This is to certify that the

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A Study of the Academic Department Chairperson in the 1980's

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A STUDY OF THE ACADEMIC DEPARTMENT CHAIRPERSON IN THE 1980'S

By

Jose Kehrle

A DISSERTATION

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DEDICATION

This study is dedicated to my wife Angela, and my daughters Helga, Herta and Helen.

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To my parents for instilling in me fundamental values for living.

ABSTRACT

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The purpose of this study was to identify major changes in the organization of academic departments and in their chairperson's jobs that results from relevant changes in the external environment.

To accomplish this purpose, the following steps were defined:

(1) development of a conceptual scheme for viewing and understanding the dynamic nature of the job of the academic department chairperson.

(2) exploration and analysis of the literature on organizational theory and higher education administration within the boundaries of the conceptual scheme.

(3) synthesis of information, gathered from chairpersons, through questionnaires and short interviews, for the purpose of enhancing the attractiveness of the position of academic department chair.

Jose Kehrle

Twelve propositions regarding academic department organization and administration guided the analysis of the information gathered from 49 current chairpersons at a large midwestern university. Based on an analysis of the results, the following conclusions appear to be valid.

(1) The most influencial factors acting upon academic departments were identified as financial limitations, decrease in the rate of hiring new faculty members, and technological innovations, more specifically, the introduction of micro-computers.

(2) The job of the academic department chairperson has experienced changes characterized by a tremendous increase in duties and responsibilities, and a considerable increase in matters of external communications, as well as in the bureaucratization of the relationships within the institution, and an appreciable centralization of the decision-making process in the higher echelon of the university administration.

(3) Backing and support from the dean's office, matching of job responsibilities to the resources necessary to carry them out and support from the departmental faculty were the factors rated as being the most relevant to the attractiveness of the chairperson's position.

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CHAPTER I

RATIONALE FOR THE STUDY

In the 1960's the American university experienced a tremendous physical expansion and an accompanying increase in the complexity of its role and functions in society. During that period enrollment more than doubled and institutional expenditures tripled (Centra, 1980). At the same time political and social concerns were added to the more traditional academic and vocational functions, contributing to a still more complex and unstable climate in the university setting.

In the beginning of the 1970's higher education had become a major enterprise, with a student enrollment reaching 8.5 million, taught by a third of a million faculty members at nearly 3,000 colleges and universities (Palman, 1976). By the middle of the decade, however, many U.S. universities found themselves involved in a large variety of problems, including a period of decline. The university community had to face an adverse situation with severely limited available funds, a sharp increase in costs, declining student enrollment, shrinking research

funds and public criticism of the mismatch of university purposes, and society's needs (Ryan, 1980). As Clark Kerr (1975) grimly observed, "Seldom has so great an American institution passed so quickly from its Golden Age to its Age of Survival" (p. 1).

Since then higher education has been struggling with reform and reorganization as it tries to respond to the pressures of the environment. The 1980's have not witnessed many variations in the major issues and trends that dominated the last years of the past decade.

The task of administering institutions of higher education has grown increasingly complex in this time of crisis. Inflation coupled with recurring economic ups and downs, a widespread demand that discrimination against minority groups be eliminated, the challenging of traditional authority by faculties and students, and simultaneously the increase in off-campus influences and controls have reduced the options and autonomy of administrators at all levels of the university structure (Corson, 1975; Dressel, 1981). Academic administrators are now facing a situation in which they are required to do more with less resources, and yet exert a strong leadership role. They need to be prepared to make the hard educational decisions that are crucially needed in order to

survive this period of crisis that to some academic leaders could be described as the new depression in higher education (Cheit, 1973).

The Problem and Importance of the Study

Academic departments are the organizational units within the university that have been most severely affected by the impact of the crisis involving the American institutions of higher education (Trucker, 1984). This is not surprising, for it is the department that brings about the translation of institutional goals and policies into academic practice. The departmental setting is the place where the university enterprise actually conducts the majority of its teaching, service, and research activities, and also where most of direct and personal interaction occurs between the university administration, faculty members, and students. In fact, it has been estimated that 80 percent of all administrative decisions take place at the departmental level (Roach, 1976). Now more than ever, increasing complexities of the operation of universities, along with shrunken budgets, have led administrators in higher levels to delegate more and more tasks to department chairpersons (Dressel, 1981; Trucker, 1984). Those who chair these departments are suffering tremendous pressures in performing their role, and it has become obvious that this position is becoming increasingly difficult and stressful.

Besides their traditional tasks, current academic department chairpersons are expected to deal with new issues concerning inflation and insufficient resources, federal regulations and guidelines for research, affirmative action guidelines, formal student and faculty grievance procedures, collective bargaining, and an increasing number of forms and reports. Furthermore, they are under continuing pressure for more accountability. In past years it was usual to have chairpersons occupying their positions for long periods, oftentimes until their retirement. In many higher education institutions, however, the status of chairperson has been altered by collective bargaining or other forms of faculty pressure that call for the election of chairperson and establish a time limit in their mandates. Thus, former characteristics of this position, such as familiarity with the job tasks and stability, seem to be eroding, and it is not clear if any compensations are being offered in their places (Walotkiewcz, 1980).

In one study of academic department chairpersons at Miami University, Waltzer (1975) observed signs of lack of interest in continuing in the position of chairpersons. It was noted in this study that:

> ...more than half of present chairmen state unequivocally that they will not consider another term in the job. Adding those who respond, "Yes, I would consider another term if..." but attach a host of qualifications, and those who are seeking higher

> administrative positions, fewer than one-third of the chairmen remain open-minded about considering another term in the job. (p. 7).

Results indicating similar attitudes were found by Norton (1978) in his nationwide study of academic department chairpersons in colleges of education.

Thus, it would be observed that, instead of wanting to stay in the chair position, an unusual number of chairpersons are leaving their posts and returning to the classroom with its accompanying benefits of greater flexibility and time for developing a full scholar's life. The result is a substantial turnover of chairpersons and a constant flow of inexperienced administrators as faculty members move in and out of departmental leadership (Wolotkiewicz, 1980).

Little is effectively known about the impact of current issues and strains on the organization and administration of academic departments. Some scholars, however, can already identify the emergence of a new kind of chairperson with a more complex role to fulfill (Bolton & Boyer, 1973; Ryan, 1980; Trucker, 1984).

The purpose of this study is to investigate and gain further insight into the job of academic department chairperson at the present time. The problem addressed in this dissertation can broadly be stated as follows:

What is the nature of the position and role of current academic department chairpersons?

This general question may be broken down into the following more purposive questions:

1. Can theory of organization help researchers to devise means of viewing and understanding the complex practice of administering academic departments?

2. What is the nature -- quantitative, qualitative, or both -- of the changes that have been occurring in the job of the academic department chairpersons?

3. What reasons do chairpersons give for resignations or for not demonstrating interest in the position of chair?

4. Can the attractiveness of the position of academic department chairpersons be enhanced?

The recognition of the importance of chairpersons to the mission of higher education, the need to keep the chairperson's position attractive for its occupants, and a flagrant dearth of literature related to these topics (Norton, 1978; Tucker, 1984) provide the stimulus to undertake this study about changes that have been occurring in the characteristics of the job of the academic department chairperson.

This dissertation combines the author's interest and intellectual curiosity in three areas: (1) theory of organizations and its relevance to the study of college and universities; (2) the importance of administration and administrators for the success of organizations in a time of changes and crisis; and finally (3) the relevance of the role played by middle academic administrators, especially academic department chairpersons, on the university scene.

Purpose of the Study

The purpose of this study is to identify major changes in the organization of academic departments and in the chairperson's job as relevant changes are taking place in the departments' external environment.

Specifically, the study was undertaken to:

1. Develop a conceptual framework for viewing and understanding the dynamic nature of the job of the academic department chairperson.

2. Explore in detail each component of the conceptual framework with support of the recent literature on higher education administration.

3. Synthesize information concerning the changing nature of the job of the academic department chairperson from existing literature, documentation and questionnaires administered to chairpersons.

4. Discuss the implications of the foregoing items in providing for a new descriptive profile of current chairpersons.

5. Synthesize suggestions gathered from questionnaires administered to chairpersons for improving the attractiveness of the position of academic department chairpersons.

Delimitations and Limitations

The scope of the study is delimitated as follows:

1. The investigation in this study was confined to 61 academic departments selected from total of 80 at a large midwestern university.

2. The investigation is supported by a literature review confined to the Michigan State University library and its service of inter-library loan, the office of Institutional Research Library at Michigan State University, materials made available by departments, ERIC and DISSERTATION ABSTRACTS information searches, material used or distributed in classes taken by the author during his doctoral program.

The generalizability of the results in the study will be limited as follows:

1. Only current chairpersons were surveyed.
2. Chairpersons of academic departments in the health related area were excluded from the investigation.
3. The investigation was concerned only with selected aspects of the chairperson's job.
4. A questionnaire and short interviews were used for collecting information. All the limitations associated with the use of such data-gathering techniques are present in this investigation.
5. The departments included in this study were not randomly selected, neither from a United States population of all such organizations or the entire population of departments in the university researched. They were chosen on the basis of the author's interest and to the accessibility offered to the researcher.

Procedures and Organization

The origin of this dissertation can be found in three different sources: (1) the literature in higher education especially related to the academic department and its administration, which provided the clues to identify the problem object of study and the research questions; (2) the literature on organizational theory, which supplied the conceptual framework to approach the problem; and (3) information gathered, through a questionnaire and short interviews, from a selected group of current chairpersons in a large university of the midwest. They were asked about their experiences as chairpersons and their perception of certain aspects of the position.

The organization of the study has been made in six chapters. Chapter I provides a rationale for the study; chapter III presents a theoretical framework in which the study was developed; Chapter II is the literature review related to the changing nature of the chairperson's job; in chapter IV are the methodological procedures utilized in the research; the analysis of data and presentation of findings are in chapter V; and finally, chapter VI presents the overview and conclusions of the study and suggestions for further reasearch.

Definition of Terms

Certain terms used throughout this report whose meanings are not defined in the text, are clarified in this section in order to prevent misunderstanding of context.

A definition is presented for the following terms: (1) academic department, (2) administrator, (3) chairperson, (4) context, (5) position, and (6) role.

1. Academic Department: The basic administrative and academic unit of the university which aggregates faculties with similar professional interest and/or academic background for the purpose of organizing their activities -- teaching, research and service -- and also managing their careers in terms of salary, promotion, and tenure.

This definition excludes institutes, intercollege programs, centers, clinics, bureaus, and other organizational units usually found in the university structure.

The importance of using the adjective "academic" with department is emphasized by Dressel and others (1972) for distinguishing this organizational unit from others carrying out only administrative tasks, as are the maintenance department or the custodial services department. Despite Dressel's warning, the single term "department" is sometimes used in this report to mean academic department.

2. Administrator: This term is applied throughout the text as a broad comprehensive concept meaning that person who is in charge of any organizational unit or activity and from whom is expected provision of leadership, active involvement in problem solving, decision making and change implementation as well as concern with internal efficiency of routine operations.

The title of manager as synonymous to administrator is seldom used in the university setting. For this reason this interchangeability of terms was avoided in this report.

3. Chairperson: One who is in charge of the academic department. The title is an alternative to the sex stereotyped title of chairman. It is also synonymous to head or chair.

4. Context: The set of factors that constitutes the internal environment of the organizations. It refers to the conditions and characteristics of the organizations and individuals within them which affect the behavior of these individuals.

5. Position: As used in this text, "a position is a point on an organizational chart to indicate a set of responsibilities and powers. Each position is governed by rules, expectations, and demands vis-a-vis other positions related to it." (Griffith, 1979, p. 82).

6. Role: This term is used to denote the part played by a person occupying a position in an organization. Then, the role is the dynamic aspect of a position (Griffith, 1979).

CHAPTER II

LITERATURE REVIEW

The amount and quality of knowledge produced in the field of higher education is still short of the level it should be if one considers the large number of programs developed in this area in the last two decades. (Dressel & Mayhew, 1974; Culberstone, 1980). Part of the explanation for that could be found in the fact that the systematic study of higher education in a more specialized sense only had its beginning in the middle 1950's (Peterson, 1970).

It is widely recognized by scholars and administrators that the literature on higher education administration is very poor. Nevertheless, this poverty appears more visible in the level of the university middle management. (Griffiths & McCarty, 1980). Particularly in the domain of the department chairperson, the literature is poor and scarce, despite the fact that chairpersons constitute the largest single group of administrators in institutions of higher education (Norton, 1978; Trucker, 1984).

There is little theoretical, conceptual or research based literature on the subject of academic departments,

especially if one excludes doctoral dissertations which are not generally available in the literature. A great deal of published work is anecdotal or advisory, filled with personal opinions and testimonials, providing little chance for generalization (Griffiths, 1980).

In support of this study, research and writings relative to the academic department and the job of its chairperson were reviewed. Also examined were studies related to organizational theory, providing the basis for the conceptual schema.

This chapter will be organized in three major topics. The first section is centered on the background of the academic department and its administration, using an assorted type of literature. The second is a presentation and discussion of the publicized literature having the academic department as the central focus. The third section is a summary of the select unpublished literature, i.e., academic dissertations supporting the subject of this research.

Background

The roots of academic departmentalization go back to the medieval age. The great universities in that period were organized into four distinct faculties: Law, Theology, Medicine, and Arts. This early organization of subdivision based on the specialization of knowledge constitutes the major precedent for the existence of academic departments in the modern univeristy.

The historical development of departments in American higher education is not completely clear. A trend to specialization may be linked to the appearance of endowed chairs and professors identified with subject material such as Latin, Greek, Theology, Mathematics and a few others;however, the emergence of a more formal academic department pattern occurred only in the second quarter of the nineteenth century at both Harvard and the University of Virginia (Brubacher & Rudy, 1958).

A change from the organization of college faculties on the basis of chairs of instruction, to one based instead on subject matter occurred in the late nineteenth and early twentieth centuries with the establishment of the elective system and alternative-degree programs (Dressel & Simon, 1976).

As the department developed in the nineteenth century, it usually came to reflect a single academic discipline or area of inquiry. During the past hundred years, both the number and variety of academic departments greatly increased as the university tried to respond to the demands generated by changes in the intellectual, technological, economic, social, and political contexts of the American society (Faricy, 1972).

As a result of the Industrial Revolution new practically oriented specializations developed into the academic departments of agriculture, engineering, and architecture. The so-called "organizational revolution", on

the other hand, pressured the universities for the establishment of departments to represent the field of business, finance, and management (Faricy, 1972). The development of new technologies and professions has produced departments such as computer science, food science, and social work. In the present Space Age, the trend toward creating innovative interdisciplinary departments (which combine several disciplines and technologies) could be illustrated through the appearance of departments of bio-physics, packaging, resource development, racial and ethnic studies, urban studies and so on.

By the first decade of the current century, the general pattern of the academic department was firmly consolidated (Dressel and others, 1969). This pattern has undergone continual change and innovation, however. From a strictly discipline-based pattern, the department has evolved into patterns based on single disciplines, combinations of disciplines, technologies, combinations of technologies, and areas of application for both technologies and disciplines. Furthermore, besides these variations in subject matter, departments have developed wide variations in such essential aspects as management, membership, operational functions, resources and organizational objectives (Faricy, 1972).

The Chairperson's Job

The role of the academic department chairperson has undergone considerable changes since early in this century, when departmentalization appeared as a major form of organization in the American colleges and universities. In particular, if one examines the postwar period during which the American university developed its modern pattern, significant increases in the chairperson's tasks and responsibilities may be identified.

From the pioneer research on the status and functions of the department chairperson done by Doyle (1953) in thirty-three colleges, the researcher summarizes the general duties of the chairperson as follows:

> . . .teaching functions, supervision of teaching in the department, administrative duties embracing preparation of the departmental budget, responsibility for the statement of departmental aims and offerings, proper maintenance of a department library, maintenance of personnel records, both faculty and student, and miscellaneous duties such as personal research and representation of the institution and departmental meetings of learned societies and educational groups ... student guidance either as major or general advisers (p. 117).

Doyle's study also discloses that the major part of the chairperson's time is spent in teaching and scholarly productivity.

Writing at the same time, Euwema (1953) enumerates the functions of an academic department chairperson as: (1) teaching and research; (2) scholarly activity; (3) developing and promoting of the discipline which the department represents; (4) attracting, developing, and

upgrading departmental personnel; (5) exercising academic statesmanship; and (6) training young scholars to replace the older ones. Euwema maintains that the major responsibility of chairpersons in conducting the departmental affairs should be concentrated in the selection and evaluation of personnel, and in the development of curriculum, since these two vital matters demand the chairperson's leadership. Chairpersons should delegate all other departmental functions to others, in order to arrange their own time as to permit the continuance of this personal career as teacher and scholar.

Discussing departmental administration, Woodburne (1958) presents the primary concerns of chairpersons in their position of executive officer, as being the appointment of faculty, the promotions, the budget, the salaries, the tenure decisions, and the assignment of staff to the teaching duties. The author emphasized the importance of chairpersons maintaining their research ability and their scholarly standing for departmental growth and reputation.

In his inquiry on governance of colleges and universities, Corson (1960) presents chairpersons as part-time administrators, while describing their duties:

> . . .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 non-teaching or research tasks. Nearly all chairpersons are teaching for a major portion of their time and are expected to maintain their scholarly productivity (p. 88).

The results of Doyle and Corson's studies are congruent with the observations reported by Euwema and Woodburne and altogether depict the role of the chairperson in the 1950's as holding only a minor administrative component.

In the 1960's, the university experienced a phenomenal growth as well as an accompanying increase in administrative complexities that makes the burden of running a department understandably more difficult. The chairperson's tasks increased to such an extent and with such variety, that when defined in writing they often resembled a laundry list pulled from throughout the institution (Brann, 1972).

According to Heimler (1967), the responsibilities of the chairperson's position fall into three categories: administration, faculty leadership, and student advising. The Chairpersons are delegated the responsibility of carrying out all the administrative tasks needed for the operation of the department. They are expected to provide leadership to the faculty in matters of program development, teaching improvement, formulation of the college and departmental policies, and stimulation of faculty research and scholarships. The Chairpersons are also expected to advise and assist students in their

academic life. Despite their involvement in a large array of duties, teaching, research and scholarship remain their primary responsibilities. Furthermore, the chairpersons' leadership--perhaps their crucial function--is directly related to their own strength as a professor (Heimler, 1967).

Dressel and others (1970) in their extensive research involving fifteen universities depicted the chairperson's job as involving many functions:

> . . .chairmen initiate action on budget formulation; selection; promotion and retention of academic staff; faculties salaries; sabbatical leaves; interdepartmental relationships; research grants; educational development and innovation; university committee membership; discipline representation; professional growth; advice to Dean regarding departmental matters; administration of faculty relationships; 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 departmental faculty (p. 13).

The same authors observe that besides all these demands placed upon chairpersons, tradition and faculty expectations still require them to be scholars.

The scholarly career of chairpersons is partly responsible for bringing them the assignment and keeping it and their teaching skill active as a means of retaining the

respect of their departmental colleagues (Dressel & others, 1970; Fellman, 1967).

The complexity of the chairperson's job was also documented by Peterson (1970) in his review of studies on academic departments. This review displayed that there were no less than ten and as many as forty-six areas in which faculty and administrators expect the chairperson to play some role besides that of being professors.

The decade of 70's brought new demands on the department chairperson as higher education tried to respond to the many stresses from both internal and external sources. The impact of rapid growth in the 1960's had been felt by colleges and universities, caught between financial difficulties, legislative and legal restraint, faculty, students, and clerical pressures.

The collective bargaining movement spread to higher education to such an extent that by 1977 it had reached 500 campuses throughout the nation and a quarter of the entire profession (Ladd & Lipset, 1978). The issue over possible inclusion of chairpersons in the group to be represented by the union or organization forced the clarification of the chairperson's role as either part of the administration or part of the faculty (Boyer, 1974; Gabarino & Aussieker, 1975). This situation placed more stress on the chairperson's position. As Skubal (1980) notices:

> Even in those institutions where unionism for faculty does not exist, the chairperson is expected to deal with non-faculty unions, federal regulations

> and guidelines for research, affirmative action guidelines, formal student and faculty grievance procedures, and the ever-present forms and reports (p.8).

Roach (1976) sees the chairperson as functioning as the chief academic planner and resource allocator in his role as administrator of all aspects of the department. Roach also describes a profile of a successful chairperson as possessing personal qualities, such as openness, integrity, and objectivity; professionally maintaining high competence in his disciplinary area; administratively cultivating job and human skills.

In vast studies by Norton (1980) with the primary purpose of validating the actual duties required by the chairperson's position in colleges of education, the researchers identified tasks/responsibilities distributed in seven groups as follows: (1) internal administration of the department; (2) budgetary planning, development and control; (3) personnel administration; (4) communication: internal, external, and community relations; (5) curriculum and instruction; (6) student personnel affairs; and (7) personal/professional development tasks. Even though Norton's study, which included 245 chairpersons in 53 nationwide colleges, was restricted to the area of education, it furnished an idea of the range of duties generally performed by chairpersons in any area.

The increasing complexities of administering higher education, combined with the rising influence of the

faculty in the formulation of institutional policy and the shrinking budget, have led to arrangements in which department chairpersons have more and more to do (Roach, 1976; Dressel, 1981; Trucker, 1984).

Claiming institutional assistance in the preparation of current chairpersons, Trucker (1984) presents an astonishing list of tasks and duties chairpersons should be able to perform. For illustrating the scope of the chairperson's job, here is the list by category, of duties set up by Trucker (1984):

Department governance

Conduct department meetings
Establish department committees
Use committees effectively
Develop long-range department programs, plans, and goals
Determine what services the department should provide to the university, community, and state
Implement long-range department programs, plans, goals, and policies
Prepare the department for accreditation and evaluation
Serve as an advocate for the department
Monitor library acquisitions
Delegate some department administrative responsibilities to individuals and committees
Encourage faculty members to communicate ideas for improving the department

Instruction

Schedule classes
Supervise off-campus programs
Monitor dissertations, prospectuses, and programs of study for graduate students
Supervise, schedule, monitor, and grade department examinations
Update department curriculum, courses, and programs

Faculty affairs

Recruit and select faculty members
Assign faculty responsibilities, such as teaching, research, committee work, and so forth
Monitor faculty service contributions
Evaluate faculty performance
Initiate promotion and tenure recommendations
Participate in grievance hearings
Make merit recommendations

Student affairs

Recruit and select students
Advise and counsel students
Work with student government

External Communication

Communicate department needs to the dean and interact with upper-level administrators
Improve and maintain the department's image and reputation
Coordinate activities with outside groups
Process department correspondence and requests for information
Complete forms and surveys
Initiate and maintain liaison with external agencies and institutions

Budget and resources

Encourage faculty members to submit proposals for contracts and grants to government agencies and private foundations
Prepare and propose department budgets
Seek outside funding
Administer the department budget
Set priorities for use of travel funds
Prepare annual reports

Office management

Manage department facilities and equipment, including maintenance and control of inventory
Monitor building security and maintenance
Supervise and evaluate the clerical and technical staff in the department
Maintain essential department records, including student records

Professional development

> Foster the development of each faculty member's special talents and interests
> Foster good teaching in the department
> Stimulate faculty research and publications
> Promote affirmative action
> Encourage faculty members to participate in regional and national professional meetings
> Represent the department at meetings of learned and professional societies
> Deal with unsatisfactory faculty and staff performance
> Initiate termination of a faculty member
> Keep faculty members informed of department, college, and institutional plans, activities, and expectations
> Maintain morale
> Reduce, resolve, and prevent conflict among faculty members
> Encourage faculty participation (p. 2-3).

To carry out their responsibilities, chairpersons are led to establish contacts with different kinds of persons and groups from within and outside the institution. In dealing with different people and situations, chairpersons are required to assume different roles in performing their job. Once again it is Trucker (1984) who lists the variety of roles played by chairpersons at one time or another:

teacher	representer	decision maker
mentor	communicator	problem solver
researcher	evaluator	recommender
leader	motivator	implementor
planner	supervisor	facilitator
manager	coordinator	entrepreneur
advisor-counselor	anticipator	recruiter
mediator-negotiator	innovator	peer-colleague
advocator	organizer (p. 4)	

The role of chairperson has become enlarged in its dimensions and complexities as the difficulties for running higher education institutions have increased over the last few decades. This can be seen in the chairperson's

recognition of need for administrative and leadership training and the appearance of specific programs aimed at preparing chairpersons for their job (Heimler, 1967; Brann, 1972, Trucker, 1984).

Until the late 1960's formal programs aimed at improving the performance of academic administrators were almost ignored except for presidents and others in top positions. Some scholarly associations such as the Association of Departments of English (ADE) sponsored a few institutes for chairpersons during that period. Their content centered mostly on educational and professional matters related to their field (Brann, 1972). In 1967 the Western Interstate Commission on Higher Education (WICHE) and the American Council on Education held the first institute for new chairpersons, and the Danforth Foundation sponsored a set of similar institutes at WICHE from 1968 to 1970 (Booth, 1982). At the same time, Higher Education Executive Associates (HEEA), a consulting group, developed some seminars dealing with the role of department chairpersons.

Since then, programs for training chairpersons have been developed at some institutions and at some state systems of universities such as California, Florida, and New York (Fisher, 1977). The focus of those programs has been on management subjects such as budgeting, admission statements, collective bargaining, and human resources in addition to the more traditional functions of chairpersons

The pressing problems of higher education have demanded a higher level of expertise in administering academic departments, and it seems unreasonable to continue to assume that persons who came to the chairperson's position would be able to respond to the demands of the role without the opportunity for job-specific training (Cyphert and Zimpher, 1980). This rationale has promoted many training programs for the improvement of departmental administration. When the Ohio Board of Regents adopted the Projects for Educational Development, they justified the project by recognizing the difficulties of chairperson's job as follows:

> . . .The chairperson's job becomes more complex and difficult each year. Student populations decline and change, enrollment-driven budgets dwindle, accountability pressures mount, new curriculua demand review, collective bargaining impinges and confuses, personal roles as administrator and as faculty colleague conflict more sharply, affirmative action rules complicate, and time drowns under the deluge of paper. . .(p. 2).

That description portraits the present profile of the academic chairperson in the 1980's. It is quite different from that depicted by Doyle in the 1950's and also from that in the 1960's. Even the nomenclature of the position has changed, first from head to chairman, and more recently to chairperson or simply chair.

Published Works

Unfortunately, little research or discussion focused on academic departments was published before the 1960's.

Even after this period this subject has received limited study and analysis by researchers.

Only a few books can be found devoted specifically to the academic department and its administration. The first effort to search the status and duties of department chairpersons was done by Doyle (1953) in his comprehensive study of thirty-three church-related colleges. Doyle identified three criteria used in selecting chairpersons: previous teaching experience, teaching ability, and administrative talent. These chairpersons, whose term of office was unlimited, spent most of their time teaching, counseling and sponsoring student activities. Administrative duties and miscellaneous tasks such as meetings and conferences occupied a minor portion of the chairperson's list of activities.

In 1970, Dressel and others published "The Confidence Crisis: An Analysis of University Departments" which constitutes a mark in the literature or department. Featherstone (1972) called this book a basic text in the departmental subject, with an excellent review of literature and also a broad report and discussion of research findings. This book is a result of an extensive research on sixty-nine departments at fifteen large universities all over the country. The study was centered on the role played by departments in the achievement of the

institutions's goals. Special attention was paid to communication and decision-making patterns in departments. In addition, information was also gathered on: (1) the quality of the department; (2) the chairperson and his style of operation; (3) the character of the relationships between the department and the rest of the university. The distinctive conclusion of this nationwide study is that departments are moving beyond the university's control. Reorganization of departments is needed to ensure that resources are allocated and used in accordance with the priorities set for the university by the university in cooperation with those who support it. (Dressel and others, 1970). Some of the study's findings show departments with national reputation oriented toward research in their field, and more informal in their administrative organization than departments of less stature. Also those departments with high national standing de-emphasize undergraduate education except as a means of employing graduate assistants. The faculty members felt less obligation to a particular department than to the discipline. Concerning the chairpersons, the authors identified a need for a better preparation for the position and stated that leadership is essential in conducting departmental affairs. "Academic Department or Division Chairmen: A Complex Role" edited by Brann

and Emmert (1972) provides a comprehensive collection of readings, most of them prepared for presentation in institutes and seminars for chairpersons in the end of the 1960's. When issued, this book constituted the most complete collection of papers on the role and function of the academic department chairperson. Some of these papers became classics in the departmental literature as is the case of Brann, McKeachie, Murray, Heimler, Ahmann to cite a few. The book was organized around the importance and complexity of the chairperson's job and the need for providing chairperson training programs in administration and leadership.

Another collection of articles on the subject was edited by McHenry in 1977. This book discusses the strengths and weaknesses of the departmental organization and presents some departures from the conventional pattern. More than discussing ideas, some of McHenry's associates describe some alternatives to departmental structure already in use in several colleges and universities. They then present the models being utilized at the University of Wisconsin-Green Bay, University of California-Santa Cruz, Hampshire College, and Evergreen State. In the last chapter McHenry summarizes the discussions of pros and cons of the departmental organization of the university and concludes that abolition of the current

department is impractical if not impossible at an already department- alized institution. The alternative models offer more directions in the creation of new institutions. For the existing institutions, McHenry suggests that small changes toward a matrix organization seem more realistic.

A book deserving special attention in the 1980's is "Chairing the Academic Department: Leadership Among Peers", by Allan Trucker (1984). This is a comprehensive guide to essential management tasks and techniques for all chairpersons (Booth, 1982). It is a result of an inquiry made initially at Florida University and later extended to several institutions of higher education outside Florida. Materials were developed on the basis of that inquiry and were presented and tested in a series of seminars and workshops for chairpersons. The book deals with primary issues confronting current chairpersons such as: chairperson's roles, powers, and responsibilities; types of departments and leadership styles; delegation and committees; decision making and changes; faculty performance, evaluation, and development; faculty grievances and unions; and managing people and money. Trucker emphasizes the administrative aspects of the department and the need for chairpersons to act as leaders. The author characterizes departments are

differing considerably in size, age, and level of maturity as well as in leadership styles and modes of governance, and therefore avoids taking a prescriptive approach in dealing with departmental issues. Published by the American Council on Education, Trucker's book has been used by that organization as a training document for chairpersons. "Managing the Academic Department" by Bennett (1983) is another book sponsored by the American Council on Education, it fundamentally consists of cases discussed during workshops for chairpersons. The book covers a large range of situations usually faced by chairpersons in their day-to-day work. The first two sections are centered on the nature of the chairperson's role, and some of his typical responsibilities. Section three deals with the subject of conflicts inherent to the chairperson's position. The last section examines issues of performance, use of graduate teaching assistants, and management problems involved in departmental goals, changes and decision making. In short, this book is an effort to contribute to the professional growth and development of the academic department, using the experience of former chairpersons through the presentation of case studies.

Besides those six books considered above, five monographs on academic departments deserve special

attention. They are reports on studies carried out by their authors.

Several studies on departmental chairpersons were completed by the Office of Institutional Research of The Virginia Polytechnic Institute and State University. They were a result of the analysis of a survey of approximately 1,200 chairpersons in thirty-two public doctoral degree-granting universities ranging in size from 9,000 to 21,000 students. The survey used a questionnaire containing 74 items concerning the chairperson's environment, time spent on duties, their goals, and their thoughts related to role satisfaction. In one of the studies derived from that survey, called "The Role of Analysis of Departmental Chairmen at State Universities" by Montgomery and others (1974), chairpersons stated that they spent about half their time teaching, advising students, and researching. The remainder of their time, was spent in leadership activities (e.g., selecting and motivating faculty and program development), and in administrative tasks, such as maintaining records, budgeting and managing the staff. Chairpersons expressed frustration at the lack of time for research and requested administrative assistance and opportunity for improving the technical management knowledge regarding their role.

In 1975, a study by Waltzer on the chairperson's position at Miami University in Ohio was published under the title of "The Job of Academic Department Chairman". In this work, the author analyzed the expectations and realities of the chairperson's job as it was in that university, providing an evaluation of its major facets and problems. He also offered some recommendations to make the job more manageable and satisfying. Two important findings in the Waltzer study are the chairpersons' perception of changes occuring in their job, and the lack of disposition of most chairpersons for considering another term of office.

In 1976, two important research reports on academic departments were published in the series "New Directions for Institutional Research". "Examining Departmental Management" is a collection of essays edited by Smart and Montgomery. Contributors include various theorists and practitioners in the field of higher education, all with previous publications on departmental matters. The issue encompasses several aspects of departmental organization and administrations, such as organizational diversity, operations and decision making in departments; tests of the validity of Biglan's model of academic departments; institutional research and information needed by chairpersons; job satisfaction in the chair

position; and the legal implications of affirmative action, collective bargaining and due process. Also included a section evaluating the literature on academic departments from both a theoretical and research perspective. As the editors state, this issue provides "essential knowledge of the underlying basis of departmental diversity, and helps to explain why they (departments) respond to contemporary issues in the ways they do" (p. 1).

The second report is "Allocating Resources Among Departments" by Dressel and Simon. The issue reflects an attempt to come to some understanding of the budgetary process and to incorporate parameters for improving that process. The author states that in a time of shrinking resources the allocation of money to departments is too important to be done only on the basis of department requests or demands. The author deals with several distinct patterns of budgeting and then reviews efforts to combine departments for the purpose of budgetary review and modification.

Norton carried out two studies on chairpersons: "A Study of the Department Chairperson in Colleges of Education" (1978) and "Academic Department Chair: Tasks and Responsibilities", (1980). In the first work Norton extends to a national level the inquiry done by Waltzer (1975) which had been at a single college of education.

This study reaffirmed the findings of Waltzer's research regarding the chairpersons' perceptions of their position as a key leader in institutions of higher education. It too found no great interest in the position demonstrated by chairpersons, and even uncovered evidences of shrinking of prestige. Norton's second study is a follow-up to the first, centered more specifically on the chairperson's duties. This research displays a list of 207 activities performed by chairpersons.

Booth (1982) published "The Department Chair: Personal Development and Job Conflict"; focusing on sources and consequences of role conflict, overload, and ambiguity in the chairperson's position. Major findings of Booth's study were: (a) role conflict may be reduced substantially by improving institutional management: (b) administrative development is a central need of chairpersons; (c) making the chairperson's role meaningful and manageable requires taking into consideration career orientations and disciplines as well as new resources.

Unpublished Studies

The literature search presented in this section was carried out through an examination of Dissertation Abstracts International. It sought to uncover studies: which (a) used chairpersons not only as the subject of research, but also as sources of information, and (b) were developed in academic departments of universities or

four-year colleges. The focal point of the search was the job of the chairpersons in terms of duties, responsibilities and tasks; it also considered aspects of departmental structure and functions.

Following in chronological order, the first dissertation found in the search (except for Doyle's study presented in 1951 but published two years later) was an investigation made by McKenna (1958) on some aspects of power and leadership in the administrative role of department chairpersons. He analyzed the effects of the perception of power chairpersons held to perform administrative tasks over the personal relationship chairperson-professor in the departmental setting. The author concluded that no significant differences exist between the chairpersons and professors perception of the chairperson power. Therefore, the amounts of power that were mutually sanctioned for the chairperson's job varied as follows: high power for reporting and budgeting; medium power for organizing, coordinating and directing; and low power for planning. Other research findings were reported. For example, when professors perceived that the chairperson had much more power than was sanctioned for a function, they preferred that the chairperson have less power; when they perceived that the chairperson had much less power than was sanctioned, they preferred that the chairperson have more power. Also, it was found that

chairpersons who perceived that they had high power for planning tended to be more impersonal in their leadership style than chairpersons who perceived themselves with low power in planning activities.

Aldom (1959) in a study of three institutions using a critical incident technique identified behavioral requirements and task areas for department chairpersons. He identified the following seven critical behaviors: integrity and self control; consideration of others; cooperative planning; scientific problem-solving; adaptation to change; communication skills; and management ability. Aldom found ten critical task areas in the chairperson's job as follows: curriculum, instruction, evaluation, institutional operations, public relations, staff personnel, student personnel, physical facilities, finance and business management, and department operation.

In 1963, Ramer examined the departmental procedures and the perceptions of the faculty, the chairperson, and the other administrative officers regarding the role of the chairperson at Ohio State University. This extensive study was designed to answer the question, "What should a chairman do and what should he not do", and also to find the attributes of an able chairperson. The profile of the best qualified chairpersons showed that they should have, among other factors, the elements of academic scholarship; interest and talent for administration; commitment to democratic procedures; leadership ability; sensitivity to

the needs of the faculty and the students; and desire to rise above the parochial and provincial in their personal and professional commitments.

Gunter (1964) surveyed the department chairpersons in ten state universities during the 1963-64 academic year. His study shows that the principal functions of the department chairperson are independent of the size of the parent institutions.

Conducting a survey of ten colleges in the State University of New York, Davidson (1968) found that the role of the department chairperson had increasingly become administrative in those public colleges. The chairperson's administrative role included manifold responsibilities such as participation in institutional objectives and programs; involvement in college-wide curricula considerations and in departmental courses; student advisement, budget and financial matters; and supervising and counseling with faculty members. Chairpersons in this study believed that besides the increase in importance, they cannot adequately accomplish simultaneously teaching, administration, and research. They accomplished some teaching and attempted some research but in reality spent the majority of their time in administrative work.

Peterson (1968) developed a conceptual schema to study the organizational structure of academic departments. He

assumed that an academic department could be represented as an open system in which variables that describe the nature of the environment, size, organizational purpose, decentralization, openess, and structure of the department are in complete interaction with one another. Data were collected from departmental records and from questionnaires applied in prestigious departments of a highly regarded university. The findings validated the conceptual scheme and also offered practical information. Among the external sources of influence over the department the most significant was the federal government, followed closely by a second level which included professional societies and accrediting agencies, departments in other universities, and foundations and donors. The third level of influence consisted of the alumni and state governmental agencies, and the lowest level included business and publishers. In the area of governance, a collegiate rather than a bureaucratic model seemed to dominate the departments.

In 1969, Schroder (1970)came to the same conclusion as Davidson (1968). Deans and chairpersons agreed that the chairperson's position was getting more administrative and also more important. They also agreed that chairpersons should receive administrative training.

Also in 1969, Bullen (1970) conducted an investigation at the University of Alabama of how deans, chairpersons and faculty perceived the chairperson's role. He concluded that it was perceived as one of a staff recruiter;

personnel director, curriculum leader; coordinator and chief liaison officer between faculty and administration.

In 1970, Novick (1971) surveyed faculty members, chairpersons, and officers of the central administration at two public and two private medwestern universities. In this study, staffing, planning, and organizing were considered the most important chairperson responsibilities by all respondents. All three groups of respondents agreed that in the chairperson selection process, administrative ability and previous departmental administrative experiences were highly important critera. Faculty also considered ability for teaching and research important in the selection whereas administrators and chairpersons rated those attributes much lower. Still, Faculty agreed with administrators that they preferred to see more of the chairperson's time spent in administrative work, although the majority of chairpersons would prefer to continue being involved in teaching. Thus, from the faculty viewpoint, teaching and research abilities seemed to be more important attributes in the selection than in the job of the chairperson.

Also in 1970, Darkenwal surveyed 284 chairpersons at fifty-four colleges and universities in twenty-six states with the purpose of investigating the effects of the social organization of higher educational institutions on the chairperson's role. He used size, quality and research orientation as the main factors of differentiation between

academic institutions. The following five variables were found to be related to the level of institutional differentiation: perception of departmental autonomy; allegiance to the department; rotation of the chairperson; kind of chairperson selection; and conflict with the higher administration in decision-making. The chairperson allegiance to the department, sense of autonomy, and rotation in the chair position were greatest at large, high quality, research oriented institutions. The chairperson was more often selected unilaterally by the dean or president at low differentiated institutions. Darkenwald also found that most chairpersons viewed themselves as leaders.

In 1972, Wyrick conducted a survey in forty-four graduate departments of the University of Illinois, using a contingency model of leadership. Although the model shows consistency in that situation, the author made some useful findings not directly related to the nature of the model. He found professors more satisfied with strong rather than weak departmental leadership. He also reported that formalization and position power in themselves did not appear to be significant factors in departmental effectiveness.

Zuker (1974) developed a model for analyzing the role perceptions of academic department chairperson at a large university. The chairperson's role was divided into three components (administrative, departmental associate, and

student) and the characteristic and amount influence of each component over the chairperson's role was analyzed. This model was applied at the University of Florida, and the findings showed the chairpersons perceived their main tasks were those of recruiting faculty, developing programs, improving instruction, evaluating faculty and staff, and preparing the departmental budget. The chairpersons at the University of Florida saw themselves as powerful administrators. The study also showed chairpersons in that institution actively involved in the recruitment of students, satisfied with the personal rewards of the position but dreaming of returning to full professor activities of teaching and research.

Davis (1976) studied selected perceptions of chairpersons in highly innovative and low innovative departments, issuing information gathered from forty chairpersons at a state university and a land grant college. Davis compared these two classes of chairpersons and found that chairpersons in high innovative departments had higher regard for their performance of administrative duties and activities associated with the chairperson's job, and also had an awareness of the effect of political activity within the department. Other findings in this study show that most of the chairpersons surveyed did not consider the attribute of being a scholar as necessarily important in chairing an academic department.

The role of deans and chairpersons in graduate education was investigated by Aatish (1977), using Michigan State University as a case study. She found chairpersons playing a multifaceted role. Besides their administrative responsibilities, chairpersons had personal involvement in teaching and research, although not at the level they desired. Chairpersons indicated that they had faculty committee coordinators and assistants who shared administrative duties with them and assisted in graduate programs. They reported that their relations with the faculty were primarily facilitory, descending to participatory, advisory, supervisory, and controlling. They considered financial resources as the major limitation of their roles, and observed that their authority was not commensurate with their responsibilities.

Mangelson (1978) identified formal abilities of chairpersons, surveyed 353 professors, 32 chairpersons, and three deans, in three arts and sciences colleges from doctoral granting universities located in a midwestern state. Based on the faculty ratings of the importance of 38 abilities listed in the questionnaires, a factor analysis produced five factors or functions of 24 abilities. The ability factors or indices were labeled: sensitivity to faculty; finance; academic; curriculum management; and student. Several important results from the analysis included the following: (1) overall, chairpersons and faculty agreed on the importance of

various abilities for chairpersons, however, when stratified by certain characteristics, significant differences were found; (2) abilities relating to money and the development of faculty were generally considered of greatest importance for chairpersons; (3) ex-chairpersons agreed with current chairpersons on the importance of the same abilities, whereas faculty without experience in chairing departments disagreed significantly from current incumbents with the same abilities; (4) teaching was considered important for chairpersons by all respondents, but there was strong disagreement between faculty and chairpersons over the research ability, which had some importance for chairpersons but was least valued by Faculty.

A study on the role of the art departments of the Big Ten Affiliated Universities was done by Clark in 1978. A direct mail questionnaire and a personal interview were employed to collect information from ten chairpersons. Clark found that art department chairpersons viewed their role as being substantially different from chairpersons of other departments. He also found that most of the chairpersons perceived themselves as teachers.

Skubal (1980) analyzed the administrative support needs of department chairpersons in a large midwestern university, using the concept of role theory as a framework for the study. She interviewed chairpersons and members of the central administration. Along with other findings, she

found that having a clear definition of the chairperson would help to strengthen the position and provide a basis for performance evaluation. Administrators saw a need for orientation and in-service education for chairpersons, but chairpersons did not completely agree with them.

CHAPTER III

THEORETICAL FOUNDATIONS AND CONCEPTUAL SCHEME FOR THE STUDY

Conceptual schemes are simply mental frames of reference set up for selecting and arranging essential ideas around the understanding of phenomena. They are not necessarily explanatory models, but they help the researcher in the delimination of the study's scope and in the selection of variables, hypotheses and assumptions, and also make the results more understandable (Peterson, 1968).

Conceptual schemes are theoretically derived. Thus, before going deeply into the presentation of the conceptual scheme for this study, one must first discuss the theoretical aspects which provide the basis for building it. This discussion will be essentially centered on systems theory and complex organizations.

Essentials on Systems Theory

The open system approach arose from the research of physical and biological scientists and also from certain aspects of Gestalt psychology in the late 19th and early

20th century. Only after World War II, however, did it emerge as a powerful intellectual movement creating new areas of study, such as cybernetics and information theory, influencing existing disciplines, including the study of organizations. It also stimulated closer linkages among scientific disciplines (Scott, 1981).

As a conceptual framework, systems theory analyzes phenomena from an integrative and globalistic perspective, emphasizing the relationship among the parts of the systems and the interchange of influences with the surrounding environment. The main idea of Gestalt psychology -- that the whole is greater than the sum of its parts -- became an assumption essential to the systemic approach. To understand a system one should know the purpose it serves, the order and interrelationship of its parts, and its relationship with the environment. Thus, a system consists of parts, interactions, and goals.

Indeed, systems theory appeared as a reaction to mechanistic approaches, for it overlooked both the pattern of relations among these parts and the influence of the external environment. The prime objective of systems theory is to facilitate better comprehension of complex situations by relating elements into a comprehensible pattern, structure, or framework.

A system is a delimited set of interconnected and interrelated objects acting as a unit to produce a total effect, or simply, as Griffiths (1964) states: "A system

is a complex of elements in mutual interaction (p. 428)." System implies a patterned relationship in which all componentsare related to one another and are interdependent for the accomplishment of system processes, actions, or functions.

Despite the fact that all systems exhibit similarities in features and properties, it does not mean that differences do not exist among them. Systems have many ways of differentiating themselves. They vary according to the characteristics of the parts comprising them, to the nature of the relationship among the parts, and also to the type of the flows (inputs and outputs) interchanged among the system elements and between the system and the environment. In this connection, Scott (1981) notes:

> ...The "parts" of which all systems are comprised vary from being quite simple in their own structures to being very complex, from being highly stable in their state to highly variable, and from being relatively impervious to system forces to being highly reactive to the workings of the system to which they belong. As we move from through mechanical organic to social systems, the parts of which systems are comprised become more complex and variable. Similarly, the nature of the "relations" among the parts varies from one sytem to another...In mechanistic systems, the interdependence among the parts is such that their behavior is highly constrained and limited. The structure is relatively rigid and the system of relations determinant. In organic systems, the connections among the interdependent parts are somewhat less constrained, allowing more flexibility of response. In social systems, such as groups and organizations the connections among the interacting parts become relatively loose: less constraint is placed on the behavior of one element by the condition of the others(p. 103).

Complementing the ideas of system differentiation presented in the above quotation, it is the same Scott that states that as one progresses from simple to complex systems, the nature and relative importance of "flows" permeating the system structures change. Whereas flows of material and energy are major vehicles of relationship among components of lower level systems, the interrelations characterizing social systems come to depend heavily on the transmission of information.

Systems may be broadly classified as closed and open. A closed system is one which is isolated from its surroundings and, therefore, does not influence and is not influenced by the external environment. Such a type of system is usually designed for the purpose of study and is nonexistent in reality. A closed system would not receive continuous supplies or raw energy and thus either would be short-lived or would reach disorganization quickly.

An open system, on the other hand, is related to and exchanges energy and information with its environment. It has an input-output relationship with the environment across its boundaries. In addition to this, open systems have other distinguishing characteristics, some of which have been described by Griffith (1964) as follows:

1. Open systems tend to maintain themselves in steady states. A steady state is characterized by a constant ratio being maintained among the components of the system. A burning candle is often used as an example of steady state. Upon being lighted the flame is small, but it rapidly grows to its normal size and maintains the size as long as the candle and its environment exist.

2. Open systems are self-regulating. In the illustration above, a sudden draft will cause the flame to flicker, but with the cessation of the draft the flame regains its normal characteristics.

3. Open systems display equifinality; that is, identical results can be obtained from different initial conditions. Hearn points out that equifinality in human beings (they are open systems) is illustrated by the case of two babies, one born prematurely, the other full-term. While at birth they may look very different and may be in different stages of development, within a few months the differences will have disappeared...

4. Open systems maintain their steady states, in part, through the dynamic interplay of subsytems operating as functional processes. This means that the various parts of the system function without persistent conflicts that can be neither resolved nor regulated.

5. Open systems maintain their steady states, in part, through feedback processes. In general, feedback refers to that portion of the output which is fed back to the input and affects succeeding outputs...(p. 428).

In short, open systems present a dynamic interplay among their parts and processes, which permits their maintaining the functioning and continuing. Assuming a sufficient input of supplies from the environment, the organismic system processes them and gives them back to the environment as a finished product. Comparison of output products with environmental standards results in new data entering the system as feedback directing changes or maintenance of activities. Complex systems maintain feedback loops between their components as will environmental feedback loops. A biological cell would

serve nicely as an illustration of an open system with both internal and external environmental feedback loops.

Systems theory deals only with open systems; because of this, the emphasis of systems analysis is directed toward problems of relationships of structure and of interdependence rather than the constant attributes of the elements of the system (Katz & Kahn, 1978). This view is essential to an understanding of the essence of system theory and indeed is the key factor underlying the system's viability (Buckley, 1967).

Also central to systems approach are the concepts of suprasystem and subsystem. A system simultaneously contains and is contained by other systems. Except at some abstract level at which a system may be conceived as totally inclusive and comprehensive, all systems are viewed as being part of some broader system. This idea is very well illustrated by Havelock (1971) in his discussion of social systems:

> Briefly, the theory of social systems maintains that society is a large social system which is composed of many subsystems. Some of these subsystems are called organizations. Organizatins are also composed of many social subsystems called departments, divisions, or branches, which are themselves composed of social subsystems. The ultimate social subsystem is the individual (p. 2).

In the present study, attention will be focused on the academic department as being the system. The college and university settings as well as the society will be

considered suprasystems which constitute the surrounding environment for the department.

The University as an Open System

Despite some allusions to faculty autonomy and to campuses as untouchable ivory towers, the university really is an assemblage of interrelated human and physical elements engaged in transactions with the society. In other words, the university is a social system functionally differentiated from the broader collectivity in which it is embedded, though the particular functions that it is expected to perform contribute to the functioning of the broader system. To perform its functions, and thus maintain a steady state with its environment, the university (1) receives from the environment inputs in the form of human and material resources and information, and (2) utilizes those inputs as sources of energy to (3) produce for its environment an output in the form of scientific knowledge to be used for practical or theoretical purposes. Thus the university may be characterized as an open system with specific tasks to perform (commonly stated as teaching, research and services), with an import-conversion-export process, i.e., a process by which the tasks are performed, and also with boundaries separating it from the environment.

The idea of the university as an open system has been implicitly or explicitly accepted since the 1950's. In his

works on sociology of organizations, Parsons (1956) views the university in this way. Griffiths (1964), in presenting the systems theory, suggests that the concept of open system is a useful one for better understanding educational institutions. Corson (1975), in his first edition of his 'Governance of Colleges and Universities,' included a chapter on ecology of governance, and strongly emphasized the systemic view in the new version of that book. In the 'Emerging Patterns in American Higher Education' edited by Logan (1965), the idea of the importance of the environment in the functioning of American universities is the major feature. Following these and other unmentioned pioneers, an enumerable amount of works on higher education may be found using system as methodological guidelines. Indeed, systems is the dominant approach supporting the current literature in higher education.

In addition, important leaders in the field of higher education share the vision of the university as an open system. Former president of the University of California Clark Kerr's (1983) concept of "multiversity" is one of this kind. He characterizes the contemporary American university as a "multiversity" due to its dimensions, its great variety, and its capacity of adapting, growing and responding to society's demands.

James Perkins, president of Cornell University, in one of his lectures, stressed the importance of a systemic

perspective in dealing with university administration instead of a partial view of internal aspects. Here is the essence of his views:

> The internal problem, however, is only one aspect of the university in transition. There is also a very substantial and complicated superstructure of educational interests and educational institutions that are being established outside of and over the university; and if any extended comment on the university is to be adequate, it must cover this emerging system of which the university is simply a part. The fact is that the university, which was conceived and has long been thought of as a self sufficient community of scholars, now finds self-sufficiency a nostalgic dream. Where the university has thought of itself as an institution which could explore independently the unity of knowledge, it now finds that it must concentrate on specialized segments of knowledge if it is to maintain excellence. Where the university has admitted only reluctantly in the past that other universities also exist -- and then, let us face it, mainly for the purpose of arranging football schedules -- universities now find that close collaboration is a stark necessity. And finally, the university has only recently begun to realize that important functions bearing on university life -- such as testing, innovation, and planning -- are increasingly organized and managed from outside the university (p. 63-64).

Derek Bok (1982), president of Harvard University, rediscussing the values of academic freedom, institutional autonomy, and political neutrality toward the obligations universities have to fulfill in the context a complex and demanding society, presents his view of the university in different periods of its existence:

> Before 1900, American universities were small institutions just beginning to assume the modern form. Their principal was to provide a college education that emphasized mental discipline, religious piety, and strict rules governing student behavior. Thus conceived, they remained quiet enclaves, having little direct impact on the outside world and little traffic with corporations, the banks, and the legislative bodies that were busy transforming America into a modern industrial state.....There were no large endowments, no foundations grants, no federal funding for research (p. 2-3).

In the very first decades, according to Bok, the American university had already evolved from a church-oriented college into a larger and more diverse institution running strong graduate and professional programs able to serve the needs of a developing economy Further on, Bok refers to the evolution of the university in direction of the society's needs:

> After World War II, therefore, the image of the ivory tower grew obsolete. Instead, a vast and intricate network of relationships arose linking universities to other major institutions in the society (p. 7).

Organizations

The current state of affairs in developed countries is one of a complex and highly organized society within which one finds equally complex and organized institutions at all levels.

Organizations are not a modern invention. Indeed, they were present in ancient civilizations. Modern industrialized societies, however, have a much greater

number of organizations engaged in performing a greater diversity of tasks, fulfilling a greater variety of societal and personal needs, involving a greater portion of the population, and affecting many more aspects of the people's lives.

Modern civilization depends largely on organizations, and as Parsons (1960) states, "the development of organizations is the principal mechanism by which, in a highly differentiated society, it is posible to get things done, to achieve goals beyond the reach of the individual". Etzioni (1964) begins his famous work 'Modern Organizations' by stating:

> Our society is an organizational sociey. We are born in organizations, educated by organizations, and most of us spend much of our lives working for organizations. We spend much of our leisure time paying, playing, and praying in organizations. Most of us will die in an organization, and when the time comes for burial, the largest organization of all--the state--must grant official permission (p. 1).

The above text elucidates the fact that organizations are all around us. They are ubiquitous entities in the modern world which play important roles virtually in every sector of the contemporary social life. It is not surprising that organizations constitute a prominent, if not the dominant characteristic of the modern time. Also, it is not surprising to Scott that Peter Tucker referring to the need to study organizations maintains,

"Young people today will have to learn organizations the way their forefathers learned farming" (Scott, 1981, p.1)

A Definition for Organization

Many organizational analysts have attempted to formulate definitions for organizations. Nevertheless, their views appear not to be as much diversified as shown in the following illustrations:

> According to Barnard (1938), "formal organizations is that kind of cooperation among men that is conscious, deliberate, purposeful.
>
> Etzioni (1964) presents a definition as follows: "Organizations are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals" (p. 2).
>
> Peterson (1968) states his definition of organization as "a contrived group of people which can be described by a formal or characteristic structure and which strives to achieve certain goals or objectives (p. 28).
>
> Argyris (1959) has one more inclusive definition. In his views, an organization is:
>
> 1. a plurality of parts
> 2. each achieving specific objectives, and
> 3. maintaining themselves through their interrelatedness, and
> 4. simultaneously adapting to the external environment, thereby,
> 5. maintaining the interrelated state of the parts (p. 125).

All of these definitions emphasize two features that distinguish organizations from other types of social forms or collectivities: (1) an orientation toward the pursuit of goals, and (2) the existence of a relatively high degree

of formalization. Such definitions encompass collectivities like corporations, schools, churches, and prisons but exclude others such as tribes, classes, friendship groups and families. In other words the definitions put aside what sociologists call social groups, i.e., those collectivities of people who share common interests, interact with one another, possess a sense of identity with one another, and have the same degree of structure. The idea of organization goes beyond that of simply groupness. It stresses regularization, routinization, and systematization within the groupness. In fact, the use of the term 'formal organization' is common to refer to an explicitly structured social unit having formal rules, roles, and objectives. Also, the term 'complex organization' is often used interchangeably with that of formal organization, though it usually carries an additional connotation of size and intricacy (Babbie, 1975).

Organization is here treated as a special case of the more general concept that is system, or more particularly open system. Argyris' definition of organization is one which better reflects the idea of open system, and therefore it may be chosen as the most representative for this study.

The Environment

Early analysts of organizations tended to overlook or underestimate the impact of external influences on the structure and functioning of organizations. On the contrary, modern organizational theorists have given this point increasing attention.

Many demands are created through organizations' interactions with their surroundings. The dynamics of the environmental context force organizations to be continously redefining their relationship with the environment, in order to continue their existence.

The idea that the continuity of the organization life depends to a great extent on the their ability to interact with the environment is present even in the early writings on organizations under a systemic perspective.

The following text by Katz & Kahn (1966)is an example:

> The basic hypothesis is that organizations and other social structures are open systems.....which are changed primarily from without by means of significant change in the input. Some organizations, less open than most, may resist new inputs indefinitely and may perish rather than change. We would predict, however, that in the absence of external changes, organizations are likely to be reformed from within in limited ways. More drastic or revolutionary changes are initiated by external forces (p. 448-449).

Emphasis on environmental influences upon organizations has been championed by Emery and Trist (1963). They see the environment as a quasi-independent domain, and are

concerned with what they called the environmental 'causal texture', i.e., the degree of interdependence existing among the elements compounding the environment. Four ideal types of environments are identified according to their causal texture: placid and randomized; placid and clustered; disturbed-reactive; and turbulent. It is the last type which catches their attention the most because it maximizes variability and uncertainty. Also, it is the turbulent which better characterizes the environment of modern organizations.

Lawrence & Lorsh (1967) conducted important research on the organization-environment relations. They based their work on two variables: differentiation and integration. The first refers to the division of parts performing different functions in the organization, whereas the second one is related to the ability to collaborate which exists among the organizational parts that are required to achieve units of effort in order to satisfy the environmental demands. These two major concepts, according to the authors, are basically antagonistic to each other: the more differentiated the organization, the more difficult it is to achieve integration.

The results of Lawrence & Lorsh's research show that effective organizations that function in dynamic and diverse environments are highly differentiated structurally. In contrast, an equally effective organization in a more stable environment is less

differentiated. They generalize that variation in environment requires variation in organizational structure, and also additional effort to integrate the segments of the organization. As integration demands cooperation and this is not something spontaneous, but is instead a function of an active leadership, it seems to be obvious that the more turbulent the environment, the more complex the organizational structure becomes, and also the more complex is the integrative role of the administrator.

Terreberry (1968), building on the work of Emery and Trist, concludes that the survival of organizations depends on their capacity for adapting to the environmental conditions, and this, in turn, depends on the ability organizations have to learn and to perform according to changing environmental contingencies. Thus organizations should be adaptive organisms for guaranteeing their survival.

Adaptation may take one of two forms: first, it may happen through attempts to control the environment; second, it may occur through internal changes within the organization.

Using the university as an illustration, one may easily verify that numerous attempts have been made by these institutions to achieve control over the environment. Special legislation has been enacted to assure the provision of funds necessary to continued operation. Public relations activities have been carried out to

convince the public that the universities are performing well. In addition, certain autonomous groups inside and outside the university setting have developed efforts to isolate the academic world from the interference of political agencies or any other form of influential action considered inadequate.

Although the strategy of attempting to achieve environmental control may be useful and necessary on some occasions, it does not seem to be efficient as a permanent strategy. On this matter Abbot (1975) notes:

> Regardless of an organization's success in attempting to control its environment, however, those attempts are insufficient to ensure organizational viability. New social movements, shifting economic conditions, altered political arrangements, and technological inventions and applications all have social implications; either singly or in combination they create social forces that are only partly amendable to manipulation and control. These forces impact upon the subsystems of any social order in such a way as to produce demands for internal adjustments. Thus, innovation and change represent another major mechanisms employed by the school organization to adapt to its environment (p. 177).

Going further in his comments, Abbot (1975) observes that internal adjustments may happen either by purposive response to external demands or by haphazard reaction to environmental pressures. Although the second form of adjustment may be found in the most deliberately self-conscious organizations, it usually does take a predominant character. Only rarely do manager and worker respond to environmental pressures with total indifference

allowing the organization's fate to take whatever direction the environment determines.

Within the perspective of open system, some approaches give primary attention to the environment as a set of influences shaping the structure, functioning, and fate of the organization. Aldrich & Pfeffer (1976) synthesize those approachs in two rather distinct types: the natural-selection model, and the resource-dependence model.

In the natural-selection model, as in its biological counterpart, the environment is seen as selecting the fittest or optimal organization for the environment. According to this model, it is the environment that differentially selects certain types of organizations for survival. Organizations do not have the chance to affect the selection process.

The resource-dependence model stresses adaptation process. Underlying this model there is the assumption that complex organizations cannot generate from within themselves the resources and functions if they are to continue as viable entities. Thus "subunits of the organization, usually managers or dominant coalitions, scan the relevant environment for opportunities and threats, formulate strategic responses, and adjust organizational structure accordingly." (Hamman & Freeman, 1977, p. 930).

This conception portrays organizations as capable of changing, able to respond to the environment in a purposeful way, and therefore, as active in determining

their own fate. It calls attention not only to the importance of environmental contingencies and constraints, but also to the possibility of strategic choices available to the organizational members. As Scott (1981) observes:

> Organizational participants, particularly managers, wrestle with the environment, attempting to strike favorable bargains and to avoid costly entanglements. As an open system, the organization is dependent on suppliers of inputs and consumers of outputs; but which specific suppliers and consumers are selected as exchange partners is partly determined--at least under many conditions--by the organization itself. Astute managers are those who not only acquire the necessary customers and resources but do so in a way that does not make them overly dependent on these external parties. Dependence is the obverse of power in an exchange relation; managers seek to increase their power over critical aspects of the environment or, at least, to reduce their dependence on these units (p. 116).

The resource-dependence model is the one most used in examining the organization-environment connections, according to Scott (1982). It is also the one adopted in this research which has as its purpose to identify changes in the job of academic department chairpersons in relation to changes that have occurred in the environment.

In achieving and maintaining a steady state with its environment, while preserving its own corporate and functional identity, academic departments face the central problem of accurately assessing changing economical and social forces, of reacting minimally to those that are periphial and transitory, and of adjusting intelligently to those that are basic and enduring.

Conceptual Scheme and Assumptions

As Scott (1981) noted, an organization can be studied at three distinctive levels of analysis: (1) the ecological level, in which the organization is viewed as a unit in the larger institution or societal context; (2) the organizational level, in which the features of the organization and its subunits are the primary focus; and (3) the individual level, in which the behavior of individual members within the organizational setting is the focal point. This study was focused on the job of the academic department chairperson as a response to the combined action of both the demands from the external environment of department and the forces from its internal context. Despite having its central focus on the chairperson, this research is in reality a cross-sectional study of academic departments, for it takes into consideration all three levels of organizational analysis. Placing special emphasis on the last one, this study encompasses the following aspects of the departmental organization:

1. The external environment, characterized by a set of variables pressuring the departments and forcing these organizational units to have an adaptive attitude in order to survive the demands made upon them.

2. The organizational setting, characterized by a set of contextual factors and/or conditions internal to the departments which modify the impact of the external pressures. These contextual factors are institutional hallmarks constituting the core of the department's structure and internal

environment. Through them the departmental organization attempts to maintain its basic character and stability (Clark & Guba, 1979).

3. The job of the chairperson, viewed as a responsive element to the changing demands from the environment

In this study the academic department is treated as an organizational unit interacting with the larger organization of which it is a part, and also with the external environment. Furthermore, the academic department is considered to be an organizational unit deliberately structured to accomplish a set of goals. The diversification of goals, the different levels of difficulty in accomplishing them, as well as the number of positions and committees usually found in its structure make the academic department an organizational unit of a complex nature.

In short, a conceptual framework is utilized in this study to understand the academic department as an open system and also as a complex organization. This conceptual scheme leans heavily on the body of knowledge derived from systems theory and theory of organizations.

From the above discussion, the following assumptions are made:

1. Departments can be conceived of as a system within the university suprasystem.

2. Departments have the capacity for adapting to a changing environment.

3. Departments, due to their diversity of goals and their differentiated structure, can be conceived of as a complex organization.

In Figure 1 the conceptual scheme is summarized. It displays how the job of the chairperson is related to the forces of the departmental context and external environment. The variables selected in this scheme were suggested from the literature in higher education, systems theory, and theory of organizations.

In this diagram, an organizational unit -- the academic department -- is viewed as an open system with its internal dynamic structure interacting with the external environment. The department receives the demands from the environment, processes these demands in accordance with the characteristics of its internal context, and then gives a response to these demands through its administrative function.

It is this conceptual view of an academic department which the researcher has devised and which allows for studying the department, a complex organization interacting with the external environment and taking into consideration its internal context.

The following is a deeper view into the conceptual scheme. It displays in detail the meaning and the composition of the external environment and of the organizational context, where the job of the academic department chairperson takes place.

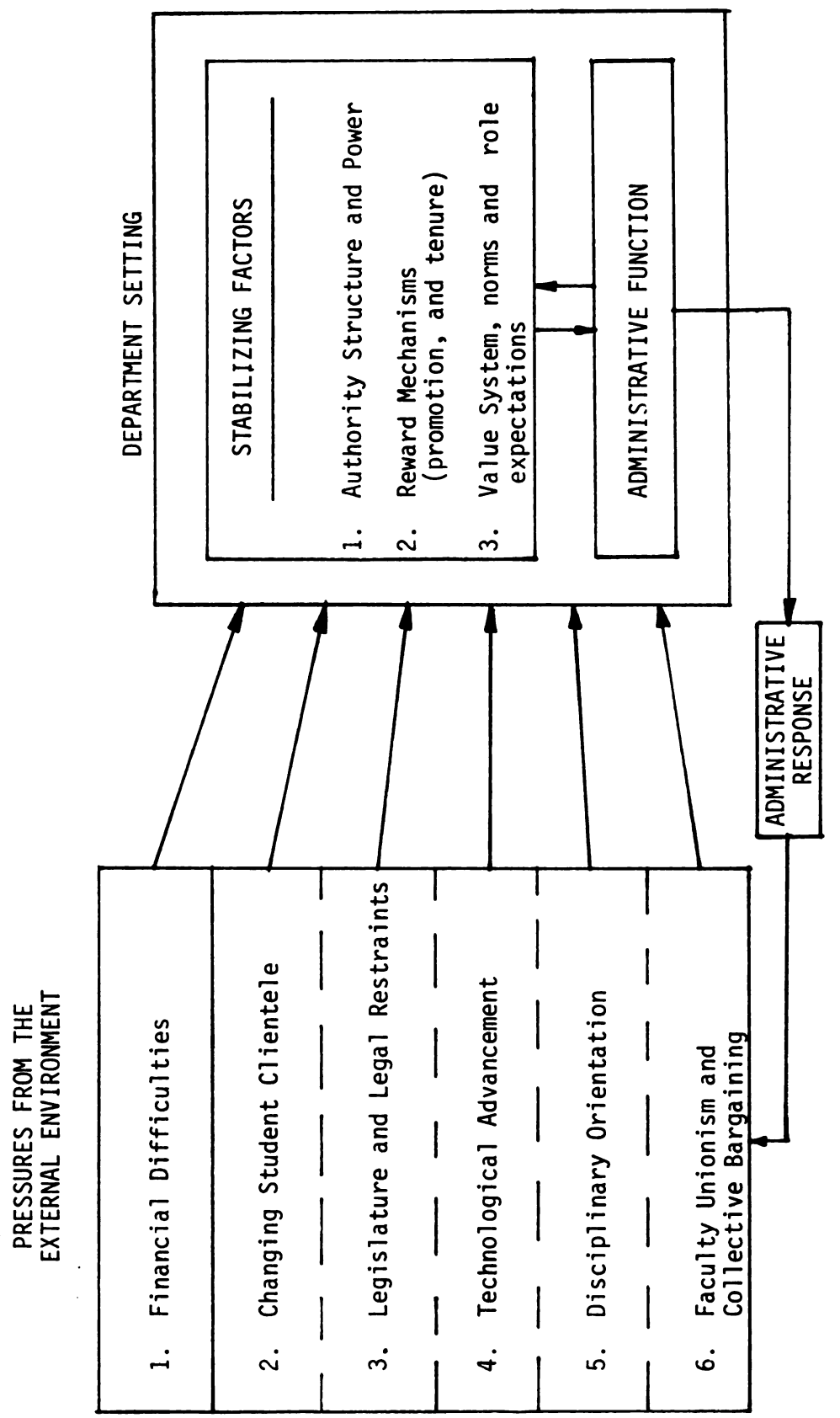

Figure 1. Departmental Administration Dynamics

The Departmental Environment

Since the environment of an organization is conceivably composed of an infinite set of elements, one needs to focus attention on that portion of the environment of the total setting which is relevant for the organization. What the environment really consists of is a crucial issue in the study of organizations.

In discussing that portion of the external world which has a considerable influence upon a certain organization, Mohr and others (1975) argue that the relevant environment may be separated from the irrelevant in terms of a threshold of (1) dependence of the organization upon something outside itself or (2) impact of outside forces upon the structure and activities of the organization.

In this study, where the focal point is the academic department, the delimitation of the environment is made fundamentally through the second orientation. Six factors taken from the current literature in higher education set up the environment for the departments. They have constituted the major external forces influencing the departmental setting. They are: (1) financial difficulties, (2) changing student clientele, (3) legislature and legal restraints, (4) technological advancement, (5) disciplinary orientation, and (6) faculty unionism and collective bargaining.

1. Financial Difficulties

Most of the financial difficulties facing higher

education can be related to inflation. Departments have to strive in the battle of balancing the budget in a situation where the inflation of cost is not being compensated by the increase in the input from tuitions, endowments and governmental appropriations. (Bolton & Boyer, 1973; Wolotkiewez, 1980).

The availability of money from the federal and state governments as well as from private sources is severely limited, forcing departments to compete more and more among themselves and with other institutions and agencies for their share of the funds.

The financial crisis has had a severe impact on the academic community, and its consequences are reflected inside the departmental setting through cutbacks in areas such as personnel (faculty and clerical), salary, research funding, academic programs and day to day activities.

2. Changing Student Clientele

Quantitative and qualitative changes have been occurring in the student body. The decline in the birth rate after 1957 has been felt in the university enrollment, and a shrinking in the student clientele is a national phenomenon in the 80's. This trend seems to continue until the end of this century unless something unexpected happens. Besides this, other factors have contributed to the decline in university enrollment. The increasing cost of a college education associated with an uncertainty of getting a place in the job market after finishing it has

encouraged many young people to attend two-year institutions instead of four-year because of the former's advantages of offering shorter, cheaper and more career-oriented courses and programs. Furthermore, an academic full degree no longer guarantees higher earnings.

In addition to shrinkage, a change in the pattern of the student clientele is also occurring. Several sources of data reveal that the number of minority group students (Blacks, Hispanics, Asians and American Indians) attending post secondary education has had considerable growth. Census Bureau figures show that blacks represented nine percent of the total college enrollment in 1974, compared to five percent in 1964. The Federal Office for Civil Rights has published data revealing that in 1972 minority students made up 11.9 percent of the country's full-time enrollment in post secondary education. In 1974 that proportion was 13.1 percent. Information on enrollment of minority students reported by the Digest of Educational Statistics (1980) displays that ethnic groups represented more than fifteen percent of the two and four-year institutions of higher education, in Fall, 1978.

Other changes in the pattern of the student clientele may be added. More women are taking part in the university enrollments, and also a wider range in age within the student body is verified, while an increasing number of students are shifting their enrollment from full to part-time status. Furthermore, an increasing number of

employed people have returned to the university to update their knowledge. (Centra 1980).

These quantitative and qualitative changes in the enrollment have led to enormous changes in student personnel and counseling services as well as in curriculum and programs in order to attend to the demands of non-traditional clientele.

3. Legislative and Legal Restraints

Both state legislature and federal government agencies are examining higher education institutions operations in detail. Increased requirements for a justification of requests for resources have been imposed, accompanying demands for increased accountability in the use of those resources. Legislators are becoming increasingly concerned about public money spent on higher education. They have been more and more pressured by public criticism of the privileges acquired by higher education and its mismatch with society's needs.

An important developing trend is the establishment of state coordinating boards to develop and control state plans for higher education. Such boards can already be found in several states (Brubacher & Rudy, 1976).

As Dressel & Faracy (1972) observed, the autonomy gained by academic institutions through easy gathering of public funds and grants contributed to the existence of loose administration without necessary accountability. But the economic crisis led public and government to a more

demanding position in relation to the university's purposes and its way of fulfilling them.

Federal agencies are imposing more and more restrictions on regulations for using public money. Affirmative Action requirements constitute just one example. Faculty, staff, and student personnel policies are subject to scrutiny before institutions are approved for receipt of federal resources. Any existing discriminatory practice for hiring, promotion and salary rewards which work against women and minority groups must be corrected if the institution is to use public funds.

The government is limiting university freedom by the patterns through which it makes money available. Questions raised, data requested and recommendations made all have an influence on the decisions taken by academic administrators. Also, the large number of laws and regulations have led to a suffocating proliferation of paperwork never seen before. (Wolotkiewicz, 1980)

The question of institutional autonomy versus state authority has been part of judgement in some state courts. Decisions have been taken against practices and policies adopted by some universities in issues regarding admission of minority groups, non-reappointment of faculty members and functioning of unqualified programs among other matters traditionally viewed as the concern only of the university setting.

Government intrusion into academic and other related matters has limited and diluted the professional autonomy and authority of academic administrators. (Fincher, 1975).

4. Technological Advancement

An improving technology both in the form of new devices as well as new knowledge has invaded all kinds of organizations. Some of those technological innovations have had a tremendous impact on higher education, as it is the case of the computer, means of communications, and new managerial techniques.

The use of television and accessories, teaching machines and micro-computers associated with the development of learning psychology constitutes a powerful resource for improving the areas of instruction and curriculum. The potential offered by these technological advancements is still far from being fully explored.

In contrast, technology, particularly computerization, has had an enormous influence on the field of research and institutional administration. Computers are bringing about substantial changes in administrative structures and in day-to-day operations.

The wide use of computers has led to the development of new management techniques mainly in business and industry. The routinization of the collection and use of information, the control and monitoring of activities, and the establishment of new budget systems all constitute

important tools for the sophistication of the administrative process.

Universities are being pressured to adopt operational procedures of other organizations considered more efficient. The result is the increasing introduction of technology in the university administration through new managerial techniques and tools, such as management information systems, program budgeting, modeling, management by objectives, and organizational development. (Pelman, 1974).

5. Disciplinary Orientation

Universities and the academic departments within them have experienced a change from a locally oriented vision to a national scene where the competition for prestige and resources has become a top priority. Departmental goals and internal organization are heavily affected by that orientation.

In order to gain a national reputation, departments turn their focus of attention to research production, publication, and graduate studies. In other words, departments become discipline-oriented. Concerns for undergraduate studies and public service appear to have low priority, and generally the former activity is transferred to graduate teaching assistants and assistant professors.

The disciplinary orientation of departments results in a lack of concern for university affairs and local priorities. The department's reputation and funds appear

to depend upon the professional reputation of the scholars associated with it. Thus, as Dressel and others (1970) observed, "It is an altogether reasonable conclusion on the part of the scholar that the university exists for the sake of the faculty because it is the faculty that makes the university reputation" (p. 326).

This trend toward a disciplinary orientation has changed the way departments set up their missions, reward their members, and manage their resources.

6. Faculty Unionism and Collective Bargaining

Traditionally the problems regarding the conditions and procedures of faculty members'employment within institutions of higher education were resolved in a way substantially different from that found in industry. Still, the changing circumstances in higher education have led to changing employer/employee relationships. Diminishing resources, shrinking availability of faculty positions, and legislative actions affecting public employees, among other factors, are responsible for the emergence of the unionism movement, and with its accompanying collective bargaining, within the university setting (Wolotkiewicz, 1980).

Issues of tenure, promotion, assignment, and nonrenewal of contracts, among many others, are now mandatory subjects for collective bargaining in many universities.

Conflicting opinions about collective bargaining and faculty unionism have been constantly heard since those

activities first appeared in the mid-1960's. Although disagreement on those matters may continue, it seems not to be sufficiently strong to stop the tidal wave of this movement.

Unionism and its accompanying collective bargaining provide a power base for faculty involvement in the university decision-making process. This change in faculty role is accompanied by a change in the role of the academic administrators and by an overall change in academic governance patterns. More specifically, the role of the department chairperson seems to be the most affected in that circumstance Chairpersons always have both academic and administrative responsibilities, and they are simultaneously part of the college administration and the faculty (Tucker, 1980).

The Departmental Setting

Academic departments are impacted upon by a variety of external influences, which affect the behavior of individuals within these units and modify the organized response of the units to demands for change or services. (Clark & Cuba, 1979).

At the same time that external demands pressure departmental units for changes, however, there are internal factors which modify the impact of the external forces, and act to give them some stability. These factors, individually labeled as contextual factors or conditions

and collectively known as the department's organizational context, are more than simple characteristics or features of the departments. They are elements which are incorporated into departmental routines and sometimes into the college or university culture. They have a history within the organization and therefore they tend to have a lasting nature rather than a transitory one. They resist easy or casual manipulations (Clark & Guba, 1977).

It is through these contextual factors and conditions that organizations maintain or at least attempt to maintain their basic character. They are intimately associated with those resources that, according to Katz & Kahn (1978), give organizations the power to attain stability: their authority structure, reward mechanisms, and value systems. These three organizational components will constitute the scope of this research in the particular subject directly related to the department setting. They will set the boundaries for the researcher's interest at this level.

A more detailed comment on each of those components is necessary for better clarification of the research's purposes and also for furnishing ways of operationalizing these purposes.

Authority Structure

The notion of power precedes the notion of authority. Power may be considered of as the potential for influencing or controlling people. Thus the power one individual holds

is directly related to the control he/she has over factors which satisfy the needs of others.

Another way of discussing the idea of power is to conceptualize it as essentially the ability to have people do what one individual wants them to do, even if they do not want to (Babbie, 1980).

No organization limits itself to appealing to its members' material or affectual motives in order to guarantee its continuance. This means that no organization establishes only a power structure; in addition, every organization attempts to create an authority structure. Authority is legitimate power, and legitimacy must be understood as a condition of agreement dictated by a set of social norms that defines situations or behaviors as correct or appropriate (Scott, 1981). As Weber (1947) points out, power is the ability to impose one's will upon others, while authority, on the other hand, is the exercise of power that is accepted by those over whom it is exerted.

Reward Mechanisms

As Etzioni (1964) emphasizes, most organizations utilize rewards and penalties to control their members' performance in carrying out assignments. Thus organizations usually have structured mechanisms of distributing these rewards and penalties to support compliance with their norms, regulations, and orders.

As organizational units, academic departments have mechanisms that allow them capacity to sanction their

members, that is, to provide or withhold rewards and penalities.

Value System

Over time, all organizations develop their own system of values which influence the behavior of their members. One can even speak of an organization as embodying certain values into an institutional identity.

Values are the generally accepted standards of desirability considered important for the members of one social grouping. They are the guidelines one uses to judge virtually everything one comes into contact with as appropriate or not. Values are the criteria that orient people to make decisions on the goals of behavior.

The concept of values generally accompanies the concepts of norms and role expectations. In reality, they are concepts which are interrelated and complimentary in such a way as to make their combined use more meaningful.

While values are the general criteria for evaluating behavior in a social grouping, norms are generally accepted rules governing what should and should not be done in a particular situation. Role is the behavior that is generally expected of one occupying a specific position or status into a social grouping. Role expectation constitutes evaluative standards for assessing the behavior of occupants of a given position within an organization.

As Scott (1981) observes, "In any social grouping, values, norms and roles are not randomly arranged, but are organized so as to constitute a relatively coherent and consistent set of beliefs and prescriptions governing the behavior of participants" (p. 282).

CHAPTER IV

DESIGN OF THE STUDY

The research design constitutes the step that links the abstract field of idealization and conceptualization of a study to the concrete field of its feasibility. It is the route through which the researcher drives his ideas to the reality of the research setting.

This chapter deals with those aspects of the design for this research. It comprises a discussion on the nature of systemic research, data collection, and data analysis.

The Nature of Systemic Research

The systemic nature of this research deserves some discussion. The starting point should be the fundamental question: does general system theory provide a useful conceptual framework for research on academic departments and the job of their chairpersons?

General system theory is a descriptive and explanatory framework for analyzing the functioning of existing social systems, taking into consideration the parts in question,

the relationship among them, and the influence of the external environment.

Besides being more extensive in its scope than many other research forms, systemic research also differs in relation to the nature of the causal relationships implied. Underlying the causal language are "certain types of metaphysical assumptions to the effect that forces exist in some real sense and that such forces are to be taken as causes or producing agents" in relation to the event being examined (Blalock, 1964, p.28). The issue of causality in social sciences cannot be limited to that extent, however. Indeed, as Buckley (1967) observes, the idea of causation may be classified into four categories:

> Traditional causal relations: Under this consideration, a given phenomenon X is related to a prior phenomenon or causes, in a one-way causal linkage. "If the prior events are proximal to the event being explained, we speak of 'efficient causes'; if more distant, we speak of historical causes (p. 68).
>
> Teleology or final cause: Here, an event X is analyzed in terms of its relations to future events or consequences.
>
> Reciprocal causation or mutual interaction: Unlike the simpler one-way causal linkage it takes into consideration the reciprocal process of influence between events, variables, or elements.
>
> Circular causal chain: The understanding here is that the concept of mutual relations is much more complex than in the preceding case. The effect of an event or variable returns indirectly to influence the original event itself by way of one or more intermediate events or variables carring out a series of circular adjustments in all variables until new equilibrium is reached. One should distinguish between a simple circular causal chain -- a blind and non-purposeful process -- and a self-regulating circular causal chain which presents a purposeful behavior. The last

> goes beyond the kinds of relationships pertinent to mere aggregates of elements and involves some degree of adaptation, goal-seeking, elaboration of organization or evolution in general.

The causal languages of systemic research are in terms of the model of causality, represented by the self-regulating circular causal chain or self-regulating feedback loops.

In this research the primary focus is on the department as a system. The variables are descriptive of the departmental organization and administration. The relationships among them and between them and the environment are expected to provide insights into department functioning and the job of its chairperson. Even though system theory deals with how systems do function rather than with how they should function, the theory offers a great support for evaluation and analysis of organization. The study of the actual outputs of a system in relation to planned goals may provide a means of improving or even redesigning the system.

Propositions

Like most studies of departments, this one does not present hypotheses to be tested. The kind of investigation proposed in this study, and the nature of the setting researched, did not provide opportunity for a hypothesis-testing type of research. The variables under consideration are many and they are not linked together in a way that induces formulation of well-specified

hypotheses. Nevertheless, a set of propositions was defined to guide the investigation and the analysis of the data, as it has done in the previous departmental studies carried out by Dressel and others (1970), Waltzer (1975), and Skubal (1980). These propositions are statements not so appropriate to be subjected to explicit statistical test.

The propositions listed below were drawn from the literature review, the conceptual framework, and also from the researcher's own perceptions of academic administration.

1. There will be a great disparity between the actual time allocation and the ideal time allocation given by chairpersons for the selected job responsibilities.

2. Chairpersons spend more than 60% of their time in administrative activities.

3. There has been a change in the chairperson's job which is mostly characterized by adding more tasks and responsibilities to the existing ones.

4. The decision-making process has been centralized in the higher levels of the university administration.

5. Chairpersons identify themselves more with faculty than with administrators.

6. There is a generalized interest in using microcomputers on the part of students, clerical staff and department and college administration.

7. Chairpersons receive a great deal of job satisfaction from their role as an academic leader.

8. The main source of job dissatisfaction for departmental chairpersons is the lack of time for developing a scholarly life.

9. There exists a high turnover in the chairperson position.

10. Financial limitations will be reported by more than 80% of academic department chairpersons as being the most impacting factor over the administration of departments.

11. At least 50% of the chairpersons will identify factors related to upgrading salary and prestige, and long term of office, as being factors of high significance in enhancing the attractiveness of the chair position.

12. The only determinant for chairpersons resignation in the middle of a term will be negative relationships with faculty.

Data Collection

Participants

The information relative to the propositions above were collected from forty-nine current academic department chairpersons at a large midwestern university in 1984. These chairpersons are representative of all areas of knowledge served by that university except those of the professional area of health which includes physicians and nurses. This area presents distinctive structural features, prestige, and ethical issues that make it unique in the university community. Furthermore, the supposed lack of openess to individuals of other professions contributed to the researcher's decision to leave departments in the health area out of the present study.

The academic departments whose chairpersons were the informants in the study were the following, listed according to the areas of knowlege to which they belong:

I. Arts and Humanities

All departments of the:

College of Arts and Letters
College of Communication Arts and Sciences

II. Physical and Natural Sciences

All departments of the:

College of Engineering
College of Agriculture and Natural Resources
College of Human Ecology
College of Natural Science

III. Social Sciences

All departments of the:

College of Business
College of Education
College of Social Sciences

Questionnaire

A questionnaire including a cover letter and a return envelope, was hand-delivered by the researcher to most chairpersons. In a few cases where a personal contact with the chairperson was not possible, the questionnaire was delivered to the assistant chairperson or to the departmental secretary.

The questionnaire was organized on the basis of other questionnaires used in previous researches such as those carried out by Clark and Guba (1979), Dressel and others (1970), Gross and Grambsch (1974), and Norton (1978). It attempted to capture a sense of the chairpersons' experience in departmental direction, their perception of current issues and changes in the position, and their

suggestions for making the chairperson's job more attractive. Specifically, it was organized in four sections as follows:

Section I: Departmental organization and decision making process.
Section II: Changes in the position and related external influences.
Section III: Job satisfaction and dissatisfaction, and reasons for leaving the position.
Section IV: Improvement of the attractiveness of the position.

Of the sixty-one questionnaires delivered, a total of forty-nine were returned, resulting in a return rate over eighty percent. This high return rate may have occurred because of the personal contact with the chairpersons, and also the time period during which the questionnaire was given (the first week after the end of the spring term). Chairpersons usually are not under the pressures of time constraints during this period between the spring and summer terms. A few phone calls were made to follow up the return of the questionnaires, expecially when they were delivered to secretaries. Practically all those chairpersons who were directly contacted answered and returned the questionnaire.

Short Interviews

In hand delivering the questionnaire, the researcher initiated a conversation describing its purpose and content with each chairperson. This conversation usually took from fifteen to twenty minutes. In five cases it took less than

ten minutes and in twelve cases it lasted more than half an hour. The researcher took advantage of the personal contact with the chairperson to make informal interviews on all occasions where the chairperson had time and was willing to go into a deeper discussion. The structure of the conversation induced the chairperson to state his views on the following aspects of his/her position: leadership, management, scholarship, prestige, and pitfalls.

Questionnaire Pre-test

Before being administered, the questionnaires had been submitted for a pre-test. Six ex-chairpersons of departments in the areas of agriculture, business, education, and foreign languages, filled out the questionnaire on a trial basis. All of those ex-chairpersons are researchers, and one is also a specialist in the field of questionnaire construction.

A shorter and more concise version of the questionnaire was adopted based upon the critiques received in the pre-test. Duplicate questions were eliminated, dubious items were replaced, and the division of the sections of the questionnaire was rearranged. The focus of some questions, mainly those related to chairpersons' resignation, was fine-tuned to adjust specifically to conditions of current chairpersons. In this case questions were rephrased in the conditional tense (e.g., what reasons would lead you to resign ...?), for it supposed that

current chairpersons did not have the experience of resignation.

In short, each question was reanalyzed in light of three points, according to the suggestion made by a respondent:

1. What will it tell to the researcher?
2. Is it important for the objectives of the research?
3. Is it a repetition of another question?

Data Analysis Procedures

The analysis of the information given by the chairpersons was made using descriptive statistics. The chairpersons were taken collectively or in groups organized on the basis of two variables, the chairperson's time in the present position and the type of discipline to which the department is related. The variable of time in the position divided the respondents in two groups, those chairpersons serving for a period of five years or less, and those serving for a period of more than five years. Grouped in this manner, the first group was still experiencing a first term as chairperson, whereas the second had already accepted reassignment, which indicated more experience in the position and might be taken as a possible indicator of a long-range commitment to the job.

The second variable, the type of discipline characteristic of the department, has two dimensions, hard and soft. These dimensions are found in Biglan's

model of classifying departments according to the subject matter characteristics. Some studies have found that departmental affiliation influences chairpersons' perceptions and attitudes in relation to certain departmental aspects (Dressel and others, 1970; Smart and Elton, 1975; Mangelson, 1978; Skubal, 1980).

Examples of departments affiliated with hard disciplines in Biglan's classification are Astronomy, Biology, Botony, Chemistry, Entomology, Geology, Mathematics, Physics, Physiology, and Zoology; as an extension Biglan includes in this category some departments related to professional and applied fields such as Engineering and Computer Science. Departments affiliated with soft disciplines are Anthropology, Communication, Education, English, History, Philosophy, Political Sciences, Psychology, Sociology, and some departments in the professional fields of Business and Criminal Justice. The two dimensions in Biglan's model represent what are usually called the hard sciences and the soft sciences.

The Generalization of Findings

The results of this study strictly apply only to the departments surveyed. Caution should be exercised in generalizing the findings beyond the setting studied. The departments included in the investigation were not randomly selected and departments are characterized by their diversity. They are found in all types of institutions of

higher education and in every discipline. Within a given institution or discipline, departments vary in terms of goals, decision-making procedures, formal and informal organizational patterns, and effectiveness (Peterson, 1970).

Another barrier to the generalization of the results of this study is the uniqueness of each American university. As Faricy (1974) states:

> ...each university -- at the present state of theory -- must be treated as an entity separate in itself, with a unique combination of traditions, structures, legal frameworks, community pressures, and clientele, in a specific physical setting (p. 98).

The author believes, however, that there are some practical applications of the findings to other universities and their academic department chairpersons.

1. Universities with characteristics and conditions similar to those of the institution researched may use the results of this study as a basis for examining changes occurring in the job of chairpersons. The institution under consideration is a large -- student population approximately 40,000 -- and prestigious land-grant university located in the Midwest. A wide variety of undergraduate and graduate programs are taught by approximately 3,000 faculty and staff. This

institution is now coming out of a period of severe financial crisis during which the decision making process was highly centralized.

2. Where more confidence is desired, for example in the development of programs to assist chairpersons in their work, small pilot surveys could be made on the basis of this study. The survey results could be compared to this study's results to test similarities and differences. Where the findings of this study correspond to those of the pilot surveys, decisions may be made based on the results of this investigation.

3. The conceptual framework used in this study may be considered a universal tool for researching the job of the academic department chairperson, taking into consideration the external and internal influences over the departments.

CHAPTER V

ANALYSIS OF THE DATA

This chapter presents the analyses of the data gathered from the questionnaires administered to academic department chairpersons at the university chosen as the research setting. Each question in the questionnaire had its data analyzed in relation to the propositions presented in the preceding chapter which were identified as a result of the literature review or derived from the author's views and observations.

Profile of the Academic Department Chairperson

The data were analyzed to determine the most common characteristics of participating chairpersons and to sketch an outline of the basic factors related to the chairperson's position at the institution studied. While the organization of the questions related to this section does not lend itself to much quantification, frequency distribution and mode appear to be appropriate statistical tools for the analysis. The mode, at least, will serve to reveal the most common characteristics of the population.

Thus, an overall description of the general profile of the chairperson at that institution was provided as follows:

(1) Most of the chairpersons are in their first term of office. Of the 49 reporting chairpersons, 29 (59%) are serving in the position for the first time. Eight chairpersons are still in the initial year. Chairpersons in the second term of office represent 26% of the total respondents. Only eight chairpersons have served for more than ten years, that is, they have served beyond a second term.

This information provides further insight if compared to the high turnover in the position seen in the last ten years. During this period, only 16 academic departments (33% of the total) did not change their chair. Forty-two percent of the departments were served by two chairpersons, 15% by three, and finally, 10% by more than three chairpersons. This shows that in 67% of the departments, the chairperson did not stay in the position for more than one term. This fact helps to understand the high percentage of novice chairpersons in their first term of office.

(2) Seventy-six percent of the respondents held the rank of full professor prior to their appointments as chairperson. Eighteen percent were associate professors at the time they were appointed to the chairperson's post. No one came to the chair position holding an assistant

professorship. Only a very few chairpersons were appointed from outside the department.

(3) When appointed to the present position, the great majority of chairpersons (71%) were in the middle of their career as faculty. Only 20% came to the position as senior faculty and still fewer (9%) as young faculty. The departmental faculty workforce is also primarily a mid-career one (70%) with the young and senior professors splitting in two approximately equal (15%) groups.

(4) The chairperson's position affords its occupants enjoyment and satisfaction. Asked about the level of enjoyment and satisfaction they have experienced as chairperson, 50% of the participants answered a high level; 46% answered a considerable level; and 4% answered a low level. None stated the job is an unsatisfying one.

(5) Chairpersons considered themselves to be a faculty member as well as an administrator. Seventy six percent of the respondents perceived themselves in that dual role. Fourteen percent felt themselves to be part of the administration, and 10% saw themselves as faculty members as opposed to university administrators.

(6) Chairpersons in the institution studied saw their positions as serving a key leadership role vital to the success of the university. Ninety six percent of the respondents expressed this opinion. More than half of them strongly emphasized this point. Only two participants held a contrary opinion in this regard.

(7) Chairpersons found they have considerable authority, which was equal to the position's responsibilities. When asked to assess the responsibilities of the position in relation to carrying them out 62% of the respondents found a high correlation between responsibility and authority while 28% found some degree of correlation. Ten percent of the respondents, however, found considerable disparity between responsibility and authority in the chairperson's position.

(8) When asked what was the main reason for accepting the job of chairperson, 63% of the respondents answered that they took the job because of the opportunity it afforded for providing leadership to the academic program. The second leading reason was the opportunity to try academic administration; this was indicated by 19% of the respondents. Other reasons presented for accepting the position included such responses as "personal improvement in salary and/or prestige", 8%; "the job had to be done -- it was about my turn", 6%; "stepping stone to a position of higher responsibility". "Particular reasons" (reasons presented by only one individual) received only 2% of the responses.

(9) Thirty-six percent of the participants stated that they will accept another term in the job if nominated. Two chairpersons reported that they will reach retirement age before the end of the current term. Thirty percent of the respondents stated that they will not accept nomination.

Those who agreed to continue in the position, if certain conditions would be considered, also represented 30% of the respondents. Adding the last two categories of responses, one would conclude that only a few more than one-third of the respondents remained open-minded about considering another term in the position; thus one would anticipate a substantial turnover in the next few years. If one, however, goes further in the examination of the conditions attached by the chairpersons, one would find that most of them are speculative or weak in substance. Approximately half of those in this situation, admitted that they were undecided, giving responses such as "too early to know"; "I will assess the condition at the appropriate time"; "I'm uncertain at this time", and other similar ones. Many responded in a conditional form, such as "I will accept if support from the dean and faculty continues", or "I will if conditions do not worsen", or "If my leadership appears to be needed", or "If I feel the rewards are more nearly equal to the demands". The most specified conditions were related to improvement in departmental budget, much support from the faculty and dean, and establishment of promotional criteria for chairpersons, taking into account administrative factors and not merely scholary productivity.

Thus, the "typical" chairperson in the institution under consideration, is a male mid-career faculty member, holding the rank of full professor, appointed to the chair

position from inside the department. He accepted the job of chairperson because of the opportunity it offered for providing leadership to the academic program, but he considers himself equally as a faculty member and an academic administrator. He is satisfied with the post which he sees as serving a key leadership role, vital to the success of the institution, and if nominated he will accept another term in the office.

The State of the Chairperson's Position

In the attempt to examine how chairpersons spend their time on the job, they were requested to provide the best estimate of their time allocations in specific job responsibilities. Respondents were also asked to provide judgements as to the allocation of time they would consider "ideal" for these same responsibilities.

Time allocations varied widely for each specific job responsibility in both real and ideal situations. For instance, in relation to administrative activities -- a category encompassing such matters as policy making, planning, budgeting, communications, meetings, and office management -- the percent of respondents' time actually spent in this area ranged from 15 to 80%. The perceived ideal allocations of time for the same item ranged from 5 to 50%.

Table 1 shows time allocations for the various job responsibilities from both the actual and ideal

perspectives. As the data indicate, a considerable difference between current time allocations and ideal allocations suggested by the respondents exists only in the areas of administrative activities and personal-professional performance. In the former, the mean percent of time in the actual allocation exceeds the ideal allocation by thirteen units; whereas, in the latter, the mean percent of the present allocation is approximately 7 units below the suggested allocation. In the remaining areas of assistance to faculty, assistance to students and others, present time allocations differed only slightly from the ideal time allocations.

An analysis of the data leads to the conclusion that the chairpersons in this study spend about half of their time in administrative tasks but they would like to reduce this fraction to about one third, and use the remaining time mainly in personal and professional activities.

The influence of the chairperson was examined at different levels of university hierarchy. Chairpersons were asked to assess how influential they perceived their position in regard to matters of policy development and decision making at the college and university levels. The majority (59%) thought they had some influence at the college level; little or no influence at higher levels was reported by almost 90% of the respondents as shown in Table 2. No respondents thought chairpersons have significant influence at the university level; however, 13% of them

Table 1. Percentage of Time Department Chairperson Allots to Specific Job Responsibilities

JOB RESPONSIBILITY	TIME ALLOTMENT (PERCENT) CURRENT MEAN	IDEAL MEAN
ADMINISTRATIVE ACTIVITIES (policies, communications, planning, budgeting, meetings, and office management)	49.2	36.1
ASSISTANCE TO FACULTY	15.8	17.5
ASSISTANCE TO STUDENTS	9.7	12.8
PERSONAL-PROFESSIONAL PERFORMANCE	16.7	23.6
OTHERS	4.7	4.5

Table 2. Chairpersons' Perception of Their Influence in the College and University Levels

	DEGREE OF INFLUENCE (Percent of Responses)			
LEVEL	SIGNIFICANT	SOME	LITTLE OR NO	
COLLEGE	31	59	10	100%
UNIVERSITY	0	13	87	100%

reported some influence. Nearly 31% thought that their influence at the college level was significant, in contrast to the approximately 10% that thought chairpersons have little or no influence at that level. It is interesting to note that of those chairpersons (13%) who thought they had some influence at the university level, all but one thought they had significant influence at the college level. Although these chairpersons' responses are neither correlated to chairpersons' time in the position nor to departmental discipline (hard, soft), they may, however, lead to some inferences. For example, those chairpersons could be influential individuals who fail to separate their personal influence from that emanating from the chair position. Or perhaps they are simply overestimating the influence the position carries.

According to the participants, the hierarchical level in which chairpersons really have a great amount of influence is the departmental one. There, the chairperson is the most influential figure. In answer to the question: "In general, how much say or influence does each of the following have over what goes on in your department?": respondents ranked seven different positions, resulting in the following rank order of influence over departmental affairs:

1. department chairperson,
2. department faculty, as a whole,
3. tenured faculty,
4. department committees,
5. college administration,
6. students,
7. central administration.

Rated in this way, the influence of the chairperson is followed by the influence of the departmental faculty members, which is manifested in decreasing order by the faculty as a whole, the group of tenured faculty, and the faculty committees. College administration, students, and finally the central administration, at the bottom, complete the ranking list.

Comparing this question to the preceding, one can find some reciprocity between the influence of and over the chairperson's position in relation to external factors in the department. Thus, if chairpersons have insignificant influence over the central administration, central administration also has low influence over chairpersons. (chairpersons placed them at the bottom of the rank list). Therefore, a balance of influence appears to exist in this case. It is unlikely that such reciprocity or balance would be found in periods of crisis, during which the central administration usually tends to centralize power.

Power and Decision Making

The issue of power and decision making within the departmental setting was examined in a more detailed way in a specific question. A matrix of power positions in the department versus areas of decisions was constructed and the chairpersons were asked to fill out that matrix according to the way decisions were reached in their department in relation to each one of the areas to be examined. Table 3 displays the result of the chairpersons' reactions to that matrix.

The positions of power in relation to each decision area examined were: the chairperson himself; the chairperson acting with an advisory group; the group of tenured faculty; and all departmental faculty members. Power of making decisions in each area was assessed according to the percentage of responses marked in each of the positions. Thus chairpersons, along with an advisory committee, hold the greater amount of decision-making power in matters of recruitment and selection of new faculty, according to 67% of the respondents. The faculty as a whole, getting 29% of the responses, appears to be the second most powerful group in matters of decision-making in that area. In addition, chairpersons alone have no decision making authority and tenured faculty have only an insignificant amount in this same area.

Other areas where chairpersons acting with an advisory committee have the greatest control over decisions were

Table 3. Power Positions Versus Areas of Decision (Percent of decisions in each area per position power)

AREA OF DECISION	POWER POSITION			
	CHAIRPERSON	CHAIRPERSON W/ ADVISORY GROUP	TENURED FACULTY	THE WHOLE FACULTY
RECRUITMENT AND SELECTION OF NEW FACULTY	0	67	4	29
PROMOTIONS AND TENURE	7	68	21	4
SALARY INCREASES	52	44	2	2
LEAVES OF ABSENCE	81	19	0	0
TRAVEL AUTHORIZATION	92	8	0	0
BUDGET ITEMS FOR SUPPLIES AND EQUIPMENT	88	12	0	0
TEACHING ASSIGNMENTS	63	35	0	2
OFFICE AND RESEARCH SPACE	78	22	0	0
AWARD OF ASSISTANTSHIPS, FELLOWSHIPS, AND SCHOLARSHIPS	18	80	0	2
REQUIREMENTS FOR MAJORS AND GRADUATE STUDENTS	0	21	15	64

found to be the awarding of assistantships, fellowships, and scholarships, where the group got 80% of responses, and in promotions and tenure, with 68% response. In both these areas the decision-making power of that group is followed, respectively, by that of the chairpersons themselves, with18% of the responses, and by that of tenured faculty, with 21% of the responses.

Chairpersons alone have an overwhelming power in decisions within the areas of leaves of absence, travel authorization, budget items for supplies and equipment, and office and research spaces. In these areas chairpersons received a percentage of responses ranging from 78 to 92%. Two other areas of great influence for chairpersons are teaching assignments, in which they received 63% of the responses, and salary increases, where they got 52% of the responses. In both of these areas, chairpersons shared decision-making power with the group represented by chairpersons acting with an advisory committee.

The faculty as a whole was found to have a very low level of influence in decisions within the department. In four of the ten areas under consideration, this group held no power over decision-making, and only in relation to the area of requirements for majors and graduate students, did the group have a decisive influence as shown by 64% of the responses marked in that position.

The tenured faculty was identified as the weakest group in terms of decision making power in departmental affairs.

According to the respondents, this group has no decision-making power at all in six of the ten areas of departmental activities. It presented a reasonable level of power in decisions to be made only in the matters of promotions and tenure, with 21% of the responses.

The analysis of the results of this question leads to certain comments on academic governance. The academic departments did not present either bureaucratic or collegiate patterns of governance. There is no sign of rigid hierarchical echelons of authority. Assistant professors do not simply carry out the decisions made by the tenured faculty or even by the chairperson, which would characterize the academic departments as a bureaucracy. On the other hand, decisions are not made on the basis of the vote of all department faculty, as happens in a collegiate model. Indeed departmental governance exhibits elements of both models. A heavy reliance on committees and on their own chairperson rather than on levels of supervision or on the faculty group as a whole, is the main characteristic of the kind of governance taking place at the departmental setting. These conclusions are in accordance with the findings presented by Baldridge (1971) and Gross & Grambsch (1974) in their nationwide studies on academic governance.

Influences and Changes on the Chairperson's Position

An attempt was made to assess the influence that has been impacting upon academic departments. In fact, this matter is closely related to the hypothesized changes occurring in the position of chairperson and is also an essential part of the conceptual framework for the study. The examination of the influences external to the departmental setting is indeed synonymous with an examination of the departmental environment.

The study was centered on fourteen specific external factors but left room for the inclusion of other factors which chairpersons think are important to be assessed.

From the list presented to the participants, financial limitation constituted by far the most significant external factor pressuring departmental administration, as is shown in Table 4. All of the 48 chairpersons who assessed this item reported financial limitations in their department on a level ranging from medium to high. Seventy-one of them reported high financial constraints. On a scale from 1 (low) to 5 (high) this factor had a mean value of 4.6 which shows how intensely financial problems have affected the administration of academic departments.

The second external factor which most affected departments and which is also closely related to the first one, is a decrease in the rate of hiring of new faculty members. It is common knowledge, as chairpersons confirmed in the short interviews, that the institution in this study

Table 4. Influences Over Academic Departments

INFLUENCE	DEGREE OF IMPACT (Percent of Responses) LOW 1	2	3	4	HIGH 5	MEAN RATING
FINANCIAL LIMITATIONS	0	0	10	19	71	4.6
DECLINE IN STUDENTS ENROLLMENT	30	14	26	23	7	2.6
INCREASE IN THE ENROLLMENT OF MINORITY GROUPS (BLACK, ASIAN, SPANISH, AND INDIANS)	46	22	24	4	4	2.0
INCREASE IN THE ENROLLMENT OF WOMEN	36	24	19	19	2	2.3
INCREASE IN THE ENROLLMENT OF OLDER STUDENTS	60	22	11	7	0	1.6
INCREASE OF LEGISLATURE AND LEGAL RESTRAINTS	39	36	16	4	5	2.0
INCREASE IN COMPETITION AMONG DEPARTMENTS AND BETWEEN DEPARTMENTS AND NON-ACADEMIC UNITS	28	18	28	22	4	2.6
INCREASE OF AN AGING FACULTY WORKFORCE	17	23	33	25	2	2.7
DECREASE IN THE RATE OF HIRING OF NEW FACULTY MEMBERS	9	16	19	26	30	3.5
USE OF MICRO-COMPUTER AND/OR OTHER TECHNOLOGICAL ADVANCEMENT	9	15	15	38	23	3.4
FACULTY TENDENCY FOR COLLECTIVE SOLUTIONS OF PROFESSIONAL PROBLEMS	43	32	17	4	4	2.0
FACULTY GRIEVANCES	66	15	8	11	0	1.6
INCREASE IN THE FACULTY DISCIPLINARY ORIENTATION	45	34	13	8	0	1.8
SHIFT OF THE FACULTY ATTITUDE FROM A LOCAL TO A COSMOPOLITAN VISION	45	18	30	5	2	2.0

has adopted very restrictive policies for hiring personnel, and has even set up incentive plans to encourage early retirements. Also, a large number of professors have left this university. In view of these conditions, it is understandable that chairpersons selected a decreasing rate of hiring new professors as the second most significant factor over the departmental setting. (The fact that this factor has constituted a problem for chairpersons was reported in the section about job dissatisfaction). Thirty percent of the respondents reported this factor as highly influential into the departmental activities; 26% reported it as being influential. Thus, 56% of the reporting chairpersons reported it as having an above the average influence over departments. The mean of the chairpersons's responses is also above the central point of the scale (mean = 3.5).

The third most influential factor was the use of micro-computers and/or other technological advancement, with 23% of the participants rating it as highly influential and 61% rating it as of an above average influence. The mean value for this item was also above the average, i.e., 3.4.

All the other factors were considered to be of below average influence. Neither the number of the respondents marking the points 4 and 5 in the scale were above 50% of them nor was the mean value for the responses above 3.

The least influential factors were reported to be faculty grievances and increase in the enrollment of older students. Both had a mean of 1.6; the first carried 66 of the chairpersons' responses to point one of the scale (low influence), and the second did 60%. No chairperson rated these two factors as being highly influential.

Other factors with a mean not greater than 2 units were: increase in the faculty disciplinary orientation (1.8); faculty tendency for collective solutions to professional problems (2.0); a shift of the faculty attitude from a local to a cosmopolitan vision (2.0); increase in the enrollment of minority groups (2.0); and increase of legislature and legal restraints (2.0). In all these cases, the total of the responses marked in points 4 and 5 of the scale was less than 10%. However, the percentage of the responses marked above point 3 for some factors exceeded 30%, which gives these factors some significance, as was the case of the factors related to faculty's shifting attitude from a local to a cosmopolitan vision, and increase in the enrollment of minority groups.

Factors with a mean between 2 and 3 points should be viewed as of considerable importance in terms of impact upon the department. Included in this condition are several factors: an increase in an aging faculty workforce (2.7); an increase in competition among departments and between departments and non-academic units (2.6); a decline in student enrollment (2.6); and an increase in the

enrollment of women (2.3). For all of these factors except the last, the sum of the frequency of responses above the point 2 is greater than 50%. This shows that more than half of the respondents considered such factors to be of middle to high significance in exerting influence over thedepartment administration.

Even though it happened in only a few cases, it is interesting to note that some respondents reported factors acting in the opposite direction to that presented in the question which constructed the basis of the literature review. The most illustrative example of this situation is the increasing rather than decreasing student enrollments reported by 12% of the chairpersons.

The additional factors included in the list by the participants are of importance only to particular departments, except for "Influence of central administration" which was cited by four chairpersons as being high.

One factor deserves special consideration: the use of new technology, mainly micro-computers. Chairpersons placed it among those three factors that have been impacting upon the departmental administration in highest degree. The issue of micro-computers' influence over academic departments was examined in a more detailed manner. For instance, chairpersons were given a scale of 1 (low) to 3 (high) to assess the level of interest of some groups related to their department in using a

micro-computer in their work. All the groups assessed, or determined by the chairpersons' views, presented a mean equal or over 2.5, except the students, whose mean was 2.4. These results lead to the idea that micro-computers are gaining high level of interest from faculty, students, clericals, chairpersons and the college administration. But are micro-computers available to meet the interest and needs of those groups of faculty, students, clerical staff, and academic administrators? A similar question was raised, and chairpersons gave it their assessment. The general feeling was that all groups are poorly served by mircro-computers. The mean of the responses for all groups were below 3 in a scale of five points; where 1 means that the group needs are poorly met, and 5 well met. Faculty research needs and clerical staff needs presented the lowest mean values, both 2.7, indicating that despite the reported lack of computer availability they are better served by computer resources. If one observes departmental activity as the researcher did, one can see many micro-computers being used as word processors by departmental secretaries and auxiliary staff and also by professors as a tool for research.

If the present high level of interest in computers is here to stay as is anticipated, the demand for micro-computers is soon going to be high.

A fundamental area of inquiry in this study is the changes that may be occurring in the chairperson's

position. Indeed changes in various dimensions of the chairperson's job were taken as the basic hypothesis which generated and gave guidance to the study.

From the literature in higher education administration, twelve facets of the chairperson's job were selected on the basis of reports that they have been experiencing considerable changes over these last few decades.

The selected job factors, as shown in Table 5, comprise aspects of duties and responsibilities, communication and formalization, and decision-making and power.

The aspects of duties and responsibilities were reported as being those where the greatest degree of changes have been occurring. Thirty-nine percent of the participating chairpersons stated that they have perceived a great increase in the amount and range of responsibilities. Some increase was reported by 35% of them. The mean for this item was 1.93 on a scale of 1 (much increase) to 5 (much decrease) with the mid point 3 indicating little or no increase, which is the same as saying no perception of variation in the factor under consideration. The matter of paperwork such as memos, reports, requests, directives and forms of the same kind, was reported to be experiencing a large increase by 24% of the respondents and some increase by 50%. The mean value for this factor was 2.04.

An increase was perceived by chairpersons in matters of communication, relationships with external organization,

Table 5. Perceived Changes is Selected Aspects of the Chairperson's Job

	DEGREE OF CHANGES (PERCENT OF RESPONSES)					
	INCREASE			DECREASE		
FACTOR	MUCH	SOME	LITTLE OR NO	SOME	MUCH	MEAN RATING
AMOUNT AND RANGE OF RESPONSIBILITIES	24	50	24	2	0	2.04
MEMOS, REPORTS, DIRECTIVES, AND RELATED PAPERWORK	39	35	20	6	0	1.93
BUREAUCRATIZATION OF THE DEPARTMENT RELATIONSHIP WITH THE INSTITUTION	28	35	33	4	0	2.13
BUREAUCRATIZATION OF THE DEPARTMENT RELATIONSHIP WITH EXTERNAL AGENCIES	16	18	62	4	0	2.55
CENTRALIZATION OF THE DECISION MAKING PROCESS BY THE HIGHER ECHELONS	15	44	33	6	2	2.37
CHAIRPERSON'S PRESTIGE	0	24	52	22	2	3.02
CHAIRPERSON'S POWER	0	24	48	24	4	3.08
DEPARTMENT FACULTY DECISION POWER	3	19	72	6	0	2.83
EXTERNAL COMMUNICATION WITH OTHER ASSOCIATIONS, AGENCIES, AND ORGANIZATIONS	7	48	41	4	0	2.40
INTERNAL COMMUNICATIONS	0	45	49	4	2	2.64
DEPARTMENTAL AUTONOMY	2	4	61	29	4	3.28
CHAIRPERSON'S AUTHORITY	0	20	52	24	4	3.13

agencies and associations. Some increase in external communications was reported by 48% of the respondents, whereas great increases was reported by 7%. The mean value was 2.40. Internal communications, however, are perceived by the participants as being a facet of the job affected by little or no changes. Forty-nine percent of the respondents indicated little or no increase even though 45% indicated some increase in this subject. The mean was 2.64, a value closer to 2 (some increase) than to 3 (little or no increase).

Formalization of the department's relationships with external agencies and with the institution was examined. Formalization of external relationships were perceived to be a stable facet of the chairperson's job, with 62 of the respondents indicating little or no variation. The mean value was 2.55. It is interesting to note that only 4% of the respondents indicated decrease in this factor, whereas 33% indicated an increase.

Formalization of internal relationships was perceived as a changing factor. The mean for it was 2.13. Twenty-eight percent of the respondents perceived large increase in this job facet, while 35% perceived some increase. Thus, 63% percent of the participants indicated an increasing change in the area.

In the examination of the aspects of decision-making power and related matters, one will not find considerable change. Only "centralization of the decision-making

process by the higher echelons" was clearly perceived by chairpersons as a focus of change in the direction of more centralization. Fifteen percent of the respondents reported greater increase in centralization of decisions with 44% reporting some increase. The mean value for this factor was 2.37.

Chairperson's prestige, chairperson's power, and chairperson's authority were perceived to be stable facets. All but the last one concentrated the majority of the participant's responses at the middle range of the scale which indicates little or no variation. The remaining responses split equally on both sides of the scale and concentrated nearer to the mean point.

Departmental faculty decision-making power and departmental autonomy were reported as stable facets also. The first gained 72% of the responses in the central point of the scale, while the second got 61%. A slight imbalance in the distribution of response frequencies may, however, be noticed in examining both factors. For the first factor (departmental decision-making power) the imbalance was in the direction of an increase, and for the second, the imbalance was in the opposite direction. Both trends are in agreement with the reported studies in the literature review. When asked to compare the number of standing committees in your department now with that of about ten years ago, 51% of the participating chairpersons stated that the number of committees remained the same.

Twenty-one percent reported the number of committees as having increased and 29% reported a decrease.

In complement to that matter a similar kind of question was formulated comparing the number of support staff backing the chairperson now and with those about 10 years ago. Sixty-two percent of the chairpersons' responses were concentrated in the alternative indicating no variation in that number. Twenty-five percent of the responses went to the alternative indicating that there exists more support staff now, and 13% to the alternative showing this number to be diminished.

The examination of these two questions leads to the conclusion that the organizational structure of academic departments in the institution of focus incurred no appreciable quantitative change. Any change that may have taken place should have been in terms of re-orientation or rearrangement of the existing structure.

Satisfaction and Rewards in the Chairperson's Position

The chairpersons were surveyed as to their degrees of satisfaction in the job. A list of fourteen job facets was presented to the respondents who were asked to select five of those facets which contribute most significantly to their satisfaction and reward in their role as chairpersons. The list was an open one giving the respondents an opportunity to add other job facets they would consider important to include in their selection.

From that list, shown in Table 6, the following job facets were selected as being the five ones most satisfying. They appear ranked according to their frequency in being selected:

Table 6. Factors Contributing to Chairperson's Job Satisfaction

FACTOR	PERCENTAGE OF CHAIRPERSONS RATING THE FACTOR (%)
FACULTY DEVELOPMENT AND ACHIEVEMENT	92
STUDENT DEVELOPMENT AND PERFORMANCE	73
REALIZATION OF GENERAL GOAL ACHIEVEMENT	44
PROGRAM DEVELOPMENT	67
RECOGNITION DEPARTMENT AS A WHOLE RECEIVES FOR ITS WORK	71
REWARDS AND SATISFACTIONS OF "JOB WELL DONE"	25
OPPORTUNITY TO LEAVE ONE'S MARK ON THE DEPARTMENT	40
STATUS AND PRESTIGE	6
EXPERIENCE AND KNOWLEDGE	25
PUBLIC RELATIONS	0
TRAVEL OPPORTUNITIES	4
OPPORTUNITY TO ADVANCE IN ADMINISTRATIVE POSITIONS	4
POWER AND INFLUENCE	4
ACADEMIC LEADERSHIP	44
OTHER	2

a. Faculty development and achievement,

b. Student development and performance,

c. Recognition department as a whole receives for its work,

d. Program development,

e. Realization of general goal achievement; and also Academic leadership.

In fact, the five most rewarding facets become six for the fifth position was equally occupied by the two factors academic leadership and realization of general goals achievement; both were selected by 44% of the respondents.

Faculty development and achievement constituted the leading factor, being the choice made by more than 90% of the respondents. Student development and performance occupied the second order of importance practically equal to the factor "recognition the department as a whole receives for its work". These two factors were selected for approximately 71% of the respondent chairpersons.

Job facets such as status and prestige, travel opportunities, opportunity to advance in administrative positions and power and influence appears to constitute insignificant sources of rewards for the chairpersons researched.

Only one chairperson used the blank spaces to add a favorable job facet, income. No chairperson chose public relations as a rewarding factor.

One important conclusion drawn from the above discussion is that almost no one took the chair post for reasons of salary, prestige, power or influence. Also, almost no one views the position to be a step for one administration career in the university setting.

What motivates the chairperson is the opportunity for developing the aspects of the academic work, and these factors of achievement and self-development referred by Herzberg (1966) as the higher order determiners of job satisfactions. These factors are related to the satisfaction of human's needs to grow psychologically.

The findings here, are in agreement with previews studied in academic departments carryied out by McLaughlin and others (1976), Norton (1978), and Ansoh (1980).

Problems and Dissatisfactions in the Chairperson's Position

This study was also concerned with those factors or conditions within the chairperson's role which could lead to stress and dissatisfaction. Thus, participants were asked to draw from an open-ended list of job facets, five of those they consider to be the most frustrating and dissatisfying.

Ranked according to the frequency chairpersons selected them, the following is the set of the five most dissatisfying facets in the departmental chair position:

1. Inadequate departmental resources
2. Paperwork overload.

3. The toll the job exacts on one's scholarship and teaching
4. Relationships with higher levels of administration
5. Requirements of justification of requests, decisions and programs.

The first factor in the group was selected by thirty-eight of the forty-nine participating chairpersons, and it encompassed the inadequacies of human and financial resources required for the administration of the department. The following factor, selected by thirty-five respondents, is related to the explosion of paperwork which has contributed excessively to overburdening the departmental chair, with too many deadlines, requirements to justify requests, and the toll taken on the chairpersons professional and personal life. The third factor, indicated by 26 respondents, is the tolls imposed by the job on one's scholarship and teaching due to the time and attention required in running the department.

The relationships with higher levels of administration was the fourth factor of dissatisfaction for 22 of those reporting. The last of the five facets creating the most dissatisfaction to the chairpersons job is closely related to excessive paperwork burdening the chair position, which is represented by the requirements to justify and rejustify requests, decisions and programs.

To the twelve factors comprising the list, participants added some others such as: slow bureaucratic

system of the central administration, difficulty in hiring personnel, lack of accountability through the university system, responsibility for external research funding, and not surprising certain factors involving relationships within the department which could be illustrated by one chairperson's statement: "coping with faculty who march to a different drummer"

The other job facets to which chairpersons gave their assessments appear in Table 7.

All these job facets, presented above, provide difficulties and frustrations for the chairpersons in the day-to-day operation of the departments, and should likely account for some chairperson's decisions not to continue in the position.

The issue of being unwilling to continue in the position deserved special attention in the study. A question was raised in which chairpersons were asked to identify the reasons that would most likely cause them to refuse reappointment for another term in office. Forty-four out of forty-nine chairpersons responded to that question (Table 8), ranking negative relationships with the dean's office as the leading factor causing chairpersons to refuse another term in the departmental administration. Non-support combined with no confidence from the dean's office was what the question characterized as negative relationships. This factor was indicated by 70% of the respondents. The second position in the rank,

Table 7. Factors Contributing to Chairperson's Job Dissatisfaction

FACTOR	PERCENTAGE OF CHAIRPERSONS RATING THE FACTOR (%)
PAPERWORK OVERLOAD	73
REQUIREMENTS OF JUSTIFICATION OF REQUIREMENTS, DECISIONS, AND PROGRAMS	40
LACK OF PLANNING IN RELATION TO DEMANDS ON THE CHAIRPERSON	31
RELATIONSHIP WITH HIGHER LEVELS OF ADMINISTRATION	46
RELATIONSHIP INTERNAL TO THE DEPARTMENT	6
THE TOLL THE JOB EXACTS ON ONE'S SCHOLARSHIP AND TEACHING	54
THE TOLL THE JOB EXACTS ON ONE'S PERSONAL LIFE	27
THE LONG HOURS THE JOB DEMANDS (EVENINGS, WEEKENDS, ETC.)	23
INADEQUACIES OF DEPARTMENT RESOURCES (BUDGET AND PERSONNEL)	79
GENERAL FRUSTRATIONS RELATED TO THE CHAIRPERSON'S POSITION	31
THE ROLE CONFLICT STEMMING FROM BEING SIMULTANEOUSLY PART OF THE FACULTY AND OF THE ADMINISTRATION	17
THE LACK OF MANAGEABILITY OF THE POSITION	19
OTHER	8

Table 8. Possible Causes for Chairperson's Refusing Reappointment

CAUSE	PERCENTAGE OF CHAIRPERSONS RATING THE FACTOR (%)
NEGATIVE RELATIONSHIPS WITH THE DEAN'S OFFICE: NON-SUPPORT AND/OR NON-CONFIDENCE FROM THAT OFFICE BECOMES PROMINENT	70
NEGATIVE WORK RELATIONSHIPS WITH THE DEPARTMENT FACULTY: LOSS OF THE CONFIDENCE OF THE FACULTY AND/OR FUNDAMENTAL DISAGREEMENT WITH THE FACULTY IN POLICY AND PROGRAM	61
GENERAL FRUSTRATIONS RELATED TO THE POSITION: WORK LOAD TOO HIGH, ASSOCIATED WITH LACK OF APPROPRIATE SUPPORT AND FEELINGS OF NON-ACCOMPLISHMENT	61
PROFESSIONAL TOLL: YOU FEEL LOSING PROFESSIONAL TOUCH AND THINK IT IS TIME TO GO BACK TO TEACHING AND RESEARCH	57
PERSONAL TOLL: YOU FEEL SACRIFICING YOURSELF, GETTING TIRED OF WORKING HARD WHILE OTHERS IN YOUR DEPARTMENT DON'T	20
NON COMPENSATORY FINANCIAL INCENTIVE FOR ASSUMING THE CHAIRPERSON	25
DISLIKE OF ADMINISTRATIVE DETAILS AND CLERICAL TASKS ASSOCIATED WITH THE POSITION	16
EXCESSIVE CONTROL OF DECISIONS BY FACULTY IN MATTERS OF PROMOTION, TENURE, SALARY, AND SABBATICAL LEAVES	14

was filled by two factors which were equally pointed by 61.% of the participants. One refers to negative working relations with the departmental faculty, translated through loss of the peer's confidence or fundamental disagreement in matters of departmental policies or programs. The other is related to general frustratins which could fall over chairpersons and it was illustrated by excessive workload without appropriate support associated with feelings of non-accomplishment. In the third position in the rank is the professional toll imposed by the chairperson's position on the scholarly life of its occupants. Fifty-seven of the respondents reported the sensation of losing professional touch would lead them to go back to teaching and research instead of continuing in the direction of the department.

Non-compensatory financial incentive ranked in the fourth position, indicated by 25% of the participants as possible cause to refuse reappointment. The fifth cause, indicated by 20% of the respondents, was the tolls the chairperson's position exacts on its encumbents personal life. The two remaining factors are (1) dislike of administrative details and clerical tasks associated with the position, and (2) excessive control of decisions by faculty in matters of promotion, tenure, salary and sabbatical leaves. These two factors were reported by less than fifteen chairpersons.

As an addendum to that question on reappointment, chairpersons were asked to indicate which of the factors

comprising it would lead them to resign the position before the end of the term. Here the leading reason -- given by 65% of the respondents -- was also negative relationships with the dean's office, followed closely by negative relatinships with the department faculty, chosen by 63% of the reporting chairpersons. All other factors were reported by less than 20% of the chairpersons who answered the question (Table 9).

Three chairpersons stated that none of the reasons presented in this question would lead them to resign the position, even though the alternatives were not listed. If such alternatives existed they would probably be chosen by those who responded to the preceding question on reappointment and failed to respond to this question on reassignment for lack of an appropriate alternative. In other words, the close-end nature of the question perhaps should have limited the gathering of information.

Within the spirit of these two last questions, another one was raised as to the conditions that characterized the departure of the chairperson's predecessor in the departmental administration. Forty-six chairpersons answered that question. Resignation was the dominant condition with 32% of the respondents pointing to it. This condition was followed by no reappointment (13% of the cases) which in turn was followed by retirement (10% of the cases). All the other specified conditions did not reach 9% of the cases.

Table 9. Factors Which Would Lead to Chairperson's Resignation

FACTOR	PERCENTAGE OF CHAIRPERSONS RATING THE FACTOR (%)
NEGATIVE RELATIONSHIPS WITH THE DEAN'S OFFICE: NON-SUPPORT AND/OR NON-CONFIDENCE FROM THAT OFFICE BECOMES PROMINENT	65
NEGATIVE WORK RELATIONSHIPS WITH THE DEPARTMENT FACULTY: LOSS OF THE CONFIDENCE OF THE FACULTY AND/OR FUNDAMENTAL DISAGREEMENT WITH THE FACULTY IN POLICY AND PROGRAM	62
GENERAL FRUSTRATIONS RELATED TO THE POSITION: WORK LOAD TOO HIGH, ASSOCIATED WITH LACK OF APPROPRIATE SUPPORT AND FEELINGS OF NON-ACCOMPLISHMENT	18
PROFESSIONAL TOLL: YOU FEEL LOSING PROFESSIONAL TOUCH AND THINK IT IS TIME TO GO BACK TO TEACHING AND RESEARCH	18
PERSONAL TOLL: YOU FEEL SACRIFICING YOURSELF, GETTING TIRED OF WORKING HARD WHILE OTHERS IN YOUR DEPARTMENT DON'T	5
NON COMPENSATORY FINANCIAL INCENTIVE FOR ASSUMING THE CHAIRPERSON	8
DISLIKE OF ADMINISTRATIVE DETAILS AND CLERICAL TASKS ASSOCIATED WITH THE POSITION	5
EXCESSIVE CONTROL OF DECISIONS BY FACULTY IN MATTERS OF PROMOTION, TENURE, SALARY, AND SABBATICAL LEAVES	8

The item "others" in this questions, which represented 26% of the total cases, comprised a variety of conditions which should be specified. Moving to another institution represented 8.7% of total responses; loss of faculty support, and lack of scholarly and research leadership perhaps may fall under the same condition represented by no reappointment. Thus, this condition would represent not only 13% of the cases but 17%; return to teaching probably means the same as no interest in re-election and in this way constitutes 11% of the cases; chronic disability may be added to the condition of death representing 4% of the cases.

The high percentage of resignations combined with no reappointments and retirements which characterized the leaving of the predecessors of the current chairperson suggest a high level of turnover in the position of chairperson in the institution under study. Actually, during the last ten years, only 33% of the departments have had chairpersons reappointed in the position. In 42% of the departments, chairpersons have held the position for only one term, and finally in 25% of the departments, at least one chairperson did not even finish a regular term of office.

Enhancing the Attractiveness of the Chairperson's Position

One major concern of the study was to identify elements which could contribute for the improvement of the

conditions surrounding the position of the academic department chairperson and in this way enchance the attractiveness of the chairpersons' job. Included in this consideration was an effort to gain the assessment of the participants as to the significance of certain elements to the attractiveness of the chairpersons position. Participants were asked to indicate their overall view of the significance of selected factors or conditions to the attractiveness of the chairpersonship, whether or not they existed in their own situation. Responses to this matter were given in a three level scale, indicating high, some, and little or no significance (Table 10).

The significance of backing and support from the dean's office was viewed as the top consideration by participants. Eighty-three percent of the reporting chairpersons placed this factor as highly significant to the attractiveness of the chairmanship. The second most highly significant factor was found to be the matching of the job responsibilities to the resources to carry them out, cited by 72% of the participants. Following closely behind this factor was support from the departmental peers. All these factors had a mean below 1.5 when the scale of significance was expressed in numerical terms, that is, the position high, some, and little or no significance were made to correspond respectively to one, two and three.

Table 10. Factors Enhancing the Attractiveness of the Chairperson's Position

FACTOR	DEGREE OF SIGNIFICANCE (percent of response) HIGH	SOME	LITTLE OR NO	MEAN RATING
SUBSTANTIAL SALARY DIFFERENTIAL	21	65	14	1.93
SUBSTANTIAL REDUCTION OF PAPERWORK	30	44	26	1.96
REDUCTION OF WORK LOAD	13	42	45	2.53
BACKING AND SUPPORT FROM DEAN'S OFFICE AND OTHER ADMINISTRATIVE OFFICES	83	15	2	1.19
UPGRADING SIGNIFICANCE AND PRESTIGE OF THE POSITION	26	37	37	2.11
MATCHING THE JOB RESPONSIBILITIES WITH RESOURCES TO CARRY THEM OUT	72	21	7	1.34
AVAILABILITY OF MICROCOMPUTER FACILITIES	26	54	20	1.93
SUPPORT FROM DEPARTMENT FACULTY TO MAKE DECISIONS AND IMPLEMENT POLICIES	72	22	6	1.35
APPROPRIATE JOB DEFINITION	22	41	37	2.15
ADMINISTRATIVE TRAINING FOR THE POSITION	4	48	48	2.43
ADDITIONAL PERSONNEL ASSISTANCE (E.G. ASSISTANT CHAIRPERSON)	47	28	25	1.79
CHANGE THE POSITION TO FULLTIME ADMINISTRATIVE JOB	2	23	75	2.73
IMPROVED SABBATICAL ARRANGEMENT FOR THE CHAIRPERSON	15	33	52	2.37
PROVISION FOR TRAVEL FUNDS	11	56	33	2.22
ASSURE CHAIRPERSON'S INPUT IN DECISION INVOLVING DEPARTMENT INTERESTS	54	31	15	1.61
LONGER TERM OF OFFICE	2	13	85	2.82

These results are coherent with the findings of the two preceding questions involving the reasons chairpersons presented as being a justification for not accepting another term in the office, and the potential causes of resignation. In both questions chairpersons presented negative relationship with the departmental faculty as the leading reason for leaving the department chair position.

Assuring chairperson's input in decisions involving departmental interest may also be considered as a highly significant factor if one takes into consideration that it received more than 50% of the chairpersons' responses in the highest category of significance. However, if one considers the value mean of that factor (mean = 1.61), it will be more close to the category of the same significance than to the high significance.

The factors "longer term of office" and "change in the position toward full-time administrative job" were considered respectively the lowest significant factors to the attractiveness of chairperson's position, using both criterias of assessment of the factors, that is, the percentage of chairpersons' responses, and the mean value of the factor. The first received 85% of the responses in the little or no significance category and had a mean value of 2.82. The second factor received 75% of responses and had a mean of 2.73.

Improved sabbattical arrangements for the chairpersons drove 52% of the responses into the little significance category; even though its mean value equal to 2.37 is more close to the same significance category, it may be considered a factor of little or no significance if one focuses the evaluation in the first criteria.

Other job factors which received under 50% of the responses in the high significant category but the mean value was below 2 units can be classified as some to high influence factors. They are as follows:

1. Additional personnel assistance. 47% of responses in the high significance category, and mean value equal to 1.79.
2. Availability of micro-computer facilities. 26% of responses in high significance category and mean value equal to 1.93.
3. Substantial reduction of paperwork. 30% of responses in the high significance category and mean value equal to 1.96.
4. Substantial salary differential. 21% of responses in the high significance category and mean value equal to 1.93.

Some other factors could be considered of little to some significance to the attractiveness of the chair position if they received under a 50% response in the little or no significance category and had a mean value over 2 units. They are:

1. Reduction of work load; 45% of the responses in the little or no significance category and mean value equal to 2.32.
2. Administrative training for the position; 48% of the responses in the little or no significance category and mean value equal to 2.43.
3. Provisions for travel funds; 33% of responses in the little or no significance category and mean value equal to 2.22.
4. Appropriate job definition; 37% of responses in the little or no significance category and mean value equal to 2.15.
5. Upgrading significance and prestige of the position; 37% of responses in the little or no significance category and mean value equal to 2.11.

Selected Cross-Tabulations

Several cross-tabulations were completed in order to examine the influence of two variables: (1) "time serving in the present chair position" and (2) "type of discipline characteristic of the department", in the departmental setting and its chairperson's job.

"Time in the chairpersonship" was crossed with the following variables: age at the time one assumed the present chair position; age of department faculty; self-perception of one's condition in the university

setting; scholarship production; disposition toward accepting another term; and level of satisfaction. No significant relationship was found; for example, being in the position for the first time, or for a longer period, does not seem to influence chairpersons in the aspects translated by the set of variables cited above.

"Type of discipline" was crossed with "perception of leadership in the position" and "turnover in the position", in addition to those factors listed above. Once again no significant realtionships were found, with the exception of the "level of satisfaction" factor. In that instance, chairpersons in hard-science departments seemed to experience a higher level of satisfaction in the position than did their soft-science peers. This finding concurs with other studies on chairperson's job satisfaction (Booth, 1982).

No relationship was shown between the two variables taken as referential for analysis, that is, "time in the chairpersonship," and "type of discipline characterizing the department."

In relation to financial constraints in departmental affairs, hard-science departments showed a level of difficulty similar to that of the soft-sciences. In this case the comparison element was the mean values of each groups' participant response. On a scale of 1 to 5, with 5 representing a high level of financial difficulty,

hard-science departments presented a mean of 4.7, whereas the soft-science departments' mean was 4.5.

The rank order of influences on departmental affairs was as follows:

HARD-SCIENCE DEPARTMENTS	SOFT-SCIENCE DEPARTMENTS
1. department chairperson	1. department chairperson
2. department faculty, as a whole	2. department faculty, as a whole
3. tenured faculty	3. tenured faculty
4. department committees	4. college administration
5. college administration	5. department committees
6. students	6. central administration
7. central administration	7. students

Agreement was found on the first three positions. However, the positions 4 and 5, as well as 6 and 7, were inverted in position from one group to the other.

Cross-tabulations were also computed for level of satisfaction in relation to both "scholarly production" and "department size." No significant relationships were found. However, the situation changed when level of satisfaction was crossed with the variables "age of the departmental faculty" and "perception of leadership in the position." Chairpersons who see their position as one of a strong leadership seem to carry a higher level of satisfaction. So do chairpersons in the departments comprised of a primarily mid-career faculty. In addition, a high level of satisfaction was found in chairpersons who see strong a correlation between responsibilities and authority to carry them out. Chairpersons who see

themselves equally as a faculty member and as an administrator seemed to be highly satisfied in the chair position.

A chi-square statistic was computed for the relationship between "level of job satisfaction" and "significance of substantial salary increase to the attractiveness of the chair position." The hypothesis that there was no significant realtionship between job satisfaction and importance of a substantial salary increase was accepted at the .05 level.

Summary of the Conclusions

This chapter has presented the analysis of data, results, and specific discussion of some implications for this study. Data have been examined under the focus of the preposition presented in Chapter IV, and analyzed as a whole or, when appropriate, on the basis of the time the chairperson has served in the position and the discipline to which the chairperson is affiliated. The analysis of the data has led to the following conclusions about the validity of each proposition.

1. There will be a great disparity between the actual time and the ideal time allocation given by chairpersons for the selected job responsibilities.

   Conclusion: Unsupported

2. Chairpersons spend more than 60% of their time in administrative activities.

   Conclusion: Unsupported

3. There has been a change in the chairperson's job which is mostly characterized by adding more tasks and responsibilities to the existing ones.

   Conclusion: Supported

4. The decision-making process has been centralized in the higher levels of the university administration.

   Conclusion: Supported

5. Chairpersons identify themselves rather with faculty than with administrators.

   Conclusion: Unsupported

6. There is a generalized interest in using microcomputers on the part of students, clerical staff and department and college administration.

   Conclusion: Supported

7. Chairpersons receive a great deal of job satisfaction from their role as an academic leader.

   Conclusion: Supported

8. The main source of job dissatisfaction for departmental chairpersons is the lack of time for developing a scholarly life.

   Conclusion: Unsupported

9. There exists a high turnover in the chairperson position.

   Conclusion: Supported

10. Financial limitations will be reported by more than 80% of academic department chairpersons as being the most impacting factor over the administration of departments.

    Conclusion: Supported

11. At least 50% of the chairpersons will identify factors related to upgrading salary and prestige, and long term of office as being factors of high significance in enhancing the attractiveness of the chair position.

    Conclusion: Unsupported

12. The only determinant for chairpersons resignation in the middle of a term would be negative relationships with faculty.

    Conclusion: Unsupported

CHAPTER VI

OVERVIEW AND CONCLUSIONS

Purpose of the Dissertation

The purpose of this study is to identify major changes in the organization of academic departments and in the chairperson's job as relevant changes are taking place in the departments' external environment.

Specifically, the study was undertaken to:

1. Develop a conceptual framework for viewing and understanding the dynamic nature of the job of the academic department chairperson.
2. Explore in detail each component of the conceptual framework with support of the recent literature on higher education administration.
3. Synthesize information concerning the changing nature of the job of the academic department chairperson from existing literature, documentation and questionnaires administered to chairpersons.

4. Discuss the implications of the foregoing items in providing for a new descriptive profile of current chairpersons.
5. Synthesize suggestions gathered from questionnaires administered to chairpersons for improving the attractiveness of the position of academic department chairpersons.

Design of the Study

Three sources of information were used in analyzing the findings of this study: (1) the literature in higher education, especially that which related to the academic department and its administration; (2) a conceptual scheme obtained from systems theory and theory of organizations; and (3) questionnaires and short interviews taken from a selected group of current chairpersons in a large university in the midwest. The questionnaire as well as the interviews intended to gather information on the present conditions of the chairperson's job to be analyzed in conjunction with the literature on academic departments. The purpose was to arrive at some conclusions about changes in the departmental chair position, and to offer some suggestions to enhance the attractiveness of this position.

Propositions

Based on the examination of the literature within the conceptual scheme, twelve propositions were formulated to

guide the analysis of the data. These propositions reflected the researcher's expectations about the results of the questionnaires.

1. There will be a great disparity between the actual time allocation and the ideal time allocation given by chairpersons for the selected job responsibilities.

2. Chairpersons spend more than 60% of their time in administrative activities.

3. There has been a change in the chairperson's job which is mostly characterized by adding more tasks and responsibilities to the existing ones.

4. The decision-making process has been centralized in the higher levels of the university administration.

5. Chairpersons identify themselves rather with faculty than with administrators.

6. There is a generalized interest in using microcomputers on the part of students, clerical staff and department and college administration.

7. Chairpersons receive a great deal of job satisfaction from their role as an academic leader.

8. The main source of job dissatisfaction for departmental chairpersons are the lack of time for developing a scholarly life.

9. There exists a high turnover in the chairperson position.

10. Financial limitations will be reported by more than 80% of academic department chairpersons as being the most impacting factor over the administration of departments.

11. At least 50% of the chairpersons will identify factors related to upgrading salary and prestige, and long term of office as being factors of high significance in enhancing the attractiveness of the chair position.

12. The only determinant for chairpersons resignation in the middle of a term will be negative relationships with faculty.

Conceptual Scheme

In this study academic departments are treated as complex organizations open to external influences. This led to the conceptual scheme within which the chairperson's job was examined. In this scheme, the chairperson's job was conceptualized as a response to the following factors: (1) external influences, and (2) contextual factors, i.e., those elements which characterize the departmental setting. The former acts in an impacting manner, bringing changes into the department; the latter is a "shock absorber," moderating the impact of those changes and providing some departmental stability. The interaction between these factors modulates the nature of the chairperson's job. Figure 1 synthesizes this conceptual scheme. The following discussion illustrates how it works.

Consider the variable "changing student clientele." A non-traditional student population has entered the university. It is characterized by older, part-time students and underpriveleged members of minority groups. Such a population has unique needs which cannot be met throuh traditional course and program offerings. These students also require special assistance for their assimilation into the university setting.

This situation brings about alterations in departmental activities, such as, creation of new courses and programs, organization of flexible schedules and improvement in

counseling services. In order to promote these changes, chairpersons have to consider the degree of authority they have in running the department, consider the rewards they can provide to stimulate faculty members, and should abide by the academic values instilled in the departmental organization. If for example, off campus or night courses are required, these consideratins are needed in order to keep negative reactions by some faculty members to a minimum level. Thus the administrative response to external demands will depend on the number and importance of contextual department factors.

The same rationale applies to all external influences. Widespread use of micro-computers, for instance, may instill either fear, enthusiasm, or indifference in the faculty. These possible reactions must be taken into account in chairperson's decisions when introducing micro-computers into the departmental setting. Faculty in a hard-science department will probably stimulate the intensive utilization of micro-computers, while soft-science faculty may be more hesitant.

In short, the contextual factors in a specific department will delineate the action of its chairperson in responding to external demands. All conclusions of this study must be seen within the dynamic of this conceptual scheme.

Conclusions

This study investigated the adaptive nature of the academic department chairperson's job at a time of much variation and uncertainty in the external environment.

A conceptual framework based on system theory and organizational theory guided the gathering of information provided by two sources: the literature in academic administration and a group of selected department chairpersons.

Although it is virtually impossible to generalize research findings from a limited number of chairpersons in one university, the results do seem to offer certain insights into the nature of the job of the current department chairperson and of the academic department itself. The concepts examined in the study may also have some relevance to other university settings, and therefore should not be overlooked.

Based on the analysis just presented, the following conclusions appear to be consistent:

(1) The conceptual scheme underlying the research constituted a relevant tool in analyzing the job of academic department chairperson as being highly influenced by external factors.

(2) The literature on higher education displayed a number of influences having an impact upon academic administration. This study revealed the most influential factors over academic departments to be financial

constraints, decrease in the rate of hiring new faculty members, and technological innovations, most specifically the introduction of micro-computers.

(3) The job of academic department chairperson is experiencing many changes. Duties and responsibilities, and related paperwork and deadlines, have expanded tremendously. Communications with external organizations, agencies and associations have enlarged considerably, as well as have the bureaucratization of the relationships within the institution. Also, the central administration has pushed the decision-making process toward higher echelons.

(4) The facets of the job which contribute most significantly to the chairpersons' satisfaction are those related to the opportunity for developing the aspects of the academic work -- faculty and student achievement, and program development -- and those factors of achievement and self-development -- recognition by the job done, and realization of general goal achievement. These facets are referred to by Herzberg (1966) as the higher order determiners of job satisfaction, that is, they enable fulfillment of human needs for psychological growth.

(5) The job facets which chairpersons consider most stressful and dissatisfying are those related to inadequate department resources; paperwork overload; the toll the job exacts on one's scholarship and teaching; and excessive requirements to justify and rejustify requests, decisions,

and programs. Perhaps the negative effect of all these factors on the chairpersons' job has led them to also include "relationships with higher levels of administration" in the list of dissatisfying aspects of the chairperson's job.

(6) Chairpersons would refuse another term in office if they felt lack of support or lack of confidence from the dean, as well as if they perceived that the faculty no longer trusted them, or if there was a fundamental disagreement with departmental members in matters of policy or program. In addition these conditions involving negative relationships with both the dean and the faculty, chairpersons would not accept re-appointment if they felt they were getting nowhere in what they wanted to do, and were frustrated by excessive workload without appropriate support. However, chairpersons would resign their positions before the end of the term only if lack of support and lack of confidence became critical in relationships with the either dean's office and or with the faculty.

(7) If a program for enhancing the attractiveness of the chairperson's position is to be organized, it has to take into consideration factors such as: backing and support from the dean's office and other administrative offices; matching of the job responsibilities to the resources necessary to carry them out; support from the

departmental faculty; and assuring chairperson's input into decisions concerning department interest.

Overall Conclusions

The profile of contemporary chairpersons is quite different both quantitatively and qualitatively from that depicted by Doyle (1953), in the 1950's, when the departmental chairpersons appeared to be dedicating the major portion of their time to student instruction and counseling, and the remainder to scholarship activities and a few administrative duties. In the 1960's a phenomenal growth made the American university more complex and more difficult to administer. Despite the chairpersons' involvement in a larger array of administrative tasks, teaching, research, and scholarship remained their primary responsibilities. It was the decade of 70's that brought most of the new demands upon academic departments, and broadened the chairperson's profile as administrator. The advance of collective bargaining on the campus has called for election of chairpersons and limitation of their terms of office as well as delineating the legal boundaries in faculty affairs. This has forced the clarification of the chairperson's role as either part of the administration or part of the faculty. Even in those campuses without faculty unions, chairpersons are expected to deal with non-faculty unions, formal students and faculty grievance procedures, affirmative action guidelines, federal

regulations, guidelines for research, and the accompanying proliferation of paperwork.

Departmental external communications have been increasing considerably as well as bureaucratization of the relationship between departments and their parent institutions. Competition for funds among departments was also intensified while the scarcity of resources pushed universities toward centralized decision making. All these factors and a generalized demand for accountability have claimed managerial skills on the part of incumbents of departmental chairs.

The description above gives the reader a clear idea of the amount of changes taking place in the job of academic department chairpersons, and how complex the position has become. It is important, however, to consider that despite the difficulties and limitations, current chairpersons have available to them a reasonable offering of programs for improving their administrative skills. In addition they can explore the potential for micro-computers to improve the effectiveness of departmental administration. Also the changing pattern of a new student clientele in terms of age, sex, race, and economic and social status has given academic departments opportunity for developing a large array of new courses and programs. In this matter, chairpersons have an enormous amount of influence and thus they can find a field for stimulating creativity, academic leadership and job satisfaction.

Considerations for Further Study

In this study the investigator sought to examine the job of the current academic chairpersons as related to environmental influences. The nature of such a study is intrinsically comprehensive, allowing a panoramic vision of the issue, but oftentimes lacking in details. This fact by itself suggests further study in particular aspects of the chairperson's job and the conditions under which it develops. The following suggestions for further research are a direct outgrowth of the author's concerns and insights in this study:

(1) The use of the conceptual framework developed for this study in further research encompassing academic departments from diverse universities would substantially increase the validity of the results.

(2) With very few exceptions, perhaps only for Bragg's (1980) and Dressel and others' (1970), there are no longitudinal studies which give the reader a view of how organization and administration of academic departments change. A study of changes in the chairperson's job during a certain period of time would be very interesting. Cross-sectional studies are limited to showing the situation of the chairperson's job only at a particular time. An ethnographic study seems to be very appropriate in this specific case.

(3) The issue of turnovers in the chairperson's position deserves more attention. A specific study seeking determinants for the problem and its effects on the departmental setting needs to be undertaken.

(4) The introduction of micro-computers in the department is another issue to be researched. Do chairpersons perceive micro-computers as a tool to increase the efficiency of departmental administration, in terms of savings in money, time, and efforts or do they perceive micro-computers as instruments able to store and retrieve information for the purpose of making decisions? These two ways of seeing micro-computers make a big difference, in terms of exploring the power of these devices in administering departments.

(5) An aspect of the department which needs urgent research is the issue of the faculty workforce's age. In the institution examined, the faculty were primarily in the middle of their academic career. Nationally, estimates show 21% of the current professors to be over 55 years of age. This percentage will be 35% and 52% for the beginning and end of the next decade (Keller, 1983). Also a new federal law has mandated that as of 1982 professors be allowed to work to age 70 instead of the traditional retirement age of 65.

At the same time only a few new professors have been hired as a consequence of shrinking budgets and declining student enrollment. If renewal in the faculty workforce continues to be held back, the present mid-career professors will be the older professors in about one decade, and the currently older professors will be emeritus professors. What will be the implication of this situation on costs (more older professors mean a more highly-paid teaching staff), on bringing about changes in the department, on the development of new areas of knowledge, and on many other areas of the academic life?

APPENDIX

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 12, 1984

Dear Chairperson,

Jose Kehrle, as one of my doctoral students, is examining the role of the departmental chair within the university setting. It is important for Jose to have your cooperation in completing the enclosed questionnaire as it is part of his doctoral thesis. Jose has made every effort to develop a valid instrument that can be completed in a reasonably short time. Any help you can give Jose will be greatly appreciated.

Sincerely,

Louis F. Hekhuis
Major Adviser

LFH:lf
Enclosure

Dear Chairperson:

In view of the importance of the role of academic chairperson in determining the success of university administration, I am undertaking a study of changes that have occurred in this position in recent times using MSU academic departments as a case study.

I ask you to kindly take the time to answer the following questions about the job of chairperson as you have known it in your department. The questionnaire is presented in four sections:

Part I: Departmental organization and decision making process.
Part II: Changes in the position and related external influences.
Part III: Job satisfaction and dissatisfaction and causes for leaving the position.
Part IV: Improvement of the attractiveness of the position.

I greatly appreciate your taking the time to respond to this questionnaire, and I assure you that all responses will remain anonymous both in my written analysis and in all deliberations concerning this study. I will be contacting you shortly to inquire if you would like to receive a summary of the results of this study. Thank you very much.

Jose Kehrle
Ph.D. Candidate in H.E. Adm.

INSTRUCTIONS: Based upon your experience and viewpoints as chairperson, please check the responses you consider most appropriate for each questions. For further amplification you may write your own response to any of the questions or utilize the last page of the questionnaire. Any additional personal experience and/or information will serve to enrich the study and will be appreciated.

PART I: DEMOGRAPHIC DATA AND SELECTED ASPECTS OF DEPARTMENTAL ORGANIZATION AND DECISION MAKING.

1. How long have you served in your present position as chairperson?

_____a. less than 1 year
_____b. 1-3 years
_____c. 3-5 years
_____ d. 5-7 years
_____ e. 7-10 years
_____ f. more than 10 years

2. What academic rank did you hold when appointed to your position of chairperson?

_____a. Professor
_____b. Associate Professor
_____ c. Assistant Professor
_____ d. Other _____

3. How do you describe yourself at the time you assumed your present chairperson's position?

____a. Young faculty ____b. Mid-career faculty ____c. Senior faculty

4. What is the number of faculty in your Department (Please note on basis of FTE - full time equivalency).

_____a. 0-10 FTE
_____b. 11-20 FTE
_____c. 21-30 FTE
_____ d. 31-40 FTE
_____ e. 41-50 FTE
_____ f. over 50 FTE

5. Which degree programs does your Department administer (Indicate each degree which applies).

_____a. Bachelor degree
_____b. Master degree
_____ c. Ph.D. degree
_____ d. Other_____

6. Please indicate the approximate percentage of tenured faculty members in your Department.

_____a. Less than 50%
_____b. 51-75%
_____c. 76%-85%
_____d. More than 85%

7. What of the following would best describe the age of the faculty workforce in your department?

____a. Primarily young faculty (under 35 years)
____b. Primarily mid-career faculty (36-50 years)
____c. Primarily senior faculty (over 50 years)

8. Comparing the # of standing committees in your department about 10 years ago and now, which of the following do you find true?

___a. There are more committees now
___b. There are less committees now
___c. The number of committees is the same

9. Comparing the # of chairperson's supporting staff (assistants, coordinators, directors, etc.) in your department about 10 years ago and now, which of the following do you find true?

___a. There is more supporting staff now
___b. There is less supporting staff now
___c. The same number

10. Please provide your best estimate as to the percent of your time allocated to the following responsibilities in your role as Chairperson. Then, provide your judgement to the percentage of time you would consider "ideal" for allocating in each responsibility.

Present Allocation		Ideal Allocation
_____%	a. Administrative activities (policies, planning, budgeting, communications, meetings, office management)	_____%
_____%	b. Assistance to faculty	_____%
_____%	c. Assistance to students	_____%
_____%	d. Personal-professional performance	_____%
_____%	e. Other_____	_____%

11. In general, how much say or influence do each of the following have over what goes on in your Department? Mark one on each line.

	VERY GREAT INFLUENCE	GREAT INFLUENCE	SOME INFLUENCE	SLIGHT INFLUENCE	NO INFLUENCE
a. Department faculty as a whole	-------	-------	-------	-------	------
b. College administration	-------	-------	-------	-------	------
c. Department Committee	-------	-------	-------	-------	------
d. Department Chair	-------	-------	-------	-------	------
e. Students	-------	-------	-------	-------	------
f. Central administration	-------	-------	-------	-------	------
g. Tenured faculty	-------	-------	-------	-------	------

12. How are decisions reached in your Department for each of the following: Mark one on each line which most nearly approximates your understanding of how decisions are made.

	Chairperson	Chairperson with advisory group	Vote of tenured faculty	Vote of all Dept faculty
a. Recruitment and selection of new faculty	-------	------	------	------
b. Promotions and tenure	-------	------	------	------
c. Salary increases	-------	------	------	------
d. Leaves of absence	-------	------	------	------
e. Travel authorization	-------	------	------	------
f. Budget items for supplies and equipment	-------	------	------	-------
g. Teaching assignments	-------	------	------	-------
h. Office and research space	-------	------	------	-------
i. Award of assistantships, fellowships, scholarships	-------	------	------	-------
j. Requirements for majors and graduate students	-------	------	------	-------

13. Please assess your voice and influence as chairperson on policy development and decision making.

	College level	University level
a. Significant influence		
b. Some influence		
c. Little or no influence		

14. How would you assess the responsibilities of your position as chairperson in relation to your authority to fulfill these expectations?

_____a. High correlation between responsibilities and authority of position.
_____b. Some degree of correlation between responsibilities and authority of position.
_____c. Considerable disparity between responsibilities and authority of the position.

15. As presently constituted, the chairperson's position in my institution serves a key leadership role and it is vital to the success of the university.

___a. Strongly agree
___b. Agree
___c. Disagree
___d. Strongly disagree
___e. No opinion

PART II: FACTS RELATING TO THE DEPARTMENT NEW FEATURES: EXTERNAL INFLUENCES, CHANGES IN THE CHAIRPERSON JOB AND INTRODUCTION OF NEW TECHNOLOGY

1. A number of influences has been impacting upon higher education. Using a scale from 1 (low) to 5 (high), please assess the degree to which your department has been affected by the following factors and/or conditions.

	Low 1 2 3 4 5 High	Not Applicable
a. Financial limitations	1 2 3 4 5	_____
b. Decline in students enrollment	1 2 3 4 5	_____
c. Increase in the enrollment of minority groups (Black, Asian Spanish and Indians)	1 2 3 4 5	_____
d. Increase in the enrollment of women	1 2 3 4 5	_____
e. Increase in the enrollment of older students	1 2 3 4 5	_____
f. Increase of legislature and legal restraints	1 2 3 4 5	_____
g. Increase of competition among departments and between departments and non-academic units	1 2 3 4 5	_____
h. Increase of an aging faculty workforce	1 2 3 4 5	_____
i. Decrease in the rate of hiring of new faculty members	1 2 3 4 5	_____
j. Use of micro-computer and/or other technological advancement	1 2 3 4 5	_____
k. Faculty tendency for collective solutions of professional problems	1 2 3 4 5	_____
l. Faculty grievances	1 2 3 4 5	_____
m. Increase in the faculty disciplinary orientation	1 2 3 4 5	_____
n. Shift of the faculty attitude from a local to a cosmopolitan vision	1 2 3 4 5	_____

Please be free to add and assess other important factors to this list.

o. _____	1 2 3 4 5	_____
p. _____	1 2 3 4 5	_____

2. Please identify the direction and intensity of perceived changes in the following aspects of your job as chairperson.

	Much Increase	Some Increase	Little or no increase	Some Decrease	Much Decrease
a. Amount and range of responsibilities	1	2	3	4	5
b. Memos, reports, directives and related paperwork	1	2	3	4	5
c. Bureaucratization of the department relationship with the institution	1	2	3	4	5
d. Bureaucratization of the department relationship with external agencies	1	2	3	4	5
e. Centralization of the decision making process by the higher echelons	1	2	3	4	5
f. Chairperson's prestige	1	2	3	4	5
g. Chairperson's power	1	2	3	4	5
h. Department faculty decision power	1	2	3	4	5
i. External communication with other associations, agencies and organizations	1	2	3	4	5
j. Internal communications	1	2	3	4	5
k. Departmental autonomy	1	2	3	4	5
l. Chairperson's authority	1	2	3	4	5

3. How well do the micro-computer resources in your department meet the needs of the following?

	Poorly				Well
___a. Faculty research needs	1	2	3	4	5
___b. Faculty teaching needs	1	2	3	4	5
___c. Students research needs	1	2	3	4	5
___d. Clerical staff needs	1	2	3	4	5
___e. Chairperson administrative needs	1	2	3	4	5

4. How would you characterize the level of interest in using micro-computers for each of the following groups?

	Low	Average	High
___a. The department faculty	1	2	3
___b. The department students	1	2	3
___c. The department clerical staff	1	2	3
___d. The department administration	1	2	3
___e. The college administration	1	2	3

PART III: THE JOB OF THE CHAIRPERSON AND ITS RELATED SATISFACTIONS, DISSATISFACTIONS AND CAUSES OF RESIGNATION.

1. Check five of the following facets of chairperson's job which you consider contribute most significantly to the satisfaction and reward in your chairperson's role.
   _____a. Faculty development and achievement.
   _____b. Student development and performance.
   _____c. Realization of general goal achievement.
   _____d. Program development.
   _____e. Recognition department as a whole receives for its work.
   _____f. Rewards and satisfactions of "job well done".
   _____g. Opportunity to leave one's mark on the department.
   _____h. Status and prestige.
   _____i. Experience and knowledge.
   _____j. Public relations.
   _____k. Travel opportunities.
   _____l. Opportunity to advance in administrative positions.
   _____m. Power and influence.
   _____n. Academic leadership.
   _____o. _____
   _____p. _____

2. Please assess your present level of enjoyment and satisfaction of being Chairperson.
   ____a. High level of enjoyment and satisfaction.
   ____b. Some degree of enjoyment and satisfaction.
   ____c. Low level of enjoyment and satisfaction.
   ____d. No satisfaction at all.

3. How do you see yourself in the University setting?

   ____a. As an academic faculty member
   ____b. As an administrator
   ____c. Equally as a faculty member and an administrator

4. Regarding your personal scholarship and related scholarly production, since assuming the role of Chairperson, which statement best reflects your present status?
   ____a. Scholarly production has increased.
   ____b. Scholarly production has decreased.
   ____c. Scholarship production remains the same.

5. Check five of the following facets of chairperson's job which you consider most stressful and dissatisfying in your chairperson role.
   ____a. Paperwork overload.
   ____b. Requirements of justification of requests, decisions and programs.
   ____c. Lack of planning in relation to demands on the chairperson.
   ____d. Relationship with higher levels of administration.
   ____e. Relationship internal to the department.
   ____f. The toll the job exacts on one's scholarship and teaching.
   ____g. The toll the job exacts on one's personal life.
   ____h. The long hours the job demands (evenings, weekends, etc.)
   ____i. Inadequacies of department resources (budget and personnel).
   ____j. General frustrations related to the chairperson's position.
   ____k. The role conflict stemming from being simultaneously part of the faculty and of the administration.
   ____l. The lack of manageability of the position.
   ____m. _____
   ____n. _____
   ____o. _____

6. What factors would most likely cause you to not accept a reappointment for another term in the position of chairperson? (Please check each one that applies).
   _____a. Negative relationships with the Dean's Office: non-support and/or non-confidence from that office becomes prominent.
   _____b. Negative working relationships with the department faculty: loss of the confidence of the faculty and/or fundamental disagreement with the faculty in policy and program.
   _____c. General frustrations related to the position: work load too high, associated with lack of appropriate support and feelings of non-accomplishment.
   _____d. Professional toll: you feel losing professional touch and think it is time to go back to teaching and research.
   _____e. Personal toll: you feel sacrificing yourself, getting tired of working hard while others in your department don't.
   _____f. Non compensatory financial incentive for assuming the chairperson.
   _____g. Dislike of administrative details and clerical tasks associated with the position.
   _____h. Excessive control of decisions by faculty in matters of promotion, tenure, salary and sabbatical leaves.

7. Which factors listed in question 6 would lead you to resign your position as chairperson before the end of the term? (Circle the letters below that correspond to those factors)

   a b c d e f g h

8. How many chairpersons have served in your department during the last 10 years.
   ____a. 1 ____b. 2 ____c. 3 ____d. more than 3

9. What conditions characterized the leaving of your predecessor in the department chairpersonship?
   _____a. Retirement
   _____b. Resignation
   _____c. Death
   _____d. No interest in reelection
   _____e. No reappointment
   _____f. Promotion
   _____g. Other _____

10. Why did you accept the job of Chairperson (check one or the leading reason).
   _____a. Opportunity for providing leadership to the academic program.
   _____b. Opportunity to try academic administration.
   _____c. Job had to be done - it was about my turn.
   _____d. Personal improvement in salary and/or prestige.
   _____e. Stepping stone to position of higher responsibility.
   _____f. Other reasons:_____

11. Will you accept another term as Chairperson if nominated?
   _____a. Yes
   _____b. No
   _____c. On certain conditions. Please explain the reasons: _____
   _____
   _____.

PART IV: THE POSITION OF CHAIRPERSON: ATTRACTIVENESS AND EFFECTIVENESS

1. How significant in general are the following factors to the attractiveness of the Chairperson's position? (Note: Most of these factors appeared earlier on the survey form under questions regarding job satisfaction and dissatisfaction. Now you are being asked to indicate your overall view of the significance of those factors to the attractiveness of the chairperson-ship, whether or not they are applicable in your situation).

		High Significance	Some Significance	Little or No Significance
a.	Substantial salary differential	----------	----------	----------
b.	Substantial reduction of paperwork	----------	----------	----------
c.	Reduction of work load	----------	----------	----------
d.	Backing and support from Dean's Office and other adm. offices	----------	----------	----------
e.	Upgrading significance and prestige of the position	----------	----------	----------
f.	Matching the job responsibilities with resources to carry them out	----------	----------	----------
g.	Availability of microcomputer facilities	----------	----------	----------
h.	Support from department faculty to make decisions and implement policies	----------	----------	----------
i.	Appropriate job definition	----------	----------	----------
j.	Administrative training for the position	----------	----------	----------
k.	Additional personnel assistance (e.g. assistant chairperson)	----------	----------	----------
l.	Change the position to full-time administrative job	----------	----------	----------
m.	Improved sabbatical arrangements for the chairperson	----------	----------	----------
n.	Provision for travel funds	----------	----------	----------
o.	Assure chairperson's input in decisions involving Department interests	----------	----------	----------
p.	Longer term of office	----------	----------	----------
q.	_____	----------	----------	----------

PART V: ADDITIONAL VIEWPOINTS, RESPONSES AND CLARIFICATIONS.

For the purpose of accurate data analysis by category, please check to see if I have classified your department in the appropriate category.

____I. Arts, Letters, Humanities and Communications.
____II. Engineering, Agriculture, Human Ecology and Natural Sciences.
____III. Business, Social Sciences and Education.

Please return to: Jose Kehrle
c/o Professor Louis Hekhuis
Department of Administration and Curriculum
430 Erickson Hall

B I B L I O G R A P H Y

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