	.128	.085	.021	.170
	S.D.	.711	.686	.489	.816

^aStandard Deviation.

However, since the mean did not exceed two times the standard deviation no importance was given to the differences of scores for any of the 17 faculty data items across the four decisions of salary, tenure, promotion and selection of new faculty in the present storage system and the potential (desired) storage system. That is, the use of the data items is not predicted on the particular form of storage and retrieval.

Table 8 is a comparative table between the use of the faculty data in the present storage system and the potential (desired) storage system. It is a simple summation of previous explanation given for Tables 5 and 6.

Department Size Relative to Present and
Potential (Desired) Storage Systems

The purpose of research question 6 is to determine the relationship between departmental faculty data storage systems and department size. Table 9 presents the use of 17 faculty data items and six data storage systems as used in small (1 to 20 members), medium (21 to 60 members) and large (61 and over members) departments.

In the present storage system small, medium and large departments favor the Folder. In a potential (desired) system both small and large departments maintain their diminishing preference for the Folder by a slight margin, whereas, medium sized departments indicate a clear preference for a Management Information System. However, it is useful to remember that for this study there are 10 small departments, 27 medium departments and 10 large departments.

Specifically, in the present system across 17 faculty data items, small departments (1-20) use the Folder 73 times or 42.9 percent; Self-Report, 56 times or 32.9 percent; Management Information System, 6 times or 3.6 percent; and Folder/Self-Report, 26 times or 15.3 percent. Two combinations, Folder/Self-Report/Management Information System and Self-Report/Management Information System, are not used by small departments. They also indicate 9 times or 5.3 percent that certain items are Not Available.

Medium departments (21-61) use the Folder 233 times or 50.8 percent; Self-Report, 132 times or 28.8 percent; Management Information System, 21 times or 4.6 percent; Folder/Self-Report, 43 times or 9.4 percent; Folder/Self-Report/Management Information System, 11 times or 2.3 percent; and Self-Report/Management Information System, 1 time or 0.2 percent. They indicate that certain items are Not Available 18 times or 3.9 percent.

Large departments (61 and over) use the Folder 84 times or 49.4 percent; Self-Report, 31 times or 18.2 percent; Management Information System, 20 times or 11.8 percent; and Folder/Self-Report, 23 times or 13.5 percent. Two combinations of Folder/Self-Report/Management Information System and Self-Report/Management Information System are not used by large departments. They also indicate that 12 times or 7.1 percent certain items are Not Available.

In a potential (preferred) system, Table 9 reveals that small departments would prefer the Folder 61 times or 35.8 percent; Self-Report, 26 times or 15.3 percent; Management Information System, 58

Table 9. Comparison of Department Size to the Use of Present and Potential (Desired) Storage Systems

		Folder	SR	MIS	NA	F/SR	F/SR/MIS	SR/MIS	Total
Present storage system	Small	#	73	56	6	9	26	0	170
		%	42.9	32.9	3.6	5.3	15.3	0.0	
	Medium	#	233	132	21	18	43	11	459
		%	50.8	28.8	4.6	3.9	9.4	2.3	
	Large	#	84	31	20	12	23	0	170
		%	49.4	18.2	11.8	7.1	13.5	0.0	
Potential storage system	Small	#	61	26	58	4	21	0	170
		%	35.8	15.3	34.1	2.4	12.4	0.0	
	Medium	#	132	52	245	9	12	9	459
		%	28.8	11.4	53.4	1.9	2.6	1.9	
	Large	#	71	11	61	6	21	0	170
		%	41.7	6.5	35.9	3.5	12.4	0.0	
Percent gain/loss	Small		-7.1	-17.6	+30.5	-2.9	-2.9	0	
	Medium		-22.0	-17.4	+48.8	-2.0	-6.8	-0.2	
	Large		-7.7	-11.7	+24.1	-3.6	-1.1	0	

times or 34.1 percent; and Folder/Self-Report, 21 times or 12.4 percent. Folder/Self-Report/ Management Information System and Self-Report/Management Information System would not be used by small departments. Four times or 2.4 percent they indicate certain items would not be available.

Medium departments would prefer the Folder 132 times or 28.8 percent; Self-Report, 52 times or 11.4 percent; Management Information System, 245 times or 53.4 percent; Folder/Self-Report, 12 times or 2.6 percent; and Folder/Self-Report/Management Information System, 9 times or 1.9 percent. Self-Report/Management Information System would not be used by medium departments. Nine times or 1.9 percent they indicate that certain items would not be available.

Large departments would use the Folder 71 times or 41.7 percent; Self-Report, 11 times or 6.5 percent; Management Information System, 61 times or 35.9 percent; and Folder/Self-Report, 21 times or 12.4 percent. Folder/Self-Report and Self-Report/Management Information System would not be used by large departments. Six times or 3.5 percent they indicate that certain items would not be available.

The summary totals, Table 9, for those using or who would use the Folder, show that small department users decline by 7.1 percent, medium by 22 percent and large by 7.7 percent; Self-Report shows that small department users decline by 17.6 percent, medium department users by 17.4 percent and large department users by 11.7 percent; Management Information System shows that small department users increase by 30.5 percent, medium by 48.8 percent and large by 24.1 percent.

Relative to faculty data items Not Available, there is a decline of 2.9 percent in small departments, 2.0 percent in medium departments and 3.6 percent in large departments.

For chairpersons using or who would use the Folder/Self-Report, small department users decline by 2.9 percent, medium by 6.8 percent and large by 1.1 percent; Folder/Self-Report/Management Information System combination shows no users among small and large departments and a decline of 0.4 percent in medium departments; Self-Report/Management Information System reveals no users among small and large departments and a decline of 0.2 percent in medium departments.

A more detailed accounting of department useage by size for each of the 17 faculty data items can be found in Appendix I.

Summary

This chapter presents data relative to the types of currently used and preferred storage systems; the frequency with which 17 faculty data items are presently used over four decisions, as well as how frequently they would be used in a preferred storage system; the discrepancy scores between the present and potential (desired) storage system relative to the four decisions; and the relationship between size of department and the use made of a particular faculty data storage system over 17 faculty data items.

In Chapter V, a summary of the study, the findings and conclusions are set forth along with implications for further research.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

In this chapter a summary of the purposes, literature, and research design are presented first. Findings generated by the analysis of the data are set forth followed by implications for departmental chairpersons and further research.

Summary

Purpose of the Study

With the growing complexity of the department chairperson's position, there is need to research and evaluate other administrative alternatives. For example, to demonstrate the volume and variety of the position's responsibilities, chairpersons in many college and universities are expected to be scholars and at the same time to make informed, responsible decisions relative to: budget; selection, retentions and promotion of academic staff; salaries; sabbatical leaves; interdepartmental relations; research grants; program development and innovation; university committees; professional growth; advice to the dean; representing the administration to faculty and faculty to the administration; new faculty orientation; departmental meetings; non-academic help; student advising; class scheduling; faculty load; graduate student applications; grading; and curricular changes.

In addition, they are beset by pressures from unions on the one hand and an increasingly demanding public on the other.

Consequently, sophisticated and complex decisions are required of them as well as an increased demand for technical reports from deans and central administrators.

However, it should be noted that the current problems of chairpersons are not entirely new. During the nineteenth century departments in some colleges had already been established, others were well on their way. At that time, their development was due to a combination of factors including: the demise of the classical curriculum, the proliferation of knowledge, vocational specialties, a demand for alternative programs, graduate study, and the new Ph.D. degree.

Today, several of the same causes of departmental complexity still exist. That is, knowledge continues to accelerate which in turn supports greater specialization; second, the demand for alternative programs to meet the exigencies of the job market; third, the development of non-traditional Ph.D. programs.

The major purpose of this study, then, is to respond, in part, to the need to research and evaluate the position of department chairperson in order to design alternatives capable of modifying or replacing existing management practices.

Specifically, this study is to identify faculty data storage and retrieval systems, currently used and preferred, and how they relate to the decision-making process relative to four specified areas. Implicit in this study is the need to begin the process of

evaluating management techniques that would preserve or restore the historically perceived responsibilities of the chairperson, namely, academic leadership, faculty and student development, and program evaluation.

Review of the Literature

Two major areas related to the purpose of this study are selectively reviewed. They are: The Department and the Department Chairperson, and Management Information Systems and University Departments. The dominant findings, impressions, and sometimes contradictory opinions include:

I. The Department and the Department Chairperson

A. Current Positive Interpretations of the Position

1. By definition the chairperson has a "special obligation to build a department . . . in scholarship, teaching, capacity and public service."¹
2. The chairperson is the vital link in the department with the university.
3. The position is too important to entrust into the hands of a rotating chairperson.
4. Chairpersons are caught in-between the administration and the faculty.

¹Bylaws for Academic Governance, Michigan State University, 1975.

5. Departments with good administration have chairpersons who take the initiative by solving old problems with new solutions.
6. Selection of new faculty is one of the chairpersons most critical responsibilities.
7. The chairperson provides orientation for new faculty, in-service, and develops long-range goals.
8. The chairperson's most critical responsibility is curriculum development.
9. The chairperson does have authority as attested to by his/her control over personnel decisions and policies.
10. The more powerful chairpersons lead departments where satisfaction and productivity are relatively higher.

B. Current Negative Interpretations of the Position

1. Chairpersons are unable to effectively evaluate their faculty because of (a) grievance procedures or (b) the "professional syndrome" which suggests that no one can tell a professional how to do his/her job except another professional.
2. Chairpersons neither understand nor skillfully use power.
3. Part-time chairpersons are ineffective and counterproductive.
4. Chairpersons are generally ill-prepared and inadequately supported.
5. They lack requisite skills for bringing about educational advance through the typical university structure.

6. An absence of research and literature characterizes the present state of the art.
7. Chairpersons fail to make long-range plans and have little control over the budget.
8. Departments are wagged by specialization, more money, and faster promotions.
9. Chairpersons experience the greatest conflict when making decisions of salary, promotion, tenure, hiring new faculty, budget and faculty time allocation, in that order.

II. Management Information Systems and University Departments

1. Chairpersons make many decisions and need data on which to make them. Often they do not view their efforts as deliberate collection and analysis of data. They talk to people and gather impressions and ideas and then make a decision acting, as it were intuitively, basing these decisions on humanistic values and goals. They seem to believe that any more precise information will have limited value.
2. Data in itself is not valuable--how it will be used is the key.
3. Management Information Systems should not be rejected as insensitive tools until they have been thoroughly investigated.
4. New managerial techniques must be developed so that institutions of higher education do not end up with many students, high expenditures, a multitude of facilities but

be able to provide only a small fraction of the higher education needed.

5. Though management information systems are popular only about 13 percent of some 1,400 institutions in one study have them in place.
6. The major criterion of organizational effectiveness is its ability to cope with change.
7. Because of the increased demand for data, it appears that only a management information system is capable of producing the required amount of accurate data.
8. The real issues to be remembered when establishing an information system include: providing parity and equity in promotion, salary, tenure and employment decisions; providing the greatest educational return to students for their money.
9. It is possible for good management based on a management information system to contribute to the solution of 'value' issues.
10. The faculty continues to be the principal stumbling block to implementing a departmental information system.
11. What delays the use of departmental information systems are: lack of goals and objectives; inadequate role definition of chairpersons; and the threat of too much autonomy.

Design of the Study

In order to gather data relative to the departmental information storage systems, it was necessary to construct an information gathering instrument in the form of a questionnaire (see Appendix F).

All department chairpersons at Michigan State University are the subjects used for the study. Of the total 89 chairpersons, 77 replied for a response rate of 86.5 percent. Thirty responses were not useable and therefore data for 47 department chairpersons, or 52.8 percent are analyzed.

Sample totals, averages, means and standard deviations are the tools used to analyze the data.

Findings of the Study

Results of analyses performed on the data relative to the intent of the research questions are summarized below.

A. Present Storage System Summary

1. The Folder is identified as the present and most commonly used storage system for storing faculty data.
2. There are no faculty data items which are "always" used across all four decisions of salary, promotion, tenure and selection of new faculty decisions. However, publications, research, and peer evaluation are "often" used across the four decisions. Public service is "sometimes" considered for all four decisions, while off-campus and foreign teaching is "seldom" used, and office hours are "never" used to make any of the four decisions.

B. Preferred (Desired) Storage System Summary

1. A Management Information System is indicated as the preferred (desired) faculty data storage system.
2. If a preferred storage system were in place, not one of the faculty data items would "always" be used for all four decisions. Publications, research, and peer evaluation remain as items that would "often" be used across the four decisions. Student advisement would "sometimes" be used and off-campus and foreign teaching would "seldom" be used in the decision-making process.

C. Discrepancy Scores

1. The discrepancy scores between the use of faculty data items relative to the present and preferred storage systems are judged to be unimportant since the mean scores did not exceed two times the standard deviation scores.

D. Department Size

1. The data reveals no substantial difference between small, medium and large departments and their use of storage systems. All make substantial use of the Folder. However, with a preferred system in place, medium sized departments indicate a two to one preference for a Management Information System, while small and large departments maintain a diminishing preference for the Folder.

Conclusions

Based on the findings of this study and in reference to the population of interest, the following conclusions are offered:

1. While the most commonly used faculty data storage system is the Folder, a respectable number of chairpersons indicate a clear preference for a Management Information System.
2. The use of faculty data appears to be unrelated to the storage system from which it is retrieved as attested to by the low discrepancy scores between the use of present and preferred storage systems.
3. Department size appears to be of some importance since medium sized departments in a preferred storage system overwhelmingly chose a Management Information System while the small and large department chairpersons indicate a declining preference for the Folder.

Implications for Departmental Chairpersons

There is certainly little doubt that the task of the department chairperson is growing more complex not less; that the publics to which he/she is answerable are becoming more visible and more demanding; that the chairperson is required to make more decisions about many more and diverse issues which require specialized information; lastly, that the number of inter- and intra-institutional offices exacting information

and reports continues to swell, thereby absorbing a lion's share of time. Yet, the chairperson's administrative support system appears not to be keeping pace with the ballooning demand for data.

Many alternatives and suggestions will eventually have to be considered because of their impact on departmental information. They include:

1. Roles, functions and responsibilities should be more precisely spelled out.
2. More research on the role of chairperson must be done to insure adequate training for new generations of chairpersons.
3. The faculty must assume a studied and reasonable share of departmental decision making.
4. Chairpersons where necessary must reacquaint themselves with the difference between schooling and education.
5. They must restudy the direct relationship between curriculum development and policy making.
6. They must make decisions based on theory and current data.
7. A more flexible system for entering into and passing out of administration must be devised.
8. The successful chairperson is well advised to study the nature and use of power and authority.
9. The chairperson must be reasonably visible and accessible.
10. In recruiting faculty, the applicant must be matched to the job and only honest evaluations made of his/her performance during the probation period.

11. The department cannot be all things to all people and therefore must determine courses it will not teach, faculty it will not hire, research it will not do and students it will not admit.
12. Academic freedom must not be used to cloak incompetence and negligence.
13. The chairperson must think in larger educational units and each department as a contributing member.
14. There must be increased educational and financial support for the creation, care and continuous feeding of administrators to attract and retain qualified chairpersons who are expected to assume the varied, complex, and sophisticated duties of the position.
15. Chairpersons must strive to achieve parity and equity in promotions, salary, tenure decisions and general employment practices.
16. Chairpersons must seek more effective ways of providing for more educational return per dollars spent for students.
17. There is a clear need to store departmental data in a form that will expedite departmental decision-making as well as the writing of inter- and intra-institutional reports. Central administrators should be careful to exact from higher education's middle managers only data relevant to both the department and the institution. This may require re-evaluation of needs by both central administration and chairpersons. Second, each may

- be required to listen and speak more directly to the needs of the other to avoid protagonist/antagonist relationships.
18. Departmental chairpersons must be academic leaders and must also want to be managers. If the dual role becomes untenable then it must either be divided into two positions requiring an assistant chairperson, or surrendered to another who is capable and amenable to the task.
 19. The position should be adequately rewarded by upper eschelon administrators with special considerations given to finance, prestige and real power.
 20. Chairpersons will have to require themselves to be active and aggressive academic leaders, long-range programmers and meticulous recruiters and evaluators of faculty so that these critical responsibilities do not pass to governmental or business bureaucrats by default.
 21. Departmental long-range planning is critical to the university department to assume its historically perceived tasks of dispensing information and pushing back the frontiers of knowledge. These plans must include several years and be bold enough to accommodate as well as to create change but flexible enough to respond to the unforeseen.

Implications for Further Research

The position of chairperson requires that those who share its complex responsibilities be prepared with current research designed to improve their skills as managers and academic leaders. Therefore, further research should include:

1. replicating this study at four-year colleges and universities which would broaden the data base and provide institutional and/or departmental planners with solid data impetus to begin preparation for installing a Management Information System.
2. providing Michigan State University department chairpersons who have expressed interest in a Management Information System with materials contained in WICHE's The Academic Unit Planning Manual, Field Review Edition, Technical Report 72. This would begin the process implementing problem-solving solutions to departmental information demands. It would, in effect, serve several purposes: to force refinements in WICHE's instrument, but primarily it would serve as the foundation on which to build university involvement in the process of (a) providing department chairpersons with alternatives to storage, retrieval and use of data; (b) possibly reduce the protagonist/antagonist relationship that develops between central administration and department chairpersons; and (c) possibly secure more time for chairpersons to evaluate faculty and programs as well as plan for the future.

3. a time-motion study undertaken at selected universities to gather data relative to chairpersons' use of time. This study could contribute significantly to the revision of WICHE's Technical Report 72. It would demonstrate individual institution time-motion characteristics as well as whole group tendencies. A modified instrument similar to that used by Dressel et al. in The Confidence Crises would be adequate to the need.
4. a fourth research project to examine opinions of ex-chairpersons, preferably those removed from office 10 years or less, to determine: (a) viable chairperson selection procedures; (b) effective decision-making procedures; (c) the adequacies and inadequacies of existing departmental data storage, retrieval and useage systems; (d) the proper role of chairpersons as curriculum evaluators, developers and planners; and (e) the effectiveness of faculty evaluation procedures, the inhibitors of effective faculty evaluation and effective alternatives for faculty evaluation.
5. any one of the 21 items, or combinations thereof, included in Implications for Departmental Chairpersons in order to assure enlightened faculty and departmental leadership by persons adequately trained and rewarded.

APPENDICES

APPENDIX A

UNPUBLISHED MICHIGAN STATE UNIVERSITY
DEPARTMENT CHAIRPERSON JOB DESCRIPTION

APPENDIX A

UNPUBLISHED MICHIGAN STATE UNIVERSITY DEPARTMENT CHAIRPERSON JOB DESCRIPTION

Duties, Satisfactions, and Goals for the Academic Role

A. Academic duties

Student activities

- Teaching own students
- Advising students on academic and/or departmental matters

Graduate/Research activities

- Supervising and developing of graduate teaching and research assistants
- Recruiting and selecting graduate students
- Obtaining and managing grants, gifts, and contracts
- Encouraging faculty research and publication
- Obtaining employment or acceptance in graduate school for students

B. Academic opportunities

- Be involved in research
- Maintain currency in selected professional fields
- Have sufficient time for outside activities and interests
- Avoiding extraneous conflicts

C. Academic goals

Student

- Graduating a well-versed student with a balanced education
- Educating the student for a future career

Graduate/Research

- Producing new knowledge through research
- Developing and/or maintaining an outstanding departmental graduate program

Measures of Duties, Satisfactions and Goals for the Administrative Role

A. Administrative tasks

Administration: Liaison

- Interacting with the administration in behalf of the department
- Representing the department in the appropriate professional meetings and societies
- Planning and holding departmental meetings
- Providing for the flow of information to the faculty to inform them of department, college, and university activities and plans
- Participating in committee work within the college and university
- Assigning courses, research, and departmental duties to faculty
- Coordinating activities with outside groups

Administration: Internal

- Managing of the clerical and technical staff
- Preparing and presenting of proposed budgets
- Administering the departmental budget and other financial resources
- Managing physical facilities and equipment
- Assuring the maintenance of accurate student records

B. Administrative opportunities

- Interact with others in the institution, outside of the department
- Receive recognition for efforts
- Develop lasting friendships
- Concentrate efforts in desired areas

C. Administrative goals

Administrative/Service

- Developing an efficient organization through use of appropriate managerial decisions
- Providing a direct service to other organizations in the university, community and state
- Maintaining the goals and requirements of the central administration (e.g., enrollment grants, budget, development)

Measures of Duties, Satisfaction, and Goals of the Leadership Role

A. Leadership tasks

Academic personnel

- Encouraging the professional development of faculty members within the department
- Providing informal faculty leadership
- Recruiting and selecting faculty
- Evaluating faculty performance to determine tenure, raises, and promotions
- Encouraging faculty research and publication
- Maintaining morale and reducing conflicts

Program development

- Developing and initiating long-range programs, plans, and goals for the department
- Planning and reviewing the curriculum, academic programs, and course content
- Listening to and encouraging ideas to improve the department

B. Leadership opportunities

Guiding

- Guide program development
- Have autonomy in decision-making
- Guide departmental growth

Influencing

- Have a varied and challenging job
- Develop the potential of students and junior faculty
- Influence your profession and higher education in general

C. Leadership goals

Development

- Improving the quality of the department relative to peer departments at other colleges/universities and within this institution
- Encouraging the personal and professional development of the individual faculty members

Faculty

- Providing the faculty and staff with a congenial place in which to work
- Maintaining a spirit of inquiry and academic freedom

APPENDIX B

HARRISBURG (PA) AREA COMMUNITY COLLEGE
DEPARTMENT CHAIRPERSON JOB DESCRIPTION

APPENDIX B

HARRISBURG (PA) AREA COMMUNITY COLLEGE

DEPARTMENT CHAIRPERSON JOB DESCRIPTION

Reporting to the heads of each of the three service branches of the College (Instructional Services, Student Personnel Service, and Administrative Services) the Division Chairman administers the programs of his division, leads the faculty of the division and shares in the general administrative duties of the institution. His responsibilities, to the institution as a whole and through the three branches of the College, are as follows:

1. General Responsibilities

- a. In May of each year, prepare an annual report of the activities of his division, for use by the President and other administrative officers of the College.
- b. Represent his division in relationship to the community and in rendering service to the community.
- c. Represent his division in relationship to other divisions within the College and in relationship with other colleges.
- d. Arrange with the College bookstore for the availability of those texts, reference books, and general supplies needed for courses in his division.
- e. Maintain official records of the work of his division and of those college-wide developments that are of concern to his division.
- f. Maintain the security of confidential matters entrusted to the division, including standardized tests, locally prepared tests and examinations, etc.
- g. Prepare, review, and revise materials for the College Catalog related to his division.

2. Responsibilities for Instructional Services

a. Responsibility for Faculty

- 1) Initiate action for recruitment of faculty
 - a) Search
 - b) Review credentials
 - c) Check credentials
 - d) Interview applicants
 - e) Make recommendations to Dean of Instruction
- 2) Share responsibility for orientation of new faculty
 - a) To the institution
 - b) To colleagues
 - c) To administration
 - d) To community
- 3) Supervise evaluation of divisional faculty
 - a) Salary
 - b) Promotion
 - c) Tenure
 - d) Dismissal
- 4) Assign teaching load and other responsibilities related to instruction
- 5) Assist and support divisional faculty through counseling and professional advice
- 6) Through the Division Counselor, assign responsibility for student advisees and academic counseling (see 3,a)
- 7) Encourage the professional growth of divisional faculty
 - a) Through professional society membership
 - b) Through travel
 - c) Through additional formal study

b. Responsibility for Programs and Courses

- 1) Supervise the design and maintenance of instructional programs and courses within that part of the curriculum to which his division is assigned.
- 2) Recommend library purchases of books, periodicals, and other study materials related to the curriculum of his division.

- 3) Prepare schedules for courses and sections within his division.
- 4) Prepare schedules for instructional spaces that may be assigned to his division.
- 5) Assign faculty responsibilities for programs, subjects, and courses.
- 6) Recommend to the Dean of Instruction persons to be asked to serve on curricular advisory committees.
- 7) Prepare proposals for special projects related to the instructional program of his division (see 4,g).

c. Teaching

- 1) Develop and maintain teaching and grading standards and a common understanding of these standards within his division.
- 2) Encourage the appropriate and effective use of all media for instructional purposes within his division.
- 3) Encourage responsible innovation and controlled experimentation in instructional methods within his division.

3. Responsibilities for Student Personnel Services

- a. Through the Division Counselor, assign responsibility for student advisees and academic counseling (see 2,a,6).
- b. Take an active part in the recruitment of students for the College and for the specific programs and courses assigned to the division.
 - 1) Provide information to prospective students directly and indirectly by word of mouth.
 - 2) Prepare copy for brochures and other printed materials within the general administrative plans and policies for recruitment of students.
 - 3) Assist students and graduates in finding appropriate employment related to their program of studies.
 - 4) Share with the Director of Counseling Services in the supervision of counselors assigned to the division.

- 5) Coordinate the scheduling of students for courses and programs within the division, and for divisional advisees in all courses.

c. Responsibilities for Advising and Counseling

1) Advising and Counseling

- a) Provide advising and counseling service
- b) Provide for scheduling courses for new students
- c) Keep divisional faculty informed about registration procedures, etc.
- d) Interpret students to faculty
- e) Help to evaluate division counselors
- f) Help to establish course placement and admission criteria

2) Record Keeping

- a) Report grades and grade changes
- b) Certify for graduation
- c) Handle change of roster forms
- d) Cooperate in academic registration of students

3) Recruiting and Placement

- a) Visit high schools and business to meet with appropriate personnel
- b) Hold orientation sessions on campus for prospective students
- c) Conduct follow-up
- d) Meet with professional groups

4. Responsibilities for Administrative Services

- a. Assign, supervise, and evaluate clerical personnel and student help within the division, in accordance with established board College policy.

- 1) Salary
- 2) Promotion
- 3) Working schedule
- 4) Dismissal
- 5) Professional development

- b. Initiate divisional budget requests.

- c. Administer approved budget, including expenditures for professional travel, within his division.

- d. Prepare requisitions for supplies and equipment.
- e. Maintain inventory of equipment assigned to his division.
- f. Prepare reports related to absence of personnel:
 - 1) Vacation
 - 2) Emergency leave
 - 3) Sick leave
 - 4) Payment of substitutes
 - 5) Work-related accidents
- g. Initiate action for securing funds for special projects related to the work of his division (see 2,b,7).

APPENDIX C

REASONS FOR DEPARTMENTAL
CHAIRPERSON RESIGNATION

APPENDIX C

REASONS FOR DEPARTMENTAL CHAIRPERSON RESIGNATION

1. An unwillingness to bear the burden of responsibility for the development and success of the department's program.
2. A dislike of the administrative details and clerical tasks associated with the position.
3. The greater degree of freedom and personal time associated with a full-time teaching assignment; for instance, a full-time teaching assignment provides more opportunity for earning additional income through consulting, writing, and other off-campus activities.
4. The lack of an administrative frame of reference. College faculty are educated as teachers and scholars with a strong commitment to their discipline. Thus a departmental chairman often experiences role conflict. He finds the administrative tasks and leadership responsibilities of the chairmanship to be out of harmony and incompatible with his basic values, self-concept, and academic commitments.
5. The low status that administration has on campus relative to teaching, research, and scholarship.
6. The frustrations associated with the administration of a department through existing personnel procedures. For example, judgments of departmental and college committees regarding faculty tenure and promotion may conflict with and outweigh the judgments of the departmental chairman.
7. The lack of administrative time and assistance to handle the position in accordance with the expectations of the chairman himself and of the departmental staff.
8. Heavy administrative responsibility without commensurate authority in the decision-making process.
9. The belief that there is no future in college administration. The future for a college teacher measured by all standards--promotion, professional status, awards, professional autonomy, research grants, working conditions, and salary depends largely on research and scholarship.

No doubt a resignation from the position of departmental chairman usually involves a combination of several of these factors. Also a departmental chairman may resign for other reasons, such as poor health or the opportunity to embark on a worthy research project. And in some cases, the departmental chairman may feel a sincere sense of accomplishment in having mounted a sound departmental program and may rationally conclude that it is in the best interest of the department for him to step aside to give someone else a chance.¹

¹Heimler, pp. 201-202.

APPENDIX D

NATIONAL ORGANIZATIONS SPECIALIZING IN THE USE OF COMPUTERS IN HIGHER EDUCATION

APPENDIX D

NATIONAL ORGANIZATIONS SPECIALIZING IN THE USE OF COMPUTERS IN HIGHER EDUCATION

ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS (AEDS). 1201 Sixteenth Street, NW, Washington, D.C. 20036. This association consists of professional educational applications of computers. It sponsors annual meetings and publishes a journal and occasional special reports.

COLLEGE AND UNIVERSITY MACHINE RECORDS CONFERENCE (CUMREC). F. B. Martin, President, 42 Hannah Administration Building, Michigan State University, East Lansing, Mich. 48823. This annual conference is devoted primarily to administrative applications and the problems of administrative data processing management.

COLLEGE AND UNIVERSITY SYSTEMS EXCHANGE (CAUSE). 737 29th Street, Boulder, Colo. 80302. An institution devoted to exchange of information about administrative systems, it sponsors educational seminars and conferences and encourages small groups with special interests to develop within the organization. It also maintains a systems index, which includes information on administrative systems that can be acquired from the colleges where they were developed.

INTERUNIVERSITY COMMUNICATIONS COUNCIL (EDUCOM). Box 364, Princeton, N.J. 08540. Consisting of institutional rather than individual membership, this organization was formed to encourage inter-institutional cooperation in the development and use of computing. It sponsors two meetings a year and publishes.

WESTERN INTERSTATE COMMISSION ON HIGHER EDUCATION (WICHE). P.O. Drawer P, Boulder, Colo. 80302. The Program of the National Center for Higher Education Management Systems (NCHEMS) at WICHE is intended to design, develop, and encourage the implementation of management information systems and data bases to encourage better institutional management, more exchange of information, and to facilitate reporting of comparable information. It publishes numerous reports and papers and has produced several computer-based systems that are available.

APPENDIX E

FEATHERSTONE'S SUGGESTED PROCEDURE FOR DMS DEVELOPMENT AND POSSIBLE DMS CONCEPT

APPENDIX E

FEATHERSTONE'S SUGGESTED PROCEDURE FOR DMS DEVELOPMENT AND POSSIBLE DMS CONCEPT

The following, in outline form, is a suggested procedure for developing the DMS project.

1. Derive a set of assumptions from the paper.
2. Review the literature of a technical nature. (Include current NCHEMS tool development.)
3. Develop a working hypothesis from the assumptions and information derived in steps 1 and 2.
4. Evolve a design (design team) concept from the hypothesis.¹
5. Test steps one, two, and three and evolve a design through task force comment.
6. Complete design of tools.
7. Test tools through actual application in selected departments.

Possible DMS Concept

By following steps one, three, and four in the preceding suggested procedure, the author evolved a "straw-man" DMS concept. The results of steps one, three, and four are given after this listing:

1. Assumptions derived from paper.
2. Working hypothesis evolved from assumptions.
3. A concept evolved from the hypothesis, with a written description of the elements of the concept and a visual presentation of the concept.

Assumptions

The assumptions are presented in categories and in order from minor to major in importance within the category. However, one assumption is paramount: the department is a subsystem of the institution it serves and as such must relate its goals and objectives to institutional goals and objectives.

¹So many of the past and current NCHEMS materials are applicable (some with modifications) to the DMS that the usual NCHEMS developmental procedure may be shortened.

Why DMS Is Needed

1. Management tasks below the level of the school will be performed by some person (or group) regardless of the size of institution.
2. The development of adversary roles for faculty and management (maybe student-faculty-management) will increase the need for management system development.
3. DMS becomes more important as social/political communication demands on the institution increase.
4. DMS may help reduce internal university business-academic conflict.
5. DMS should be developed in order to provide more efficient, economical, and humane educational environments for the users, producers, and managers of higher education.

Decision Making

Decision making at the department level may be accomplished through individuals or groups and may be the result of:

1. Emotion (excludes systems).
2. Referral to policy.
3. Referral to policy and advice of faculty.
4. Consensus of faculty.

Management Tools

1. The management tool requirements of a department chairman and a department head are essentially the same.
2. The management tool requirements of a chairman in a two-year or a four-year institution are essentially the same.
3. The DMS tools should be applicable to all types (disciplines) of departments.
4. The DMS tools should meet the needs of all sizes (number of faculty) of departments.
5. The tool design should recognize the faculty member as a decision maker with responsibility for management of grants.
6. The tools must be simple enough to be used by short-term department managers.

Philosophical

1. DMS as a service concept is more palatable, hence more likely to succeed, than DMS as a control concept.
2. Students, faculty, department, and university goals and objectives are related and may be evolved through negotiation.
3. Departments are the heart and soul of program development and all department functions should relate to program. Thus, the model should be program-based.

Working Hypothesis

The DMS project should represent the department as a microcosm of the larger institutional system. Therefore, some of the NCHEMS tools designed to serve the executive level of management functions may be used (or modified for use) to aid in management of the department. Further, the major differences from the executive level in tool design and use will be related to the degree of disaggregation of data and the need for rapid retrieval of data in different mixes to meet operational functions. Moreover, regardless of the processes and personalities involved in decision making, accurate data will be a basic element of rational department management. If rationality is an important factor in management of the department, some method of valuing the activities of the department will be important. Therefore, the DMS must have:

1. A data base from which accurate, detailed data in different mixes may be rapidly retrieved. (If faculty and students are to be used as data suppliers, there should be some type of recognizable reward identified for faculty and students.)
2. An operational (routine decision) capacity.
3. A planning (dynamic decision) capacity.
4. An evaluative capacity.

Possible DMS Concept

The data base is composed of six components. These elements include: student, program, academic staff, nonacademic staff, budget, and facilities.

Data are needed for each element as follows:

Student Component

Data about the student in three time periods:

1. Prior to admission;
2. During degree work;
3. After graduation.

These data include (but are not restricted to) those data elements found in NCHEMS: Data Element Dictionary--Student.

Program Component

Data about courses, internships, externships, independent study, etc., that make up the components of the program.

These data include (but are not restricted to) those data elements found in NCHEMS: Data Element Dictionary--Course.

Academic Staff Component

Data about the faculty members in three periods:

1. Prior to employment;
2. During employment;
3. At retirement.

These data include (but are not restricted to) data elements in NCHEMS: Data Element Dictionary--Faculty.

Nonacademic Staff Component

Data about the nonacademic staff, including temporary employees and paraprofessionals, in two time periods:

1. Prior to employment;
2. During employment.

These data include data elements similar to those in NCHEMS: Data Element Dictionary--Faculty.

Budget Component

Data about finance in three time periods and in two modes (PPBS and traditional accounting):

1. Past budget;
2. Present budget (expenditures-encumbrances-balance);
3. Proposed budget:
 - a. short term (1-2 years)
 - b. long term (2-5 years).

These data include most but not all elements found in NCHEMS: Data Element Dictionary--Finance.

Facilities Component

Data about space needs: related to program in future (short- and long-range) time periods. Space allotment is often a centralized responsibility outside department control. Emphasis here should be placed on space needs.

These data include those found in NCHEMS: Data Element Dictionary--Facilities.

Data from all six sources, representing different time periods and component mixes, will provide the basis for operational functions (routine decisions) and planning functions (dynamic decisions). From these data, information may be derived for the department level management functions if appropriate analytical tools are developed.

The tools should be evolved to serve the operational, planning, and evaluative functions relating to department management.

The operational functions require demand data for routine decisions, and the tools should be designed for accuracy and speed of retrieval. The NCHEMS Faculty Activity Analysis is likely to be an important tool in the operational and planning mode of the department.

The planning functions are based on department activities and objectives and relate to short-range (six months to two years) and long-range (two to five years) planning. The NCHEMS Student Flow Model may aid in the planning mode of the department.

The evaluative functions are related to the department goals and objectives. Tools should be designed to measure the effectiveness of the activities stemming from operation and planning. The results of the evaluative functions should be input at the data base, the operational function, and/or the planning function in order to improve decision making.

Graphically, the DMS is presented in Figure 3.

ADDENDUM

Resource material, available through Dr. John Minter, that may help the design team and task force include:

Brown, F., et al. "Profile for Perceived Values of Contributions of Member's Activities to Organization Goals." East Lansing, June 1971, 26 pages (mimeo).

Featherstone, R., ed. "Salary and Promotion Policies." East Lansing, June 1971, 26 pages (mimeo).

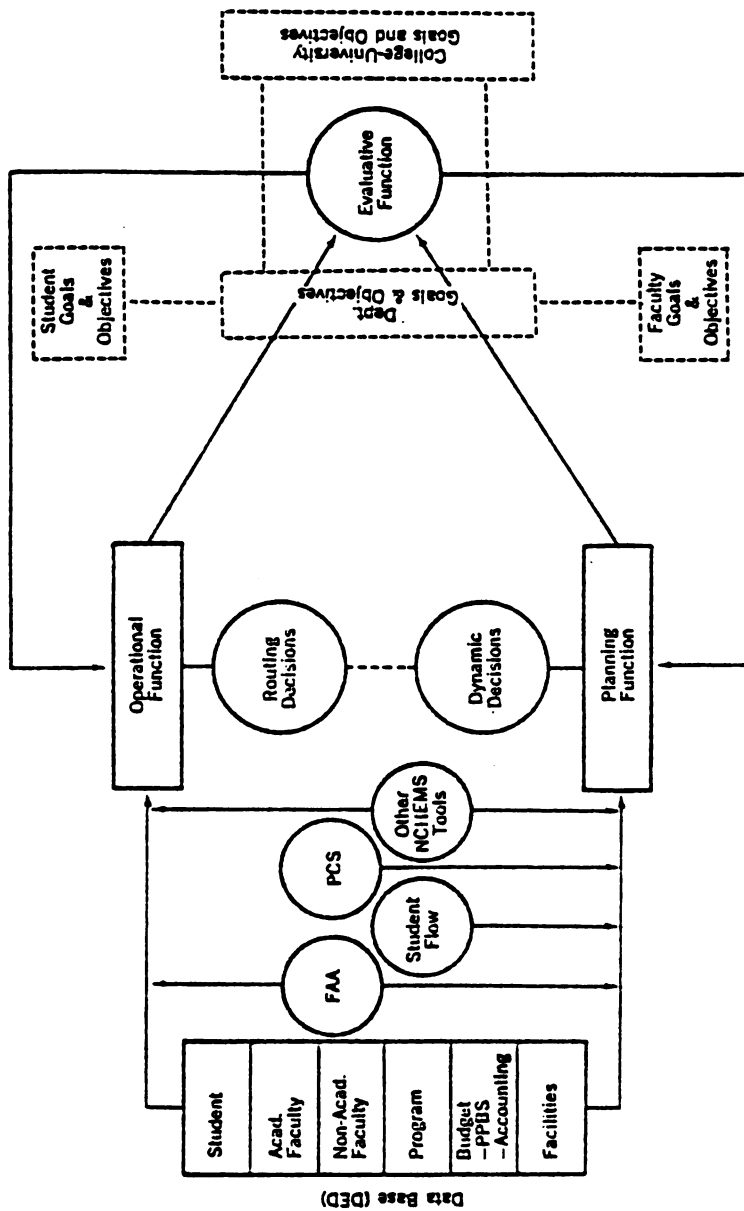
Smith, David. "Notes on Systems Analysis and Planning." Department of Administration and Higher Education, 1969, 20 pages (mimeo).

Vinsonhaler, John F.; Millan, Danie; and Gillmore, Gerald M. "Computer Management of Instructional Resources." ILS Report No. 19. Learning Systems Institute. College of Education, East Lansing, August 1960, 28 pages.

Individuals working in department management projects related to DMS may find these materials helpful:

Hausman, Dr. W. Chairman, Department of Psychiatry, University of Minnesota. Project Training of Group Leaders.

Taylor, Dr. Robert. Virginia Polytech Institute. Project--
Simulating and Gaming Models for Department Management.



APPENDIX F

COVER LETTER AND QUESTIONNAIRE: DEPARTMENT
CHAIRPERSONS AND THE USE OF PRESENTLY AND
POTENTIALLY AVAILABLE FACULTY DATA

February 22, 1976

Dear

I am a doctoral candidate in the Department of Higher Education and Administration at Michigan State University. My dissertation topic is a study of department chairpersons: the retrieval systems used to store faculty data and the frequency with which that information is used.

It is no secret that the role of the department chairperson is difficult to fill. To wit: ". . . the seat of the chairman is an uneasy one in an era of societal change. He must make the existing system function while keeping an open ear and mind toward the cries for academic reform. Rushing toward him from one direction is the puzzling and somewhat alarming specter of unionism and from another, the often-ill-informed political representatives of a dissatisfied public. Central administrations aided by computers and long-overdue applications of management principles are becoming increasingly powerful and efficient, leaving the chairman little room to maneuver or juggle budgetary categories. His faculty is insecure and resistant to change, and his students scream, 'Relevance!' and want to abolish traditional standards" (Brann, 1972).

In addition, the chairperson is fast becoming the real academic officer of the university. But even as the position takes on greater importance in the university, there is still very little research about department chairpersons. The purpose of this study is to partially bridge that gap. The enclosed questionnaire seeks information in four areas: (1) identification of the retrieval system you currently use, (2) the frequency with which you use available faculty data, (3) the retrieval system you would prefer to use, and (4) the faculty data you would prefer to have available and the frequency with which you would use it for each of the four selected decisions.

I will be happy to send you a copy of the results, or provide you with a bibliography of related literature. Please indicate your preference in the space provided on page two of the general directions.

Enclosed is a self-addressed envelope to return the questionnaire. Your prompt and candid reply will be appreciated. Your return will be kept confidential and used only for this study.

Sincerely,

Jerome Halverson

JH/llc
Enclosures

QUESTIONNAIRE

Department Chairpersons: Information Retrieval Systems and the Use of Presently Available and Potentially Available Faculty Data

General Directions:

I. PART ONE

Section One: Place and "X" in the square to indicate the information retrieval system you currently use to store faculty data.

Definitions of Information Retrieval Systems:

1. Folder--a file containing faculty data collected by the department and stored in the department chairperson's office.
2. Self-Report--any faculty data which the department chairperson must request that is not already contained in the folder.
3. MIS--a Management Information System refers to any very efficient system, whether manual or mechanical, which makes faculty data rapidly retrievable.
4. NA--not available.

Section Two: Place an "X" in the square to indicate how frequently you use the 17 faculty data items to make salary, tenure, promotion and selection of new faculty decisions.

Scale for Section Two: 1 - 0%--"Never" Use It
2 - 25%--"Seldom" Use It
3 - 50%--"Sometimes" Use It
4 - 75%--"Often" Use It
5 - 100%--"Always" Use It

II. PART TWO

Section One: Place an "X" in the square to indicate the retrieval system that you would prefer to use to store faculty data.

Section Two: Place an "X" in the square to indicate the approximate frequency with which you would use faculty data if it were available in a preferred retrieval system.

- III. Please indicate the size of your department in the space below. The number should include professors, associate professors, assistant professors, graduate assistants, research assistants, lectures, instructors and specialists.

Size of your department: _____

IV. Additional Information

1. I would like to have the results of this study.

☐ Yes

☐ No

If "yes," please give name and address:

2. I would like to have a copy of the selected bibliography for this study.

☐ Yes

☐ No

NOTE: If you want either the results of this study or the bibliography but prefer to have your responses remain anonymous, please send your request under separate cover.

PART ONE

**PRESENTLY AVAILABLE FACULTY DATA:
ITS RETRIEVAL SYSTEM
AND FREQUENCY OF USE**

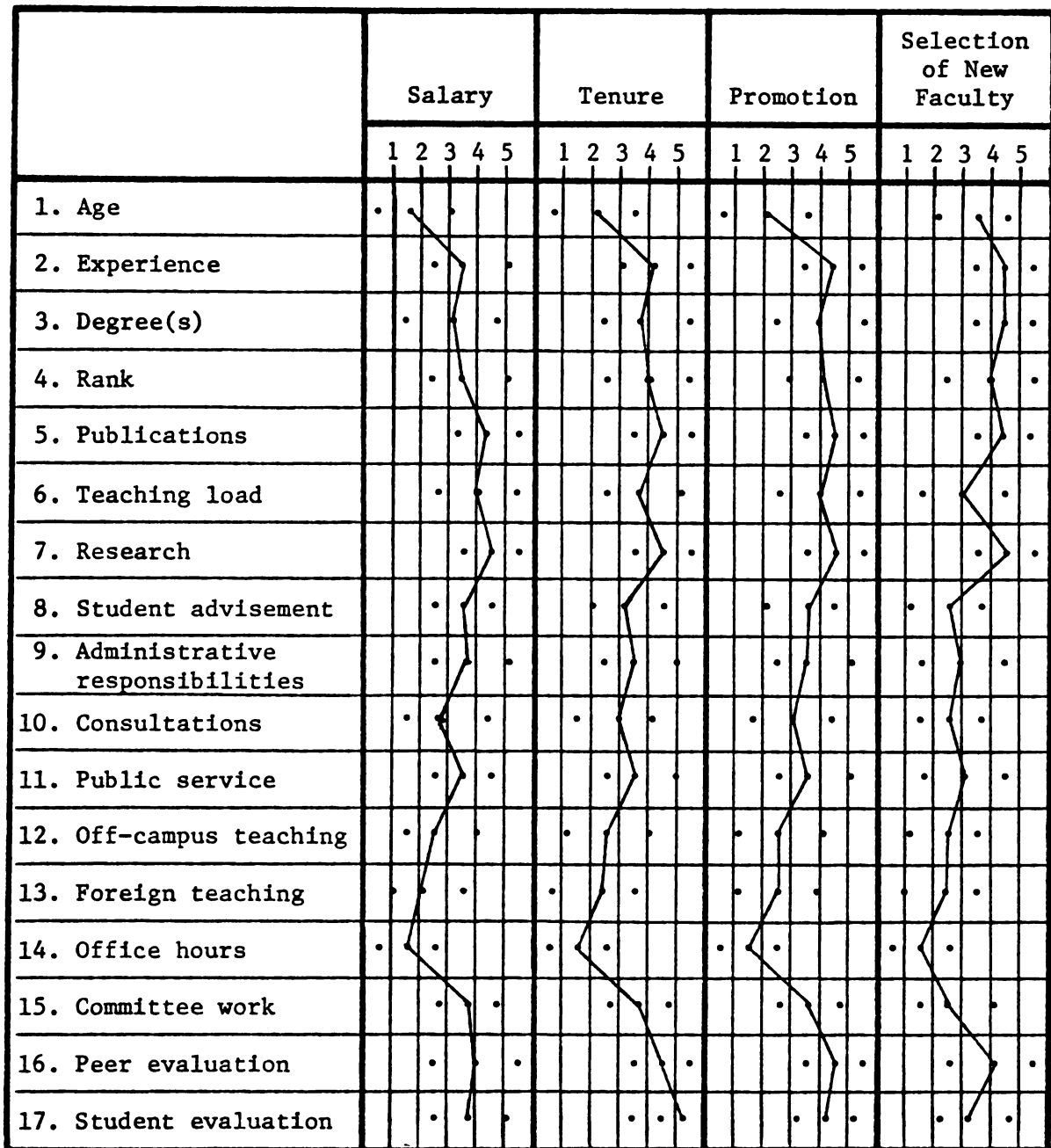
Scale for Section Two

- 1 - 0%—"Never"
2 - 25%—"Seldom"
3 - 50%—"Sometimes"
4 - 75%—"Often"
5 - 100%—"Always"

[illegible]

APPENDIX G

MEAN AND STANDARD DEVIATIONS FOR PRESENTLY
AVAILABLE FACULTY DATA



1 = 0% "Never"; 2 = 25% "Seldom"; 3 = 50% "Sometimes"; 4 = 75% "Often";
5 = 100% "Always"

Figure 4. Means and standard deviations for presently available faculty data and its frequency of use.

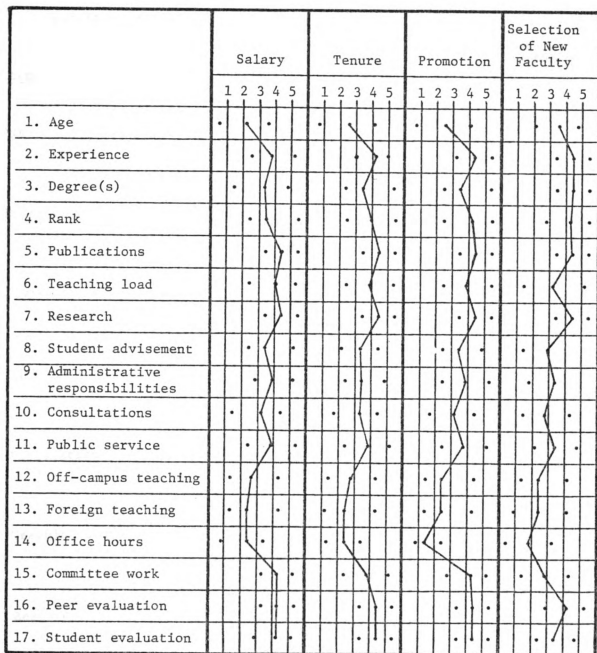
Presently Available Faculty Data and Its Frequency of Use

<u>Item</u>	<u>Decision</u>	<u>Means</u>	<u>Standard Deviation</u>
Age	Salary	1.8	1.3
	Tenure	2.1	1.4
	Promotion	2.2	1.4
	Selection of new faculty	3.4	1.3
Experience	Salary	3.8	1.3
	Tenure	4.3	1.1
	Promotion	4.4	1.0
	Selection of new faculty	4.4	1.0
Degree(s)	Salary	3.2	1.6
	Tenure	3.9	1.5
	Promotion	3.9	1.5
	Selection of new faculty	4.6	0.8
Rank	Salary	3.7	1.4
	Tenure	4.0	1.4
	Promotion	4.1	1.2
	Selection of new faculty	4.0	1.4
Publications	Salary	4.3	1.1
	Tenure	4.5	0.9
	Promotion	4.6	0.8
	Selection of new faculty	4.4	0.9
Teaching load	Salary	4.0	1.2
	Tenure	3.9	1.3
	Promotion	4.0	1.4
	Selection of new faculty	3.0	1.5
Research	Salary	4.6	0.9
	Tenure	4.5	0.9
	Promotion	4.6	0.9
	Selection of new faculty	4.6	0.9
Student advisement	Salary	3.5	1.2
	Tenure	3.2	1.2
	Promotion	3.4	1.3
	Selection of new faculty	2.5	1.3
Administrative responsibilities	Salary	3.9	1.2
	Tenure	3.7	1.3
	Promotion	3.8	1.3
	Selection of new faculty	2.9	1.5

<u>Item</u>	<u>Decision</u>	<u>Means</u>	<u>Standard Deviation</u>
Consultations	Salary	2.9	1.2
	Tenure	3.0	1.2
	Promotion	3.1	1.2
	Selection of new faculty	2.7	1.2
Public service	Salary	3.8	1.2
	Tenure	3.8	1.2
	Promotion	3.8	1.3
	Selection of new faculty	3.2	1.3
Off-campus teaching	Salary	2.6	1.4
	Tenure	2.6	1.4
	Promotion	2.7	1.4
	Selection of new faculty	2.4	1.3
Foreign teaching	Salary	2.3	1.3
	Tenure	2.3	1.4
	Promotion	2.5	1.4
	Selection of new faculty	2.3	1.3
Office hours	Salary	1.7	1.0
	Tenure	1.8	1.0
	Promotion	1.8	1.1
	Selection of new faculty	1.6	0.9
Committee work	Salary	3.9	1.0
	Tenure	3.8	1.2
	Promotion	3.8	1.1
	Selection of new faculty	2.8	1.3
Peer evaluation	Salary	4.0	1.3
	Tenure	4.5	1.0
	Promotion	4.5	1.0
	Selection of new faculty	4.1	1.3
Student evaluation	Salary	3.9	1.1
	Tenure	4.3	1.0
	Promotion	4.3	0.9
	Selection of new faculty	3.4	1.3

APPENDIX H

MEAN AND STANDARD DEVIATIONS FOR POTENTIALLY
AVAILABLE FACULTY DATA



1 = 0% "Never"; 2 = 25% "Seldom"; 3 = 50% "Sometimes"; 4 = 75% "Often";
5 = 100% "Always"

Figure 5. Means and standard deviations for potentially available faculty data and its estimated frequency of use.

Potentially Available Faculty Data and Its Frequency of Use

<u>Item</u>	<u>Decision</u>	<u>Means</u>	<u>Standard Deviation</u>
Age	Salary	2.2	1.6
	Tenure	2.5	1.6
	Promotion	2.5	1.6
	Selection of new faculty	3.5	1.4
Experience	Salary	3.9	1.3
	Tenure	4.2	1.2
	Promotion	4.3	1.1
	Selection of new faculty	4.5	0.9
Degree(s)	Salary	3.3	1.6
	Tenure	3.8	1.5
	Promotion	3.8	1.5
	Selection of new faculty	4.6	0.8
Rank	Salary	3.8	1.5
	Tenure	4.0	1.5
	Promotion	4.1	1.3
	Selection of new faculty	4.2	1.3
Publications	Salary	4.4	1.0
	Tenure	4.5	0.9
	Promotion	4.6	0.8
	Selection of new faculty	4.5	0.8
Teaching load	Salary	4.0	1.3
	Tenure	3.9	1.4
	Promotion	3.9	1.4
	Selection of new faculty	3.1	1.5
Research	Salary	4.5	0.9
	Tenure	4.5	0.9
	Promotion	4.5	0.9
	Selection of new faculty	4.6	0.8
Student advisement	Salary	3.7	1.3
	Tenure	3.4	1.3
	Promotion	3.6	1.3
	Selection of new faculty	3.0	1.4
Administrative responsibilities	Salary	4.0	1.1
	Tenure	3.8	1.2
	Promotion	3.9	1.3
	Selection of new faculty	3.3	1.4

<u>Item</u>	<u>Decision</u>	<u>Means</u>	<u>Standard Deviation</u>
Consultations	Salary	3.1	1.4
	Tenure	3.2	1.4
	Promotion	3.1	1.3
	Selection of new faculty	2.9	1.3
Public service	Salary	4.0	1.2
	Tenure	3.9	1.2
	Promotion	3.9	1.3
	Selection of new faculty	3.4	1.4
Off-campus teaching	Salary	2.8	1.5
	Tenure	2.9	1.4
	Promotion	2.8	1.4
	Selection of new faculty	2.6	1.4
Foreign teaching	Salary	2.7	1.5
	Tenure	2.7	1.5
	Promotion	2.7	1.4
	Selection of new faculty	2.5	1.5
Office hours	Salary	2.3	1.4
	Tenure	2.4	1.2
	Promotion	2.2	1.2
	Selection of new faculty	1.9	1.3
Committee work	Salary	4.1	1.0
	Tenure	3.9	1.2
	Promotion	4.0	1.1
	Selection of new faculty	2.9	1.4
Peer evaluation	Salary	4.2	1.1
	Tenure	4.5	0.9
	Promotion	4.5	0.8
	Selection of new faculty	4.1	1.1
Student evaluation	Salary	4.0	1.1
	Tenure	4.4	0.9
	Promotion	4.3	0.9
	Selection of new faculty	3.6	1.3

APPENDIX I

THE USE OF PRESENT AND POTENTIAL STORAGE
SYSTEMS ACROSS 17 FACULTY DATA ITEMS
RELATED TO DEPARTMENT SIZE

Table 10. Department Size and Presently Available and Potentially Available Storage and Retrieval Systems

Item	Retrieval System	Size ^a	Folder	Self-Report	MIS	NA	F/SR	F/SR/MIS	SR/MIS
Age	Present	Small	9 ^b 90.0 ^c	0 0	0 0	0 0	1 10.0	0 0	0 0
		Medium	24 88.9	1 3.7	1 3.7	0 0	0 0	1 3.7	0 0
		Large	8 80.0	0 0	1 10.0	0 0	1 10.0	0 0	0 0
	Potential	Small	5 50.0	0 0	4 40.0	0 0	1 10.0	0 0	0 0
		Medium	10 37.0	0 0	15 55.6	1 3.7	1 0	1 3.7	0 0
		Large	5 50.0	0 0	4 40.0	0 0	1 10.0	0 0	0 0
Experience	Present	Small	8 80.0	0 0	0 0	0 0	2 20.0	0 0	0 0
		Medium	22 81.5	2 7.4	1 3.7	0 0	1 3.7	1 3.7	0 0
		Large	7 70.0	0 0	1 10.0	0 0	2 20.0	0 0	0 0
	Potential	Small	4 40.0	1 10.0	4 40.0	0 0	1 10.0	0 0	0 0
		Medium	11 40.7	0 0	15 55.6	0 0	0 0	1 3.7	0 0
		Large	5 50.0	0 0	4 40.0	0 0	1 10.0	0 0	0 0
Degree(s)	Present	Small	9 90.0	0 0	0 0	0 0	1 10.0	0 0	0 0
		Medium	22 81.5	2 7.4	1 3.7	0 0	1 3.7	1 3.7	0 0
		Large	7 70.0	0 0	1 10.0	0 0	2 20.0	0 0	0 0
	Potential	Small	4 40.0	1 10.0	4 40.0	0 0	1 10.0	0 0	0 0
		Medium	10 37.0	1 3.7	15 55.6	0 0	0 0	1 3.7	0 0
		Large	5 50.0	0 0	4 40.0	0 0	1 10.0	0 0	0 0
Rank	Present	Small	9 90.0	0 0	0 0	0 0	1 10.1	0 0	0 0
		Medium	22 81.5	1 3.7	2 7.4	0 0	1 3.7	1 3.7	0 0
		Large	6 60.0	0 0	2 20.0	0 0	2 20.0	0 0	0 0
	Potential	Small	5 50.0	0 0	4 40.0	0 0	1 10.0	0 0	0 0
		Medium	11 40.7	0 0	15 55.6	0 0	0 0	1 3.7	0 0
		Large	5 50.0	0 0	4 40.0	0 0	1 10.0	0 0	0 0
Publications	Present	Small	2 20.0	4 40.0	0 0	0 0	4 40.0	0 0	0 0
		Medium	12 44.4	10 37.0	0 0	0 0	3 11.1	1 3.7	1 3.7
		Large	5 50.0	2 20.0	1 10.0	0 0	2 20.0	0 0	0 0
	Potential	Small	2 20.0	3 30.0	3 30.0	0 0	2 20.0	0 0	0 0
		Medium	5 18.5	4 19.8	17 63.0	0 0	0 0	1 3.7	0 0
		Large	3 30.0	1 10.0	4 40.0	0 0	2 20.0	0 0	0 0

Table 10--Continued

Item	Retrieval System	Size	Folder	Self-Report	MIS	NA	F/SR	F/SR/MIS	SR/MIS
Teaching load	Present	Small	6 60.0	2 20.0	1 10.0	0 0	1 10.0	0 0	0 0
		Medium	16 59.3	4 14.8	5 18.5	0 0	2 7.4	0 0	0 0
		Large	5 50.0	1 10.0	3 30.0	0 0	1 10.0	0 0	0 0
	Potential	Small	4 40.0	0 0	5 50.0	0 0	1 10.0	0 0	0 0
		Medium	7 25.9	-2 7.4	17 63.0	0 0	1 3.7	0 0	0 0
		Large	3 30.0	1 10.0	4 40.0	0 0	2 20.0	0 0	0 0
Research	Present	Small	3 30.0	3 30.0	0 0	0 0	4 40.0	0 0	0 0
		Medium	10 37.0	12 44.4	0 0	0 0	5 18.5	0 0	0 0
		Large	2 20.0	4 40.0	2 20.0	0 0	2 20.0	0 0	0 0
	Potential	Small	2 20.0	3 30.0	3 30.0	0 0	2 20.0	0 0	0 0
		Medium	8 29.6	5 18.5	13 48.1	0 0	1 3.7	0 0	0 0
		Large	3 30.0	2 20.0	3 30.0	0 0	2 20.0	0 0	0 0
Student advisement	Present	Small	2 20.0	5 50.0	0 0	2 20.0	1 10.0	0 0	0 0
		Medium	13 48.1	7 25.9	2 7.4	3 11.1	2 7.4	0 0	0 0
		Large	4 40.0	2 20.0	1 10.0	1 10.0	2 20.0	0 0	0 0
	Potential	Small	3 30.0	2 20.0	3 30.0	1 10.0	1 10.0	0 0	0 0
		Medium	7 25.9	6 22.2	11 40.7	1 3.7	2 7.4	0 0	0 0
		Large	4 40.0	1 10.0	4 40.0	0 0	1 10.0	0 0	0 0
Administrative responsibilities	Present	Small	4 40.0	3 30.0	1 10.1	0 0	2 20.0	0 0	0 0
		Medium	14 51.9	6 22.2	2 7.4	2 7.4	3 11.1	0 0	0 0
		Large	6 60.0	1 10.0	1 10.0	1 10.0	1 10.0	0 0	0 0
	Potential	Small	6 60.0	1 10.0	2 20.0	0 0	1 10.0	0 0	0 0
		Medium	10 37.0	4 14.8	11 40.7	1 3.7	1 3.7	0 0	0 0
		Large	4 40.0	1 10.0	4 40.0	0 0	1 10.0	0 0	0 0
Consultation	Present	Small	1 10.0	7 70.0	0 0	0 0	2 20.0	0 0	0 0
		Medium	5 18.5	18 66.7	0 0	1 3.7	2 7.4	1 3.7	0 0
		Large	3 30.0	5 50.0	1 10.0	0 0	1 10.0	0 0	0 0
	Potential	Small	2 20.0	4 40.0	2 20.0	0 0	2 20.0	0 0	0 0
		Medium	7 25.9	5 18.5	13 48.1	1 3.7	0 0	1 3.7	0 0
		Large	3 30.0	1 10.0	4 40.0	0 0	2 20.0	0 0	0 0

Table 10—Continued

Item	Retrieval System	Size	Folder	Self-Report	MIS	NA	F/SR	F/SR/MIS	SR/MIS
Public service	Present	Small	0 0	8 80.0	0 0	0 0	2 20.0	0 0	0 0
		Medium	5 18.5	18 66.7	0 0	0 0	3 11.1	1 3.7	0 0
		Large	4 40.0	3 30.0	1 10.0	0 0	2 20.0	0 0	0 0
	Potential	Small	2 20.0	3 30.0	3 30.0	0 0	2 20.0	0 0	0 0
		Medium	6 22.2	6 22.2	14 51.9	0 0	0 0	1 3.7	0 0
		Large	3 30.0	1 10.0	4 40.0	0 0	2 20.0	0 0	0 0
	Present	Small	2 20.0	3 30.0	1 10.0	3 30.0	1 10.0	0 0	0 0
		Medium	14 51.9	7 25.9	0 0	1 3.7	4 14.8	1 3.7	0 0
		Large	6 60.0	2 20.0	1 10.0	0 0	1 10.0	0 0	0 0
Off-campus teaching	Potential	Small	3 30.0	1 10.0	4 40.0	1 10.0	1 10.0	0 0	0 0
		Medium	7 25.9	1 3.7	17 63.0	0 0	2 7.4	0 0	0 0
		Large	4 40.0	1 10.0	4 40.0	0 0	1 10.0	0 0	0 0
Foreign teaching	Present	Small	2 20.0	4 40.0	1 10.0	3 30.0	0 0	0 0	0 0
		Medium	13 48.1	8 29.6	0 0	1 3.7	4 14.8	1 3.7	0 0
		Large	5 50.0	3 30.0	1 10.0	0 0	1 10.0	0 0	0 0
	Potential	Small	4 40.0	1 10.0	3 30.0	1 10.0	1 10.0	0 0	0 0
		Medium	7 25.9	2 7.4	15 55.6	1 3.7	2 7.4	0 0	0 0
		Large	4 40.0	1 10.0	4 40.0	0 0	1 10.0	0 0	0 0
Office hours	Present	Small	1 10.0	6 60.0	1 10.0	1 10.0	1 10.0	0 0	0 0
		Medium	2 7.4	16 59.3	2 7.4	4 14.9	3 11.1	0 0	0 0
		Large	1 10.0	2 20.0	0 0	7 70.0	0 0	0 0	0 0
	Potential	Small	3 30.0	2 20.0	3 30.0	1 10.0	1 10.0	0 0	0 0
		Medium	4 14.8	6 22.2	12 44.4	3 11.1	2 7.4	0 0	0 0
		Large	2 20.0	0 0	2 20.0	6 60.0	0 0	0 0	0 0
Committee work	Present	Small	4 40.0	4 40.0	1 10.0	0 0	1 10.0	0 0	0 0
		Medium	12 44.4	8 29.6	0 0	0 0	7 25.9	0 0	0 0
		Large	4 40.0	1 10.0	2 20.0	1 10.0	2 20.0	0 0	0 0
	Potential	Small	4 40.0	1 10.0	4 40.0	0 0	1 10.0	0 0	0 0
		Medium	7 25.9	4 14.8	15 55.6	0 0	1 3.7	0 0	0 0
		Large	3 30.0	1 10.0	4 40.0	0 0	2 20.0	0 0	0 0

Table 10--Continued

Item	Retrieval System	Size	Folder	Self-Report	MIS	NA	F/SR	F/SR/MIS	SR/MIS
Peer evaluation	Present	Small	7 70.0	2 20.0	0 0	0 0	1 10.0	0 0	0 0
		Medium	14 51.9	5 18.5	2 7.4	5 18.5	0 0	1 3.7	0 0
		Large	7 70.0	1 10.0	0 0	2 20.0	0 0	0 0	0 0
	Potential	Small	6 60.0	0 0	3 30.0	0 0	1 10.0	0 0	0 0
		Medium	7 25.9	3 11.1	15 55.6	1 3.7	0 0	1 3.7	0 0
		Large	8 80.0	0 0	2 20.0	0 0	0 0	0 0	0 0
Student evaluation	Present	Small	4 40.0	5 50.0	0 0	0 0	1 10.0	0 0	0 0
		Medium	13 48.1	7 25.9	3 11.1	1 3.7	2 7.4	1 3.7	0 0
		Large	4 40.0	4 40.0	1 10.0	0 0	1 10.0	0 0	0 0
	Potential	Small	2 20.0	3 30.0	4 40.0	0 0	1 10.0	0 0	0 0
		Medium	8 29.6	3 11.1	15 55.6	0 0	0 0	1 3.7	0 0
		Large	7 70.0	0 0	2 20.0	0 0	1 10.0	0 0	0 0

^aSmall = 1-20; Medium = 21-60; Large = 61 and above.

^bNumber of departments.

^cPercentage within groups.

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