

71-31,196

FAIRBANKS, Douglas Charles, 1942-
CONCORDANCE OF EXPECTATIONS TOWARD THE
(HUMANISTIC) LEADER ROLE OF THE DEAN OF
AN EMERGING SCHOOL OR COLLEGE OF EDUCATION:
VIEWED BY DEANS AND FACULTY MEMBERS IN THE
STATE OF MICHIGAN.

Michigan State University, Ph.D., 1971
Education, higher

University Microfilms, A XEROX Company, Ann Arbor, Michigan

© 1971

Douglas Charles Fairbanks

ALL RIGHTS RESERVED

CONCORDANCE OF EXPECTATIONS TOWARD
THE (HUMANISTIC) LEADER ROLE OF THE DEAN
OF AN EMERGING SCHOOL OR COLLEGE OF EDUCATION:
VIEWED BY DEANS AND FACULTY MEMBERS
IN THE STATE OF MICHIGAN

By

Douglas C.^{Charles} Fairbanks

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1971

ABSTRACT

CONCORDANCE OF EXPECTATIONS TOWARD THE (HUMANISTIC) LEADER ROLE OF THE DEAN OF AN EMERGING SCHOOL OR COLLEGE OF EDUCATION: VIEWED BY DEANS AND FACULTY MEMBERS IN THE STATE OF MICHIGAN

By

Douglas C. Fairbanks

This study was designed to gain an improved understanding for the status position of the dean of a school or college of education. The study involved three major areas: (a) an investigation of the degree of concordance of expectations and perceptions of deans and faculty members of emerging schools or colleges of education in the State of Michigan relative to a (humanistic) leader role for the dean; (b) presentation of data on the construction and development of the Dean Leadership Expectation Questionnaire as a measure of (humanistic) leader role expectations for the dean of a school or college of education; and (c) the establishment of the validity of the Dean Leadership Expectation Questionnaire

and generation of data establishing the reliability and feasibility for use of the instrument. Specifically, the study answered the following questions:

1. What is the degree of concordance among deans of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?
2. What is the degree of concordance among faculties of emerging schools or colleges of education, across institutions, in the perceptions of (humanistic) leader role expectations of the dean?
3. What is the degree of concordance between faculties as a group and deans as a group of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

Conclusions of the Study

Within the limitations of this study, the following conclusions were suggested on the basis of the data:

(a) deans, as a whole, could not agree among themselves on expectations toward the leader role and, specifically, a humanistic role of leadership for the dean of an emerging school or college of education; (b) faculty members, as a whole, could not agree among themselves on the expectations toward the leader role and, specifically, a humanistic role of leadership for the dean of an emerging school or college of education; and (c) the hypothetical or average dean and faculty member, who may or may not be representative of any particular individual from the population, were in high agreement on expectations toward the leader

role and, specifically, humanistic role of leadership for the dean of an emerging school or college of education.

Findings from the data indicated the status position of dean to be an obscure and difficult position of leadership. The lack of concordance of perceptions and expectations among deans and faculty members, relative to the (humanistic) leader role of the dean is a probable reflection of the haphazard growth of the position and indicative of a lack for a concerted direction of leadership among the colleges.

Based on the results of the study, it is recommended that the Dean Leadership Expectation Questionnaire be utilized:

1. By deans as a point of reference by which to examine their beliefs relative to a humanistic role of leadership.
2. By deans and faculty members in the establishment of a concerted direction of leadership within schools of education.
3. As a selection and screening device for candidates seeking the position of dean.
4. As a tool for training and focus of leadership persons in higher education.

ACKNOWLEDGMENTS

I would like to recognize and thank Dr. Dale Alam for his skillful guidance and support throughout this study. His commitment and dedication to education is refreshing and inspiring; his continuing friendship is appreciated.

The support from Dr. George Myers and Dr. Norman Bell is certainly appreciated. Sincere gratitude and thanks are extended to Dr. Horton Southworth and Dr. Harry Merigis for their initial encouragement. In addition, I would also like to acknowledge the helpful assistance of Dr. Andrew Porter and his staff.

The daily contact and friendship of such persons as S. Davis Smith, Ronald Limberg, Jacqueline Deeb and Fasial Alkazemi are not to be forgotten.

To those many professionals who freely shared the fruits of their experiences, I express my deepest thanks for time and thoughts so generously given.

I will always cherish the support and encouragement from my parents, to them I will always be indebted.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
LIST OF APPENDICES	vii
LIST OF ILLUSTRATIONS	ix
Chapter	
I. INTRODUCTION	1
Background	1
Statement of Problem	2
Need for Research	5
Purpose of the Study	6
Design	7
Instrumentation	7
Data Collection	9
Data Analysis	10
Limitations	11
Definition of Terms	12
Significance of Study	13
II. RELEVANT WRITINGS AND RESEARCH	14
Role Theory	14
Educational Research	21
Leadership	23
Morale	27
Deanship	31
Summary	39
III. PROCEDURES	41
Purpose	41
Instrumentation	43
Construction of the Instrument	43
Validity	45

	Page
Reliability	48
Description of the Questionnaire	51
The Sample	53
Population and Sample Used in the study.	54
Participation of Deans	57
Faculty Selection and Participation	57
Mailing Procedures and Returns	58
Initial Steps in Data Processing	62
Method of Data Analysis	63
Summary	64
IV. ANALYSIS OF DATA	65
Deans in Study	65
Faculty Members in Study	67
Treatment of the Data	70
Questions Under Investigation	72
Summary	78
V. SUMMARY, CONCLUSIONS and RECOMMENDATIONS	79
Summary	79
Conclusions	81
Implications of the Study	85
Recommendations	86
General Recommendations	86
Suggestions for further research	88
BIBLIOGRAPHY	90
APPENDICES	97

LIST OF TABLES

Table	Page
3.1 Dean Leadership Expectation Questionnaire, Items Discarded on the Basis of Panel Analysis	46
3.2 Reliability Coefficient of the Dean Leadership Expectation Questionnaire	51
3.3 Number of Usable Responses to Dean Leadership Expectation Questionnaire	60
3.4 Number of Usable Returns of Dean Leadership Expectation Questionnaire from Faculty Members	61
4.1 Distribution of Background Data for Deans and Faculty Members	66
4.2 Teaching Experience of Deans in the Study . . .	67
4.3 Distribution of Male and Female Faculty Members in the Study	68
4.4 Military Service Background for Faculty Members in the Study	68
4.5 Mean Age and Military Service for Faculty Members in the Study	69
4.6 Data for Kendall's Coefficient of Concordance for Deans on the Dean Leadership Expectation Questionnaire	72
4.7 Data for Kendall's Coefficient of Concordance for Faculty Members on the Dean Leadership Expectation Questionnaire	74
4.8 Data for Kendall's Coefficient of Concordance Between Deans and Faculty Members on the Dean Leadership Expectation Questionnaire	76

LIST OF APPENDICES

Appendix		Page
A	Dean Leadership Expectation Questionnaire .	98
B	Initial Items in Dean Leadership Expectation Questionnaire	103
C	Scoring Key and Directions for Scoring Dean Leadership Expectation Questionnaire	119
D	List of Institutions of Higher Learning Participating in Study	122
E	Letter to Deans	124
	Letters to Faculty Members	
	I. Letter Requesting Participation in the Study	125
	II. Follow-up Letter	126
	III. Postcard Follow-up	127
F	C. J. Hoyt's Analysis of Variance Estimate of Reliability for Dean Leadership Expectation Questionnaire	
	I. Reliability Estimate -- Overall . . .	129
	II. Reliability Estimate -- Interpersonal Relatedness Dimension	130
	III. Reliability Estimate -- Supportive- ness Dimension	131
	IV. Reliability Estimate -- Communication Dimension	132
	V. Reliability Estimate -- Faculty Involvement Dimension	133
	VI. Reliability Estimate -- Student Involvement Dimension	134

G	Standard Scores for Deans and Faculty Members on the Dean Leadership Expectation Questionnaire	
I.	Standard Scores for Deans on the Dean Leadership Expectation Questionnaire.	136
II.	Mean Standard Scores Across Colleges for Faculty Members on the Dean Leadership Expectation Questionnaire.	137
III.	Mean Standard Scores for Deans and Faculty Members, as a Group, on the Dean Leadership Expectation Questionnaire	138

LIST OF ILLUSTRATIONS

Illustration	Page
3.1 Location of State Supported Institutions of Higher Learning Having an Emerging School or College of Education	55
4.1 Data Matrix for Dean Leadership Expectation Questionnaire.	71

CHAPTER I

INTRODUCTION

Background

The rise of formal institutions for the professional preparation of teachers has paralleled the growth of the nation. Although colleges during colonial times were founded for reasons other than the training of teachers they often played this role. During colonial times recruitment patterns for school teaching were haphazard. By the time educational reformers, like Horace Mann, were convinced that universal public schooling of reasonable quality could be possible, it became apparent that the then established liberal arts colleges were not the appropriate vehicle to provide the needed flow of teachers.

As the industrial society succeeded the agricultural society, and was in turn succeeded by what has been described as post-industrial society, a new and advanced civilization with different characteristics has been emerging.¹

This led rise in the late 1800's to the growth of numerous institutions devoted primarily to teacher prepa-

¹ John J. Corson, "A Management Consultant's View: Social Change and the University," Saturday Review, January 10, 1970, p. 76.

ration. Since that time these institutions have undergone increased growth, expansion and change in that by 1959 collegiate institutions devoted exclusively to the preparation of teachers had almost completely disappeared. Following World War II, most colleges had expanded their course offerings and in effect had become regional all-purpose colleges and small universities.

Statement of Problem

As institutions of higher education moved toward a multifunction role, there has been an increased complexity in organization. It was no longer possible to have one man, the president, administer and maintain the goals of the institution. The president looked to the dean as his agent to attain organizational direction. Since these institutions are hierarchically ordered, the deanship has become a position of paramount importance.²

John Corson³ observed the deanship to be decisive in terms of exerting educational leadership. The deans' responsibility for establishing leadership and direction stressing human values and ideals is critical in the democracy of our time.

²Lewis B. Mayhew, "Shared Responsibility of the President and the Dean," North Central Association Quarterly, Vol. 32 (1957-58), p. 187.

³John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Co., 1960).

Within education there is a need for improved understanding of the status position of the dean.⁴ Further, there seems to be some question relative to the concordance between the perceptions held by deans and perceptions held by faculties of colleges of education with respect to the leadership role of the dean. Clyde Milner⁵ found considerable variation in the delegation of authority to the dean and some ambiguity in the prescription of his official duties. In terms of administration the dean may find himself in a pivotal position; the goals of the faculty on one hand and the goals of the institution on the other.

The dean is the agent charged with the major responsibilities of the college. He is in the powerful position of shaping the nature and direction within the institution. The manner in which he perceives how he should perform in his role is of prime importance. If the dean operates in a manner consistent with faculty expectations for the person occupying this position there is harmony. If there is a lack of concordance between the way the dean perceives his role and the faculty perceives his role, the result is dissatisfaction and disunity.

⁴Francis H. Horn, "The Organization of Colleges and Universities," in Administrators in Higher Education, ed. by Gerald P. Burns (New York: Harper and Bros., 1962), pp. 45 - 78.

⁵Clyde A. Milner, The Dean of the Small College (Boston: Christopher Publishing House, 1936).

...when an individual acts in accordance with, or in opposition to, the expectations of some other person or social group, his behavior is social. As long as an individual's expectations are realized, life goes along smoothly, and he feels more or less secure. But when expectations begin to be thwarted in considerable numbers over a considerable period of time, individuals become uncertain. Their morale may drop if the uncertainty continues, and this will lead to decrease of productive efforts. In addition, personal conflicts will increase, and social tensions of all sorts will be brought to the surface of community life.⁶

The dean influences and in turn is influenced by the faculty. Thus, attitudes and expectations of the dean and the faculty in an educational institution influence the nature and the quality of the program.

Teacher education institutions are manned by people whose behavior and action, directly or indirectly, influence the development of the teaching profession. Since the dean occupies a position of status within the organizational structure of the university, he can be viewed from this position -- his role. The focus will allow us to investigate the deanship in terms of a set of role-expectations, which can be viewed through the perceptions of the dean as well as the faculty. It will also permit conceptualization of his behavior at a relatively complex level. More precisely, this position of the dean of the college of education can be described in terms of

⁶Kurt Lewin, Resolving Social Conflicts (New York: Harper and Brothers, 1948), p. 110.

expected behavior or leadership style. George Mead,⁷ Talcott Parsons and Edward Shils⁸ have viewed this as the cognitive organization of expectations organized around role. The concept of role is especially useful in the analysis of human problems, primarily by identifying some of the sources of conflict and dissatisfactions in human relations.

Need for Research

Research on the deanship has been largely anecdotal and normative in nature.⁹ T. R. McConnell¹⁰ stated that so little research has been done in this area that "it is fair to say, in fact, that the field has not been touched." McConnell continues that the research most needed:

⁷George H. Mead, Mind, Self and Society (Chicago: University of Chicago Press, 1934).

⁸Talcott Parsons and Edward A. Shils, eds., Toward A General Theory of Action (Cambridge, Mass.: Harvard University Press, 1951).

⁹Myron F. Wicke, "Deans: 'Men in the Middle,' " in The Study of Academic Administration, ed. by Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. 59.

¹⁰T. R. McConnell, "Needed Research in College and University Organization," in The Study of Academic Administration, ed. by Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. 113.

is essentially descriptive and analytical, rather than evaluative or experimental; and research on broader problems, even with relatively crude methods of investigation, is more important now than on narrower issues susceptible to greater methodological control.¹¹

Purpose of the Study

A better understanding of the deanship in emerging schools or colleges of education seemingly offers broad implications for those who have concern for teacher education. The extent of convergency or divergency of leadership role expectations between the dean and his faculty is an indication of unity or lack of unity that promotes or hinders direction. This study was based upon perceptions and role expectations for the leader behavior of the dean in an emerging state supported school or college of education in the State of Michigan. A survey of deans in attendance at the Meeting of Deans -- Education, for the State of Illinois in Springfield, Illinois in January 1969 indicated the general lack of information relative to the deanship, and feasibility of the study. In addition, they indicated that if such a study were undertaken, deans would participate and a high return could be expected if a short and concise instrument were used in collecting the data.

¹¹Ibid., p. 115.

Specifically, the study will answer the following questions:

1. What is the degree of concordance among deans of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?
2. What is the degree of concordance among faculties of emerging schools or colleges of education, across institutions, in the perceptions of (humanistic) leader role expectations of the dean?
3. What is the degree of concordance between faculties as a group and deans as a group of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

Design

A. Instrumentation

A survey instrument was developed to gather the data needed for the study -- a questionnaire, which was sent to both the deans and faculty members participating in the study.¹² The survey instrument (Dean Leadership Expectation Questionnaire) used in this study was developed in sequential steps and designed to reflect a humanistic model of leadership.

The humanistic leader is seen in terms of warmth; his acceptance of others; skills and knowledge that help him encourage others to become fully functioning individuals. With these goals in mind the humanistic leader has to reject an authoritarian role for that of a facilitator, guide, a resource

¹²A copy of this instrument may be found in Appendix A.

person in an effort to promote both the cognitive and affective development of the individual. He increasingly shares his decision making prerogatives with faculty and students.¹³

The instrument was developed from (1) readings on the deanship and higher education and (2) interviews with deans, directors, department chairmen, and faculty members. A compilation was made listing duties, activities, problems, influences, power and authority, and desirable and undesirable traits of the person occupying the position of the dean. This listing was collated into the areas of Interpersonal Relatedness, Supportiveness, Communication, Faculty Involvement and Student Involvement as measures of leadership of the humanistic model. Following this, 300 statements were constructed relative to the expected behavior of the dean in terms of each of the above areas. These statements underwent refinement for repetition of content and thought and developed into a 200 item instrument -- Dean Leadership Expectation Questionnaire.

The instrument was submitted to separate panels of judges. Each panel consisted of four judges from the College of Education at Michigan State University; two administrators (an associate dean and a director), and two faculty members. The first panel of experts rated each item of the instrument for content, ambiguity of

¹³Mary-Margaret Scobey and Grace Graham, eds., To Nurture Humaneness: Commitment for the '70's (Washington, D.C.: NEA, Association for Supervision and Curriculum Development, 1970), pp. 241 - 42.

thought, and appropriateness of item in relation to category. Only those items judged to be appropriate by all members of the panel were retained. Ways of improving the instrument were suggested and refinement of the instrument resulted.

The revised instrument of 103 items was given to a second panel of judges. The second panel checked the items in terms of ambiguity and direction for scoring. Items retained were those the judges held in total agreement. In those few situations where only one judge differed in the direction for scoring, these items were refined and included in the revised instrument.

The completed instrument, consisting of 59 items, was scrutinized as to whether or not the items would discriminate among individuals by the Institutional Research and Evaluation Services Office at Michigan State University. In this process one item was lost. This third and final revision resulted in a finalized instrument consisting of 58 items and was printed on an IBM 1067 form for distribution and data processing.

B. Data Collection

A personal meeting was scheduled via telephone with each dean of those schools of education in the State of Michigan meeting the criteria for the study. Criteria for the selection of colleges used in the study were as follows:

1. Classified by the College Blue Book (the professional work of reference of higher and secondary education in the United States of America since 1923) as a state supported college or university.
2. Meet the criteria of having an emerging school or college of education.
3. Have a person who functions as a dean even though the title may be different.
4. Be located within the State of Michigan.

The design called for only those institutions where the dean elected to participate to be included in the study. All of the deans contacted indicated an interest and willingness to participate in the study. The deans were asked to provide a list of full time tenure-streamed faculty members in his college who were employed during the 1969-70 academic calendar year and would be available during the summer session. The instrument -- Dean Leadership Expectation Questionnaire, following the meeting with the deans, was mailed to each dean and the selected faculty members meeting the criteria of the study.

C. Data Analysis

Data from the Dean Leadership Expectation Questionnaire were handled as follows:

1. All data were treated as group data. There was no attempt to evaluate the efficiency or effectiveness of the persons involved in the study.
2. The data were treated statistically using the Hoyt analysis of variance technique to determine the reliability coefficient of

the instrument for this population, and the specific questions of the study answered using Kendall's coefficient concordance as a measure of agreement.

3. An analysis was made comparing the scores of deans on the Dean Leadership Expectation Questionnaire.
4. An analysis was made comparing scores of the faculty as a group, from institution to institution, on the Dean Leadership Expectation Questionnaire.
5. An analysis was made comparing scores on the Dean Leadership Expectation Questionnaire of faculties as a group with deans as a group.

D. Limitations

The study attempted to analyze the degree of concordance toward humanistic role expectations and perceptions relative to the role of the dean in an emerging school or college of education, as held by deans and by the faculty members. The study involved construction and use of a questionnaire, and the data was limited to the scope of the instrument. Geographically, the study limited itself to those colleges or universities in the State of Michigan with emerging schools or colleges of education. An institution with an emerging school or college of education is defined as an institution of higher learning offering at least a four year program awarding a baccalaureate in Education, Elementary Education, or Secondary Education, but not a doctorate. The decision for excluding non-public supported institutions from the study was done on the basis that there is a structural and organizational difference between the

state supported and non-state supported institution. To treat both in the form of a single group data might result in a confounding variable being injected into the study.

Definition of Terms

Faculty -- will be defined as those faculty members who were full time, on campus, tenure-streamed faculty during the 1969-70 academic year.

Dean -- refers to the person who is directly responsible for the college of education in the university. The dean, because of the diversity of the colleges in the study, may have other titles to identify his position such as the "Dean of the Faculty for Professional Education" or "Dean of the School of Education."

Emerging School or College -- was defined as a school or college within an institution of higher learning offering at least a four year program awarding a baccalaureate in Education, Elementary Education, or Secondary Education, but not a doctorate.

Perception -- was defined as cognition or judgment. In this study it is used in reference to how the dean should manage leadership situations as discerned by the faculty, and the deans themselves.

Expectations -- was defined as the desirable or appropriate behavior associated with a role. In this study, the faculty and deans, as reference groups, looked at the

dean's leadership behavior in terms of how he should act in leadership situations.

Role -- was defined as a set of behaviors appropriate to a given position or status.

Role Conflict -- was defined as contradictory expectations held for an occupant of a position.

Role Consensus -- was defined as similar expectations held for an occupant of a position.

Significance of Study

The role of the dean is to give leadership and direction to the educational program. Lack of confidence on the part of the faculty and differing role expectations of the faculty hampers this leadership. Thus, the motivation for this study emerges from the recognition that the dean has a marked influence upon the approaches to and the product in teacher education. Further, it is hoped that the study will yield:

1. A better understanding of the role of the dean.
2. A point of reference whereby the dean can evaluate his responses and beliefs and interpret them in terms of how well do they fit within the profession.
3. A better understanding of the profession and direction in the professional preparation of those people aspiring to the position of dean.
4. An examination of the rationale behind the behavior of members of the profession toward the role of the dean.

CHAPTER II

RELEVANT WRITINGS AND RESEARCH

This chapter focused on two areas, (1) role theory and related works on leadership and morale, and (2) relevant writings and research on the deanship. The review of the literature centered on the use of role theory as a tool of investigation and appropriateness in educational research and, specifically, for a study of the expectations for the leader role of the dean of a school of education.

Role Theory

Role theory is an interdisciplinary tool drawn heavily from studies of culture, society and personality. For the researcher, role theory is a tool which allows him to conceptualize human behavior and interaction at a relatively complex level.

Role theory is drawn heavily from the concepts of George Herbert Mead. Role theorists from Mead to the present have developed and used the concept of the role as the intervening variable in the individual's development of self. The thesis being that the self arises out of social interaction. Mead's notion of self as originating

solely in social interaction has given rise to role theory where interaction of self and role are studied as coordinates and not parallels.¹⁴

Ralph Linton was among the earliest exponents of role theory. As a social anthropologist he relied upon anthropological studies to develop general theories of role and status. His findings supported those of sociologists that role and status are inseparable, and his work has a marked influence on contemporary ideas of role theory.¹⁵ Linton¹⁶ theorized that the personality of an individual has a marked effect upon the culture and that the culture is prevalent in the formation of self or personality.

Culture expresses itself to the individual in terms of behavior of other people ... people have infinitely greater effect on the developing individual than to things ... repeated personal interactions lead to the development of individual patterns of behavior who's (sic) reigns of variation is limited only by fear of what the neighbors may say.

Hubert Bonner applied Mead's ideas of the importance of social interaction as a type of relationship where the behavior of one individual was modified by the behavior of

¹⁴Mead, op. cit.

¹⁵Theodore R. Sarbin, "Role Theory," in Handbook of Social Psychology: Vol. I, Theory and Method, ed. by Gardner Lindzey (Cambridge, Mass.: Addison - Wesley, 1964), p. 238.

¹⁶Ralph Linton, The Culture Background of Personality (New York: D. Appleton-Century Co., 1945), p. 147.

another to social psychology. Bonner observed that:

... all social psychology today is interactionist. The emphasis is placed not on reaction but on interaction between person and persons, person and group.¹⁷

Talcott Parsons and Edward Shils¹⁸ developed an approach to role theory which lends itself to analysis of the relationships involved in a given setting or situation. Their general "theory of action" identifies and defines the concepts involved in examining group behavior and provides a framework within which to study an interaction position.

Parsons and Shils defined the contract between the individual and a social system as the role. Role then sets the stage for how the individual participates in a specific social situation. The primary ingredient of the role is what an individual is expected to do in a given situation or role expectation. What an individual is expected to do, both by himself and others, constitutes the expectations of that role. Central in this concept of role theory is that people do not behave in a random manner. Behavior is influenced by expectations, expectations held by the individual of a given status position and those of others in the group or society in which they are participants.

¹⁷Hubert Bonner, Social Psychology, An Interdisciplinary Approach (New York: American Book Company, 1953), p. 13.

¹⁸Parsons and Shils, eds., op. cit., p. 15.

It is these role expectations which define the patterns of reciprocal behavior of its members, and constitutes the system by which an organization may achieve its goals. Edward Tolman¹⁹ refers to this as the "complimentarity of expectations."

This fundamental phenomenon may be called the complimentarity of expectations, not in the sense that the expectations of two actors with regard to each other's actions are identical, but in the sense that the action of each is oriented to the expectations of the other. Hence, the system of interaction may be analyzed in terms of the extent of conformity of ego's action with alter's expectations and vice versa.

A major drawback to wider use of role theory in research is largely due to its interdisciplinary nature, in that each discipline has come to define the elements of role theory singularly to themselves. Gross, Mason and McEachern²⁰ suggest that the variation in definitions given to various elements of role theory are more a matter of semantics than differing operational definitions.

... these differences in definition is simply semantic; the same phenomena are frequently given different names. Thus, what Linton and Newcomb define as a role, Davis defines as a status. What Davis defines as a role Newcomb calls role behavior and Sarbin role enactment.

¹⁹Edward C. Tolman, "The General Theory of Action" in Toward A General Theory of Action, ed. by Talcott Parsons and Edward A. Shils (Cambridge, Mass.: Harvard University Press, 1962), p. 15.

²⁰Neal Gross, Ward Mason and Alexander McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 14.

Gross, Mason and McEachern elaborate on this point and suggest that:

Although their formulations have some fundamental differences most of the authors whose definitions have been presented are concerned with the same phenomena. Three basic ideas which appear in most of the conceptualizations considered, if not in definitions of role themselves are that individuals: (1) in social locations (2) behave (3) with reference to expectations.²¹

The writings of Michael Argyle,²² Jacob Getzels and Egon Guba²³ support the use of role theory in research and point to the fact that lack of a common set of operational definitions among the various disciplines need not restrict the researcher. William Brookover²⁴ in a review of research on role expectations recommends the use of role theory as an analytical tool.

It becomes apparent that despite the large number of operational definitions, expectations are generally presumed by most role theorists to be an essential ingredient in predicting behavior.²⁵ Occupational positions

²¹Ibid., p. 17.

²²Michael Argyle, "Concepts of Role and Status," The Sociological Review, Vol. 40 (1952), pp. 39 - 52.

²³Jacob W. Getzels and Egon G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, Vol. 29 (September, 1955), pp. 30 - 40.

²⁴William B. Brookover, "Research on Teacher and Administrators Roles," The Journal of Educational Sociology, Vol. 29, No. 1 (September, 1955), pp. 2 - 13.

²⁵Gross, Mason and McEachern, op. cit., p. 18.

are prescribed by norms and values which pattern the life styles of these people within the occupation. People identify themselves with roles and develop different identities. They come to expect others with whom they associate to agree with their conceptions and to behave in ways consistent with these norms.

Self-expectations and other-expectations are reciprocally formulated definitions of a desired behavior for a person occupying a status position. Role-expectations, in addition to being a product of social interaction, establish patterns for these interactions. S. Stansfeld Sargent²⁶ defines the role of an individual as "a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group." Analysis of role-expectation of "self" and "others" represent anticipated patterns of relationships expected for the dean. While individuals may differ in their attitudes toward varying methods, it is nonetheless important that there exist reciprocal relationships and expectations. This is especially true in any situation where the attainment of the organizational objectives are contingent upon its members measuring up to responsibilities as defined by themselves and their associates.

²⁶S. Stansfeld Sargent, "Conceptions of Role and Ego in Contemporary Psychology," in Social Psychology at the Crossroads, ed. by J. Rohrer and M. Sherif (New York: Harper and Brothers, 1951), p. 360.

Role expectations as anticipated actions or performances can be studied by means of questionnaires.²⁷ One such questionnaire was devised by Motz to determine (1) the expectations of self in the marital situation, and (2) the expectations of actions of others.²⁸ Charles Bidwell²⁹ used the combination of the flexible and focused interview, along with questionnaire returns, in an effort to discover expectations which were held for principals and superintendents by the teachers. The Leader Behavior Description Questionnaire was developed by Stogdell and used in a series of Ohio State Leadership Studies as an objective measure of employees' perceived leadership climate.³⁰ Andrew Halpin³¹ used the Leader Behavior Description Questionnaire to ascertain the impression of role of aircraft commanders and educational administrators as conceived by the incumbents of the roles as well as by certain subordinates. Marvin

²⁷Sarbin, op. cit., p. 227.

²⁸Ibid., p. 227.

²⁹Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Education Sociology, Vol. 29 (September, 1955), pp. 41 - 47.

³⁰Michael Beer, Leadership, Employee Needs and Motivation (Columbus: The Ohio State University, Bureau of Business Research, Monograph No. 129, 1966), p. 23.

³¹Andrew W. Halpin, "The Leader Behavior and the Leadership Ideology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, Vol. 25 (Winter, 1955), pp. 18 - 32.

Taves³² in 1963 developed the Image of Nursing Scale composed of both positive and negative Likert-type statements designed to elicit the extent to which nursing was seen as a desirable and rewarding occupation.

Educational Research

The use of role theory in studying a status position in education is not new. Willard Waller³³ in a descriptive study of the teaching profession in 1932 used the concept of role to increase understanding of social life in school. In his study Waller stated:

The role appears as the organization of the individual with reference to the entire situation; it is the responses of the individual to the entire situation as it has taken shape in his mind.

W. W. Charters³⁴ in 1952 used role theory to summarize the organizational structure of a school as an institution. His assumption was:

Individual's behavior is strongly influenced by the expectations which members of various important groups have of him and his relationship with them. In the context of organizational theory, role has added significance because certain of these expectations

³²Marvin J. Taves, Ronald G. Corwin and J. Eugene Haas, Role Conception and Vocational Success and Satisfaction (Columbus: The Ohio State University, Bureau of Business Research, Monograph No. 112, 1963).

³³Willard Waller, The Sociology of Teaching (New York: John Wiley and Sons, 1932), p. 322.

³⁴W. W. Charters, "The School as a Social System," Review of Educational Research, Vol. 33 (1952), p. 42.

become institutionalized and an individual is penalized by the organization if his behavior deviates from that which is expected from him.

Most recently, 1969, Thomas Fitch³⁵ used the concept of role to study the expectation toward the Intern Consultant's role at Michigan State University.

The above studies suggested role theory to be an important tool for educational research. Brookover³⁶ in his review of literature in a study on teacher administrator roles pointed out that studies in education generally failed to differentiate between the expectations as conceived by the role incumbent and the incumbent of the counter position. Brookover also suggested that most researchers who use role theory have excluded variables relevant to appropriate research. This range of variables, he suggested, include (1) the actor's definition of what he thinks is expected of him; (2) the actor's behavior interaction with role incumbents; (3) role expectations of others for the actor in a given situation; and (4) the expectation of any actor in a particular situation.

³⁵Thomas C. Fitch, "Role Expectations for Intern Consultants: View of Intern Teachers and Intern Consultants in the Michigan State University Elementary Intern Program" (Unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1969).

³⁶William B. Brookover, op. cit., pp. 3 - 13.

The present study has been delimited to an analysis of (1) expectations by deans (self-expectations) and (2) expectations by faculty members (others) relative to the leader role of the dean of an emerging school. The first refers to the occupant's definition of appropriate behavior for the person in the position of dean. The second refers to the expectations by other persons regarding an occupant's behavior in a status position (dean), expectations which may or may not be congruent with one another or those of the occupant. Self-expectations were obtained from deans and expectations of others from faculty members. The classification of expectations as self - and other - expectations is not intended to be interpreted as indicating that two types of expectations are necessarily incongruent or contradictory with respect to the position of the dean.

Leadership

Leadership is often considered the business of getting things done, both done well and done quickly. The United States Navy in General Order 21, for example, defines leadership as "the art of accomplishing the Navy's mission through people."³⁷ Basic to the philosophy of business is efficiency in production for its own sake.³⁸

³⁷Luigi Petrullo and Bernard Bass, Leadership and Interpersonal Behavior (New York: Holt, Reinehart and Winston, Inc., 1961), p. xvii.

³⁸Ibid., p. xvi.

Most traditional concepts of leadership are often in conflict with our basic democratic principles of consideration for the individual. Such models of leadership are outmoded. In his concern for people first, John P. Jones³⁹ lists outdated and ineffective leadership strategies as those where:

1. The authority of a position automatically confers leadership qualities on its incumbent.
2. Granting power to subordinates diminishes the power of the manager.
3. The manager should know more than his subordinates about what's going on.
4. No manager can be secure unless he makes all final decisions.
5. A manager loses his individuality when he involves subordinates in the decision-making process.
6. The right to communicate with higher levels of management is reserved to the manager.

Institutions of higher learning are hierarchically ordered, creating a relationship which tends to emphasize the veto and underemphasize the approval of innovations. A structure suggests to the supervisor or administrator that he has the right to monopolize the communication process and pattern the communication to a supervisor -- subordinate relationship only.⁴⁰ In hierarchically ordered

³⁹John Paul Jones, "Changing Patterns of Leadership," Personnel, Vol. 44 (March - April, 1967), p. 13.

⁴⁰Victor A. Thompson, "Hierarchy, Specialization and Organizational Conflict," Administrative Science Quarterly, Vol. 5, No. 4 (March, 1961), p. 487.

institutions the superordinate's role is chiefly characterized by rights while the subordinate's role is chiefly characterized by duties.

Primary rights of the supervisor which yield logically, certain secondary rights -- the right to determine the personnel of the unit and its organizational form; the right to initiate activities (set the unit's goal) and right to make decisions.⁴¹

Harold Gerard⁴² in a laboratory study using 142 non-voluntary airmen found that:

The difference in status resulted in a difference in perceived freedom of action.

Higher status produced control oriented behavior regardless of the clarity of the role relationship between the individual and his co-worker.

In our modern culture, there are increasing demands for the rights of the subordinate -- the right to personal dignity, the right to be treated on the basis of personal merit, and the right to be free from extraorganizational confines of the institution. This brings to the forefront conflicts and issues which have yet to be worked out in our society.⁴³

⁴¹Ibid., p. 488.

⁴²Harold B. Gerard, "Some Effects on Status Role Clarity and Group Goal Clarity Upon the Individual's Relationship to the Group Process," Journal of Personality, Vol. 25, No. 4 (1956 - 57), p. 487.

⁴³Thompson, op. cit., p. 489.

Luigi Petrullo and Bernard Bass⁴⁴ viewed interpersonal behavior as an integral part of leadership and state that the "individual cannot be sacrificed in the interest of group welfare." For a democratic society a no choice situation or domination by the person in a leader position must be considered the antithesis of leadership.

C. A. Gibb⁴⁵ in viewing the business leader of today said:

... there is almost general agreement in the literature of the last few years that leadership is to be distinguished, by definition, from domination or headship ...

In final analysis few organizations are able to see that their purpose is to "create conditions for effective cooperation."⁴⁶

For the most part, the doctrine of educational leadership for efficiency and economy was borrowed from business (1905 - 1930). The advent of social reconstructionism in education and the New Deal (1935 - 1950) relegated persons in educational leadership to the role of a technical expert dealing with plant, finance, personnel, etc.⁴⁷

⁴⁴Petrullo and Bass, op. cit., p. xiv.

⁴⁵Ibid., p. xviii.

⁴⁶George B. Strother, Individual Performance and Corporate Purpose: An Appraisal of the Current Status of Research on Factors Influencing Employee Performance (Madison, Wisconsin: University of Wisconsin, School of Commerce, Bureau of Business Research and Service, Wisconsin Commerce Reports, March, 1962), p. 38.

⁴⁷Warren H. Button, "Doctrines of Administration: A Brief History," Educational Administration Quarterly, Vol. 2 (Autumn, 1966), pp. 216 - 24.

Morale

A review of the literature indicates that there is a discrepancy in the definition of the term morale. In general, most studies view morale in terms of the individual and his relationship to a group. Ross Stagner⁴⁸ defines morale in terms of an individual - group relationship.

High morale exists when the individual perceives himself as a member of the group, and perceives a high probability of achieving both individual and group goals through a course of action.

Some authors refer to morale as we-feeling, while others refer to it as cohesiveness, or absence of conflict.

John French⁴⁹ encompasses most definitions of morale as:

The conditions of a group where there are clear and fixed group goals that are felt to be important and integrated with individual goals; where there is confidence in the attainment of these goals, and subordinately, confidence in the means of attainment, in the leaders, associates, and finally in oneself.

Barney Katz's and G. F. Lehner's⁵⁰ definition of morale is an individual's capacity and willingness to carry out a task with determination and cooperation, while at the same time experiencing a feeling of personal well-being and satisfaction.

⁴⁸Ross Stagner, "Motivational Aspects of Industrial Morale," Personnel, Vol. 2 (Spring, 1958), pp. 64 - 65.

⁴⁹John French, Jr., "The Disruption and Cohesion of Groups," Journal of Abnormal and Social Psychology, Vol. 36 (July, 1947), p. 376.

⁵⁰Barney Katz and G. F. Lehner, Mental Hygiene in Modern Living (New York: The Ronald Press, 1953), pp. 263 - 74.

William House⁵¹ studied group cohesiveness and organizational performance as a function of morale. House's findings suggest the thesis that high morale is closely related to high productivity. House interprets high morale in terms of group cohesiveness as exemplified by an individual who is willing to

- (1) take on organizational responsibilities
- (2) participate in meetings
- (3) persist in working toward difficult goals
- (4) influence others in a friendly fashion
- (5) listen to others
- (6) support and show approval for the group
- (7) punish violators
- (8) demonstrate relaxation and friendliness with others.

Leonard Berkowitz⁵² found that airforce crews experienced feelings of satisfaction when they perceived their expectations for aircraft commanders had been fulfilled. Berkowitz concluded from his study that supervisors and subordinates who empathize with one and another will experience considerably higher morale than those who do not.

Robert Hall⁵³ found that the desire of individual crew members to continue with an aircraft crew is associ-

⁵¹William C. House, "Effects of Group Cohesiveness on Organizational Performance," Personnel Journal, Vol. 40, No. 1 (January, 1966), pp. 28 - 33.

⁵²Leonard Berkowitz, "An Exploratory Study of the Roles of Aircraft Commanders," Research Bulletin No. 53 - 65 (USAF Human Relations Research Center, Lackland Air Force Base, Texas, 1953).

⁵³Robert Hall, "Social Influences on the Aircraft Commander's Role," American Sociological Review, Vol. 20 (June, 1955), pp. 294 - 99.

ated with greater agreement among members role prescription for the aircraft commander. J. F. Davis⁵⁴ studied conception of official leader roles in the Air Force relative to (1) interest in men, (2) way of giving orders, and (3) adherence to Air Force regulations by officers and men of the officer role. Davis concluded that role expectation of the official leader roles influenced leader-follower interaction and that adjustment and agreement between an official leader and his followers was associated with morale.

Marvin Taves, Ronald Corwin and J. Haas⁵⁵ studied occupation, self-conception and role enactment. They found that the image of the occupation and work role conception have a direct influence on success and satisfaction. Also, in their study, high success was found to be associated with high consensus and low success was found to be associated with low consensus between the superior and the subordinate.⁵⁶

In the education setting, Henry Harap⁵⁷ surveyed twenty school systems. Harap found low morale to be correlated with rigid and unsympathetic administrators.

⁵⁴J. F. Davis, "Conception of Official Leader Roles in the Air Force," Social Force, Vol. 32 (March, 1954), pp. 253 - 58.

⁵⁵Taves, Corwin and Haas, op. cit., p. 15.

⁵⁶Ibid., p. 10 - 11.

⁵⁷Henry Harap, "Many Factors Affect Teacher Morale," Nation's Schools, Vol. 63 (June, 1959), pp. 55 - 57.

Alan Brown and Barry Anderson⁵⁸ studied faculty consensus as a function of leadership style and frequency. Brown and Anderson collected data from 1264 teachers and 132 principals from 132 schools in Alberta, Canada. In their study it was hypothesized that greater faculty consensus on school performance would exist under a system-oriented principal than under a person-oriented principal. The data from their study conflicted with their anticipated findings in that the greatest degree of consensus were found in schools which had person-oriented leadership rather than system-oriented leadership.

Henry Faulk⁵⁹ in writing on ways of improving staff morale pointed out that the best way to boost morale was through faculty involvement. While, J. Edward Green⁶⁰ in his review of the literature on general personality traits (dogmatism) of principals and teachers and teachers' morale found communication to be vital to both the development and maintenance of high morale. Lester Cock and

⁵⁸Alan F. Brown and Barry D. Anderson, "Faculty Consensus As A Function of Leadership Frequency and Style," Journal of Experimental Education, Vol. 36, No. 2 (Winter, 1967), pp. 43 - 49.

⁵⁹Harry R. Faulk, "Improving Staff Morale," Educational Executive Overview, Vol. 3 (February, 1962), p. 62.

⁶⁰J. Edward Green, "The Relationship Between Dogmatism of Principals and Teachers and Teachers' Morale in Twelve Selected Secondary Schools in Michigan" (Unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1966), pp. 14 - 15.

John French⁶¹ studied resistance to industrial change and found that when workers help plan the change their morale was higher. Harold B. Gerard⁶² in a study of role status on 142 airmen suggested that when an individual is able to control his own situation it can be expected that this will result in greater satisfaction.

Deanship

Most writers on the deanship view the dean as the most visible leader within the academic community.⁶³ John W. Gould,⁶⁴ for example, viewed the leadership function of the dean as the educational leader of the college, an "agent representing the faculty, a coordinator and catalyst of the educational process, and not an executive in the conventional sense." Such a position Gould pointed out needs a man of persuasiveness more than decisiveness. A

⁶¹Lester Cock and John French, Jr., "Overcoming Resistance to Change," Human Relations, Vol. 2, No. 4 (1948), pp. 512 - 32.

⁶²Gerard, op. cit., p. 481.

⁶³Algo D. Henderson, "The Dean is Busy," The North Central Association Quarterly, Vol. 32 (1957 - 58), p. 179.

⁶⁴John Wesley Gould, The Academic Deanship (New York: Institute of Higher Education, Teachers College, Columbia University, Bureau of Publications, 1964), p. 40.

man with the ability to sense consensus rather than to champion change.⁶⁵

Writings on the deanship indicated conflicting expectations for the leader role of the dean. In his analysis of the leader function of the dean, Gould placed the dean in context with the faculty.

It is the faculty, not the president or the academic dean, according to the interviewees, who should make the important educational decisions and plans.⁶⁶

Arthur Engelbert⁶⁷ suggested that the dean needs to be a person who possesses basic humanistic qualities such as common courtesy, warmth of personality, integrity, forcefulness and courage, and should be one to whom the faculty can look for leadership, counsel, due recognition of achievement and a friendly hand. Clifton Wharton, Jr.,⁶⁸ President of Michigan State University, in his presentation before that university's 110th annual commencement, charged today's leaders in higher education failed to recognize the need for involvement of those people who are affected by decisions -- especially students. Wharton stated:

today's student generation is not content simply to be told of decisions after the fact ...

⁶⁵ Ibid., p. 70.

⁶⁶ Ibid., pp. 98 - 99.

⁶⁷ Arthur F. Engelbert, "The Professor Looks at the Dean," The Educational Record, Vol. 38, No. 4 (October, 1957), pp. 316 - 18.

⁶⁸ Clifton Wharton, Jr., "A Message from the President," Michigan State University Alumni Association Magazine, Vol. 15, No. 6 (July, 1970), p. 3.

He continued to elaborate on this point by stating today's educational leaders must develop

consistent efforts to involve them before the fact in university processes which affect their lives and their learning experience.

On the other hand, many educators in leadership roles feel that involvement of others in the decision making process is an infringement on their administrative prerogatives. Frances Horn⁶⁹ for example stated "if AAUP gets its way, we administrators might just as well go out of business."

Concern for humanistic ideals in the leadership behavior of the dean is not a new concept. Mary Wolley⁷⁰ in 1918 called for the person occupying the status position of the dean to be a person concerned with the practical application of humanistic ideals. As such, the chief responsibility of the dean is to establish a climate favorable to the learning process. This mandate calls for a person who can assume a specific role in leadership -- being a guide, resource person, facilitator and provider of a structure whereby the faculty itself is held accountable for the quality of the program. A concern for humanistic ideals and values suggest that we view the deanship not in terms of a normative job description but,

⁶⁹ Francis H. Horn, "The Dean and the President," Liberal Education, Vol. 50, No. 4 (December, 1964), pp. 463 - 75.

⁷⁰ Mary W. Wolley, "Some Ideals for Deans," National Education Association, Addresses and Proceedings, Vol. 56 (1918), pp. 411 - 13.

preferably, in terms of expectations for the leader role of dean and his style of leadership.

Dennis D. O'Brien⁷¹ in focusing on the role of the dean in faculty and student relations viewed the deanship as the practical answer to the breakdown in communication and increasing complexity of the multiversity.

John W. Gould found:

... a great many deans regard themselves not as leaders but as catalysts of faculty opinion and decision making. Conscious desire to mold opinion or shape action was foreign to their thinking.

On the other hand, David Mobberley and Myron Wicke⁷³ reported that deans think of themselves as part of the administration and few tend to regard themselves as a spokesman of the faculty. John Ciardi⁷⁴ writing on the deanship stated:

Education is too important a business to be left to the deans. The deanly condition is the condition of ignorance camouflaged by secretaries, charts, IBM cards, and statistics, but ignorance nonetheless ... Let a good man be trapped into a dean's swivel chair and his inhumane ignorance grows upon him as a condition of his employment.

⁷¹Dennis D. O'Brien, "The Dean," Journal of Higher Education (January, 1966), pp. 33 - 37.

⁷²Gould, op. cit., pp. 40 - 41.

⁷³David G. Mobberley and Myron F. Wicke, The Deanship of the Liberal Arts College (Nashville, Tenn.: Division of Higher Education, Board of Education, The Methodist Church, 1962), pp. 21 - 22.

⁷⁴John Ciardi, "The Damnation of Deans," Saturday Review of Literature, March 24, 1962, p. 31.

Along this same line, Lewis Mayhew⁷⁵ contended that neither presidents nor deans have been specifically trained for college administration.

In his review of literature, Mayhew⁷⁶ noted that most writings on the deanship had centered on attempts to list the duties of a dean or deal with specific aspects of his role, such as, fund raising, finance and public relations, that there has been little done with respect to the internal management within the institution.

Mary Wolley⁷⁷ in 1918, in describing the deanship before a group of college presidents and deans stated:

No office is less standardized than that of dean. Probably no two people in this audience have exactly the same duties. In one institution the academic side predominates, in another the social, in a third a combination.

Some years later, twenty-one representatives consisting of deans, one vice-president, and one president while in attendance at a North Central Association Workshop attempted to list the duties of the dean. This distinguished group of people were only able to list 22 duties in common to most deanships.⁷⁸

⁷⁵Mayhew, op. cit., pp. 186 - 92.

⁷⁶Ibid., pp. 186 - 92.

⁷⁷Wolley, op. cit., pp. 411 - 13.

⁷⁸Earl E. Emmi, "What Deans and College Presidents Might Do," Journal of Higher Education, Vol. 17, No. 1 (May, 1946), pp. 265 - 67.

Merle Scott Ward⁷⁹ was among the first to systematically study the deanship. He used an historical questionnaire to ascertain information relative to the history and status of the deanship in liberal arts colleges. Prior to his study in 1934 investigations of the deanship consisted largely of attempts to develop a listing of the duties of the dean. Ward used a multiple choice instrument to obtain the thinking of the deans on the crucial issues of the day. His report presented an "Emerging Concept of the Deanship," and contrasted the style of dean behavior into autocratic and democratic philosophies of administration. His findings included the following:

- 1. The office of college dean or dean of the faculty is a comparatively recent development in American higher education.
2. The deanship has developed in a haphazard fashion from widely differing causes and a variety of college offices.
3. The office of the dean is still in the process of evolution, with no uniformity and little standardization.
4. In at least 50% of the cases the deans seem to have had less than a satisfactory preparation for the office. Scarcely half of the total number have had previous administrative experience, while comparatively few have taken professional courses preparing directly for the deanship.

⁷⁹Merle S. Ward, Philosophies of Administration Current in the Deanship of Liberal Arts Colleges (New York: Teachers College, Columbia University, 1934), pp. 72 - 77.

5. The majority of the deans favor the democratic concept of college administration.

George W. Bond⁸⁰ studied the status of the dean in teacher colleges. In his study of 146 state teacher colleges, Bond found no general agreement as to what constitutes the duties of the dean of a college. In addition, he found that the scope or responsibility of the dean of a college in state supported teachers colleges increased in relation to the size of the student population and the amount of annual expenditures. In that same year, Clyde Milner⁸¹ reported on a study he conducted on colleges with enrollments between 200 and 600 students. He concluded that there was considerable variation in the delegation of authority to the dean and that there was a general indefiniteness in the official prescription of his role. General functions relegated to the dean were reported to include: (1) assisting the president, (2) advising and directing students, and (3) assuming the leadership to the educational program.

Ruth Higgins⁸² did a study on the status of the deanship. Receiving returns from 161 deans, Higgins' study

⁸⁰George W. Bond, "Teacher College Deans," Educational Administration and Supervision, Vol. 23 (1937), pp. 698 - 706.

⁸¹Milner, op. cit.

⁸²Ruth L. Higgins, "The Functions of the Academic Dean," Association of American Colleges Bulletin, Vol. 33 (May, 1947), pp. 393 - 99.

indicated that the status of the deanship had changed little in the ten years since the Ward, Bond and Milner studies.

In 1962 John Wesley Gould⁸³ in a doctoral dissertation at Columbia University sought to determine the leadership function of the dean as viewed by the dean himself. Gould developed a questionnaire after conducting interviews with twelve deans who had been named highly effective by college administrators. In his extensive study he received returns from 166 deans in 49 states. His general findings were:

The academic dean regards his leadership function to be the encouragement and stimulation of the faculty to perform at the highest level of which it is capable in the pursuit of educational objectives set by it. He regards himself not so much as a leader but rather as a catalyst. His authority is conferred upon him by his colleagues' acceptance of him, and the measure of his success is related to the extent to which he can persuade the faculty to espouse his ideas and regard them as being essentially what they themselves wanted anyway.

One year later, Cecil W. Miller,⁸⁴ using an interview technique, studied the perceptions of role expectations held by deans of liberal arts colleges. Miller's findings disclosed:

⁸³John Wesley Gould, "The Leadership Function of the Academic Dean as Viewed by the Dean" (Abstract from Unpublished doctoral dissertation, New York: Columbia University, 1963).

⁸⁴Cecil W. Miller, "The Perception of Role Expectations by Liberal Arts College Deans" (Unpublished doctoral dissertation, Los Angeles: University of Southern California, 1963), pp. 176 - 77.

1. Deans interviewed gave very few indications that they perceived their role expectations in terms of titles for their offices or jobs, it was found that generally titles could not be relied upon as a means for describing role behavior.
2. Deans have been assigned rather than ascribed leaders of college faculties and that as assigned leaders they had limited acceptance by college faculties.
3. The problems of deans which contributed to the adverse comments had been due in part to the assumption held by deans that their roles were accurately described by normative job descriptions.
4. Perceive their role expectations more in terms of relationships than other categories.

Summary

Chapter II dealt with relevant research and writings pertinent to the study of expectations toward a humanistic leader role for the dean of a school or college of education. Studies and theoretical works reviewed include those on the deanship, role theory, leadership and morale.

Research and theoretical work, based on the concept of role, indicated: (1) role theory to be a productive and appropriate scientific tool for inquiry, and (2) allows the investigator to observe behavior or anticipated behavior at a relatively complex level.

Relevant writings on the deanship were presented and found to indicate conflicting expectations for the leader role of the dean. The review of the literature indicated

no study which examined the leader role expectations held for the person in the status position of dean of an emerging school or college of education. The studies on the deanship were found to be largely anecdotal or descriptive in nature.

CHAPTER III

PROCEDURES

This chapter has six parts. The purpose of the study is presented in the first part. The second part describes the construction and development of the instrument -- Dean Leadership Expectation Questionnaire. The population and sample used in the study are presented in part three. The other parts included are: Mailing procedures and returns; initial steps used in data processing; and method of data analysis.

Purpose

The purpose of this study was to analyze the degree of agreement of perceptions and expectations held by deans and faculty members of emerging schools or colleges of education in the State of Michigan with respect to the expected leader role of the dean. Two groups of college personnel were included in the research: deans and faculty members. Specifically, the study was designed to gather data in an attempt to answer the following questions:

1. What is the degree of concordance among deans of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?
2. What is the degree of concordance among faculties of emerging schools or colleges of education, across institutions, in the perceptions of (humanistic) leader role expectations of the dean?
3. What is the degree of concordance between faculties as a group and deans as a group of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

The nature and scope of the problem dictated that an instrument was needed which would (1) yield consistent classification of data from individual to individual, institution to institution, (2) allow for individuals to express and record their perceptions and expectations in a consistent and economical manner, (3) allow the investigator to obtain the desired information uniformly in a relatively short period of time.

The study began with a review of relevant research and writings on the leadership role of the dean. An extensive review of the literature indicated a general dearth of information about the deanship of the college of education and failed to reveal an appropriate standardized instrument for use in this study. As a result, the instrument, the Dean Leadership Expectation Questionnaire was developed specifically for this study to obtain data on expectations and perceptions for a (humanistic) leader role for the dean as perceived by deans and faculty members.

Instrumentation

Construction of the Instrument

The instrument, Dean Leadership Expectation Questionnaire, which was developed to obtain data for the study, incorporated ideas from readings on the deanship and higher education as well as interviews with deans, directors, department chairmen and faculty members. A compilation of duties, activities, problems, influences power and authority as well as desirable and undesirable traits of the person occupying the position of dean was made as a result of the information obtained from the reading and interviews. This listing was collated into the areas of

1. Interpersonal Relatedness
2. Supportiveness
3. Communication
4. Faculty Involvement
5. Student Involvement

as measures of the humanistic model leadership. Following this, 300 statements were constructed relative to the anticipated behavior for the dean in terms of each of the above areas. These statements underwent refinement for repetition of content and thought and were developed subsequently into a 200 item instrument -- Dean Leadership Expectation Questionnaire.⁸⁵

⁸⁵Initial items used in the instrument may be found in Appendix B.

The Dean Leadership Expectation Questionnaire was submitted to two separate juries. The first panel consisted of four judges from the College of Education at Michigan State University: two administrators (an associate dean and a director), and two faculty members. This panel rated the items for content, ambiguity of thought and appropriateness of item in relation to its category, as follows:

	<u>Category</u>	<u>Ratings</u>
(a).	Inappropriate	1-3
(b).	Appropriate	4-6

Only those items judged to be appropriate by all members of the panel were retained. Ways of improving the instrument were suggested and incorporated in the instrument. Items discarded on the basis of this analysis are reported in Table 3.1.

The revised instrument of 103 items was given to a second panel of judges. The jury consisted of four persons from the College of Education, Michigan State University: two administrators (an associate dean and a director), and the faculty members. Items were checked for ambiguity and directionality for scoring. The items retained were those the judges held in total agreement. Items discarded on the basis of this analysis are reported in Table 3.1. In those few situations where one judge differed in the direction for scoring, items were refined and included in the revised instrument.

In addition to the two panels of judges, the completed instrument, consisting of 59 items, was also scrutinized by the Institutional Research and Evaluation Services Office at Michigan State University. Items retained were those which would discriminate among individuals in the population of interest, deans and faculty members of emerging schools or colleges of education in the State of Michigan. Items discarded on the basis of this analysis are reported in Table 3.1. The third and final revision of the instrument retained 58 items. The instrument was then printed for distribution to deans and faculty members.

Validity

Two independent "panels of experts" were involved in the item construction of the questionnaire. These panels confirmed the face validity of the instrument. Each panel consisted of four judges from the College of Education, Michigan State University: two administrators (an associate dean and a director), and two faculty members. The first panel rated each item for content and appropriateness of item in relation to the category. The second panel checked each item for ambiguity and direction of scoring. Both panels offered objective and relevant criticisms designed to strengthen both the face and content validity of the Dean Leadership Expectation Questionnaire.

TABLE 3.1

DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE, ITEMS DISCARDED ON THE BASIS OF PANEL ANALYSIS

REASONS FOR*	REASONS FOR*	REASONS FOR*	REASONS FOR*	REASONS FOR*
ITEM DISCARDING	ITEM DISCARDING	ITEM DISCARDING	ITEM DISCARDING	ITEM DISCARDING
1	3	21	2	41
2	1	22		42
3		23	1	43
4	2	24	2	44
5	1	25		45
6		26	1	46
7	1	27		47
8	1	28	1	48
9	2	29	1	49
10	1	30	2	50
11	1	31	1	51
12	1	32	1	52
13		33		53
14		34	2	54
15	1	35		55
16		36	1	56
17	2	37	1	57
18	1	38	1	58
19	1	39	1	59
20	1	40	1	60
				61
				62
				63
				64
				65
				66
				67
				68
				69
				70
				71
				72
				73
				74
				75
				76
				77
				78
				79
				80
				81
				82
				83
				84
				85
				86
				87
				88
				89
				90
				91
				92
				93
				94
				95
				96
				97
				98
				99
				100

*Reason for Discarding

1. Less than one hundred percent agreement among panel rating appropriateness of item.
2. Less than one hundred percent agreement among panel rating items in terms of ambiguity and directionality for scoring.
3. Judged unable to discriminate among the individuals in the population interest.

TABLE 3.1 (CONTINUED)
DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE, ITEMS DISCARDED ON THE BASIS OF PANEL ANALYSIS

ITEM	REASONS FOR*	ITEM	REASONS FOR*	ITEM	REASONS FOR*	ITEM	REASONS FOR*	ITEM	REASONS FOR*
	DISCARDING		DISCARDING		DISCARDING		DISCARDING		DISCARDING
101	2	121	1	141	1	161	1	181	
102		122	1	142	1	162	1	182	2
103	2	123	1	143	1	163	1	183	2
104	2	124	1	144	1	164		184	1
105	2	125	2	145	1	165	1	185	2
106	1	126		146	2	166		186	
107	1	127	2	147	1	167	1	187	1
108	1	128	2	148	1	168		188	1
109	1	129	1	149		169	1	189	2
110	1	130		150	1	170		190	1
111	2	131		151	1	171		191	1
112	1	132		152	1	172		192	2
113		133	1	153		173	2	193	
114	2	134		154		174	1	194	1
115	1	135	2	155	1	175		195	
116		136		156	1	176		196	2
117	1	137	2	157	1	177	1	197	2
118	2	138	1	158	1	178	1	198	1
119	1	139		159	1	179	2	199	2
120		140		160	2	180	1	200	2

*Reason for Discarding

1. Less than one hundred percent agreement among panel rating appropriateness of item.
2. Less than one hundred percent agreement among panel rating items in terms of ambiguity and directionality for scoring.
3. Judged unable to discriminate among individuals in the population of interest.

The instrument was scrutinized by the institutional Research and Evaluation Services Office at Michigan State University. For ease in data processing, stylistic changes were incorporated in the final construction of the instrument. The care in construction of the instrument led to the assumption that items would discriminate among individuals and yield the data required of the research problem. One item was deleted because of failure to meet the criterion of discrimination. It was assumed that the instrument would be objective avoiding possible investigator bias as well as a predisposition toward a response. Further, it was assumed that real differences in expectations and perceptions toward the role of the dean of a college or school of education were measurable.

Reliability

The most critical criteria for reliability of a constructed instrument is the degree to which it accurately and precisely measures the variable of interest. Robert Ebel⁸⁶ defined reliability in terms of a coefficient.

The coefficient of reliability of a test gives the percentage of the obtained variance in the distribution of test scores that may be regarded as true variance; that is, as variance not due to the unreliability of the measuring instrument.

⁸⁶Robert L. Ebel, Taped Interview, Michigan State University, East Lansing, Michigan. Spring, 1970.

A high reliability coefficient tells us that there is an adequate sample of good questions on the variable of interest which clearly measures the individual respondent, and differentiates him from other respondents.

The reliability coefficient is of interest because it gives, by the simple assumption that a test score has two components, viz., true score and variable error, an (indirect) estimate of the random error variance present in an obtained test score variance. No matter how computed, the reliability coefficient is only an estimate of the percentage of the total variance that may be described as true variance, i. e., not due to error.⁸⁷

The test--retest reliability coefficient yields a too liberal estimate⁸⁸ and, therefore was not calculated for the instrument. In addition, it was felt that the memory factor might result in an inflated coefficient of reliability for the population of interest. Reliability of the instrument for this population was ascertained using the Hoyt analysis of variance technique.⁸⁹ This technique yields a conservative estimate of the true variance of an

⁸⁷G. Frederic Kuder and Marion W. Richardson, "The Theory of the Estimation of Test Reliability " in Principles of Educational and Psychological Measurement, ed. by William A. Mehrens and Robert L. Ebel (Chicago, Illinois: Rand McNally and Company, 1969), p. 95.

⁸⁸Ibid., p. 95.

⁸⁹Cyril J. Hoyt, "Test Reliability Estimated by Analysis of Variance" in Principles of Educational and Psychological Measurement, ed. by William A. Mehrens and Robert L. Ebel (Chicago, Illinois: Rand McNally and Company, 1969), p. 108 - 11.

instrument not due to error or the unreliability of the measuring instrument.

Test constructionists, both technicians and researchers indicate that the greater the length of the instrument the more measures on a variable, and the more diverse or less homogeneous the population being measured the greater the reliability coefficient.

Characteristics of measurement are that any observation can be considered to have a "true" component and an "error" component. As you make repeated measures or observations the variance of the obtained scores tends to increase directly in proportion to the true scores. In other words, if you double the number of measures you double the amount of the standard deviation of the true component, but the error component goes up only as the square root of the number of measures.⁹⁰

The more extensive the measure, the closer the reliability coefficient will approach one. An example of this would be if you increased the number of measures by 25 the true component is increased by 25 but the error of the component is only increased by 5.

The relative homogeneity of the population of interest and the brevity of the instrument (58 items), combined with the complexity of the variable of interest suggested an apriori decision that a reliability coefficient of .5 or greater for the total instrument and its dimension areas

⁹⁰Ebel, op. cit.

would be sufficient to yield competent data on the variable of interest.⁹¹

TABLE 3.2 -- Reliability Coefficient of the Dean Leadership Expectation Questionnaire.

(N=214)	Reliability Coefficient
Dimension	
I. Interpersonal Relatedness	.6913
II. Supportiveness	.5779
III. Communication	.6768
IV. Faculty Involvement	.8084
V. Student Involvement	.9026
Overall Reliability	.9224

It was felt that the overall reliability coefficient of .92 was sufficient to establish the reliability of the instrument. The reliability coefficient for the total instrument and its five dimension areas would suggest that for this population the Dean Leadership Expectation Questionnaire was an indicator on the variable of interest.

Description of the Questionnaire

The instrument developed and administered in this study measures the degree of agreement of respondents, deans and faculty members toward a humanistic leadership role for the dean of a college of education.

⁹¹Summary Statistic may be found in Appendix F.

This questionnaire, entitled Dean Leadership Expectation Questionnaire was composed of two basic parts: (1) a Lickert-type scale which measured expectations and perceptions of a respondent toward a humanistic role for the dean of a college of education, and (2) a section which obtained background data from the respondent. The reactionnaire part of the instrument consisted of 58 statements, each describing a specific leader behavior of the dean.

In filling out the reactionnaire, the subject indicated his feelings and perceptions toward the manner with which the dean should behave by checking his degree of agreement toward the stated behavior of the dean. The instrument may be used to have faculty members indicate their expectations or to measure the dean's own expectations toward the role of the dean.

The 58 items of the Dean Leadership Expectation Questionnaire are arranged to yield scores on five dimensions of the questionnaire, (1) Interpersonal Relatedness, (2) Supportiveness, (3) Communication, (4) Faculty Involvement. The questionnaire yields a total score along with scores for each of its five dimension areas.

Each response is weighted to yield a raw score for the dimension it describes.⁹² The raw score for each dimension is the sum of the total item scores (weights) for that

⁹²These weights are shown in the scoring key given in Appendix C.

dimension. For example, the score for Interpersonal Relatedness and sub-scale is the sum of the weights for responses marked by the respondent for items 1 to 11 inclusively. The total score on the questionnaire is the sum of all 5 dimensions or the sum of the scoring weights for items 1 through 58 inclusively.

The theoretical range of the scores obtained from the 58 items is from 58 to 290. The weights given to each item response are used to yield subscales representative of the dimensions on the instrument and a total score on the Dean Leadership Expectation Questionnaire. The higher the sub-scale and total scores for each dimension area the greater the expectations toward these as a dimension of the leader role of the dean.

The Sample

The population of the study was geographically limited to the State of Michigan. The institutions were listed in the College Blue Book--1969 as being state supported and meeting the criteria of having an emerging school or college of education. Only those institutions officially having a person who functioned in the role of the dean of the school or college of education were asked to participate in the study. Questionnaires were sent to all faculty members and deans in the population who were available as respondents during the summer session 1970.

A total of 307 faculty members and 5 deans were identified and solicited for participation in the study.

Six institutions were listed in the College Blue Book series⁹³ (the professional work of reference of higher and secondary education in the United State of America since 1923) as being state supported institutions of higher learning in the State of Michigan⁹⁴ having an emerging school or college of education.⁹⁵ Illustration 3.1 shows the geographic locations of these institutions.

Population and Sample Used in the Study

Of the six institutions of higher education in Michigan, listed in the College Blue Book series as having state supported emerging schools or colleges of education, one was excluded from the study because it did not have a person who functioned in the role of dean. Thus, the remaining 5 institutions established the population of the study.

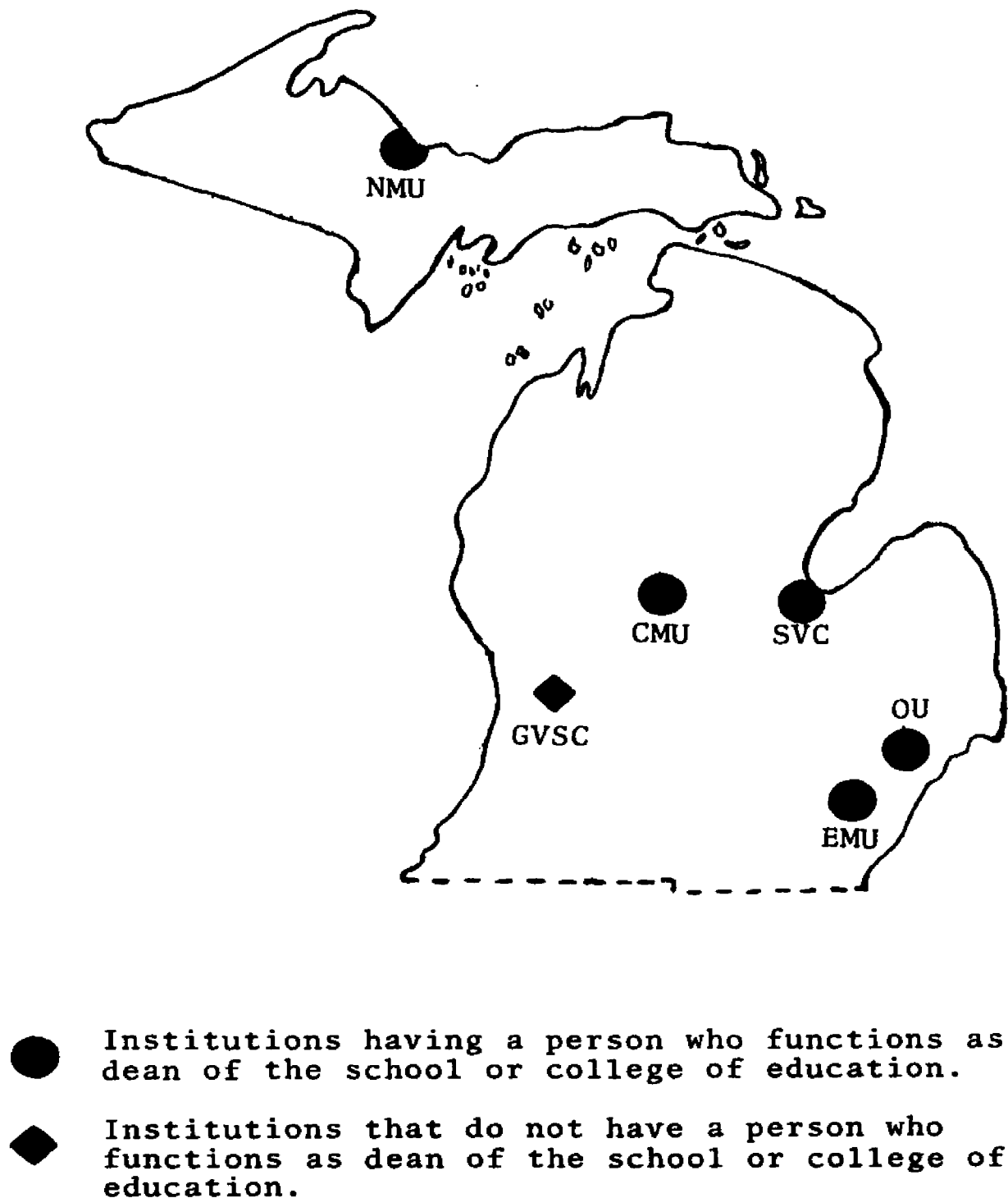
Those institutions which met the criteria for the study were invited to participate in the study. A copy of the Dean Leadership Expectation Questionnaire was sent

⁹³The College Blue Book, 1969/70, Vol. 4; Degrees Offered by Subject. (New York: CCM Information Corp.).

⁹⁴Ibid., Vol. 2, U.S.Colleges: Tabular Data.

⁹⁵Ibid., Vol. 5, Degrees Offered by College.

Illustration 3.1 Location of State Supported Institutions of Higher Learning Having an Emerging School or College of Education.



to the deans and the faculty members of these institutions. A listing of participating institutions can be found in Appendix D.

The population of interest was treated as a sample. Drawing from the work of Jerome Cornfield and John Tukey,⁹⁶ the assumption was made that there may exist in the universe a similar population in higher education from which these subjects might be considered a representative sample. If this assumption is accepted, we may then (1) generalize the results of this study to the specific population of interest in the State of Michigan, and (2) where appropriate, to other populations in higher education of which this population may be said to be representative.

The researcher selected the summer session as the time to collect the data in an effort to gain a normal distribution of responses. This was based on the assumptions that (1) influencing variables, such as departmental budget, evaluations, promotions, faculty recruitment would for the most part have been completed by the time of data collection; and (2) most faculty members would be available for the study. Both assumptions proved to be true, and in each case the dean indicated that this was an appropriate time during the academic year for gathering such data.

⁹⁶Jerome Cornfield and John W. Tukey, "Average Values of Means Squares in Factorials," The Annals of Mathematical Statistics, Vol. 27 (December, 1956), pp. 907 - 49.

Participation of Deans

Each dean was contacted by telephone and expressed a willingness to participate in the study. Arrangements were made for a personal meeting between the researcher and the deans.

The dean was informed of the criteria for respondents in the study and was asked to provide a list of full-time faculty members who had majority of their commitment to the school of education and would be available during the summer session. The deans further indicated that the sample selected paralleled the population of interest in that those excluded were part-time faculty who taught in the school of education but had faculty rank and major commitment to another college or school in the university. Following the meeting with the dean, a personal letter was sent thanking him for his cooperation. Included in this letter was a copy of the Dean Leadership Expectation Questionnaire and a stamped self-addressed envelope.⁹⁷ All five deans completed and returned the instrument within a week of the mailing and distribution date.

Faculty Selection and Participation

The deans assisted the researcher in making sure that those faculty members selected would meet the criteria of the study by personally going through a listing of faculty

⁹⁷Copy of letter sent to dean can be found in Appendix E.

members with the researcher. Only those faculty members who had at least one year of experience under their present dean and were available as respondents were asked to participate in the study. A statistical description of the respondents is presented in Chapter IV. A questionnaire, along with an accompanying letter was sent to the faculty meeting the criteria for the study.⁹⁸ The letter stressed the importance of the study and the need for a high percentage of returns. A prospectus of the study and data handling techniques were presented in the letter.

Participants were assured that their names would not be used in this study, and there would be no attempt to evaluate individual respondents, that all data would be treated as group data and that no information would be available at any time about an individual or institution. It was explained that the questionnaires were coded for data processing and to assure an accurate record of returns. The researcher assured all respondents that every precaution would be taken to preserve the anonymity of all respondents.

Mailing Procedures and Returns

Mailings were made during the last week of June and the first week of July, 1970. Each mailing consisted of a

⁹⁸Copy of letter accompanying questionnaire sent to faculty members can be found in Appendix E.

cover letter,⁹⁹ copy of the Dean Leadership Expectation Questionnaire and the instructions for responding to the questionnaire¹⁰⁰ along with a stamped, self-addressed envelope.

Personal meetings with deans had been completed and summer session had begun prior to the first mailing of the questionnaires. Precise records were kept of all mailings. Follow-up letters were sent two weeks after the date of initial mailing, together with an additional questionnaire as a reminder to those who had not returned the completed instrument. Fourteen days after the second mailing, those persons who had not responded to the follow-up letter and questionnaire were then sent a postcard as a reminder.¹⁰¹ All usable questionnaires returned on or before August 26, 1970 were included in the analysis of the data.

Questionnaires were mailed to 307 faculty members in the participating institutions. One hundred thirty-eight or 45 percent of the faculty members completed and returned the instrument within fourteen days of the mailing date. One hundred sixty-eight follow-up letters and questionnaires were then sent out. This resulted in thirty-six additional replies; twenty-six of which were usable. Eighty-two

⁹⁹A copy of this letter may be found in Appendix E.

¹⁰⁰A copy of the direction sheet may be found along with the questionnaire in Appendix A.

¹⁰¹A copy of the follow-up letter and postcard reminder may be found in Appendix E.

individuals, or twenty-seven percent of the population of interest, failed to respond to either the initial mailing, follow-up or postcard reminder. Table 3.3 shows the number of usable responses from each of the five institutions participating in the study. It is of special interest to note that the percentage of faculty responses decreased inversely with the size of the institution. This suggested that nonresponses were not due to a group of "hard-core nonrespondents" but rather to the size and nature of the communication in the college. As Table 3.4 shows, this extensive data gathering procedure resulted in a high percentage of returns. All 5 deans and 217, or 70 percent, of the faculty members returned questionnaires.

TABLE 3.3 -- Number of Usable Responses to Dean Leadership Expectation Questionnaire

Group	Number Sent	Usable	Percent
Deans	5	5	100
Faculty Members	307	214	70

TABLE 3.4 -- Number of Usable Returns of Dean Leadership
Expectation Questionnaire from Faculty Members.

Institutions*	Number Sent	Usable	Percent
A	3	3	100
B	16	16	100
C	40	28	70
D	76	55	72
E	172	112	65
Overall Totals	307	214	70**

*Listing of colleges does not correspond to the order
appearing in Appendix D.

**Not Average Percent

Initial Steps in Data Processing

The dean and faculty members indicated their individual expectations and perceptions by responding to the scaled continua on the Dean Leadership Expectation Questionnaire by placing a pencil mark in the appropriate mark-sense column of the questionnaire. (See Appendix A.) Fourteen days after the second reminders were mailed out the answered questionnaires were machine processed by the Institutional Research and Evaluation Services Office at Michigan State University using an IBM 1230 Optical Scanner Scoring Machine. The IBM 1230 Optical Scanner yielded, in IBM 1230 code, one punched card per page of the questionnaire for each person. Verification had been made previous to this point (visual) and again after the computer cards were punched to insure that punched cards corresponded to the responses on the questionnaire. This verification proved the machine tabulation scoring technique to be accurate.

Data cards were submitted to the CDC 3600 Computer at Michigan State University for determining the reliability of the instrument, using the Hoyt analysis of variance technique. Data cards were also processed through the Institutional Research and Evaluation Services Office using a Weighted Opinion, Multi-Test Scoring Program (F0310) to score the individual questionnaires.

Method of Data Analysis

Since scores on the Dean Leadership Expectation Questionnaire were compared for faculty members and deans across colleges, raw scores in and of themselves were not meaningful. All scores were converted to standard scores, forcing them into the same metric, with a mean of zero and a standard deviation of one. Irrespective of institution or individuals, scores were transformed to standard units using the equation below:

$$Z_i = \frac{X_i - \bar{X}}{s}$$

The transformation yielded values in reference to the average level of scores on the test obtained by others, as well as the variation among the scores.

In tabulating the data in preparation for analysis, the dean's standard score (Z_i) and the mean standard score of the faculty ($\bar{Z}_m$) were used for each institution. The data were analyzed by use of Kendall's coefficient of concordance to yield a value of the percentage of agreement. The analyses of the data are presented in Chapter IV.

Summary

This chapter presented a description of the research procedures employed in carrying out the study. Selection of the population of the study and construction of the instrument were discussed. Data presented established the validity and reliability of the instrument -- Dean Leadership Expectation Questionnaire.

The next chapter, Chapter IV, contains the analyses of the data together with summary statistics of the respondents. Chapter V contains an interpretation of the data and summary of the study along with conclusions and recommendations for further research.

CHAPTER IV

ANALYSIS OF DATA

This chapter has two parts. A description of the subjects, deans and faculty members, participating in the study is presented in the first part. The second part analyzes the data to determine the degree of concordance toward a humanistic leadership style for the dean of a college of education as perceived by the deans (self) and faculty members (others).

Deans in Study

The deans in the five colleges were all very cooperative and helpful in providing time for a personal interview with the researcher and the necessary information for the completion of the study. Following the meeting with the deans a personal letter thanking them for their cooperation was sent, together with a copy of the questionnaire.¹⁰² All five deans returned their questionnaires within a week of their initial mailing.

¹⁰²A copy of this letter may be found in Appendix C.

TABLE 4.1 -- Distribution of Background Data for Deans and Faculty Members.

Subjects	Age	Years of Military Service	Years in Education	Years in Present Position
	Mean	Mean	Mean	Mean
Deans	49	3.4	23	7.3
Faculty Members	43	2.0	18	5.9

The data represents returns from all the deans in the study. As indicated in Table 4.1, the average age of the deans in the study was forty-nine years. The deans were males, and all indicated prior military service for an average of 3.4 years. The deans in the study had served as dean in their present position an average of 7.3 years. These deans had given service to education in some capacity an average of 23 years. All but one of the deans were promoted to their position of dean from within their present institution.

Table 4.2 shows the teaching experience of the deans participating in the study. Forty percent of the deans indicated teaching experience at the elementary school and junior high school level. Sixty percent of the deans indicated that they had teaching experience at the secondary

school level, while none of the deans indicated teaching experience at the junior college level. Four of the deans, or eighty percent, indicated teaching experience at the college or university level.

TABLE 4.2 -- Teaching Experience of Deans in the Study

	Elem.	Jr.High	Secondary	Jr. Coll.	Coll./Univ
Number of Deans	2	2	3	-	4
Percent	40	40	60	-	80

Faculty Members in Study

There were 214 faculty members who participated in the study. This represented returns from 70 percent of faculty members who were selected to participate in the study and sent the Dean Leadership Expectation Questionnaire.

Tables 4.3 through Table 4.5 contain a description of the background data for the faculty members in the study. Twenty-two percent of the subjects were females. Female subjects had a mean age of 43 years. Six percent of the female subjects indicated they had a mean of four years of military service. Seventy-eight percent of the faculty members participating in the study were males. The male subjects had a mean age of 43 years. Sixty-four percent of the male subjects had an average of 4 years of military service.

TABLE 4.3 -- Distribution of Male and Female Faculty Members in the Study

	Number	Percent
Males	166	78
Females	48	22

TABLE 4.4 -- Military Service Background for Faculty Members in the Study

	Males		Females	
	Number	Percent	Number	Percent
Military Service	106	64	3	6
No Military Service	48	22	45	94

TABLE 4.5 -- Mean Age and Military Service for Faculty Members in the Study

	Age	Years of Military Service
	Mean	Mean
Males	43	4
Females	43	4

The composite faculty member, Table 4.1 is likely to be a male, age 43 years. He has served in his present position an average of 5.97 years. He has given service to education in some capacity an average of 18 years. In addition, Table 4.2 (above) indicates that besides having taught at the college or university level, 99 faculty members or 46 percent had teaching experience at the elementary school level; 111 faculty members, or 52 percent, had teaching experience at the Jr. High School level; 122 faculty members, or 57 percent, had teaching experience at the secondary school level, and 16 faculty members, or 7 percent, had indicated teaching experience at the Jr. college level.

Treatment of the Data

Illustration 4.1, (below) represents the data matrix utilized in the treatment and analysis of the data in the study. Interpretation of the symbols used appears in the legend below the schematic.

The data was represented as 5 x 2 x 5 design for purpose of analysis, where: S_1 through S_5 represented expectations for a specific leadership style (humanistic) for the dean of a school of education; D and F represented Deans and Faculty members; C_1 through C_5 represented their respective schools of education A through E. The arrangement of the independent variables in this manner enabled the experimenter to make across institutional comparisons among deans, as a group, and faculty members, as a group -- as well as comparisons between deans and faculty members.

The data were analyzed by use of Kendall's coefficient of concordance. This statistical measure allowed the researcher to analyze the data in terms of the relative magnitude or rank ordering of humanism which deans and faculty members placed on each subscale of the Dean Leadership Expectation Questionnaire. Secondly, this statistical tool yielded a coefficient representative of the degree of agreement or concordance of perceptions and expectations held by the deans as a group and faculty members as a whole. Analysis of variance tech-

ILLUSTRATION 4.1 -- Data Matrix for Dean Leadership Expectation Questionnaire

D

	S ₁	S ₂	S ₃	S ₄	S ₅
C ₁	z _i				
C ₂					
C ₃					
C ₄					
C ₅					

F

C ₁	z _m				
C ₂					
C ₃					
C ₄					
C ₅					

Legend: S₁ = Interpersonal Relatedness
 S₂ = Supportiveness
 S₃ = Communication
 S₄ = Faculty Involvement
 S₅ = Student Involvement

D = Deans
 F = Faculty Members

C₁
 .
 . = Participating
 . Colleges
 C₅

niques were not employed, owing to the fact that it would not allow for differences of interpretation from college to college.

Questions Under Investigation

The questions posed for this study were:

1. What is the degree of concordance among deans of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

TABLE 4.6 -- Data for Kendall's Coefficient of Concordance for Deans on the Dean Leadership Expectation Questionnaire.

Deans	Dimensions on the Dean Leadership Expectation Questionnaire				
	S ₁	S ₂	S ₃	S ₄	S ₅
A	3	4	1	2	5
B	3	5	2	4	1
C	5	3	2	1	4
D	3	1	5	2	4
E	3	4	2	5	1
T _j	17	17	12	14	15

$$T = \frac{m(N)(N+1)}{2}$$

$$T = 75$$

$$\text{Where: } W = \left(\frac{12 \sum_j T_j^2}{m^2 N (N^2 - 1)} \right) - \frac{3(N+1)}{N-1}$$

$$W = \left(\frac{12 [(17)^2 + (17)^2 + (12)^2 + (14)^2 + (15)^2]}{25(5)(24)} \right)$$

$$- \frac{3(5+1)}{5-1}$$

$$= 4.572 - 4.5$$

$$= .07$$

There is apparently only a very low or negligible degree of "concordance" among the deans, since the variance of the rank sums is 7 percent of the maximum possible.

2. What is the degree of concordance among faculties of emerging schools or colleges of education, across institutions, in the perceptions of (humanistic) leader role expectations of the dean?

TABLE 4.7 -- Data for Kendall's Coefficient of Concordance for Faculty Members on the Dean Leadership Expectation Questionnaire.

Faculty Members	Dimensions on the Dean Leadership Expectation Questionnaire				
	S ₁	S ₂	S ₃	S ₄	S ₅
A	3	2	1	4	5
B	5	1	3	4	2
C	5	1	3	4	2
D	3	5	4	2	1
E	3	2	4	1	5
T _j	19	11	15	15	15
$T = \frac{m(N)(N+1)}{2}$					
T = 75					

$$\text{Where: } W = \left(\frac{12 \sum_j T_j^2}{m^2 N (N^2 - 1)} \right) - \frac{3(N+1)}{N-1}$$

$$W = \left(\frac{12 [(19)^2 + (11)^2 + (15)^2 + (15)^2 + (15)^2]}{25(5)(24)} \right)$$

$$- \frac{3(5+1)}{5-1}$$

$$= 4.628 - 4.5$$

$$= .128$$

There is only a very low or negligible degree of "concordance" among faculty members, since the variance of the rank sums is 13 percent of the maximum possible.

3. What is the degree of concordance between faculties as a group and deans as a group of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

TABLE 4.8 -- Data for Kendall's Coefficient of Concordance Between Deans and Faculty Members on the Dean Leadership Expectation Questionnaire.

Dimensions on the Dean Leadership Expectation Questionnaire					
Subjects	S_1	S_2	S_3	S_4	S_5
Deans	4	2	1	3	5
Faculty Members	2	1	3	4	5
T_j	6	3	4	7	10
$T = \frac{m(N)(N+1)}{2}$					
$T = 30$					

$$\text{Where: } W = \left(\frac{12 \sum_j T_j^2}{m^2 N(N^2 - 1)} \right) - \frac{3(N+1)}{N-1}$$

$$W = \left(\frac{12 [(6)^2 + (3)^2 + (4)^2 + (7)^2 + (10)^2]}{4(5)(24)} \right)$$

$$- \frac{3(5+1)}{5-1}$$

$$= 5.25 - 4.5$$

$$= .75$$

There is a very high degree of "concordance" between deans and faculty members, since the variance of the rank sums is 75 percent of the maximum possible.

Summary

Questions Under Investigation

Results

1. What is the degree of concordance among deans of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

There was only a very low or negligible degree of concordance among the deans, since the variance of the rank sums was 7 percent of the maximim possible.
2. What is the degree of concordance among faculties of emerging schools or colleges of education, across institutions, in the perceptions of (humanistic) leader role expectations of the dean?

There was only a very low or negligible degree of concordance among faculties, across institutions, since the variance of the rank sums was 13 percent of the maximum possible.
3. What is the degree of concordance between faculties as a group and deans as a group of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

There was a very high degree of concordance between deans and faculty members as groups, since the variance of the rank sums was 75 percent of the maximum possible.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter has three parts. The first section presents a summary of the study. Conclusions and implications of the study are presented in the second section, followed by general recommendations and suggestions for further research.

Summary

The purpose of this study was to gain an improved understanding for the status position of the dean of a school or college of education. The study examined the general degree of agreement, or concordance of perceptions and expectations held by deans and faculty members, of emerging schools or colleges of education in the State of Michigan with respect to the expected leader role behavior of the dean. Specifically, the study was designed to answer the following questions:

1. What is the degree of concordance among deans of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean?

2. What is the degree of concordance among faculties of emerging schools or colleges of education, across institutions, in the perceptions of (humanistic) leader role expectations of the dean?
3. What is the degree of concordance between faculties as a group and deans as a group of emerging schools or colleges of education in perceptions of (humanistic) leader role expectations of the dean?

The Dean Leadership Expectation Questionnaire was utilized to gather the data for the study. This questionnaire was developed specifically for the study and designed to yield data on self-expectations (dean) and other expectations (faculty members) toward a humanistic leader role for the dean of a school or college of education. Respondents to the questionnaire, deans and faculty members, expressed their attitudes, perceptions and expectations toward a humanistic leader role for the dean of a school or college of education by indicating their degree of agreement or disagreement with the stated behaviors for the dean.

Five state supported universities in Michigan made up the final sample of the study. The researcher visited all of the colleges and personally talked with the deans. The deans were asked to provide a list of full-time, tenure streamed faculty members who would be available as respondents during the summer session of 1970. Responses from deans and faculty members were secured by mail. Five deans and 214 faculty members made up the final sample of respondents.

Kindall's coefficient of concordance was employed to answer the specific questions of the study. This statistical measure allowed the researcher to analyze the data in terms of the relative magnitude or rank ordering of humanism which deans and faculty members placed on each subscale of the Dean Leadership Expectation Questionnaire. Secondly, this statistical tool yielded a coefficient representative of the degree of agreement or concordance of perceptions and expectations held by the deans as a group, faculty members as a group, and between deans and faculty members as a whole, with respect to the leader role of the dean of a school or college of education. The findings of the investigation indicated: (1) deans could not agree among themselves, (2) faculty members as a whole could not agree among themselves, but, (3) deans taken as a group and faculty members taken as a group were in high agreement with each other with respect to expectations toward a (humanistic) leader role for the dean of an emerging school or college of education.

Conclusions

The following conclusions were based on the analysis of the data and limited to the scope of the population:

1. There was only a very low or negligible degree of agreement or concordance among deans of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean.

Within the scope of the study, there were two conditions in which the data might indicate lack of agreement or low concordance: (1) was that the subjects (deans) did not distinguish a difference among the subscales and, subsequently, received the same or similar scores on each subscale; the rankings were assigned at random, or (2) the subjects (deans) responded differently to each subscale and in a manner different from other subjects; the rankings assigned indicated these differences. Rankings assigned, where the subjects received the same or similar scores across the subscales and where low concordance was found, would not be significant. Low concordance would not suggest that the subjects were unable to agree among themselves, since the rankings would be based on a random fluctuation rather than on true difference. An examination of the data¹⁰³ indicated that the above phenomenon was not the situation in this case and that the rankings had been assigned on the basis of true difference.

It might be concluded that deans, as a whole, could not agree among themselves on expectations toward the leader role and, specifically, a humanistic role of leadership for the dean of an emerging school or college of education.

2. There was only a very low or negligible degree of agreement or concordance among the faculties of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean.

¹⁰³See Appendix G.

An examination of the data¹⁰⁴ indicated that the low concordance among faculty members was based on rankings assigned on the basis of true difference and not on the basis of random fluctuation across the subscales. In other words, the subjects (faculty members) responded differently to each subscale and in a manner different from other subjects, and the rankings assigned indicated this difference.

It might be concluded that faculty members, as a whole, could not agree among themselves on the expectations toward the leader role and, specifically, a humanistic role of leadership for the dean of an emerging school or college of education.

3. There was a very high degree of agreement or concordance between faculties as a group and deans as a group of emerging schools or colleges of education in the perceptions of (humanistic) leader role expectations of the dean.

The possible reason for high agreement or concordance of leader role expectations, between deans as a group and faculties as a group, may largely be due to a statistical artifact resulting from an "ecological correlation." In an ecological correlation the statistical object is a group of persons.¹⁰⁵ W. Robinson,¹⁰⁶ in his presentation

¹⁰⁴See Appendix G.

¹⁰⁵W. S. Robinson, "Ecological Correlations and the Behavior of Individuals," American Sociological Review, Vol. 15 (June, 1950), p. 351.

¹⁰⁶Ibid., pp. 351 - 57.

of data on ecological correlations, warns the researcher that he may come to some extremely invalid conclusions about a relationship between two phenomena when working with such (group level) data. Robinson used census bureau information to obtain data on the relationship between race and illiteracy in the United States. When correlations were calculated for individual data (all the population data from the census information) between race and illiteracy, Robinson found the correlation to be .20 or very low. When percentages were utilized to characterize illiterates, in nine geographic regions in the United States, Robinson found the correlation between race and illiteracy to be .94 or very high. Robinson concluded that the individual level data represented the true state of affairs and that calculations of the data using the mean to represent the group can yield a statical phenomena which may or may not be representative of the individual characteristic. Thus, group level data cannot be used in making references about individuals.

An ecological correlation occurred when we compared the ranking of expectations for the average dean with the ranking of expectations of the average faculty member. Caution needs to be recommended about making interpretations from this group level data to agreement among individuals without additional investigation, into the extent of agreement among faculty members within the

individual colleges, and the extent of agreement between individual deans and their respective faculty.

The fact that the average dean was in agreement with the average faculty member did not suggest that deans or faculty members were in agreement among themselves, as evidenced from prior analysis of the data, nor did it suggest that if you pool faculty members within a college, or deans and faculty members across colleges, that high agreement toward the leader role of the dean would exist.

It might be concluded that the hypothetical or average dean and faculty member, who may or may not be representative of any particular individual from the population, was in high agreement on expectations toward the leader role and, specifically, humanistic role of leadership for the dean of an emerging school or college of education.

Implications of the Study

The analysis and interpretation of the findings from the study suggested several implications and gave credence to some of the reasons for the adverse comments which have appeared in literature relative to the leader role of the dean. The investigation into the degree of agreement, or concordance of perceptions and expectations held by faculty members and deans toward the leader role of dean of an emerging school or college of education, indicated that neither deans, nor faculty members, could agree among themselves. Specifically, deans and faculty members could

not agree on the importance of the dean exerting a position of leadership stressing human values and ideals.

Findings from the study indicated the status position of dean to be an obscure and difficult position of leadership. Functionally, the dean is placed in the position of being unable to meet or fulfill the wide range of leader role expectations held for him by both deans and faculties -- expectations which were not held in agreement among deans as a group or faculty members as a group. The lack of concordance of perceptions and expectations among deans and faculty members, relative to the (humanistic) leader role of the dean is a probable reflection of the haphazard growth of the position and indicative of a lack for a concerted direction of leadership among the colleges.

Recommendations

General Recommendations

Inasmuch as deans and faculties could not agree among themselves on the (humanistic) leader role expectations of the dean, it is recommended that deans and faculty members should examine the status position for the dean of emerging school or college of education, nature of the leader role, and behavior appropriate for the person occupying the position.

1. An investigation could be undertaken by deans of emerging schools or colleges of education to identify the appropriate leader role for the dean.

2. An investigation could be undertaken by faculty members of emerging schools or colleges of education to identify the appropriate leader role of the dean.
3. An investigation could be undertaken to examine the process and procedures by which persons are trained and promoted to the status position of dean.

While the study involved three major areas, the recommendations, thus far, have been based on the findings of the data. The areas of investigation were: (a) an investigation of the degree of concordance of expectations and perceptions of deans and faculty members of emerging schools or colleges of education in the State of Michigan relative to a (humanistic) leader role for the dean; (b) presentation of data on the construction and development of the Dean Leadership Expectation Questionnaire as a measure of (humanistic) leader role expectations for the dean of a school or college of education; and (c) the establishment of the validity of the Dean Leadership Expectation Questionnaire and generation of data establishing the reliability and feasibility for use of the instrument.

Based on the results of the study, it is recommended that the Dean Leadership Expectation Questionnaire be utilized:

1. By deans as a point of reference by which to examine their beliefs relative to a humanistic role of leadership.
2. By deans and faculty members in the establishment of a concerted direction of leadership within schools of education.
3. As a selection and screening device for candidates seeking the position of dean.
4. As a tool for training and focus of leadership persons in higher education.

Suggestions for Further Research

1. The present study could be expanded to include an examination of the concordance or degree of agreement of perceptions and expectations to the leader role of the dean, among faculty members, within emerging schools or colleges of education.
2. The present study could be expanded to include an examination of the concordance or degree of agreement of perceptions and expectations of the leader role of dean, between the dean and his respective faculty members, of an emerging school or college of education.
3. The present study could be replicated using similar populations in other states to see if conflicting leader role expectations exist elsewhere.

4. A longitudinal study could be undertaken to determine what changes in leader role expectations of the dean occurred over a period of time.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Armstrong, Sidney J. Introduction to Statistical Analysis and Inference for Psychology and Education. New York: John Wiley and Sons, Inc., 1967.
- Beer, Michael. Leadership, Employee Needs and Motivation. Columbus: The Ohio State University, Bureau of Business Research, Monograph No. 129, 1966.
- Berkowitz, Leonard. "An Exploratory Study of the Roles of Aircraft Commanders." Research Bulletin No. 53 - 65. USAF Human Relations Research Center, Lackland Air Force Base, Texas, 1953.
- Bonner, Hubert. Social Psychology, An Interdisciplinary Approach. New York: American Book Company, 1953.
- Corson, John J. Governance of Colleges and Universities. New York: McGraw-Hill Book Co., 1960.
- Finnegan, Reverend D. The Function of the Academic Dean in American Catholic Higher Education. Washington, D. C.; The Catholic University of America Press, 1951.
- Gould, John Wesley. The Academic Deanship. New York: Institute of Higher Education, Teachers College, Columbia University, Bureau of Publications, 1964.
- Gross, Neal; Mason, Ward; and McEachern, Alexander. Explorations in Role Analysis. New York: John Wiley and Sons, Inc., 1958.
- Hays, William L. Statistics. New York: Holt, Rinehart and Winston, 1963.
- Horn, Francis H. "The Organization of Colleges and Universities." Administrators in Higher Education, Edited by Gerald P. Burns. New York: Harper and Bros., 1962.
- Jencks, Christopher, and Riesman, David. The Academic Revolution. New York: Doubleday and Company, 1968.

- Katz, Barney and Lehner, G. F. Mental Hygiene in Modern Living. New York: The Ronald Press, 1953.
- Lewin, Kurt. Resolving Social Conflicts. New York: Harper and Brothers, 1948.
- Linton, Ralph. The Culture Background of Personality. New York: D. Appleton-Century Co., 1945.
- McConnell, T.R. "Needed Research in College and University Organization." The Study of Academic Administration. Edited by Terry F. Lunsford. Boulder, Colorado: Western Interstate Commission for Higher Education, 1963.
- Mead, George H. Mind, Self and Society. Chicago: University of Chicago Press, 1934.
- Mehrens, William A. and Ebel, Robert L., eds. Principles of Educational and Psychological Measurement. Chicago, Illinois: Rand McNally and Company, 1969.
- Milner, Clyde A. The Dean of the Small College. Boston: Christopher Publishing House, 1936.
- Mobberley, David G. and Wicke, Myron F. The Deanship of the Liberal Arts College. Nashville, Tenn.: Division of Higher Education, Board of Education, The Methodist Church, 1962.
- Parsons, Talcott and Shils, Edward A., eds. Toward A General Theory of Action. Cambridge, Mass: Harvard University Press, 1951.
- Petrullo, Luigi and Bass, Bernard. Leadership and Interpersonal Behavior. New York: Holt, Rinehart and Winston, 1961.
- Sarbin, Theodore R. "Role Theory." Edited by Gardner Lindzey. Handbook of Social Psychology: Vol. I Theory and Method. Cambridge, Mass: Addison - Wesley, 1964.
- Sargent, S. Stansfeld. "Conceptions of Role and Ego in Contemporary Psychology." Social Psychology at The Crossroads. Edited by J. Rohrer and M. Sheriff. New York: Harper and Brothers, 1951.

- Scobey, Mary-Margaret and Graham, Grace, eds. To Nurture Humaneness: Commitment for the '70's. Washington, D.C.: NEA, Association for Supervision and Curriculum Development, 1970.
- Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.
- Strother, George B. Individual Performance and Corporate Purpose: An Appraisal of the Current Status of Research on Factors Influencing Employee Performance. Madison, Wisconsin: University of Wisconsin, School of Commerce, Bureau of Business Research and Service, Wisconsin Commerce Report, March, 1962.
- Taves, Marvin J.; Corwin, Ronald G.; and Haas, J. Eugene. Role Conception and Vocational Success and Satisfaction. Columbus: The Ohio State University, Bureau of Business Research, Monograph No. 112, 1963.
- The College Blue Book, 1969/70. Vol.II: U. S. Colleges: Tabular Data; Vol. IV: Degrees Offered by Subjects; and Vol. V: Degrees Offered by Colleges. New York: CCM Information Corporation.
- Waller, Willard. The Sociology of Teaching. New York: John Wiley and Sons, 1932.
- Ward, Merle S. Philosophies of Administration Current in the Deanship of Liberal Arts Colleges. New York: Teachers College, Columbia University, 1934.
- Wicke, Myron F. "Deans: 'Men in the Middle.'" The Study of Academic Administration. Edited by Terry F. Lunsford. Boulder, Colorado: Western Interstate Commission for Higher Education, 1963.

Articles

- Argyle, Michael. "Concepts of Role and Status." The Sociological Review, Vol. 40 (1952), pp. 39 - 52.
- Bidwell, Charles E. "The Administrative Role and Satisfaction in Teaching." Journal of Education Sociology. Vol. 29 (September 1955), PP. 41 - 47.
- Bond, George W. "Teacher College Deans." Educational Administration and Supervision, Vol. 23 (1937), pp. 698 - 706.

- Brookover, William B. "Research on Teacher and Administrators Roles." The Journal of Educational Sociology, Vol. 29, No. 1 (September 1955), pp. 2 - 13.
- Brown, Alan F., and Anderson, Barry D. "Faculty Consensus As A Function of Leadership Frequency and Style." Journal of Experimental Education, Vol. 36, No. 2 (Winter 1967), pp. 43 - 49.
- Button, Warren H. "Doctorines of Administration: A Brief History." Educational Administration Quarterly, Vol. 2 (Autumn 1966), pp. 216 - 24.
- Charters, W. W. "The School as a Social System." Review of Educational Research, Vol. 33 (1952), pp. 41 - 43.
- Chase, Francis S. "Factors for Satisfaction in Teaching." Phi Delta Kappan, Vol. 33 (November 1951), pp. 127 - 32.
- _____, and Guba, Egon G. "Administration Roles and Behavior." Review of Educational Research, Vol. 25 (October 1955), pp. 281 - 98.
- Ciardi, John. "The Damnation of Deans." Saturday Review of Literature, March 24, 1962, p. 31.
- Cock, Lester and French, John Jr. "Overcoming Resistance to Change." Human Relations, Vol. 2, No. 4 (1948), pp. 512 - 32.
- Cornfield, Jerome and Tukey, John W. "Average Values of Means Squares in Factorials." The Annals of Mathematical Statistics, Vol. 27 (December 1956), pp. 907 - 949.
- Corson, John J. "A Management Consultant's View: Social Change and the University." Saturday Review: (January 10, 1970), pp. 76 - 80.
- Davis, J. F. "Conception of Official Leader Roles in the Air Force." Social Force, Vol. 32 (March 1954), pp. 253 - 58.
- Emmi, Earl E. "What Deans and College Presidents Might Do." Journal of Higher Education, Vol. 17, No. 1 (May 1946), pp. 265 - 67.
- Engelbert, Arthur F. "The Professor Looks at the Dean." The Educational Record, Vol. 38, No. 4 (October 1957), pp. 316 - 18.

- Faulk, Harry R. "Improving Staff Morale." Educational Executive Overview, Vol. 3 (February 1962), p. 62.
- French, John Jr. "The Disruption and Cohesion of Groups." Journal of Abnormal and Social Psychology, Vol. 36 (July 1947), pp. 361 - 377.
- Gerard, Harold B. "Some Effects on Status, Role, Clarity, and Group Goal Clarity upon the Individual's Relationship to the Group Process." Journal of Personality, Vol. 25, No. 4 (1956 - 57), pp. 475 - 88.
- Getzels, Jacob W. and Guba, Egon G. "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, Vol. 29 (September 1955), pp. 30 - 40.
- Gragg, W. L. "Teacher Morale: Ithaca Survey Finds Teachers Agree More on Causes of High Morale Than on Low Morale." Clearing House, Vol. 29 (April 1955), pp. 493 - 94.
- Hall, Robert. "Social Influences on the Aircraft Commander's Role." American Sociological Review, Vol. 20 (June 1955), pp. 294 - 99.
- Halpin, Andrew W. "The Leader Behavior and the Leadership Ideology of Educational Administrators and Aircraft Commanders." Harvard Educational Review, Vol. 25 (Winter 1955), pp. 18 - 32.
- Harap, Henry. "Many Factors Affect Teacher Morale." Nation's Schools, Vol. 63 (June 1959), pp. 55 - 57.
- Henderson, Algo D. "The Dean Is Busy." The North Central Association Quarterly, Vol. 32 (1957-58), p. 179.
- Higgins, Ruth L. "The Functions of the Academic Dean." Association of American Colleges Bulletin, Vol. 33 (May 1947), pp. 393 - 99.
- Horn, Francis H. "The Dean and the President." Liberal Education, Vol. 50, No. 4 (December 1964), pp. 463 - 75.
- House, William C. "Effects of Group Cohesiveness on Organizational Performance." Personnel Journal, Vol. 40, No. 1 (January 1966), pp. 28 - 33.

- Jones, John Paul. "Changing Patterns of Leadership." Personnel, Vol. 44 (March - April 1967), pp. 8 - 15.
- Mayhew, Lewis B. "Shared Responsibility of the President and the Dean." North Central Association Quarterly, Vol. 32 (1957 - 58), pp. 186 - 92.
- O'Brien, Dennis D. "The Dean," Journal of Higher Education, (January 1966), pp. 33 - 37.
- Robinson, W. S. "Ecological Correlations and the Behavior of Individuals." American Sociological Review, Vol. 15 (June 1950), pp. 351 - 57.
- Stagner, Ross. "Motivational Aspects of Industrial Morale." Personnel, Vol. 2 (Spring 1958), pp. 64 - 65.
- Thompson, Victor A. "Hierarchy, Specialization and Organizational Conflict." Administrative Science Quarterly, Vol. 5, No. 4 (March 1961), pp. 485 - 521.
- Wharton, Clifton Jr. "A Message from the President." Michigan State University Alumni Association Magazine, Vol. 15, No. 6 (July 1970), pp. 3 - 5.
- Wooley, Mary W. "Some Ideals for Deans." National Education Association, Addresses and Proceedings, Vol. 56 (1918), pp. 411 - 13.
- Wispe, Lauren G. and Thayer, Paul. "Role Ambiguity and Anxiety in an Occupational Group." Journal of Social Psychology, Vol. 46 (August 1957), pp. 41 - 48.

Unpublished Materials

- DiBella, Edward E. "The Graduate Professional Dean -- Selection, Role and Relationships." Unpublished doctoral dissertation, Washington, D.C.: The Catholic University of America, 1963.
- Fitch, Thomas C. "Role Expectations for Intern Consultants: View of Intern Teachers and Intern Consultants in the Michigan State University Elementary Intern Program." Unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1969.

- Gould, John Wesley. "The Leadership Function of the Academic Dean as Viewed by the Dean." Unpublished doctoral dissertation, New York: Columbia University, 1963.
- Green, J. Edward. "The Relationship Between Dogmatism of Principals and Teachers and Teachers' Morale in Twelve Selected Secondary Schools in Michigan." Unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1966.
- Miller, Cecil W. "The Perception of Role Expectations by Liberal Arts College Deans." Unpublished doctoral dissertation, Los Angeles, California: University of Southern California, 1963.

APPENDICES

APPENDIX A

DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

This questionnaire is not designed as an evaluation of your institution or a particular administrator. The questionnaire asks that you respond in terms of **HOW YOU FEEL** the dean of a college of education should behave. Each item within the questionnaire describes a specific behavior. It is not a test; the only correct responses are those which reflect your own perceptions, judgments, and opinions.

Directions

1. Although the form may appear lengthy (3 pages), field testing revealed that it can be completed in about 12 to 15 minutes.
2. A pencil should be used since the answer sheets will be machine scored by an Optical Scanner.
3. For each item indicate how you feel the dean of a college of education should behave by responding either; strongly agree, agree, neither agree or disagree, disagree, or strongly disagree.
4. Use the following key to indicate your response:

SA — you strongly agree
A — you agree
N — you neither agree or disagree
D — you disagree
SD — you strongly disagree
5. The answer sheet should not be folded.

It is important to emphasize that the findings will not be published or released by individual or university. The identification section on the questionnaire will be used for data-processing and to maintain an accurate record of returns.

Since I would like to complete the analysis of the data as soon as possible, would you please complete all items together with the background information and return the questionnaire to me in the enclosed, stamped, self-addressed envelope by _____.

Date

KEY

- if you **strongly agree** with the statement
- if you **agree** with the statement
- if you **neither agree nor disagree**
- if you **disagree** with the statement
- if you **strongly disagree** with the statement

IDENTIFICATION NUMBER									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
PLEASE DISREGARD - DATA PROCESSING USE ONLY									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

		SA	A	N	D	SI
The dean should not develop close personal ties with the faculty.	1.	1	2	3	4	5
The dean's effectiveness is reduced by his concern for controlling the faculty	2.	1	2	3	4	5
The dean should make provisions whereby faculty members can speak with him at any time on matters of personal importance.	3.	1	2	3	4	5
The dean must maintain a degree of distance between himself and the staff.	4.	1	2	3	4	5
The dean's primary responsibility is not to people but rather to the business of operating the college.	5.	1	2	3	4	5
The dean should judge his effectiveness in terms of his interpersonal relationships.	6.	1	2	3	4	5
The dean in carrying out policy should utilize his skill as a negotiator.	7.	1	2	3	4	5
The dean should devote the greatest share of his time to working closely with his staff.	8.	1	2	3	4	5
The dean needs to develop a close personal relationship with his staff	9.	1	2	3	4	5
Foremost, the dean should be concerned with the economics of the college operation.	10.	1	2	3	4	5
Irrespective of the issues or persons involved the dean should make decisions on the basis of established policy.	11.	1	2	3	4	5
Policy should be viewed by the dean as a potential source of control over others in the academic community.	12.	1	2	3	4	5
The dean should see the status of his position as significant in the development of support for the college.	13.	1	2	3	4	5
The dean should attempt to establish a climate of stability within the college.	14.	1	2	3	4	5
The dean should ask faculty members to evaluate his effectiveness in developing a climate of support.	15.	1	2	3	4	5
The dean should openly support the ideas of the faculty.	16.	1	2	3	4	5
It is important that the dean establish a secure and friendly climate	17.	1	2	3	4	5
It is important that the dean demonstrates feelings of confidence and trust in his faculty.	18.	1	2	3	4	5
It's not really important that the dean is viewed by the faculty as being supportive.	19.	1	2	3	4	5
Guidance of the faculty toward self-improvement is an integral part of the role of dean.	20.	1	2	3	4	5
Even when the faculty strongly disagrees with his position on an issue, the dean should support their right to disagree.	21.	1	2	3	4	5
Even when the dean can see the faculty to be in error, he should openly support their effort.	22.	1	2	3	4	5
The dean should encourage staff independence and experimentation.	23.	1	2	3	4	5
The dean should interpret policy to those below him.	24.	1	2	3	4	5
The dean should instruct the staff to operate through appropriate channels and to see him only when they have exhausted the chain of command.	25.	1	2	3	4	5

KEY

- If you **strongly agree** with the statement
- If you **agree** with the statement
- If you **neither agree nor disagree**
- If you **disagree** with the statement
- If you **strongly disagree** with the statement

IDENTIFICATION NUMBER									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
PLEASE DISREGARD - DATA PROCESSING USE ONLY									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

		SA	A	N	D
The dean should insure that persons directly affected by a decision share in its development.	26.	1	2	3	4
Even in the urgency of other duties the dean should take time to listen to faculty and students.	27.	1	2	3	4
Only the dean should make the major decisions.	28.	1	2	3	4
It is important that the dean operate through a chain of command and direct all communication through formal channels.	29.	1	2	3	4
The dean's major responsibility is to operate through procedures whereby he can disseminate directives to students and the faculty.	30.	1	2	3	4
Preferably, the dean should communicate in written form with the staff.	31.	1	2	3	4
The dean has the responsibility to listen to the faculty and students and encourage their involvement in decision making.	32.	1	2	3	4
The dean should make the major decisions in the college and point the direction for the faculty.	33.	1	2	3	4
The dean should have veto power over faculty committees within the college.	34.	1	2	3	4
The dean has the responsibility to direct the teaching staff toward using those teaching methods the dean sees most effective.	35.	1	2	3	4
The dean should be accountable only to those above him, i.e., president.	36.	1	2	3	4
The dean should encourage the department chairment to establish direction by means of faculty consensus.	37.	1	2	3	4
The dean should establish procedures whereby ideas or problems are brought before the faculty for collective decision making.	38.	1	2	3	4
In academic situations the dean should encourage the faculty to do what they feel is appropriate.	39.	1	2	3	4
The overall goals of the college are the responsibility of the dean, and, as such, individual faculty members should only be concerned with those areas within their specific charge, i.e., research, teaching, etc.	40.	1	2	3	4
The dean should seek out and reinforce faculty ideas on non-academic matters such as budget, school plant, etc.	41.	1	2	3	4
In the handling of specific faculty incidents the dean should not make exceptions to policy.	42.	1	2	3	4
The dean should strive to see that the faculty is free to make personal decisions and commitments within the academic community.	43.	1	2	3	4
The dean, and not the faculty, should have the responsibility for establishing the long-range plans of the college.	44.	1	2	3	4
The dean should view his role as a facilitator rather than a director of the faculty.	45.	1	2	3	4
It is essential that the dean attempt to operate from a position of faculty consensus.	46.	1	2	3	4
The dean should work with the faculty in the establishment of work loads.	47.	1	2	3	4

KEY

- If you **strongly agree** with the statement
- if you **agree** with the statement
- if you **neither agree nor disagree**
- if you **disagree** with the statement
- if you **strongly disagree** with the statement

IDENTIFICATION NUMBER									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
PLEASE DISREGARD - DATA PROCESSING USE ONLY									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

It is more desirable for the dean to err in the direction of over-delegation of responsibility to individual faculty members rather than in the direction of under-delegation.

The dean should overtly support student representation with full voting privileges on appropriate committees.

The dean should establish procedures whereby students can participate in the development of programs of study.

The dean should be available on a regular basis to consult with students about matters of importance to them.

The dean should seek opportunities for interaction between himself and students. ...

Students should be free to periodically raise questions with the dean relative to academic matters.

The dean's availability to meet with students should take equal priority over administrative responsibilities.

The dean should support formal and informal faculty contact with students.

The dean should afford students the opportunity to participate in major decisions within the college.

The dean should develop procedures whereby students are given a role in establishing the direction of the college.

The dean should give students a role in the selection and promotion procedures of the faculty.

BACKGROUND INFORMATION - necessary for general description of population

Please respond in the space provided.

Your age _____ 60. Number of years of military service _____

Number of years in the field of education _____

Number of years in present position _____

(Check appropriate item / s)

Teaching experience at _____ Elementary, _____ Jr. High, _____ Secondary, _____ Jr. College, _____ College / Univ. level.

Present academic rank. _____ Dean, _____ Professor, _____ Assoc. Prof., _____ Asst. Prof., _____ Instructor

N ONLY:

Were you promoted to your present position of dean:

a) from within the institution b) from outside the institution.

SA 2 A 3 N 4 D 5 SD

1 2 3 4 5

1 2 3 4 5

48. 1 2 3 4 5

1 2 3 4 5

49. 1 2 3 4 5

1 2 3 4 5

50. 1 2 3 4 5

1 2 3 4 5

51. 1 2 3 4 5

1 2 3 4 5

52. 1 2 3 4 5

1 2 3 4 5

53. 1 2 3 4 5

1 2 3 4 5

54. 1 2 3 4 5

1 2 3 4 5

55. 1 2 3 4 5

1 2 3 4 5

56. 1 2 3 4 5

1 2 3 4 5

57. 1 2 3 4 5

1 2 3 4 5

58. 1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

65. a b

1 2 3 4 5

APPENDIX B

INITIAL ITEMS IN DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

Interpersonal Relatedness

1. The dean should not allow clerical duties to interfere with the establishment of close interpersonal relationships with his staff.
2. The dean should be seen as the business dimension of the college.
3. The dean should not develop close personal ties with the faculty.
4. The dean should not concern himself with the establishment of interpersonal relationships, but rather concentrate on the administration of the college.
5. The greater the degree of autonomy of the dean, the greater the power and effectiveness he has in facilitating the growth of the college.
6. The dean's effectiveness is reduced by his concern for controlling the faculty.
7. The dean should be viewed as an executive.
8. The dean needs to be concerned with the development of humane people within the college.
9. The dean should be more concerned about the human rather than the executive aspect of his role.
10. The dean should orient new staff members to the community; assist in housing, and introduce them to fellow faculty members and leading citizens and civic leaders.
11. The dean should attempt to seek understandings from his faculty.
12. The dean should seek personal contact with the faculty.
13. The dean needs to develop a close personal relationship with his staff.
14. The dean should make provisions whereby faculty members can speak with him at any time on matters of personal importance.

15. The dean cannot afford to be overly friendly with his staff.
16. The dean must maintain a degree of distance between himself and the staff.
17. The interpersonal relationship the dean establishes with his staff is of primary importance.
18. The dean should discourage close personal contact between himself and students.
19. In much of what he does the dean should be concerned with enforcement of standards.
20. It is imperative that the dean has a sense of humor.
21. The dean should encourage personal contact between himself and students in an attempt to personalize higher education.
22. The dean's primary responsibility is not to people but rather to the business of operating the college.
23. The dean should view himself as being distinct from the faculty.
24. The dean should not hesitate to use the status position of his office whenever individuals resist in conforming with the direction of the college.
25. The dean should judge his effectiveness in terms of his interpersonal relationships.
26. The dean should rely upon tried and proven procedures.
27. The dean in carrying out policy should utilize his skill as a negotiator.
28. The dean should develop faculty understanding of duties to be performed.
29. The dean should take immediate steps to replace faculty members who are in disagreement with him.
30. The dean, in working with others, should be concerned with the image of the college.

31. The dean should review program proposals for the purpose of insuring that they represent the greatest value for the situation and dollar spent.
32. The dean should take steps to either transfer or dismiss inefficient staff members.
33. The dean should devote the greatest share of his time to working closely with his staff.
34. The dean needs to develop a close personal relationship with his staff.
35. Foremost, the dean should be concerned with the economics of the college operation.
36. The dean should attempt to obtain personnel at the least possible cost to the college in an effort to booster expenditures available for college programs.
37. Before the dean can improve the instructional quality of the college, it is imperative that he set up procedures for reviewing the budget.
38. The dean should be responsible for the maintenance and operation of the college plant.
39. The dean should see that the college produces individuals who have a concern for their fellowman.
40. The dean needs to see the college in light of the kinds of people it turns out.
41. The dean has the responsibility to see that ideas are implemented.
42. The dean should discourage faculty members from addressing him on a first name basis.
43. By the nature of the office the dean must operate within the confines of the rules.
44. The routine should be viewed by the dean as an integral part of the role of the dean.
45. The dean should make decisions on the basis of established policy or rules.

46. Irrespective of the issues or persons involved the dean should make decision on the basis of established policy.

Supportiveness

47. The dean should devote the greatest portion of his time listening to the people around him.
48. Policy should be viewed by the dean as a potential source of control over others in the academic community.
49. The dean should see the status of his position as significant in the development of support for the college.
50. The dean should be seen by the faculty and students as being friendly and supportive.
51. The dean should attempt to establish a climate of stability within the college.
52. The dean should ask faculty members to evaluate his effectiveness in developing a climate of support.
53. It is important that the faculty has a feeling of trust in the dean.
54. The dean should openly support the ideas of the staff.
55. It is important that the dean establish a secure and friendly climate.
56. How well the individual faculty member performs his task is what is important and not the degree to which the dean demonstrates his feeling of confidence and trust.
57. It is important that the dean demonstrates feelings of confidence and trust in his faculty.
58. The dean should strive to support his staff in all situations.

59. It's not really important that the dean is viewed by the faculty as being supportive.
60. The dean is most effective when he operates from a position of status.
61. The dean should operate from a position of power.
62. The degree of confidence or trust a dean develops is not as important as the degree of proficiency to which he performs his role.
63. The dean should attempt to secure feelings of confidence and trust within his staff.
64. Since the academic community is established for a specific purpose, the dean at times must restrict the behavior of its members in special ways.
65. Even at the risk of jeopardizing his rapport with faculty and students, the dean must be willing to engage in direct and open conflict with them if he disagrees with their position on an issue.
66. The dean should consciously attempt to manipulate certain aspects of the institutional environment in attempt to promote the development of the colleges of interest.
67. The dean should view his job, above all other things, as the development of the potential of each staff member.
68. The dean should see the granting of tenure or promotions as a reward system to the faculty.
69. Guidance of the faculty toward self-improvement is an integral part of the role of the dean.
70. The dean should stand in the background and allow the staff to be creative and make mistakes.
71. The dean should attempt to establish procedures whereby the faculty is free of clerical routine.

72. The dean should see that time and expenses are available for extensive faculty travel and study.
73. When necessary, the dean should directly influence the faculty to adopt the views held within the institution.
74. Even when the faculty strongly disagrees with his position on an issue, the dean should support their right to disagree.
75. Even when the dean can see that the faculty is in error, he should openly support their effort.
76. In attempt to get the job done, the dean should not hesitate to use the status of his position.
77. The dean should encourage staff independence and experimentation.

Communication

78. The dean should interpret policy to those below him.
79. The dean should use any means that presents itself in an effort to gather information pertinent to the administration of the college.
80. The dean should direct all communication through formal channels.
81. The dean should interpret the college program to the faculty.
82. The dean should make recommendations and take appropriate steps to see that they are followed.
83. The dean should instruct the staff to operate through appropriate channels and to see him only when they have exhausted the chain of command.
84. The dean should be responsible for the transmission of information to lower office-holders.

85. The dean's position dictates that he issue directives to subordinates.
86. The dean should assume that every individual, student and faculty are capable of making their own decisions.
87. The dean should strive for group consensus before making a decision.
88. The dean should insure that persons directly affected by a decision share in its development.
89. Even in the urgency of other duties, the dean should take time to listen to faculty and students.
90. Only the dean should make the major decisions.
91. The dean has the responsibility to see that goals and policies established at the top are transmitted to the faculty.
92. The dean should consult with the president before he finalizes his actions on major decisions.
93. The dean should establish procedures whereby he can distribute directives.
94. Only the dean should make the important executive decisions.
95. The dean should view the public image of the college as an important aspect in decision making.
96. Public visibility requires that the dean establish distinct channels for communication.
97. It is important that the dean operate through a chain of command and direct all communications through formal channels.
98. The dean should encourage complete faculty and student involvement in decision making.
99. The dean's major responsibility is to operate through procedures whereby he can disseminate directives to students and the faculty.

100. Preferably, the dean should communicate in written form with the staff.
101. Public visibility requires that the dean establish distinct channels for communication.
102. The dean has the responsibility to listen to the faculty and students and encourage their involvement in decision making.
103. The dean should encourage people to see him at every opportunity, even when he may be busy with administrative duties.
104. The dean should communicate with students either through the faculty or established written procedures.
105. The dean should only see those people who have exhausted all other sources.
106. The dean should interpret the college program and see that the necessary recommendations are carried out.
107. The dean should instruct staff members to conduct all communication through established channels.
108. The dean should not see his position as being a decision maker, but as a sounding board for ideas.
109. The dean should discourage demands for administrative coordination, review, and endorsement of faculty and student ideas.
110. The dean should instruct students to conduct all communication through established channels.
111. Even in the face of what the dean suspects will be complete failure, the dean should encourage independence and experimentation.
112. The dean should support procedures to give equal say and equal opportunity to junior and senior staff members in the decision making for the development and implementation of new programs.

Faculty Involvement

113. The dean should make the major decisions in the college and point the direction for the faculty.
114. The dean should make provisions to involve the faculty at every level of decision making.
115. The dean should be the ex-officio chairman of standing committees within the college.
116. The dean should have veto power over faculty committees within the college.
117. In the scalar view of the college organization, all responsibilities not given to the dean should be assumed by the faculty.
118. In practice, the dean should not finalize any action without faculty consultation.
119. The dean should encourage extensive travel on the part of the faculty.
- 120. The dean has the responsibility to direct the teaching staff toward using those teaching methods the dean sees most effective.
121. The dean should delegate to the faculty the responsibility for planning and conducting all meetings within the college.
122. The dean should encourage the faculty to conduct their own programs of professional growth.
123. The dean should strive for uniformity of educational objectives on the part of his staff.
124. The dean should encourage the professional growth of faculty members even at the risk of losing them to positions elsewhere.
125. The dean should develop college policies and programs through the cooperative thinking and planning of the staff.
126. The dean should be accountable only to those above him, i.e., president.

127. The dean should be an agent acting for the faculty.
128. The dean should be held accountable to the faculty.
129. The dean should preside at faculty and committee meetings.
130. The dean should encourage the department chairmen to establish direction by means of faculty consensus.
131. The dean should establish procedures whereby ideas or problems are brought before the faculty for collective decision making.
132. In academic situations the dean should encourage the faculty to do what they feel is appropriate.
133. The dean should encourage faculty decision making.
134. The overall goals of the college are the responsibility of the dean and, as such, individual faculty members should only be concerned with those areas within their specific charge, i.e., research, teaching, etc.
135. The dean should establish procedures for collective faculty decisions and non-academic matters, i.e., budget, school plant, etc.
136. The dean should seek out and reinforce faculty ideas on non-academic matters such as budget, school plant, etc.
137. The dean should discourage the faculty from assuming responsibilities relegated to his office by the administration.
138. The dean should identify and work closely with the administration to achieve the goals of the college.
139. In the handling of specific faculty incidents, the dean should not make exceptions to policy.
140. The dean should strive to see that the faculty is free to make personal decisions

and within the academic community.

141. The dean is justified in developing faculty regulations which prohibit faculty behavior from interfering with the stated objectives of the college.
142. As the chief administrative officer of the college, the dean should reserve the right to review all faculty decisions.
143. The dean should make the major decisions in the college.
144. Once the faculty has made a decision, it is the dean's responsibility to see that procedures are instituted for successful implementation.
145. The dean should only make decisions after feeling the pulse of the faculty.
146. The dean should give the faculty the right of veto in those areas where they are not given a direct role in academic policy-making.
147. It is important that the dean establish procedures to give the faculty a role in decision making.
148. The dean should see that the staff has a right to manage its own affairs.
149. The dean, and not the faculty, should have the responsibility for establishing the long-range plans of the college.
150. The dean should encourage faculty concern for efficiency.
151. The dean should not allow his responsibilities to become the concern of the faculty.
152. The dean should not delegate the responsibilities of his office to the faculty.
153. The dean should view his role as a facilitator rather than a director of the faculty.

154. It is essential that the dean attempt to operate from a position of faculty consensus.
155. The dean should think of himself as an extension of the faculty.
156. The dean should foster the concept that curriculum is the prerogative of the faculty.
157. The dean should establish and set standards for faculty performance.
158. The dean should realize that if he really wants something done he almost has to do it himself.
159. There is only a slight chance for consensus or implementation of decisions at the faculty level, therefore the dean should make major curriculum decisions.
160. The dean should provide procedures for faculty involvement at every level of decision making.
161. The dean should provide the faculty with sufficient time and opportunity for attending civic functions, conversing with other faculty members and students, and to plan and dream.
162. The dean should establish the direction of the college and then attempt to hire those people who will complement the program.
163. A dynamic program should be seen by the dean to rest in complete faculty involvement at all levels of decision making.
164. The dean should work with the faculty in the establishment of work loads.
165. The dean should place the responsibility for the granting of promotion and tenure in the hands of the faculty.
166. It is more desirable for the dean to err in the direction of over-delegation of responsibility to individual faculty members rather than in the direction of under-delegation.

Student Involvement

167. Teaching and general student contact should be dimly viewed by the dean, since this function can more appropriately be carried out by others in the college.
168. The dean should overtly support student representation with full voting privileges on appropriate committees.
169. The dean should not assume any teaching duties at either the undergraduate or graduate level as this will infringe upon time needed for duties of higher priority.
170. The dean should establish procedures whereby students can participate in the development of programs of study.
171. The dean should be available on a regular basis to consult with students about matters of importance to them.
172. The dean should seek opportunities for interaction between himself and students.
173. The dean should make provisions to have students involved at every level of decision making.
174. The dean should see that student participation on committees are advisory only in nature.
175. Students should be free to periodically raise questions with the dean relative to academic matters.
176. The dean's availability to meet with students should take equal priority over administrative responsibilities.
177. As representative of the college, the dean should be responsive to the needs of the individual student.
178. By their nature, students desire and need to be given liberalization of policies and regulations by the dean.
179. The dean should have the power of veto over all student committees.

180. In terms of facilitating the development of the individual student, the dean should see that individual requirements and demands on the student are reduced to a minimum.
181. The dean should support formal and informal faculty contact with students.
182. The dean should seek opportunities for contact with students.
183. The dean should insure that students have a say in the curriculum.
184. The dean should see that facilities and opportunities for growth provided for the faculty are made available to students.
185. The dean should establish personal contact between himself and students.
186. The dean should give students a role in the selection and promotion procedures of the faculty.
187. The dean should give students the right to veto any academic decision made by the faculty.
188. Students should be given the right to veto any decision made by the dean.
189. The dean should give students the right of veto in those areas where they are not given a direct role in academic policy making.
190. Once students have made a decision, it should become the responsibility of the dean to institute procedures for implementation.
191. The dean is justified in developing student regulations which prohibit student behavior from interfering with the stated objectives of the college.
192. The dean should not allow student involvement in those areas which have been officially relegated to his office.
193. The dean should afford students the opportunity to participate in major decisions within the college.

194. The dean should not allow his responsibilities to become the concern of the student body.
195. The dean should develop procedures whereby students are given a role in establishing the direction of the college.
196. A dynamic program should be viewed by the dean to rest in complete student involvement at all levels of decision making.
197. The dean should view himself as an extension of the students.
198. The dean should place the responsibility for the granting of promotion and tenure in the hands of the students.
199. The dean should give students a role in the selection and promotion procedures of the faculty.
200. The dean should see that a dynamic program rests in complete student involvement at every level of policy formulation.

APPENDIX C
SCORING KEY
AND
DIRECTIONS FOR SCORING

A subject's score for a particular dimension is the sum of the item scores for that dimension. For example, the raw score for the dimension "Interpersonal Relatedness" is the sum of the scores for items 1 to 12 inclusive. The total (raw) scores for this dimension can range from 11 to 55. An individual's total score on the Dean Leadership Expectation Questionnaire is the sum of all dimension scores or items on the instrument. The total score can range from 58 to 290.

Scoring Keys

Interpersonal Relatedness		SA	A	N	D	SD
1		1	2	3	4	5
2		5	4	3	2	1
3		5	4	3	2	1
4		1	2	3	4	5
5		1	2	3	4	5
6		5	4	3	2	1
7		5	4	3	2	1
8		5	4	3	2	1
9		5	4	3	2	1
10		1	2	3	4	5
11		1	2	3	4	5
Supportiveness						
12		1	2	3	4	5
13		5	4	3	2	1
14		5	4	3	2	1
15		5	4	3	2	1
16		5	4	3	2	1
17		5	4	3	2	1
18		5	4	3	2	1
19		1	2	3	4	5
20		5	4	3	2	1
21		5	4	3	2	1
22		1	2	3	4	5
23		5	4	3	2	1
Communication						
24		5	4	3	2	1
25		1	2	3	4	5
26		5	4	3	2	1
27		5	4	3	2	1
28		1	2	3	4	5
29		1	2	3	4	5
30		1	2	3	4	5
31		1	2	3	4	5
32		5	4	3	2	1

Scoring Keys

Faculty Involvement	SA	A	N	D	SD
33	1	2	3	4	5
34	1	2	3	4	5
35	1	2	3	4	5
36	1	2	3	4	5
37	5	4	3	2	1
38	5	4	3	2	1
39	5	4	3	2	1
40	1	2	3	4	5
41	5	4	3	2	1
42	1	2	3	4	5
43	5	4	3	2	1
44	1	2	3	4	5
45	5	4	3	2	1
46	5	4	3	2	1
47	5	4	3	2	1
48	5	4	3	2	1
Student Involvement					
49	5	4	3	2	1
50	5	4	3	2	1
51	5	4	3	2	1
52	5	4	3	2	1
53	5	4	3	2	1
54	5	4	3	2	1
55	5	4	3	2	1
56	5	4	3	2	1
57	5	4	3	2	1
58	5	4	3	2	1

APPENDIX D

LIST OF INSTITUTIONS OF HIGHER LEARNING PARTICIPATING IN STUDY.

LIST OF PARTICIPATING INSTITUTIONS

Central Michigan University
Mount Pleasant, Michigan
48858

Eastern Michigan University
Ypsilanti, Michigan
48197

Northern Michigan University
Marquette, Michigan
49855

Oakland University
Rochester, Michigan
48063

Saginaw Valley College
University Center, Michigan
48710

APPENDIX E

LETTER TO DEANS

LETTERS TO FACULTY MEMBERS

1. LETTER REQUESTING PARTIC-
IPATION IN THE STUDY
2. FOLLOW-UP LETTER
3. POSTCARD FOLLOW-UP

June 22, 1970

Dr. -----
Dean, School of Education

-----, Mich.

Dear Dr. -----:

As per our conversation and meeting, enclosed you will find a copy of the "Dean Leadership Expectation Questionnaire." The questionnaire may be quickly answered, taking approximately 15 minutes of your time.

I appreciate very much the opportunity to have met with you personally. May I once again express my thanks for your cooperation and assistance in this study.

Sincerely,

Douglas C. Fairbanks

Dear Fellow Educator:

The purpose of this letter is to gain your cooperation in a study I am conducting on the expectations held by faculty members and deans relative to the leader role of a dean of a college of education. The deanship has come to be a position of paramount importance in teacher education. Yet, the literature reveals little on the expectations held for the dean of a college of education. This void provides the basic motivation for the study.

The study centers on state supported institutions of higher learning with emerging schools or colleges of education (classification given to those schools or colleges within an institution of higher learning offering at least a four year program awarding a Baccalaureate in Education, Elementary Education, or Secondary Education, but not a Doctorate in Education). Preliminary investigation regarding the feasibility of such a study was explored with deans in attendance at the Meeting of Deans -- Education for the State of Illinois in Springfield, Illinois in January of 1969. Positive reactions from these people as well as encouragement received from staff members of the College of Education at Michigan State University has further sparked my interest in conducting the study.

It is felt that the study will yield a better understanding of the deanship and be of value to teacher education. The Dean of the College of Education at your institution has agreed to participate in the study.

Your assistance is needed in the completion of a short questionnaire -- "Dean Leadership Expectation Questionnaire". Your response is vital in order to assure a valid study.

The questionnaire is coded; this is being done for reasons of data processing and in order to maintain accurate records of returns. All mailing codes will be destroyed at the conclusion of the study, and the data treated as group data. In no case will information be available or published about an individual or a university.

The information collected will be used in completing my doctoral dissertation at Michigan State University. Upon completion of the study you will be supplied with a summary of the findings.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. I earnestly hope that you will be able to assist me.

Sincerely yours,

Douglas C. Fairbanks

Dear Fellow Educator:

This is a follow-up letter requesting return of the "Dean Leadership Expectation Questionnaire" which you recently received. As you may recall from my previous letter, the questionnaire will be used for the completion of a dissertation at Michigan State University and to gather information on the expectations held for the dean of a college of education.

I would appreciate your completing this questionnaire. Your response is vital in order to assure a valid study. For your convenience I have enclosed an additional copy of the questionnaire together with a stamped, self-addressed envelope in case the first one has been misplaced.

Once again may I take this opportunity to express my appreciation for your cooperation in this study.

Sincerely,

Douglas C. Fairbanks

encl: 3

Dear Fellow Educator:

This is to remind you of the DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE and follow-up letter I sent you.

I would appreciate it if you would take 15 minutes from your busy schedule to complete the questionnaire and return it to me.

Thank you,

Douglas C. Fairbanks
MSU

APPENDIX F

C.J.HOYT'S ANALYSIS OF VARIANCE ESTIMATE OF RELIABILITY FOR DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

1. TABLE 1: RELIABILITY ESTIMATE -- OVERALL
2. TABLE 2: RELIABILITY ESTIMATE -- INTER-
PERSONAL RELATEDNESS DIMENSION
3. TABLE 3: RELIABILITY ESTIMATE --
SUPPORTIVENESS DIMENSION
4. TABLE 4: RELIABILITY ESTIMATE --
COMMUNICATION DIMENSION
5. TABLE 5: RELIABILITY ESTIMATE --
FACULTY INVOLVEMENT DIMENSION
6. TABLE 6: RELIABILITY ESTIMATE --
STUDENT INVOLVEMENT DIMENSION

TABLE 1

C.J.HOYT'S TEST RELIABILITY ESTIMATED BY ANALYSIS OF VARIANCE
OVERALL ESTIMATE OF RELIABILITY -- DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

Source of Variation	df	Sum of Squares	r and SE
Individuals	218	2079.3180580	0.9224
Items	57	2115.8926926	6.4961
Error	12426	9199.5038604	
Total	12701	13394.7146110	

TABLE 2

C.J.HOYT'S TEST RELIABILITY ESTIMATED BY ANALYSIS OF VARIANCE
 INTERPERSONAL RELATEDNESS DIMENSION ESTIMATE OF RELIABILITY
 DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

Source of Variation	df	Sum of Squares	r and SE
Individuals	218	645.78414250	0.6913
Items	10	184.19593143	3.0241
Error	2180	1993.62225060	
Total	2408	2823.60232450	

TABLE 3

C.J.HOYT'S TEST RELIABILITY ESTIMATED BY ANALYSIS OF VARIANCE
SUPPORTIVENESS DIMENSION ESTIMATE OF RELIABILITY
DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

Source of Variation	df	Sum of Squares	r and SE
Individuals	218	293.57305908	0.5779
Items	11	234.73173523	2.5006
Error	2398	1363.18493170	
Total	2627	1891.48972610	

TABLE 4

C.J.HOYT'S TEST RELIABILITY ESTIMATED BY ANALYSIS OF VARIANCE
COMMUNICATION DIMENSION ESTIMATE OF RELIABILITY
DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

Source of Variation	df	Sum of Squares	r and SE
Individuals	218	505.20953798	0.6768
Items	8	549.23693561	2.4477
Error	1744	1306.09639790	
Total	1970	2360.54287150	

TABLE 5

C.J.HOYT'S TEST RELIABILITY ESTIMATED BY ANALYSIS OF VARIANCE
 FACULTY INVOLVEMENT DIMENSION ESTIMATE OF RELIABILITY
 DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

Source of Variation	df	Sum of Squares	r and SE
Individuals	218	810.76369858	0.8084
Items	15	315.55707741	3.2690
Error	3270	2329.69292260	
Total	3503	3456.01369860	

TABLE 6

C.J.HOYT'S TEST RELIABILITY ESTIMATED BY ANALYSIS OF VARIANCE
STUDENT INVOLVEMENT DIMENSION ESTIMATE OF RELIABILITY
DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

Source of Variation	df	Sum of Squares	r and SE
Individuals	218	1081.97534230	0.9026
Items	9	465.58036518	2.0863
Error	1962	948.91963433	
Total	2189	2496.47534180	

APPENDIX G

STANDARD SCORES FOR DEANS AND FACULTY MEMBERS ON THE DEAN LEADERSHIP EXPECTATION QUESTIONNAIRE

- 1. TABLE 7: STANDARD SCORES FOR DEANS
ON THE DEAN LEADERSHIP
EXPECTATION QUESTIONNAIRE**
- 2. TABLE 8: MEAN STANDARD SCORES ACROSS
COLLEGES FOR FACULTY MEMBERS
ON THE DEAN LEADERSHIP
EXPECTATION QUESTIONNAIRE**
- 3. TABLE 9: MEAN STANDARD SCORES FOR
DEANS AND FACULTY MEMBERS,
AS A GROUP, ON THE DEAN
LEADERSHIP EXPECTATION
QUESTIONNAIRE**

TABLE 7

Standard Scores for Deans on the Dean Leadership Expectation Questionnaire

Dimensions of the Dean Leadership Expectation Questionnaire					
Deans	S_1	S_2	S_3	S_4	S_5
A	.934	.925	1.907	.955	-1.678
B	1.109	.177	1.687	.955	1.736
C	.407	1.174	1.248	1.475	1.167
D	.934	1.424	.151	.955	.882
E	.231	.177	.370	-.603	.456

TABLE 8

Mean Standard Scores Across Colleges
for Faculty Members on the Dean Leadership Expectation Questionnaire

Dimensions on the Dean Leadership Expectation Questionnaire					
Faculty Members	S ₁	S ₂	S ₃	S ₄	S ₅
A	.483	.598	1.042	.347	.331
B	.465	.925	.590	.565	.693
C	-.210	.191	.022	-.095	.068
D	-.046	-.214	-.170	-.031	-.029
E	-.157	-.134	-.162	-.116	-.372

TABLE 9

Mean Standard Scores for Deans and Faculty Members,
as a Group, on the Dean Leadership Expectation Questionnaire

Dimensions on the Dean Leadership Expectation Questionnaire					
Subjects	S ₁	S ₂	S ₃	S ₄	S ₅
Deans	.723	.775	1.073	.747	.513
Faculty Members	.560	.647	-.005	-.098	-.188