THE RELATIONSHIP BETWEEN THE METHOD OF SELECTION AND LENGTH OF SERVICE OF DEPARTMENT CHAIRS AND DEGREE OF SUBORDINATE FACULTY SUPPORT

DISSERTATION

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Introduction

The preparation of individuals that assume the role of department chair is a critical challenge facing administrators of institutions of higher education (Gmelch & Houchen; 1994). Department chairs assume the position without leadership training, without administrative experience, without clear understanding of the role, and without an awareness of the personal cost of the position (Gmelch & Houchen; 1994). Much of the literature pertaining to the department chair is derived from speeches, journal articles and how-to books and is anecdotal in nature (Creswell, Wheeler, Seagren, Egly, & Beyer, 1990; Gmelch, Burns, Carroll, Harris & Wentz; 1992; Gmelch, Carroll, Seedorf & Wentz, 1990; Seagren & Miller, 1994). This body of anecdotal literature indicates that both the method of selection and length of service of the department chair may affect the degree of faculty support of the chair. This study empirically examined the relationship between the method of selection and length of service of department chairs with the degree of faculty support. Department chair was defined as the person formally appointed to manage the academic department (Stewart, 1993). Faculty support was defined as the composite mean score on the Departmental Evaluation of Chairperson Activities for Development-Faculty Reactions to Chairpersons' Activities (Decad) instrument for both initiation of structure and considerations.

This chapter discusses the role of department chairs, leadership behavior theory, and department chair leadership theory through relevant literature and suggests the rationale for the study. The research questions and other related

questions are presented. The chapter concludes with an explanation of the study's significance, definitions, and limitations of the study.

Background

One in three faculty members serve as a department chair sometime in their career (Scott, 1981) with approximately 80,000 individuals serving as chairs annually (Norton, 1980). About 80% of all college decisions are made at the departmental level making the department chair one of the most significant administrators within a college (Gmelch & Houchen, 1994; Roach, 1976). The position serves as the most common entry point into higher education administration providing training for higher administrative positions (McDade, 1987). Conversely, department chairs are rarely educated to serve in an administrative role with the possible exception of some informal training while chairing important departmental subcommittees (Creswell et al., 1990; Knight & Holen, 1985; Waltzer, 1975).

The department chair directly influences the department in several ways. The department chair leads the department by recruiting and evaluating staff, by making everyday decisions, and by delegating responsibilities (Bennett, 1983; Carroll, 1990). Booth (1982) stated the department chair is the only individual whose principal function is to "interpret the department to the administration and the administration to the faculty," (p. 4).

The roles and responsibilities of the department chair have been the subject of numerous studies. Seagren, Creswell and Wheeler (1993) reviewed 12 studies designed to determine the role and responsibilities of the department chair. The reviewed studies referred to the principal functions of the chair as roles, responsibilities, tasks, duties, or activities. Analysis of these studies by Seagren, et al. show little agreement as to the roles and responsibilities of the

department chair. Many of these roles and responsibilities include activities that involve consideration and initiating structure. Seagren, et al. (1993) found in these 12 studies of department chairs as few as 2 and as many as 28 roles and as few as 27 to as many as 98 responsibilities. The lack of agreement in the number of roles and responsibilities in these studies can be attributed to many things including the different methodologies of these studies. Seagren, et al. (1993) found the lack of similar role typologies bridging one study with another to be a significant flaw in this area of research.

Leadership Behavior Theory as Related to Department Chairs

While many theories of leadership exist, there is considerable agreement on two elements of leadership; task orientation and interpersonal orientation (Knight & Holen, 1985). These orientations have been referred to as: (a) production and employee orientations (Katz, MacCoby & Morse, 1950), (b) goal achievement and group maintenance skills (Cartwright & Zander, 1953), (c) instrumental and expressive skills (Etzioni, 1961), (d) concern for production and concern for people (Blake & Mouton, 1964), and (e) task-motivated and relationship-motivated (Fiedler, 1967). The most common terminology for these two orientations is initiating structure and consideration as defined by Stodgill and Coons (1957) and Halpin and Winer (1957). Initiating structure involves "instructing a subordinate about how to perform a task or applying pressure to achieve results through close control," (Schoderbek, Cosier & Alpin, 1988, p. 295). Consideration "involves taking into consideration the feelings and desires of subordinates" (Schoderbek, et al., 1988, p. 295). Halpin (1966) stated that both initiating structure and consideration were important factors for educational leaders.

In a study of 22 departments, the departments with the best reputation

had chairs rated above average in both initiating structure and consideration (Hemphill 1955). Effectiveness of department chairs is directly related to ratings of initiating structure and consideration (McCarthy, 1972). Those department chairs perceived as most effective by subordinates were those individuals that scored highest on both initiating structure and consideration (Knight & Holen, 1985). Knight and Holen suggest high consideration and initiating structure behaviors are essential elements for departmental leadership. These results were consistent across institutional type regardless of financial support basis or size. Knight and Holen used the Departmental Evaluation of Chairperson Activities for Development (Decad) to measure subordinate faculty perceptions. This instrument is an adaptation of the Leader Behavior Description Questionnaire-P (LBDQ-P) for the position of academic department chairs (Hoyt & Spangler, 1978; Knight & Holen, 1985).

Using the same methodology as Knight and Holen (1985), Stewart (1993) examined substitutes of leadership as potential moderators of the relationship between effectiveness of department chairs and initiation of structure and consideration. Substitutes of leadership are characteristics of the individual, the task, or the organization that substitute for, neutralize, or supplement the manger's influence on employees' job related responses (Stewart, 1993). Stewart (1993) examined experience, spatial distance, bureaucracy and organizational rewards not within the leader's control as possible substitutes of leadership affecting initiation of structures. No significant relationships were found between any substitute of leadership and initiation of structure. Spatial distance and organizational rewards not within the leader's control were examined as possible substitutes of leadership affecting consideration. Stewart (1993) found no relationship between spatial distance and consideration. A very small

significant relationship was found for organizational rewards not within the leader's control and the leadership behavior of consideration. Stewart's (1993) examination of substitutes of leadership affecting the relationship between effectiveness of department chairs and leadership behaviors involves factors associated with subordinates. The present study examined factors associated with the department chair that may affect faculty perceptions of effectiveness.

Method of Selection of Department Chairs

The method of selection of the department chair historically has followed one of two methods, either a faculty member is elected from within the department as a first among equals, or a faculty member is selected by the upper administration to serve as chair (Seagren, et al., 1993). Shreeve, Brucker and Martin (1987) found in a national survey of English department chairs that about half was elected by their peers while the other half was appointed by the administration.

The method of selection of department chairs can lead to ambiguity about whether the chair owes primary allegiance to the faculty or to the college administration (Seagren, et al., 1993). Faculty view the election of the department chair as a chance to monitor and develop scholarship within their department with minimal interference from the college's central administration (Booth, 1982). Chairs selected by their peer faculty tend to have a greater loyalty to the departmental faculty than to the college's higher administration (Seagren, et al, 1993). Due to this loyalty to the faculty, the chair often represents and protects the faculty's interest rather than serving the college's overall interest. Blackwell (1966) suggests that chairs elected by the faculty "may find it difficult to make discriminating recommendations about promotion and salary" (p. 37). If the chair serves for a limited term and then returns to full time teaching, the faculty

may choose the individual deemed the least obtrusive rather than the most desirable leader. The faculty's degree of participation in the selection process may intensify conflict between the faculty and the administration (Gmelch & Houchen, 1994).

Separate studies by Warren (1990) and Jeffrey (1985) indicate deans want chairs to serve as a link between the dean and the department in achieving institutional goals. Chairs serve to implement many of the decisions of either the dean or academic vice-president (Seagren et al., 1993). The chair should have a close interpersonal relationship with the dean to serve the dean's needs (Warren, 1990). As part of this close relationship, chairs need effective communication skills to communicate to the faculty the institution's mission and objectives (Seagren, et al., 1993). Not only do department chairs communicate the institution's missions and objectives to the faculty but they also communicate faculty concerns to the dean.

The method of selection of department chairs can easily become an issue of dissension between the faculty and the administration (Blackwell, 1966). If the chair is an administrative appointment, the chair may suffer a conflict of loyalties between the faculty that they may return to and the administration that appointed them to lead the faculty (Seagren, et al., 1993). The method of selection has the potential to place the chair in conflict between the faculty and the administration that may affect the chair's administrative effectiveness (Booth, 1982).

Length of Service of Department Chairs

The length of service of department chairs is affected by the method of selection (Booth, 1982). If chairs are an administrative appointment, they normally serve at the will of the administration. Chairs elected from the faculty

normally serve a set term of office and may or may not be eligible for re-election. The term of office may range from two to five years with the average being three years (Booth, 1982; Shreeve et al, 1987). A national survey of English department chairs indicated 70% of the chairmanships have no limits on succession, 17% of the chairmanships allow either two or three terms and 4% did not allow any succession (Shreeve et al., 1987). Carroll (1990) found the average length of service of most chairs to be six years. After serving as chairs, 65% of the former chairs return to full-time teaching while the remainder either retire or advance to a higher administrative position (Carroll, 1990).

The length of term of office may affect faculty acceptance of the chair's leadership (Booth, 1982). If chairs are elected for a short term, faculty may do what they wish even though overall institutional interests are damaged. Faculty in such a situation may believe that they can outlast the chair's term of office (Booth, 1982). Frequent elections or re-appointments of chairs contribute to curricular vitality in the form of introduction of new courses (Hefferlin, 1969). Department chairs normally do not have prior administrative experience (Seagren, et al., 1993). Instead of being promoted from one administrative position to another, department chairs are normally selected from the faculty in what is often the individual's first administrative role. In essence, department chairs learn expected behaviors while serving as chair (Shoemake, 1994). The skills needed by a faculty member involve teaching and research. The skills needed by a department chair involve leadership and management. Teaching and research skills do not necessarily indicate leadership and management skills (Shoemake, 1994). A period of training and acclamation to the requirements of the department chair's responsibilities is to be expected. No published study was located through an extensive search of both ERIC and Dissertation

Abstracts regarding length of service of department chairs and its relation to faculty support during this period of training and acclamation. Studies involving length of service and its relationship to faculty support of both presidents (Birnbaum, 1992) and deans (Rooney & Clark, 1982) were located.

Birnbaum (1992) defined new presidents as having three years or less of service and old presidents as having five or more years of service. New presidents had significantly more support from faculty than older presidents. This study found a very definite period of open acceptance and support for new presidents. Statistically, old presidents were found to have either significantly mixed or low support. The few old presidents with high faculty support were viewed as technically competent as well as being concerned with both people and organizational tasks. The old presidents had maintained actions that were high in consideration as defined by Stodgill and Coons (1957).

Rooney and Clark's (1982) study of the length of service and degree of faculty support of deans produced results similar to those of Birnbaum (1992). Rooney and Clark (1982) found that deans can expect a positive reception as the faculty expect positive changes. As the length of service of the dean increases, the degree of faculty support decreases as more faculty achieve, "a more realistic perception of what can and cannot be achieved by the administration" (Rooney & Clark, 1982, p. 49).

Both the Birnbaum (1992) and Rooney and Clark (1982) studies found diminishing faculty support the longer either the president or dean served an institution. A similar relationship between the length of service of department chairs and degree of faculty support may be found.

Significance

The position of department chair is widely acknowledged to be significant in the day to day functions of colleges and universities (Seagren, et al., 1993). Arguably, the individual who becomes a department chair is not an administrator: most chairs maintain faculty rank, continue teaching and perform research, have little formal leadership training and may return to a faculty role at the end of their term of office (Seagren et al., 1993). Yet, the role of the chairman is administrative in nature with about 80% of all college decisions made at the departmental level (Gmelch & Houchen, 1994; Roach, 1976). While the importance of the department chair is acknowledged, the position "has suffered from a general lack of attention from educational researchers" (Knight & Holen, 1985, p. 677). Seagren, et al. state a concern that few studies involving department chairs use similar methodologies. This study is linked to studies by Knight and Holen (1985), and Stewart (1993) by examining the department chair using similar methodology.

Often chairs are selected and given little training, yet are expected to manage the faculty, prepare budgets, and implement long range institutional plans (Dilley, 1972). This study examined whether the faculty supports the department chair in this learning stage and if so, whether this support continues throughout the chair's career.

The examination of how initiating structure and coordinating structure relates to successful department chairs is not widespread (Knight & Holen, 1985). Most studies of department chairs have used self-perceived data rather than data from either faculty or higher administrators (Gmelch & Houchen; 1994; Seagren, et al., 1993). The use of faculty perceptions rather than self-perceptions in the study of department chair leadership behaviors is sparse (Knight

& Holen, 1985). This study adds to the body of knowledge concerning effective department chair leadership behaviors.

The method of selection of department chairs is not uniform. Currently, the method of selection is either faculty election or administrative appointment (Booth, 1982; Carroll, 1990; Shreeve et al, 1987). If a significant difference was found concerning faculty support of either elected or appointed chairs, this would give weight to altering the method of selection. Changes to the method of selection may make the role of chair more meaningful (Booth, 1982). Higher education administrators may want to examine and possibly modify the current method of selection for chairs based upon this information.

The length of service of elected chairs may be for either a set or undefined term based upon the method of selection (Shreeve et al, 1987). Currently, the average length of service for department chairs is six years (Carroll, 1990). The average term of office is three years with chairs being re-elected to a second term (Shreeve et al, 1987). This study indicates, by degree of faculty support whether chairs should serve either shorter or longer terms. Higher education administrators may want to examine and possibly modify the current term of office of department chairs based upon this information.

In addition to the aforementioned reasons, this study is significant due to the following reasons:

1. Little has been written on evaluation of chairs that is conceptual in nature (Booth, 1982). The examination of the method of selection and length of service of department chairs in relation to initiation of structure and consideration provides guidelines for policy makers for the establishment of evaluation procedures.
2. A program to continuously upgrade the human relations and

administrative skills of department chairs needs to be implemented (Shreeve et al, 1987). Such development programs may be administrated either by the supervising dean, academic vice-president or provost to enhance those skills (Stewart, 1993). This study indicates possible areas of concern regarding department chairs' initiation of structure and consideration behaviors that can be addressed in such a program.

3. Department chairs will gain a better understanding of how the method of selection and their length of service will affect faculty perceptions of their leadership effectiveness.
4. Higher education administration professors will gain a better understanding of how the method of selection and length of service of department chairs affects faculty perceptions of the chair's leadership effectiveness. This should allow better leadership training for potential chairs.

Research Questions

Specifically, this study examined the following research questions:

1. What is the relationship between the method of selection and degree of faculty support as measured by initiation of structure scores for the department chair as measured by the Decad instrument?
2. What is the relationship between the method of selection and degree of faculty support as measured by consideration scores for the department chair as measured by the Decad instrument?
3. What is the relationship between the length of service and degree of faculty support as measured by initiation of structure scores for the department chair as measured by the Decad instrument?

4. What is the relationship between the length of service and degree of faculty support as measured by consideration scores for the department chair as measured by the Decad instrument?

Definitions

Major terms used in this study are defined in the following section.

1. Department Chair-is the person foramlly appointed to manage the department (Stewart, 1983).
2. New Chair-Chair reported information indicating less than one year of service on the Decad- Chairperson Information form.
3. Short Length of Service Chair-Chair reported information indicating one to two years of length of service on the Decad- Chairperson Information form.
4. Long Length of Service Chair-Chair reported information indicating six and more years of length of service on the Decad- Chairperson Information form.
5. Faculty-individuals holding an academic rank with principal responsibilities of performing research and teaching academic department (Stewart, 1993).
6. Method of Selection- Chair reported information indicating either appointment by the dean or elected by the faculty on the Decad-Chairperson Information form.
7. Length of Service- Chair reported information indicating length of service as (a) first year, (b) one - two years, (c) three- five years, or (d) six- or more years on the Decad- Chairperson Information form.

8. Degree of Support- as measured by mean departmental score of the Departmental Evaluation of Chairperson Activities for Development-Faculty Reactions to Chairpersons' Activities. This copyrighted(Center for Faculty Evaluation and Development, 1977) instrument has intra-class correlations from 0.51- 0.81. Item to item reliability range from 0.60 to 0.91 (Hoyt & Spangler, 1977). The Decad specifically measures Structuring and Interpersonal Sensitivity. For the purpose of the current study, the Structuring score was considered "Initiation of Structure" and the Interpersonal Sensitivity score was considered "Consideration".

Hypotheses

1. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.
2. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.
3. A significant relationship exists between the length of service of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.
4. A significant relationship exists between the length of service of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.

Limitations and Assumptions

The population selected is not a random sample from the population at large, therefore, there are limitations to the extent the conclusions can be generalized. Knight and Holen (1985) examined the generalizability of a similar but

smaller sample and found the sample was not significantly influenced by any of the following: method of financial support, degrees offered, geographic location or size of the institution.

The DECAD instrument is intended for aiding in development of department chairs (Hoyt & Spangler, 1978). Therefore some department chairs are evaluated by their subordinate faculty more than once within the database.

The present study is ex post facto, therefore data was collected through survey techniques which limits generalizability based upon the population, the reliability and validity of the instrument (Kerlinger, 1986). While this is a limitation, the size of the sample is sufficiently large to justify the use of pre existing data.

Chapter 2

Literature Review

This chapter reviews the relevant literature which provides a framework for the study of the relationship between the method of selection and length of service of department chairs and the degree of faculty support. Literature relevant to this study was found in four areas: (a) literature describing the various roles of the department chair; (b) literature pertaining to the two principal dimensions of departmental leadership, initiating of structure and consideration; (c) literature reviewing the method of selection of department chairs; and(d) literature pertaining to the length of service of department chairs related to faculty support.

Background

The role of the department chair is one of the most important positions in higher education (Ehrle, 1975). This importance has increased with the rise of faculty participation in the decision making process of higher education institutions (Roach, 1976). One in three faculty members serve as a department chair sometime in their career (Scott, 1981). Approximately 80,000 individuals serve as department chairs annually, making the position of department chair the largest single group of administrators in higher education (Norton, 1980). The types of decisions that the chair makes include personnel issues, formulating long range plans, establishing formal procedures, creating schedules, and assigning duties to subordinates (Creswell, Wheeler, Seagren, Egly, & Beyer, 1990). Throughout each of these decisions adequate planning is necessary. The outcome of these decisions directly affects the importance and magnitude of the type of problems with which the department chair must deal (Creswell, et al.,

1990). The individuals selected to become a department chair are rarely adequately trained after selection (Creswell et al., 1990; Knight & Holen, 1985; Seagren, Creswell, Wheeler, 1993; Waltzer, 1975). Department chairs are not selected for managerial expertise, but rather for other less identifiable reasons (Creswell et al., 1990). Scholarly competence and personal characteristics are more often the basis for choosing a department chair rather than management or leadership skill (Scott, 1981). Once selected, the department chair rarely receives any formal training in either leadership or administrative skills except for on-the-job training (Creswell et al., 1990).

Certain assumptions are made about department chairs without adequate research upon which to base these assumptions resulting in a complex mythology concerning department chairs (Ehrle, 1975). While the academic department is the dominant organizational unit in higher education and the department chair the dominant administrator, there are few research studies on either the department or its leadership (Norton, 1978; Scott; 1981). Much of the literature pertaining to the department chair is derived from speeches, journal articles and how-to books and is anecdotal in nature (Creswell et al., 1990; Gmelch, et al., 1990; Gmelch, et al., 1992; Seagren & Miller, 1994). Most of the literature about the department is also critical in nature (Scott, 1981).

The principle businesses of the academic institution, teaching, service and research, occur at the level in which students interact with the university, the department (Waltzer, 1975). The role of the academic department is underestimated by many within higher education, but the department chair serves a key role in the leadership structure of higher education institutions (Norton, 1978; Waltzer, 1975). The position of the department chair is not the lowest level of the administrative structure but rather a vital enterprise within the institution.

The chair directly influences the department in several ways, including recruiting and evaluating staff, making everyday decisions, and delegating responsibilities (Bennett, 1983; Carroll, 1990).

Successful leadership is imperative for an academic department to succeed. That leadership is generally accepted to be the responsibility of the department chair (Waltzer, 1975). The academic department is a unique administrative unit that allows faculty to directly influence its formal leader, the department chair, through peer judgment of the department's functions (Booth, 1982). The functions of the department include; (a) allowing faculty involvement in governance, (b) performing most of the university's work, (c) directly influencing the university's standing in the community, (d) forming the majority of the American academic system, and (e) serving as the center of an academic career (Scott, 1981). The academic department excels in the fostering of scholarship over all other functions (Booth, 1982). The emphasis on scholarship prevalent in many departments leads to isolation of individual departments within the college community. In an era in which cooperation between departments is critical, the specialization and autonomy associated with the emphasis on scholarship places department chairs in a position of significant conflict between the department's faculty and the institution's administration (Booth, 1982). Another problem associated with academic department's strong emphasis on scholarship is suggested by Booth as the "strength of its academic focus leads the department to minimize the importance of management and continuity in order to maximize the likelihood of maintaining a pluralistic and democratic system of governance" (Booth, 1982, p. 8).

The role of department chair is a key administrative role in "a university because the department is the university's basic organizational unit" (Scott,

1981, p. 1) with 80% of the administrative decisions being made at the departmental level (Gmelch & Houchen, 1994; Roach, 1976). Some department chairs view themselves as managers while others view themselves as scholars. Those department chairs that view themselves as scholars tend to have a strong faculty orientation and, therefore, look for faculty comments while receiving direction from the dean or academic vice-president (Gmelch & Houchen, 1994). The importance of the chair's position cannot be underestimated without affecting the success of the university. The responsibilities of the chair are large, somewhat ill-defined, complex and often tension-filled (Waltzer, 1975). Without proper definition of the position's requirements, adequate preparation of potential chairs is impossible.

The individual who makes the transition from faculty to department chair often assumes the role without adequate job descriptions or training (Roach, 1976; Shoemake, 1994; Waltzer, 1975). The newly elected or appointed chair seldom receives a charge as they start their administrative service (Scott, 1981). The job should be better defined, structured and understood to attract capable persons who can function not only successfully but also achieve professional and personal satisfaction in the position (Waltzer, 1975).

Without adequate knowledge about the job, and usually with little training, the department chair is placed in a position of divided loyalties between other chairs, faculty and higher administrators (Roach, 1976). As higher education continues to evolve, the preparation of individuals that assume the role of department chair is a critical challenge facing administrators of higher education (Gmelch & Houchen, 1994; Scott, 1981). The preparation of individuals who become department chairs can occur either by on-the-job training or by systematic preparation for complex roles(Shoemake, 1994). Initially, the cost of

on-the-job training appears less expensive than a more organized approach. The relatively short tenure of many department chairs does not allow department chairs adequate time to learn the position without damaging the institution's ability to serve its students and community. Unprepared department chairs can cause "faculty discontent, unnecessary grievances, and discouragement for the administrator" (Shoemake, 1994, p. 27). The lack of systematic training of department chairs results in leaders of what is arguably the most important unit in higher education being confused as to their function (Scott , 1981).

Seagren, Creswell and Wheeler (1993) reviewed 12 studies designed to determine the role and responsibilities of the department chair. The reviewed studies refer to the principle functions of the chair as roles, responsibilities, tasks, duties, or activities. As few as 2 and as many as 28 roles and as few as 27 to as many as 98 responsibilities for department chairs were identified in these studies. While researchers were able to identify functions of the chair, the chair's role remains ambiguous as to sources of authority and whether the department chair is either a faculty or administrative position. One result of this ambiguity is that the chair must learn to cope with the demands of being responsible to both the faculty and the administration (Seagren, Creswell & Wheeler, 1993). Analyses of these functions show little agreement in the literature as to the roles and responsibilities of the department chair (Seagren, et al., 1993). Seagren, Creswell and Wheeler suggest that a principle reason that these studies have such a broad range of responses is the studies use a range of sample institutions that vary both in type and mission. Although the results vary widely, many of these roles and responsibilities include activities that involve initiating structure and consideration. Some of these roles include: (a) internal

administration, budgetary planning, personnel administration and communication, curriculum, student personnel, and personal and professional development (Norton, 1980); (b) recruiting, evaluation, negotiation, enhancement of the department's image, and program development (Bragg, 1981); (c) governance of the department, instruction, faculty affairs, student affairs, external communication, budget and resource management, office management, and personal development (Tucker, 1984); and (d) staff and student affairs, professional development, administration, one's own academic activities, and budget and resource management (Moses & Roe, 1990).

A principal function of the department chair is to communicate to the faculty the institution's mission and objectives and communicate faculty concerns to the dean (Seagren et al., 1993). The majority of the department chair's decisions involve people: therefore, human relations skills must be developed (Roach, 1976). As the department increases in size, the department chair's skill in communicating must also increase. The chair serves as the principle link between the university administration, other departments, and departmental faculty members. The dean views the chair's role as serving as the linkage between the academic department and the dean in achieving institutional goals (Jeffrey, 1985; Warren, 1990). Jeffrey (1985) explains what the dean desires in a chair as (a) conducting the department's business efficiently, (b) solving departmental problems without the dean's involvement, (c) providing concise reports when requested, (d) having a mutual vision of the college and the department, and (e) providing intellectual leadership to the department.

Self-perceptions of the demands of the department chair's role was studied by members of the Center for the Study of the Department Chair at Washington State University (Gmelch & Houchen, 1994). This study examined

how department chairs viewed the role of the chair concerning time demands, stress, role orientation, transition from faculty to administration, and commitment to academic leadership. Department chairs reduced the amount of time they spent as faculty in areas such as professional development and teaching as well as personal activities such as family and leisure time activities. These time limitations lead to stress and dissatisfaction for the department chairs as they tried to meet the demands of not only being a chair but also a productive faculty member. In addition, respondents to the study were asked whether the role of department chair was either administrative or faculty. Gmelch and Houchen report that 42% consider themselves as faculty, 17% as administrators and the remaining 41% of the department chairs "suffered from the ambiguity of filling the schizophrenic roles of both faculty member and administrator" (Gmelch & Houchen, 1994, p. 7). While the factors of time commitments, stress, and role ambiguity are generally viewed negatively, 84% of the individuals that served as chairs for personal development reasons would serve again. This contrasts with the fact that most department chairs view the position not as "a career move but rather as a temporary service to the institution and profession" (Gmelch & Houchen, 1994, p. 8). Only one quarter of the department chairs were interested in a higher administrative position. Gmelch and Houchen recommend that perspective department chairs be taught how to make personal decisions involving time management, conflict resolution, and stress management.

While many department chairs also consider themselves to be faculty, the demands of the position creates difficulties for the chair to remain successful as an academician (Gmelch & Houchen, 1994; Waltzer, 1975). Most chairs report inadequate time for research and publications while performing their adminis-

trative duties (Gmelch & Houchen, 1994). If an individual assumes the role of department chair before receiving tenure or rank of full professor, the chair is placed in a position with significant potential for professional failure (Carroll, 1990; Waltzer, 1975). If the chair is held to the same standard of publications and research as other faculty members as a requirement for either tenure or promotions, the chair may not receive a favorable review. If the chair is directed by his superiors to implement unpopular changes in a department, the department chair may face difficulty receiving a positive review from a peer evaluation committee that has significant input in the granting of either tenure or promotions (Waltzer, 1975). Waltzer argues that the selection of individuals that are either not fully tenured or full professors severely weakens the position of department chair.

To compensate for the time demands of the department chair's administrative requirements, department chairs are generally released from full-time teaching responsibility (Norton, 1978; Shreeve et al., 1987). As the salary for the chair increases, the amount of release time also increases (Shreeve et al., 1987). Most chairs receive between 50-74% release time. Chairs use this release time to perform their self-perceived important tasks such as advising and supervision of personnel matters. Chairs rate teaching and recruiting as their least important tasks (Shreeve et al., 1987). The tasks that were rated by chairs as important indicated a self-perception that their most important functions are administrative in nature. The orientation of the chair can cause conflicts with either the faculty or the administration. For example, the faculty may expect the chair to represent them, while the chair views himself as part of the college's administration (Falk, 1979). To help minimize this conflict it is suggested that; (a) departments and chairs mutually prioritize the chair's responsibilities, (b) resolve the

role conflict of the chair being either administrator or a faculty member, and (c) develop a continuous program to upgrade the chair's human relations skills (Shreeve, et al. 1987).

The career path of the department chair is transitional (Carroll, 1990). Expanding on a previous study by McDade (1987), Carroll's (1990) study is based upon responses received from 564 department chairs at 101 Carnegie Council Research I and II and Doctorate-Granting I and II institutions concerning the career movements of themselves and their two predecessors. The study examined numerous variables including department size, chair's age and gender, current chair's career path, departmental hiring practices, previous chair's career path, previous chair's tenure, and descriptions of career path of former chairs. The career path to the position of department chair was universal in the Carroll sample. Individuals started in academic employment as graduate students, became faculty members and eventually became chairs. Chairs have an average tenure of six years. Nearly 65% of the chairs returned to a faculty position after serving their term in office while 18.66% continued on in another administrative position. Almost a third (32%) of the former chairs returned to an administrative position in their second career move after serving as a department chair.

Leadership Behavior Theory as Related to Department Chairs

While many theories of leadership exist, there is considerable agreement on two elements of leadership, task orientation and interpersonal orientation (Knight & Holen, 1985). These orientations have been referred to as; (a) production and employee orientations (Katz, MacCoby, & Morse, 1950), (b) goal achievement and group maintenance skills (Cartwright & Zander, 1953), (c) instrumental and expressive skills (Etzioni, 1961), (d) concern for production

and concern for people (Blake & Mouton, 1964), and (e) task-motivated and relationship-motivated (Fiedler, 1967). The most common terminology for these two orientations is initiating structure and consideration as defined by Stogdill and Coons (1957) and Halpin and Winer (1957). Initiating structure involves "instructing a subordinate about how to perform a task or applying pressure to achieve results through close control," (Schoderbek, Cosier & Alpin, p. 295, 1988). Consideration "involves taking into consideration the feelings and desires of subordinates" (Schoderbek, et al., p. 295, 1988). Halpin (1966) stated that both initiating structure and consideration were important factors for educational leaders. To ignore initiation of structure limits the effectiveness of the organization while ignoring consideration reduces the satisfaction of the subordinates (Hoy & Miskel; 1991).

Academic departments with the best reputation had chairs rated above average in both initiating structure and consideration in a study of 22 departments (Hemphill, 1955). Department chairs' effectiveness is directly related to ratings of initiating structure and consideration (McCarthy, 1972). Those department chairs perceived as most effective by subordinates were those individuals that scored highest on both initiating structure and consideration (Knight & Holen, 1985). Knight and Holen suggest high consideration and initiating structure behaviors are essential elements for departmental leadership. These results were consistent across institutional type regardless of financial support basis or size. Knight and Holen used the Departmental Evaluation of Chairperson Activities for Development (Decad) to measure subordinate faculty perceptions. This instrument is an adaptation of the Leader Behavior Description Questionnaire-P (LBDQ-P) for the position of academic department chairs (Hoyt & Spangler, 1978; Knight & Holen, 1985).

Knight and Holen state that many studies involving the roles and responsibilities of the department chair place leadership as the primary function of the chair (1985). While no universally accepted definition of leadership exists, there is agreement in the literature that two principle components of leadership are initiating structure and consideration as defined by Stodgill and Coons (1957) and Halpin and Winer (1957). These two dimensions of leadership have been examined in industrial and business management settings "but their examination in higher education has been sparse" (Knight & Holen, p. 679, 1985). What factors contribute to the effectiveness of the department chair has been debated in the literature with little evidence of empirical studies (Knight & Holen, 1985). Knight and Holen examined the relationship between the department chair's performance as perceived by subordinates and the chair's perceived initiation of structure and consideration scores.

Knight and Holen (1985) used the Departmental Evaluation of Chairperson Activities for Development (Decad) to measure the department chair's performance, initiating of structure and consideration scores as perceived by subordinates. The Decad consists of two forms: Chair's Information (CI) and a Faculty Reactions to Chair's Activities (FRCA). The former is self-reported information from the chair including demographic information and Likert-type ratings of the importance of fifteen responsibilities; while the later consists of faculty ratings of each responsibility's importance as well as the faculty's perception of the chair's performance of these responsibilities. Along with this information, the FRCA has 30 questions concerning administrative behavior adapted from the LBDQ Form XII (Knight & Holen, 1985).

The population of the Knight and Holen study consisted of 458 department chairs rated by 5,830 faculty members from 65 colleges and universities

located throughout the United States (1985). Data provided on tape was transferred to new tapes with all identifying information as to the individual and institutions removed (Knight & Holen, 1985). Due to the size of the sample, the mean of the department ratings was considered the sampling unit in the Knight and Holen study. Generalizability of the results was assured using separate one-way analysis of variances using type of institutional control (public or private), geographical location, and type of institution (2 year colleges, 4 year colleges, and universities granting graduate degrees). No significant differences were found for any of the variables at the $p \leq 0.05$ level. The department chairs were classified as either high, medium or low on both initiating structure and consideration. High scores were one standard deviation above the group mean. Low scores were one standard deviation below the group mean. The results of this classification scheme were as follows for initiating structure: 159 high, 163 medium and 136 low. The results for consideration were as follows: 155 high , 188 medium and 115 low. The 3 x 3 matrix resulting from this study was then analyzed using two-dimensional analyses of variance using the mean faculty ratings of performance on each of the fifteen responsibilities as the criteria. Significance was accepted to be at the $p \leq 0.05$ level.

The results of the Knight and Holen study indicate that both initiating of structure as well as consideration are positively related to faculty perceptions of effectiveness of the department chair (1985). Those department chairs rated as high on both initiating structure and consideration were rated as effective by faculty. Conversely, those chairs rated lowest on both initiating structure and consideration had low effectiveness ratings. The Knight and Holen study expanded the base of knowledge of what characteristics contribute to the department chair's perceived effectiveness. Knight and Holen found that those

department chairs that were most effective were high on both initiating structure and consideration behaviors. Along with this finding, a high faculty rating on either dimension of leadership resulted in a high rating of department chair effectiveness. The present study used a data base generated, as did Knight and Holen, from responses on the Decad instrument. Due to the size of the sample, the mean of the department ratings was considered the sampling unit as in the Knight and Holen study. The same parameters were used to rate the department chairs as either high, medium or low in both initiating of structure and consideration scores.

Using a similar methodology as Knight and Holen, Stewart examined the leadership behaviors of initiation of structure and consideration and substitutes of leadership related to faculty satisfaction (1993). Substitutes of leadership were defined as actions that may replace leadership behaviors and may make leadership unnecessary. A variety of individual, task and organizational characteristics were examined in the study (Stewart, 1993). These characteristics included: faculty experience, spatial distance, bureaucracy and organizational rewards not within the leader's control.

The database for the Stewart study was the mean scores of faculty evaluations of 996 department chairs representing 70 different institutions previously evaluated with the Decad instrument (1993). The sample consisted of public state-supported schools offering at least a four-year undergraduate degree. Both the Chairperson Information (CI) and the Faculty Reactions to Chairperson Activities (FRCA) questionnaires were used. The mean score of the FRCA was used for each chair. The respondents were divided into high, medium, and low on both initiating of structure and consideration using methodology similar to Knight and Holen (1985). The substitutes of leadership were measured using

data generated by the FRCA.

Organizational rewards not within the leader's control serve as a substitute for the department chair's considerations (Stewart, 1993). No other substitute of leadership variable was found to have a significant relationship to faculty-perceived effectiveness of the department chair. The Stewart study replicated part of the previous Knight and Holen (1985) study with a larger database. This replication indicated that those chairs perceived as most effective scored highest on both initiation of structure and consideration. The statistical difference between mean ratings of effective department chairs with high initiation of structure were significantly associated with effectiveness at the $p \leq .0001$ level when compared to chairs with low initiation of structure. Similarly, chairs with high consideration compared to chairs with low consideration was significant at the $p \leq .0001$ level.

Numerous activities identified in higher education literature are time consuming and may cause neglect to other necessary leadership activities. Because of the social, economic, and technological changes facing higher education, the administrative effectiveness of the department chair has become increasingly more important (Stewart, 1993). Stewart studied factors associated with the subordinate to examine if any of these factors directly affected the perception of the chair's effectiveness and found no significant relationships. The present study differs from Stewart's by examining characteristics of the department chair rather than characteristics of the subordinate that may affect degree of faculty support. The present study examined two variables mentioned throughout the literature, the length of service and method of selection of department chairs, to establish if a significant relationship exists to the perceived effectiveness of the chair and these two variables. Furthermore, a similar,

but larger, database was examined. It is hoped that the present study will aid the selection and preparation of individuals that will become department chairs. These processes have become a major academic issue due to the complexities and rapid changes within higher education (Stewart, 1993).

Method of Selection of Department Chairs

The method of faculty selection may be traced to the early days of American higher education (Booth, 1982). The variety in the method of selection of department chairs is due in great part to the unique structure of higher education. The power for decision making in higher education is concentrated at the lower levels of the administrative hierarchy rather than at the upper levels (Fife, 1982). The method of selection of the department chair historically has followed one of two methods, either faculty election or administrative appointment, although as many as five different methods have been identified (Seagren et al. 1993; Shreeve et al., 1987). In a national survey of English department chairs about half were elected by their peers while the other half were appointed by the administration (Shreeve et al., 1987). The method of selection of department chairs can easily become an issue of dissension between the faculty and the administration (Blackwell, 1966). A chair appointed by the administration may suffer a conflict of loyalties between the faculty that they may return to and the administration that appointed them to the chair's position (Seagren et al., 1993). The method of selection may affect whether the department chair has either a faculty or administrative orientation (Carroll, 1990). This orientation may create conflict that has the potential to affect the chair's administrative effectiveness (Booth, 1982; Carroll, 1990).

The method of selection can lead to ambiguity about whether the chair owes allegiance to either the faculty or the college administration (Seagren et al.,

1993). Faculty selection allows faculty the autonomy to monitor and develop faculty scholarship within the department with minimal interference from higher administrators (Booth, 1982). Those chairs elected by the faculty may be chosen based more on scholarly competence and personal characteristics than skill (Scott, 1982). Chairs selected by their peer faculty tend to have a greater loyalty to the departmental faculty than to the college's higher administration (Seagren et al, 1993). This loyalty may cause the chair to represent and protect the faculty's interest rather than serving the college's overall interest. The result of faculty election may place the department chair in a position of conflict between the higher administration, whose directives the chair must implement, and the faculty that elected him.

Five types of selection for department chairs have been identified (Carroll, 1990). These methods include; (a) rotated terms within the department, (b) appointment by the dean, (c) election by the faculty, (d) election by the faculty with the dean's approval, and (e) selected by some other method. Nearly half (48.2%) were elected with the dean's approval; 36.86% were appointed by the dean; 4.35% were elected by the faculty; 8.7% were selected by some other method, only 1.89% rotated terms within their department. The selection methods can be consolidated into two broad categories; faculty oriented systems (rotated terms, elected by the faculty, or elected by the faculty with the approval of the dean) and administratively oriented systems (appointed by the dean or higher administrator with or without the suggestions of the faculty) (Carroll, 1990). Overall, 58.85% of the chairs were selected in faculty oriented systems and 40.96% of the chairs were selected in administratively oriented systems. The selection method is very critical to this body of literature as those chairs selected from administratively oriented systems were almost evenly divided

between a faculty or administrative orientation. Department chairs selected in an administratively oriented system are more likely to either move into another administrative position or retire than would be expected from a normal distribution (Carroll, 1990). Those department chairs selected in faculty oriented systems were mainly faculty oriented (62.79%). The selection method appears to have a direct effect as to the orientation of the chair which may affect the effectiveness of the department chair. Chairs hired from faculty oriented systems may serve in the position as a temporary service to the other faculty with the full expectation of returning to the faculty. Chairs selected in administratively oriented systems have been selected by individuals hierarchically higher than the faculty. On the basis of these findings, those individuals selected to be department chairs in an administratively oriented system are more likely to continue in an administrative position after serving as a chair (Carroll, 1990).

Length of Service of Department Chairs

The length of service of department chairs is affected by the method of selection (Booth, 1982). Department chairs that are administratively appointed normally serve at the will of the administration. Chairs elected from the faculty normally serve a set term of office and may or may not be eligible for re-election. The term of office may range from two to five years with the average being three years (Booth, 1982; Shreeve et al., 1987). The relatively short length of service of many chairs results in under-utilization of individuals with administrative talents and discontinuity in departmental leadership (Creswell et al, 1990).

The length of service of department chairs may be less affected by the standard procedures of the institution than by conditions which foster administrative difficulty, formulation and routinization of work, and the scarcity of

resources (Booth, 1982). Booth concludes that it may be "unreasonable to expect the chair to be a dynamic administrator" (Booth, 1982, p. 3) due to poor relations with the faculty created by tradition and the likely return of the chair to faculty status upon leaving the chairmanship. Short terms for department chairs may allow faculty to ignore directives from the department chair even though the interests of the institution may be damaged (Booth, 1982). If the chair serves for a limited term and then returns to full-time teaching, the faculty may choose the individual deemed the least obtrusive rather than the most desirable leader. Instead of being a "dynamic administrator," the chair may develop a plan with the faculty and the administration to establish a workable peace for the chair's length of service (Booth, 1982). During short terms of service, certain leadership activities particularly planning and planning for change is hampered (Moses, 1993).

The length of service of department chairs is directly related to these factors; (a) discipline, (b) consensus within the department as to goals and methods, (c) conditions that foster administrative difficulty, and (d) size of the department (Booth, 1982). Chairs of professional departments served for an average 6 to 8 years while chairs of disciplinary departments served for an average of 3.4 years. As the paradigm matured and greater consensus as to the goals and methods of teaching were reached within the department, the longer the chair's length of service. The greater the competition for limited resources; such as classrooms, laboratories, research funding, and faculty positions, the shorter the length of service of the department chair (Booth, 1982). Another factor which directly affected the length of service of chairs was the size of the department. As the size of the department increased, the length of service decreases influencing the length of service of chairs more than formal terms of

office. In those situations in which formal institutional policy limits re-election to the chair's office either two 3-year terms or two 5-year terms were the standard (Booth, 1982; Shreeve et al., 1987).

In a national survey of English department chairs which was conducted during 1986 similar findings as Booth (1982) were reported (Shreeve et al, 1987). This study inquired about the chair's perceptions of role, responsibilities, faculty cooperation, selection, academic rank, length of term, number of faculty supervised, teaching load and availability of program development funds (Shreeve et al., 1987). The population included all English department chairs in institutions with between 5,000 and 12,000 students. Of the 150 chairs surveyed, a 64% response rate was achieved. The chairs held the rank of full professor in 71% of the departments, while 23% held the rank of associate professor (Shreeve et al., 1987). The remaining 6% either held the rank of assistant professor or no formal rank. Almost an equal amount of institutions had policies where the individual had to hold at least the rank of associate (41%) or assistant professor (40%) to be a chair while only a small number of schools (8%) required chairs to hold the rank of full professor. Selection to the chair's position came about through either election (43%), administrative appointment (41%) or a combination of election and administrative appointment (17%). After selection, the chair could serve a fixed term of two to five years. The majority of the fixed terms were for three years. The length of term was unlimited in 16% of the institutions. Where there was a fixed term , the chair could be re-appointed an unlimited number of terms in 70% of the cases. In 17% of the institutions, an individual could be re-elected to two or three terms. In four percent of the institutions, the chair could hold the position for only one term.

The length of service in the previously discussed Carroll study is relative-

ly consistent with similar studies with the average length of service of chairs at 6.41 years (1990). After completing their length of service, chairs either returned to the faculty (64.74%), moved to another administrative position (18.66%), or left academe (16.6%). If former department chairs made a second career change, 32% returned to an administrative position. Those individuals that moved directly into administration from the chair's position were most likely to continue as administrators in their second position after serving as department chairs. This indicates the former department chairs have entered into the administrative hierarchy of the institution (Carroll, 1990).

No published study was located through an extensive search of both ERIC and Dissertation Abstracts specifically regarding length of service of department chairs and its relation to faculty support. Studies involving length of service and its relationship to faculty support of both presidents and deans (Birnbaum, 1992; Rooney & Clark, 1982) were located.

The relationship between the length of service of presidents and degree of faculty support has been studied (Birnbaum, 1992). The data source for this study was collected as part of the Institutional Leadership Project (ILP), a five-year longitudinal study of the formal leadership positions of 32 diverse institutions. Institutions chosen represent a diverse population of institution types, programs, and structures. The sample consisted of 32 presidents who were in office during the 1986-87 academic year with half of the sample being new presidents with three years or less service while the other half were old presidents with five or more years of service. This study suggests the faculty perception of the president's effectiveness is inversely related to length of service (Birnbaum, 1992). Of the 16 new presidents within the ILP study, 12 had high faculty support while 2 had mixed support and 2 had low faculty support (1992). Faculty

had high hopes of strong leadership from new presidents and defer criticism in the early part of the president's service. The new presidents with high support had a predecessor who was not highly supported by faculty. Those new presidents with low faculty support had taken some specific action early in their term without adequate faculty consultation resulting in strong faculty disapproval. Only 4 of the 16 old presidents had high support while seven had low support and the remaining five had mixed support (Birnbaum, 1992). The four old presidents with high faculty support were perceived by faculty as having high concern for people and organizational tasks as well as being technically competent. Faculty perceived 9 of the 12 old presidents with mixed or low faculty support as authoritarian with great concern for tasks and little concern for people while the other three were perceived as passive.

High faculty support was enjoyed by 75% of the new presidents while only 25% of the old presidents had such support (Birnbaum, 1992). Several propositions can be made based upon the "fact they are similar groups seen during different stages in their presidential careers" (Birnbaum, 1992, p. 7). Initial faculty support of new presidents is high due to (a) faculty participation in the selection process, (b) dissatisfaction with the leadership of the previous president, and (c) the new president having attributes which are seen as correcting for weaknesses in the previous president. Faculty are more supportive of new presidents than the previous president as a way of justifying their lack of support for the old president and faculty involvement in the selection process. A principle attribute that distinguished new presidents from old was communication. New presidents established communications with as many members of the campus community as possible to learn the campus. This openness was lacking in most old presidents with mixed or low faculty support. As

presidents gained experience they became more certain in their abilities and lessen the involvement of faculty in decisions. Old presidents communicate more with trustees and other administrators than the faculty resulting in many presidents loosing faculty support. Faculty believe a president brings positive change to a campus at two times in their presidential leadership: when they first assume office and when they leave office. The one factor that moderates this faculty belief was the president's "authentic commitment to engage in a reciprocal process of sharing information" (Birnbaum, 1992, p. 23).

The length of service of academic deans and degree of faculty support has been examined with similar results as the length of service of presidents and degree of faculty support (Rooney & Clark, 1982). The findings in this study were relatively similar to the presidential study indicating the longer the service of the administrator, the less faculty support. The population for the academic chair study was 163 doctoral level institutions located throughout the United States in 1975. The 163 institutions were divided into four categories based upon; (a) size, (b) complexity, (c) level of involvement of the dean, and (d) research and service emphasis. The study tested the hypothesis that faculty perceptions of a school, college, or department of education dean are affected by the length of service. A stratified random sample of 42 institutions was selected to represent the four categories. Half of the deans had less than 6 years of service, while the other half had more than 6 years of service. The six year cut-off used was based upon case studies performed during a two-year study project on academic deans. Eight hundred and fourteen faculty from the 42 institutions participated.

A significant relationship exists "which substantiated more positive perceptions held about the new dean" than the old dean (Rooney & Clark, 1982, p.

47). The sample was subdivided into new deans (those deans with less than two years service) and veteran deans (those deans with more than ten years service). The new deans were considered as significantly more effective in obtaining private research funding at the $p \leq .01$ level. New deans emphasized research and scholarly productivity while veteran deans emphasized teaching and service. New deans were perceived by faculty as able to influence change, but, this quickly changed as the dean's service approached the two year mark. Only 30% of the faculty believed a dean with more than 2 years of service had minimal influence in effecting internal change within the institution.

The literature suggests a positive correlation exists between tenure and effectiveness as well as the tendency of organizations to replace ineffective leaders frequently (Grustky, 1963). Both the president and academic dean studies suggest the opposite may be true (Birnbaum, 1992; Rooney & Clark, 1982). The relationship between tenure and perceived effectiveness of presidents and deans indicates an inverse relationship exists between length of service and faculty support. A similar relationship between length of service of department chairs and faculty support was examined. Both studies found diminishing faculty support the longer the president or dean served an institution. A similar relationship between the length of service of department chairs and degree of faculty support was examined.

Chapter 3

Methodology

This study examined the relationship between the method of selection and length of service of department chairs and degree of faculty support (as measured by the Departmental Evaluation of Chairperson Activities for Development). This chapter describes the research questions, hypotheses, population and sample, instrumentation, research procedure, and data analysis used in this study.

Research Questions

Specifically, this study examined the following research questions:

1. What is the relationship between the method of selection and degree of faculty support as measured by initiation of structure scores for the department chair as measured by the Decad instrument?
2. What is the relationship between the method of selection and degree of faculty support as measured by consideration scores for the department chair as measured by the Decad instrument?
3. What is the relationship between the length of service and degree of faculty support as measured by initiation of structure scores for the department chair as measured by the Decad instrument?
4. What is the relationship between the length of service and degree of faculty support as measured by consideration scores for the department chair as measured by the Decad instrument?

Hypotheses

Based upon a review of the relevant literature the following hypotheses were tested:

1. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.

2. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.

3. A significant relationship exists between the length of service of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.

4. A significant relationship exists between the length of service of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.

Population and Sample

As an ex post facto study, the population is the database of the Departmental Evaluation of Chairperson Activities for Development (Decad) Evaluation Report. The Decad is administered nationally by the Center for Faculty Evaluation and Development at Kansas State University (Center for Faculty Evaluation and Development, 1977). The Decad database contains departmental evaluations of 1308 department chairs from over 120 institutions located throughout the United States and Canada (listed in Appendix A). The database contains rankings of all chairs rated with the Decad instrument from 1977-1991. Normally, full time faculty at the rank of instructor or above are

asked to participate in the evaluation process. In some instances, chairs ask new faculty or non- returning faculty to not participate in the evaluation process.

All identification of individual institutions, faculty members, and chair names were deleted while institutional characteristics, chair and faculty responses were maintained. The sample includes both public and private colleges offering a broad range of degrees from two- year to graduate degrees.

The Decad database contains departments of varying size with the average size being 12 (Hoyt & Spangler, 1977). Due to the size variations of the departments within the sample, the mean Decad score for the department chair was the unit of analysis for the investigation. The Decad is an adaptation of the Leadership Behavior Description Questionnaire-P (LBDQ) for the position of academic department chairs (Knight & Holen, 1985). The Decad's principal purpose is to give chairs feedback on their faculty's perceptions of the chair's leadership (Hoyt, 1977). Use of the mean LBDQ score to describe a leader's behavior is recommended by Halpin (1966). Knight and Holen (1985) examined a smaller database derived from the same instrument. No significant differences were found using separate one-way analyses of variances in either structuring and interpersonal sensitivity scores related to control, geographic location, and degrees offered (Knight & Holen). The lack of any significant differences in either structuring and interpersonal sensitivity scores related to college characteristics in the smaller Knight and Holen sample assures a degree of generalizability with the larger population that a smaller study would not offer (Kerlinger, 1986).

Instrumentation

The Decad instrument consists of two separate questionnaires; (a) Chairperson Information (CI), and (b) Faculty Reactions to Chairperson

Activities (FRCA) (Center for Faculty Evaluation and Development, 1991). Halpin (1966) suggests the use of occupationally based adaptations of the LBDQ. The CI questionnaire solicits demographic information about the chair and the department and Likert-type ratings of the importance of fifteen chair activities and responsibilities. The demographic information about the chair is limited to the length of service and method of selection (Center for Faculty Evaluation and Development, 1977). The options for the length of service include; (a) first year, (b) one- two years of experience, (c) three- five years of experience, and (d) six or more years experience (Center for Faculty Evaluation and Development, 1991). The methods of selection include; (a) appointed by the dean and serve at his/her pleasure, (b) elected by faculty for specific term, and (c) elected by faculty but not for a specific term (Center for Faculty Evaluation and Development, 1977). The FRCA instrument surveys the faculty about the importance and the chair's performance of the same activities and responsibilities as described on the CI questionnaire.

The Decad was normed based on responses from 1343 faculty members in 103 departments at four state universities (Hoyt & Spangler, 1977). Importance ratings indicate the degree of consensus between the chair and the department on functions of the chair (Hoyt, 1977). Hoyt and Spangler reported split-half reliabilities of the Importance ratings of the chair's functions (adjusted by Spearman-Brown prophecy formula) ranging from .15 to .85 with 11 of the 15 functions having split-half reliabilities of .53 to .85. Interclass correlations range from .28 to .75 on the Importance ratings of the chair's functions with 12 of the 15 ratings having interclass correlations ranging from .50 to .75. Performance ratings are derived from the faculty perceptions of the chair's performance of specific roles and functions. Hoyt and Spangler found split-half

reliabilities ranging from .60 to .91 on the Performance of the chair ratings. Interclass correlations of the Performance ratings range from .49 to .81 with 14 of the 15 ratings having intraclass correlations ranging from .51 to .81.

The Decad instrument has construct validity (Hoyt & Spangler, 1977). Hoyt and Spangler performed three indirect tests of validity. Two tests were performed to test the validity of faculty and department head ratings of "Importance." The other test measured the validity of the faculty ratings of "Performance" and the department chair's ratings of "Importance."

The first test was based on differences in four institutions' doctoral productivity and the importance the institutions place on various functions. Hoyt and Spangler (1977) divided the institutions based upon the degree of doctoral work offered. Hoyt and Spangler assumed that those institutions that placed the most emphasis on doctoral work would place the most importance on two functions measured on the Decad instrument related to research (Stimulates Research and Scholarly Activity and Facilitates Extramural Funding). Conversely, Hoyt and Spangler assumed that those institutions that placed the most emphasis on teaching would place the most importance on functions that relate most directly to teaching (Fosters Good Teaching and Guides Curriculum Development). Comparisons were made of the "Importance" ratings of institutions that placed different emphasis on graduate education. The results of these comparisons were consistent with Hoyt and Spangler's theoretical expectations. Of the comparisons made, 7 of the 10 were significant using the Spearman-Brown prophecy formula in the direction hypothesized.

A second test of validity separated 25 departments in one institution that was moderately productive in granting post graduate degrees into 12 departments that granted Doctorates and 13 that only granted bachelor's or master's

degrees (Hoyt & Spangler, 1977). Of the 10 comparisons made, five were statistically significant in the predicted direction using the Spearman-Brown prophecy formula. Ratings of "Importance" by both the department chairs and the faculty were consistent with theoretical expectations.

The third test of validity comparing the average chair's rating of "Importance" with the average faculty's ratings of "Performance" was the most critical (Hoyt & Spangler, 1977). This test was based on the assumption that, "These two rating on a given activity will be positively correlated if: (a) department heads identify their emphases with validity...; (b) the average faculty rating of 'performance' is valid; and (c) department heads tend, on the average, to be successful" (Hoyt & Spangler, 1977, p. 6). Out of 15 chair activities, the correlation between the chair's ranking of the importance of the activity and the faculty's perception of performance was statistically significant for nine.

Research Procedures

The database of the Decad Evaluation Reports was used for this study. The study design is ex post facto. The Decad database has been previously examined by Knight and Holen (1985) and Stewart (1993). Knight and Holen found the most effective chair is high in both initiating of structure and consideration scores. Stewart found no significant relationships between substitutes of leadership within the chair's control and chair perceived effectiveness.

The Decad instrument provides ratings for "Structuring" and "Interpersonal Sensitivity" (Hoyt, 1977). Structuring " refers to administrative behaviors which clarify roles, relationships, procedures, and expectations" (Hoyt, 1977, p. 4). Interpersonal Sensitivity "refers to the tendency to be concerned with faculty members as persons" (Hoyt, 1977, p. 4). A mean rating for each chairperson was calculated for structuring and interpersonal sensitivity.

Chairs were rated as high, medium or low on structuring and interpersonal sensitivity. High scores were greater than 0.5 standard deviations above the group mean; low scores were less than 0.5 standard deviations below the group mean using the same definitions as Knight and Holen (1985).

The Decad instrument includes self reported demographic information about the chair's length of service and method of selection (Center for Faculty Evaluation and Development, 1977). Length of service was classified as either; (a) New Chair, (b) Short Length of Service Chair, or (c) Long Length of Service Chair. New Chairs have less than one year of service reported on the Decad-Chairperson Information form. Short Length of Service Chairs indicate one to two years of length of service on the Decad- Chairperson Information form. Long Length of Service Chairs report six or more years of length of service on the Decad- Chairperson Information form. Methods of selection include; (a) appointed by the dean and serve at his/her pleasure, (b) elected by faculty for specific term, and (c) elected by faculty but not for a specific term.

Data Analysis

This study attempted to discover the effect the method of selection and length of service of department chairs has on degree of faculty support. Standard deviations of both initiation of structure and consideration was calculated. A series of analyses of variance comparing method of selection and length of service with degree of faculty support was performed. Differences were considered significant at the .05 level. Post hoc analyses of data was conducted when appropriate. Specific post hoc analyses were performed using either analysis of variance or chi squares. All statistical computations were performed using the SAS system.

Chapter 4

Presentation and Analysis of Data

The purpose of this study was to determine the relationship between the method of selection and length of service of department chairs with the degree of faculty support. The academic department in higher education institutions was chosen as the sampling unit. The mean ratings of the department faculty's perceptions of the department chair for both initiation of structure and consideration were considered as faculty support. The use of mean scores allows each department to receive equal weight in the analysis despite varying numbers of raters in each department.

Ancillary analysis of the database was performed to determine other variables that may moderate both the independent and dependent variables. These variables include; (a) length of service and type of institutional control, (b) length of service of department chairs and highest degree offered by the department, (c) length of service and institutional enrollment, (d) method of selection and type of institutional control, (e) method of selection and highest degree offered by the department, (f) method of selection and institutional enrollment, (g) method of selection of department chairs and types of degrees offered, (h) faculty support as measured by initiation of structure scores and institutional enrollment, (i) faculty support as measured by initiation of structure scores and highest degree offered by the department, (j) faculty support as measured by consideration scores and institutional enrollment, and (k) faculty support as measured by consideration scores and highest degree offered by the department. Other ancillary analyses were performed to determine trends between; (a) the method of selection of department chairs and term of

office and faculty support as measured by initiation of structure scores and (b) the method of selection of department chairs and term of office and faculty support as measured by consideration scores, (c) type of institutional control and highest degree offered by department.

This chapter is a presentation and analysis of data collected in the research. The chapter is divided into the following sections; (a) characteristics of the sample, (b) major findings reported by research question, (c) ancillary analysis of data base, and (d) a summary of the chapter. The results are organized and reported by research question.

Characteristics of the Sample

The database for this study was provided by faculty responses to the Department Evaluation of Chairperson Activities for Development (Decad) instrument. The higher education institutions included in this study were public and private institutions offering at least an Associates or two year degree. The sample consists of 1312 departments from over 120 different institutions (listed in Appendix A).

A previous study using a smaller sample from this database has shown no significant influence due to institutional factors on the faculty responses (Knight & Holen, 1983). Factors examined include type, geographical location, discipline, and departmental size. This study does not address these issues.

Research Findings

This study investigated four hypotheses about the relationship between the method of selection and length of service of department chairs with the degree of faculty support as measured by initiation of structure and consideration scores. Findings are reported in the order the hypotheses were considered

in Chapter 3. Mean scores and standard deviations for the variables initiation of structure and consideration were calculated (see Table 1). The mean score for initiation of structure is 3.858031. The standard deviation for initiation of structure is 0.618566. "Low" initiation of structure scores were one standard deviation below the mean or 3.239471 while "high" initiation of structure scores were one standard deviation above the mean or 4.476597. Initiation of structure scores that fell between 3.239471 and 4.476597 were considered "medium". The mean score for consideration is 3.792194. The standard deviation for consideration is 0.565003. "Low" consideration scores were one standard deviation below the mean or 3.2256937 while "high" consideration scores were one standard deviation above the mean or 4.357197. Consideration scores that fell between 3.2256937 and 4.357197 were considered "medium".

Table 1

Distribution of Dependent Variables

	N	Mean	Standard Deviation	Mode	Skewness
Initiation of Structure	1312	3.858031	0.618566	4.714286	-0.60315
Consideration	1312	3.792194	0.565003	3.714286	-0.565003

Hypothesis 1: A significant relationship exists between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.

The means for method of selection; either administratively appointed or faculty elected and faculty support as measured by initiation of structure scores, are presented in Table 2. Analysis of variance between administratively appointed chairs and faculty selected chairs demonstrated significance in the frequency of levels of support as measure by initiation of structure scores. Faculty elected chairs have significantly greater faculty support-initiation of structure as measured by the Decad instrument, thereby confirming the hypothesis. There is a positive relationship between the method of selection and faculty support-initiation of structure. The calculated ANOVA F value of 21.03 (1 df) indicates significance at the .05 level.

Table 2

Analysis of Variance between Method of Selection and Faculty Support Initiation of Structure

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	7.83620247	7.83620247	21.03	0.0001
Error	1174	437.52140380	0.37267581		
Total	1175	445.35760627			

Frequency and Means for Method of Selection and Faculty Support- Initiation of Structure

Method of Selection	Frequency n = 1176	Mean	Standard Deviation
Administrative appointment	916	3.78604	0.62584061
Faculty election	260	3.90885	0.55276570

Alpha = 0.05
df = 1

Hypothesis 2: A significant relationship exists between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.

The means for method of selection; either administratively appointed or faculty elected, and faculty support as measured by consideration scores, are presented in Table 3. Analysis of variance between administratively appointed chairs and faculty selected chairs demonstrated significance in the frequency of levels of support as measure by consideration scores. Faculty elected chairs have significantly greater faculty support-consideration as measured by the Decad instrument, thereby confirming the hypothesis. There is a positive relationship between the method of selection and faculty support-consideration. The calculated ANOVA F value of 9.81 (1 df) indicates significance at the .05 level.

Table 3

Analysis of Variance between Method of Selection and Faculty Support-Consideration

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	3.05476498	3.05476498	9.81	0.0018
Error	1174	365.57655697	0.31139400		
Total	1175	368.63132195			

Frequency and Means for Method of Selection and Faculty Support- Consideration

Method of Selection	Frequency n = 1176	Mean	Standard Deviation
Administrative appointment	916	3.7860	0.56579986
Faculty election	260	3.9088	0.52965380

Alpha = 0.05
df = 1

Hypothesis 3 A significant relationship exists between the length of service of department chairs and faculty support as measured by initiation of structure scores as measured by the Decad instrument.

The means for length of service include: (a) less than one year, (b) one to two years, (c) three to five years, and (d) six or more years, and faculty support as measured by initiation of structure scores are presented in Table 4. Analysis of variance between length of service and faculty support as measured by initiation of structure scores did not demonstrate significant differences between short length of service chairs and long length of service chairs. The hypothesis is rejected. There is not a relationship between the length of service and faculty support-initiation of structure. The calculated ANOVA F value of 2.19 (2 df) does not indicates significance at the .05 level.

Table 4

Analysis of Variance between Length of Service and Faculty Support-Initiation of Structure

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	2.47823871	0.82607957	2.19	0.0878
Error	1225	462.52419171	0.37757077		
Total	1228	465.00243042			

Duncan's Multiple Range Test for Length of Service and Faculty Support- Initiation of Structure

Length of Service	Frequency n = 1229	Mean	Duncan's grouping	
Less than one year	190	3.95182	A	
One to two years	219	3.91872	A	B
Three to five years	394	3.82606		B
Six or more years	426	3.87170	A	B

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1225
MSE = 0.377571

Hypothesis 4 A significant relationship exists between the length of service of department chairs and faculty support as measured by consideration scores as measured by the Decad instrument.

The means for length of service include: (a) less than one year, (b) one to two years, (c) three to five years, and (d) six or more years, and faculty support as measured by consideration scores are presented in Table 5. Analysis of variance between length of service and faculty support as measured by consideration scores did not demonstrate significant differences between short length of service chairs and long length of service chairs. The hypothesis is rejected. There is not a relationship between the length of service and faculty support-consideration. The calculated ANOVA F value of 2.19 (2 df) does not indicates significance at the .05 level.

Table 5

Analysis of Variance between Length of Service and Faculty Support-Consideration

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	2.11996403	0.70665468	2.27	0.0792
Error	1225	382.08034254	0.31190232		
Total	1228	384.20030657			

Duncan's Multiple Range Test for Length of Service and Faculty Support-Consideration

Method of Selection	Frequency n = 1229	Mean	Duncan's grouping	
Less than one year	190	3.87308	A	
One to two years	219	3.83458	A	B
Three to five years	394	3.75744		B
Six or more years	426	3.82960	A	B

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1225
MSE = 0.377571

Ancillary Analysis of Data Base

Ancillary analyses of the database were performed to determine variables that may predict both the independent and dependent variables. These variables include: (a) length of service and type of institutional control, (b) length of service of department chairs and highest degree offered by the department, (c) length of service and institutional enrollment, (d) method of selection and type of institutional control, (e) method of selection and highest degree offered by the department, (f) method of selection and institutional enrollment, (g) method of selection of department chairs and types of degrees offered, (h) faculty support as measured by initiation of structure scores and institutional enrollment, (i) faculty support as measured by initiation of structure scores and highest degree offered by the department, (j) faculty support as measured by consideration scores and institutional enrollment, (k) faculty support as measured by consideration scores and highest degree offered by the department. Other ancillary analyses were performed to determine trends between (a) the method of selection of department chairs and term of office and faculty support as measured by initiation of structure scores, (b) the method of selection of department chairs and term of office and faculty support as measured by consideration scores, and (c) type of institutional control and highest degree offered by department. The trends indicated by this database are discussed below.

Predictors of Length of Service

The independent variable length of service was examined for possible predictors. These predictors include (a) type of institutional control, (b) highest degree offered by the department, and (c) institutional enrollment.

Length of Service of Department Chairs and Type of Institutional Control. The Decad database breaks down the type of control of the institution based upon classifications from the Higher Education Directory (Higher Education Publications, 1991). These classifications include (a) Religious Affiliated, (b) Federal, (c) State, (d) Local, (e) State/Local, (f) Independent Non-Profit and (g) Profit Making. The length of service of department chairs and type of institutional control is illustrated in Table 6. As illustrated in Table 6; (a) 15.23% (n = 178) of the department chairs had less than one year experience, (b) 18.05% (n =211) had one to two years experience, (c) 31.99% (n =374) had three to five years experience, and (d) 34.64% (n = 405) had six or more years of experience. Religious Affiliated, Federal, Independent Non-Profit and Profit Making all had more department chairs with three to five year experience levels than other experience levels. Local controlled institutions had more first year department chairs than other experience levels. State and State/Local control institutions had a greater number of chairs with more than six years of experience than other experience levels.

Table 6

Length of Service of Department Chairs and Type of Institutional Control

Type of Control	First Year		One to Two Years		Three to Five Years		Six or More Years		Total n = 1168	
	n	%	n	%	n	%	n	%	n	%
Religious Affiliated	4	.34	9	.77	14	1.20	2	1.17	29	2.48
Federal	2	.17	2	.17	3	.26	0		7	1.60
State	135	11.55	154	13.17	290	24.81	336	28.74	915	78.27
Local	8	.68	7	.60	4	.34	6	.51	25	2.13
State/Local	12	1.03	2	1.80	31	2.65	40	3.42	104	8.90
Independent Non-Profit	17	1.45	17	1.45	27	2.31	20	1.71	81	6.92
Profit Making	0		1	1.09	5	1.43	1	1.09	7	1.61
Total	178	15.23	211	18.05	374	31.99	405	34.64		

Length of Service of Department Chairs and Highest Degree Offered by the Department. The length of service by department chairs and highest degree offered by the department is illustrated in Table 7. Table 7 illustrates the highest degree offered; (a) 11.83% (n=144) offered a two but less than four year degree, (b) 1.55% (n=19) offered a four to five year undergraduate degree, (c) 1.39% (n=17), (d) 14.03% (n=172) offered a first professional, (e) 10.52% (n=129) offered a degree the beyond Masters but less than a Doctorate, (f) 60.11% (n=737) offered a Doctorate, and (g) .57% (n=7) offered other courses of study that do not lead to a specific degree. The sample can be partitioned into three almost equal portions, (a) chairs with two years or less experience (33.20%), (b) chairs with three to five years of experience (32.05%) and (c) chairs with six or more years experience (34.65%). In only one case, a first professional degree, did chairs with less than one year of experience dominate with 41.18% (n = 7). No type of department had the majority of their chairs with one to two years experience. Departments with the majority of the chairs having three to five years experience include; (a) 42.10 (n=8) of the four to five year undergraduate departments, (b) 39.53% (n=51) of the beyond Masters but less than Doctorate departments, and (c) 71.41% (n=5) of the departments that offered other courses of study that do not lead to a specific degree. Departments with the majority of the chairs having six or more years of experience include; (a) 36.77% (n = 271) of Doctorate departments, (b) 36.62% (n=63) of Masters departments, and (c) 36.11% (n=52) of two but less than four year departments.

Table 7
Length of Service of Department Chair and Comparison of Highest Degree Offered by Department

Length of Service	Two But Less Than Four		Four to Five Year Undergrad		First Professional		Masters		Beyond Masters But Less Than Doctorate		Doctorate		Other		Total n = 1225	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
First Year	25	2.04	3	.24	7	.57	28	2.28	17	1.39	108	8.81	0		188	15.33
One to Two Years	30	2.45	5	.41	6	.49	30	2.45	28	2.28	119	9.71	1	.08	219	17.87
Three to Five Years	37	3.02	8	.65	2	.16	51	4.16	51	4.16	239	19.49	5	.41	393	32.05
Six or More Years	52	4.24	3	.24	2	.16	63	5.14	33	2.69	271	22.10	1	.08	425	34.65
Total	144	11.83	19	1.55	17	1.39	172	14.03	129	10.52	737	60.11	7	.57		

Length of Service of Department Chairs and Institutional Enrollment. The means for length of service and institutional enrollment are presented in Table 8. Length of service was defined using the following categories; (a) less than one year, (b) one to two years, (c) three to five years, and (d) six or more years. Enrollment was defined using the following categories; (a) 1 to 500, (b) 501 to 1000, (c) 1001 to 5000, (d) 5001 to 10,000, (e) 10,001 to 20, 000, (f) over 20,000 (Atwell, 1992; Peterson's Register of Higher Education, 1993). Analysis of variance between length of service and enrollment indicates several trends. The Duncan Multiple Range Test indicates significant relationships between the length of service of department chairs in several situations. The relationship between the length of service of department chairs and institutional size is not significantly different in; (a) the two classifications of institutions with enrollment less than 1000 in relation to all other institutions, (b) the four classifications of institutions with enrollment more than 1001 in relation to all other institutions, and (c) the two classifications of institutions with enrollment ranging from 501 to 1000 and 10,001 to 20,000 in relation to all other institutions.

Table 8

Analysis of Variance Between Length of Service of Department Chairs and Institutional Enrollment

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	32.68749202	6.53749840	5.92	0.0001
Error	1224	1352.53933725	1.10501580		
Total	1229	1385.22682927			

Duncan's Multiple Range Test for Length of Service and Institutional Enrollment

Enrollment	Frequency n = 1229	Mean	Duncan's grouping		
1 to 500	4	2.2500		B	C
501 to 1000	31	2.0323			C
1001 to 5000	194	2.7577	A	B	
5001 to 10,000	237	2.8017	A	B	
10,001 to 20,000	331	3.0000	A		
Over 20,000	433	2.8984	A	B	

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1224
MSE = 1.105016

Predictors of Method of Selection

The independent variable method of selection was examined for possible predictors. These predictors include (a) type of institutional control, (b) highest degree offered by the department, and (c) institutional enrollment.

Method of Selection of Department Chairs and Type of Institutional Control. The method of selection and the type of institutional control is illustrated in Table 9. The Decad database breaks down the type of control of the institution based upon classifications from the Higher Education Directory (Higher Education Publications, 1991). These classifications include; (a) Religious Affiliated, (b) Federal, (c) State, (d) Local, (e) State/Local, (f) Independent Non-Profit and (g) Profit Making. As illustrated in Table 8, 77.29% (n = 912) of the department chairs were administrative appointments, 11.19% (n =132) were faculty elected for a specific term and 10.85%(n = 128) were faculty elected for a non-specific term. Academic departments within state controlled institutions represented 78.47% (n = 926) of the sample. The majority of the department chairs at all types of institutions were administratively appointed.

Table 9

Method of Selection of Department Chairs and Type of Institutional Control

Type of Control	Administrative Appointment		Faculty Election for Specific Term		Faculty Election for Non-Specific Term		Total n = 1172	
	n	%	n	%	n	%	n	%
Religious Affiliated	23	1.95	2	1.17	4	1.34	29	2.46
Federal	6	1.51	1	1.08	0		7	1.59
State	697	59.07	113	9.58	108	9.15	918	77.80
Local	25	2.12	0		0		25	2.12
State/Local	98	8.31	2	1.17	5	1.42	105	8.90
Independent Non-Profit	56	4.75	14	1.19	11	1.93	81	6.87
Profit	7	.59	0		0		7	1.59
Total	912	77.29	132	11.19	128	10.85		

Method of Selection of Department Chairs and Highest Degree Offered by Department. The comparison between the method of selection and the types of degree offered by departments shows a dominant trend of administrative appointments as illustrated by Table 10. With the exceptions of departments that offer a degree beyond the Masters but less than a Doctorate, a Doctorate, and other courses of study that do not lead to a specific degree; all other departments have the dominant method of selection as administrative appointment. The range of percentages include 94.37% (n = 134) for departments that offer degrees requiring two to four years to a low of 79.39% (n = 131) for departments that offer a Masters. Of the department chairs that were elected by the faculty, the two departments that have the highest percentage of faculty elected department chairs were (a) departments that offer other courses of study that do not lead to a specific degree with 85.71% (n = 6) of the chairs elected for a non- specific term, and (b) departments that offer a degree beyond the Masters but less than a Doctorate with 40.31% (n = 52) of the chairs elected for a specific term.

Table 10
Method of Selection of Department Chairs and Highest Degree Offered by Department

Method of Selection	Two But Less Than Four		Four to Five Year Undergrad		First Professional		Masters		Beyond Masters But Less Than Doctorate		Doctorate		Other		Total n = 1172	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Administrative Appointment	134	11.36	17	1.44	14	1.19	131	11.10	74	6.27	535	45.34	7	.59	912	77.29
Faculty Elected 11.19 for Specific Term	3	.25	0		1	.08	19	1.61	24	2.03	85	7.20	0		132	
Faculty Elected for Non-Specific Term	5	.42	2	.17	1	.08	15	1.27	25	2.12	80	6.78	0		128	10.85
Total	142	12.03	19	1.61	16	1.36	165	13.98	124	10.51	707	59.92	7	.59		

Method of Selection and Institutional Enrollment. The means for method of selection and institutional enrollment are presented in Table 11. Method of selection was defined using the following categories (a) administratively appointed, (b) faculty elected for non-specific term, and (c) faculty elected for specific term. Enrollment was defined using the following categories; (a) 1 to 500, (b) 501 to 1000, (c) 1001 to 5000, (d) 5001 to 10,000, (e) 10,001 to 20, 000, and (f) over 20,000 (Atwell, 1992; Peterson's Register of Higher Education, 1993). Analysis of variance between length of service and enrollment indicates two trends. The Duncan Multiple Range Test indicates significant difference between (a) the length of service of department chairs in colleges with enrollments 1 to 500 and all other institutions, and (b) and the length of service of department chairs in colleges with enrollments 10,001 to 20,000 and all other institutions.

Table 11

Analysis of Variance Between Method of Selection and Institutional Enrollment

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	20.00489084	4.00097817	8.69	0.0001
Error	1178	542.14375781	0.46022390		
Total	1183	562.14864865			

Duncan's Multiple Range Test for Method of Selection and Institutional Enrollment

Enrollment	Frequency n = 1183	Mean	Duncan's grouping	
1 to 500	4	1.0000		B
501 to 1000	29	1.1724	A	B
1001 to 5000	189	1.1587	A	B
5001 to 10,000	229	1.3755	A	B
10,001 to 20,000	314	1.5255	A	
Over 20,000	419	1.3755	A	B

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1178
MSE = 0.460224

Predictors of Faculty Support as Measured by Initiation of Structure Scores

The dependent variable faculty support as measured by initiation of structure scores was examined for possible predictors. These predictors include (a) highest degree offered by department, and (b) institutional enrollment.

Faculty Support as Measured by Initiation of Structure Scores and Highest Degree Offered by the Department. Faculty support as measured by initiation of structure scores and the types of degrees offered are illustrated in Table 12. The only type of department chair that enjoyed high support was department chairs in Masters granting departments in which 50.00% (n = 86) had high faculty support. Conversely, department chairs in first professional degree granting departments suffered low faculty support in 52.94% (n = 9) of the departments. The support of chairs of Doctorate granting departments was almost evenly divided between high, medium, and low support. Medium levels of support were present in those departments that offered a degree; (a) that required more than two years but less than four, (b) a four to five year undergraduate degree, 47.38% (n = 9), a degree beyond the Masters, and (c) other courses of study that do not lead to a specific degree.

Table 12
Faculty Support as Measured by Initiation of Structure Scores and Highest Degree Offered by the Department

Inititation of Structure Scores	Two But Less Than Four		Four to Five Year Undergrad		First Professional		Masters		Beyond Masters But Less Than Doctorate		Doctorate		Other		Total n = 1308	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
High	58	4.43	6	.46	3	.23	86	6.57	47	3.59	245	18.73	0		445	34.01
Medium	78	5.96	9	.69	5	.38	47	3.59	52	3.98	285	21.79	4	.31	480	36.70
Low	44	3.36	4	.31	9	.69	39	2.98	30	2.29	254	19.42	3	.23	383	29.28
Total	180	13.76	19	1.45	17	1.30	172	13.15	129	9.86	784	59.94	7	.54		

Faculty Support as Measured by Initiation of Structure Scores and Institutional Enrollment. The means for faculty support as measured by initiation of structure scores and institutional enrollment are presented in Table 13. Enrollment was defined using the following categories; (a) 1 to 500, (b) 501 to 1000, (c) 1001 to 5000, (d) 5001 to 10,000, (e) 10,001 to 20, 000, and (f) over 20,000 (Atwell, 1992; Peterson's Register of Higher Education, 1993). Analysis of variance between length of service and enrollment indicates one trend. The Duncan Multiple Range Test indicates significant differences between the faculty support as measured by initiation of structure scores of department chairs in colleges with enrollments 1 to 500 and all other college enrollments.

Table 13

Analysis of Variance Between Faculty Support as Measured by Initiation of Structure Scores and Institutional Enrollment

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	8.84996078	1.76999216	4.69	0.0003
Error	1306	492.76984430	0.37731229		
Total	1311	501.61980508			

Duncan's Multiple Range Test for Faculty Support as Measured by Initiation of Structure Scores and Institutional Enrollment

Enrollment	Frequency n = 1311	Mean	Duncan's grouping
1 to 500	4	3.2461	B
501 to 1000	31	3.7050	A
1001 to 5000	228	3.9178	A
5001 to 10,000	238	3.9586	A
10,001 to 20,000	333	3.8839	A
Over 20,000	478	3.7765	A

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1306
MSE = 0.377312

Predictors of Faculty Support as Measured by Consideration Scores

The dependent variable faculty support as measured by consideration scores was examined for possible predictors. These predictors include (a) highest degree offered by department, and (b) institutional enrollment.

Faculty Support as Measured by Consideration Scores and Highest Degree Offered by Department. Faculty support as measured by consideration scores and the types of degrees offered is illustrated in Table 14. High support was enjoyed by the majority of chairs of departments that offered; (a) a degree requiring more than two years but less than four, (b) a Masters, and (c) a degree beyond the Masters but less than a Doctorate. Low faculty support of department chairs was evident in the majority of chairs of departments that offered (a) a first professional degree granting departments, and (b) other courses of study that do not lead to a specific degree. Medium levels of support as measured by consideration scores was present in the remaining departments including (a) departments offering an undergraduate degree requiring four to five years, and (b) departments offering a Doctorate.

Table 14
Faculty Support as Measured by Consideration Scores and Highest Degree Offered by Department

Consideration Scores	Two But Less Than Four		Four to Five Year Undergrad		First Professional		Masters		Beyond Masters But Less Than Doctorate		Doctorate		Other		Total n = 1308	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
High	88	6.73	5	.38	6	.46	81	6.19	50	3.82	224	17.13	0		454	34.71
Medium	57	4.36	10	.76	4	.31	44	3.36	52	3.98	304	23.24	1	.08	382	29.20
Low	35	2.68	4	.31	7	.54	47	3.59	27	2.06	256	19.57	6	.46	472	36.09
Total	180	13.76	19	1.45	17	1.30	172	13.15	129	9.86	784	59.94	7	.54		

Faculty Support as Measured by Consideration Scores and Institutional Enrollment. The means for faculty support as measured by consideration scores and institutional enrollment are presented in Table 15. Method of selection was defined using the following categories; (a) administratively appointed, (b) faculty elected for specific term, and (c) faculty elected for non- specific term. Enrollment was defined using the following categories; (a) 1 to 500, (b) 501 to 1000, (c) 1001 to 5000, (d) 5001 to 10,000, (e) 10,001 to 20,000, and (f) over 20,000 (Atwell, 1992; Peterson's Register of Higher Education, 1993). Analysis of variance between length of service and enrollment indicates several trends. The Duncan Multiple Range Test indicates significant differences between the faculty support as measured by consideration scores of department chairs in colleges with enrollments 1 to 500 and all other college enrollments.

Table 15

Analysis of Variance Between Faculty Support as Measured by Consideration Scores and Institutional Enrollment

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	15.73306768	3.14661354	10.20	0.0001
Error	1306	402.77528398	0.30840374		
Total	1311	418.50835167			

Duncan's Multiple Range Test for Faculty Support as Measured by Consideration Scores and Institutional Enrollment

Enrollment	Frequency n = 1311	Mean	Duncan's grouping
1 to 500	4	3.2975	B
501 to 1000	31	3.7447	A
1001 to 5000	228	3.8701	A
5001 to 10,000	238	3.9474	A
10,001 to 20,000	333	3.8166	A
Over 20,000	478	3.6680	A

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1306
MSE = 0.308404

Other Ancillary Analyses

The Decad database allows other ancillary analysis to be performed. This analysis allows a better understanding of the position of the department chair within the academic department. Other ancillary analyses were performed to determine trends between; (a) the method of selection of department chairs and term of office and faculty support as measured by initiation of structure scores, (b) the method of selection of department chairs and term of office and faculty support as measured by consideration scores, and (c) type of institutional control and highest degree offered by department.

The Method of Selection of Department Chairs and Term of Office and Faculty Support as Measured by Initiation of Structure Scores. The Decad database classifies the method of selection as either administratively appointed or faculty elected for a non-specific term and faculty elected for a specific term. Analysis of variance between the means of method of selection and faculty support as measured by initiation of structure scores are presented in Table 16. Analysis of variance demonstrated significance differences between; (a) administratively appointed chairs, (b) faculty elected chairs for a specific term, and (c) faculty elected chairs for a non-specific term in the levels of support as measure by initiation of structure scores. Chairs that are faculty elected for a specific term have significantly higher faculty support than either administratively appointed chairs or faculty elected chairs for non-specific terms. The calculated ANOVA F value of 5.98 (2 df) indicates significance at the .05 level.

Table 16

Analysis of Variance between Method of Selection and Faculty Support Initiation of Structure

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	3.72287394	1.86143697	5.98	0.0026
Error	1173	364.90844801	0.311.8990		
Total	1175	368.63132195			

Duncan's Multiple Range Test for Method of Selection and Faculty Support-Initiation of Structure

Method of Selection	Frequency n = 1176	Mean	Duncan's grouping	
Administrative appointment	916	3.78604		B
Faculty election for specific term	132	3.85894	A	B
Faculty election for non-specific term	128	3.96033	A	

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1173
MSE = 0.31109

The Method of Selection of Department Chairs and Term of Office and Faculty Support as Measured by Consideration Scores. The Decad database classifies the method of selection as either (a) administratively appointed, (b) faculty elected for a non-specific term, or (c) faculty elected for a specific term. Analysis of variance between the means of method of selection and faculty support as measured by consideration scores are presented in Table 17. Analysis of variance between administratively appointed chairs, faculty elected chairs for a specific term and faculty elected chairs for a non-specific terms demonstrated significance in the levels of support as measure by consideration scores. Chairs that are faculty elected for either a specific term or non-specific term have significantly higher faculty support than administratively appointed chairs. The calculated ANOVA F value of 11.59 (2 df) indicates significance at the .05 level.

Table 17

Analysis of Variance between Method of Selection and Faculty Support-Consideration

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	8.62763054	4.31381527	5.98	0.0001
Error	1173	436.72997573	0.37231882		
Total	1175	445.35760627			

Duncan's Multiple Range Test for Method of Selection and Faculty Support-Consideration

Method of Selection	Frequency n = 1176	Mean	Duncan's grouping
Administrative appointment	916	3.83155	B
Faculty election for specific term	132	3.97393	A
Faculty election for non-specific term	128	4.08429	A

Note. Means with the same letter are not significantly different

Alpha = 0.05
df = 1173
MSE = 0.31109

Type of Institutional Control and Highest Degree Offered by Department. The type of control and highest degree offered by the department is illustrated in Table 18. As illustrated in Table 18; (a) 13.76% (n = 180) of the departments offered as their highest degree one requiring two but less than four years, (b) 1.45% (n =19) offered as their highest degree a four to five year undergraduate degree, (c) 1.30% (n =17) offered as their highest degree a first professional degree, (d) 13.15% (n =172) offered as their highest degree a Masters, (e) 9.86% (n =129) offered as their highest degree a degree beyond the Masters but less than a Doctorate, (f) 59.94% (n =784) offer as their highest degree a Doctorate, and (G) .54% (n =7) offer other courses of study that do not lead to a specific degree. State supported schools make up the bulk of the sample with 77.14% (n = 1308) of the departments within the sample. Of this segment of the sample, 73.24% (n = 739) of the state supported schools offer as their highest degree a Doctorate. Profit making schools contain the entire segment of academic departments that do not offer some form of academic degree.

Table 18
Type of Institutional Control and Highest Degree Offered by Department

Type of Control	Two But Less Than Four		Four to Five Year Undergrad		First Professional		Masters		Beyond Masters But Less Than Doctorate		Doctorate		Other		Total n = 1308	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Religious Affiliated	0		11	.84	2	.15	9	.69	0		7	.54	0		29	2.22
Federal	0		1	.08	0		0		0		7	.54	0		8	.62
State	13	1.29	6	.59	2	.15	127	9.33	122	9.33	739	56.50	0		1009	77.14
Local	60	4.59	0		0		0		0		0		0		60	40.59
State/Local	107	8.18	0		0		0		0		1	.08	0		108	8.26
Independent Non-Profit	0		1	.08	13	.99	36	2.75	7	.54	30	2.29	0		87	6.65
Profit Making	0		0		0		0		0		0		7	.54	7	.54
Total	180	13.76	19	1.45	17	1.30	172	13.15	129	9.86	784	59.94	7	.54		

Summary of Findings

This study was guided by two questions; (a) does the method of selection of department chairs affect the degree of faculty support, and, (b) does the length of service of department chairs affect the degree of faculty support? Specifically, do chairs that are administratively selected have significantly different faculty support as measured by perceived initiation of structure and consideration behaviors than chairs that are faculty elected. In addition to this, do short term chairs have higher faculty support as measured by perceived initiation of structure and consideration behaviors than long term chairs?

Analysis of variance was performed with the independent variables of (a) method of selection and (b) length of service. The dependent variables were (a) faculty perceived initiation of structure and (b) faculty perceived consideration behaviors as identified on the Departmental Evaluation of Chairperson Activities for Development (Decad) instrument. This section presents the major findings of the study in relation to the hypotheses.

1. The method of selection as identified by the chair either as (a) administratively appointed or (b) faculty elected and degree of faculty support as measured by initiation of structure scores on the Decad instrument was analyzed using analysis of variance. In investigating this relationship, the method of selection and initiation of structure scores are significantly related. Chairs that are faculty elected have significantly higher faculty support-initiation of structure than administratively appointed chairs.
2. The method of selection as identified by the chair as (a) either administratively appointed or (b) faculty elected, and degree of faculty

support as measured by consideration scores on the Decad instrument was analyzed using analysis of variance. In investigating this relationship, the method of selection and consideration scores are significantly related. Chairs that are faculty elected have significantly higher faculty support-consideration than administratively appointed chairs.

3. The length of service as identified by the department chair as (a) less than one year, (b) one to two years, (c) three to five years, or (d) six or more years and degree of faculty support as measured by initiation of structure scores on the Decad instrument was analyzed using analysis of variance. In investigating this relationship, the faculty support- initiation of structure scores did not vary significantly for short term length of service department chairs in comparison to long term length of service chairs.

4. The length of service as identified by the department chair as (a) less than one year, (b) one to two years, (c) three to five years, or (d) six or more years and degree of faculty support as measured by consideration scores on the Decad instrument was analyzed using analysis of variance. In investigating this relationship, the faculty support- consideration scores did not vary significantly for short term length of service department chairs in comparison to long term length of service chairs.

Ancillary Findings

This study examined the relationship between and among selected characteristics of the department chair, department and academic institution that may affect the role of the department chair. These characteristics were examined as moderators of the independent variables of (a) method of selection and (b) length of service and the dependent variables of (a) faculty support- initiation of structure and (b) faculty support- consideration scores. The major find-

ings of the study indicate a significant relationship between the method of selection and faculty support. Another factor that may be significantly related to the method of selection is the highest degree offered. While method of selection may be significantly related to enrollment, the sample size of institutions that indicated a significant difference (n=4) is too small to warrant further consideration. Although findings of the study indicated no significance in length of service and faculty support, other factors may be significantly related to the length of service of the department chair. These factors include (a) institutional control, (b) highest degree offered by the department, and (c) total enrollment of the institution.

A trend concerning the dependent variable faculty support- initiation of structure indicates that faculty support- initiation of structure may be related to the highest degree offered by the department. Likewise, faculty support-consideration shows a trend that it may also be related to the highest degree offered by the department.

Analysis of the method of selection and faculty support-initiation of structure shows a significant trend. Chairs that are faculty elected for a specific term have significantly higher support than chairs that are either faculty elected for a non-specific term or administratively appointed. The method of selection and faculty support-consideration does not show this trend. Finally, there appears to be a relationship between institutional control and highest degree offered by the department.

Chapter 5

Summary Conclusions and Recommendations

This chapter provides a summary of the findings, conclusions, and recommendations derived from the study. The purpose of this study is provided, followed by a brief description of procedures employed. Summaries of findings of ancillary analysis are also presented. This chapter ends with conclusions and recommendations for further study.

Purpose of the Study

The department chair directly influences the academic department in several ways. The department chair is responsible for leading the department, recruiting and evaluating staff, making everyday decisions, and delegating responsibilities (Bennett, 1983; Carroll, 1990). About 80% of all college decisions are made at the departmental level, making the department chair one of the most significant administrators within a college (Gmelch & Houchen, 1994; Roach, 1976). Much of the literature pertaining to the department chair is anecdotal in nature being derived from speeches, journal articles, and how-to books (Creswell, Wheeler, Seagren, Egly, & Beyer, 1990; Gmelch, Burns, Carroll, Harris & Wentz; 1992; Gmelch, Carroll, Seedorf & Wentz, 1990; Seagren & Miller, 1994). This body of anecdotal literature suggests that both the method of selection and length of service of the department chair may affect the degree of faculty support of the chair. This study empirically examined the relationship between the method of selection and the length of service of department chairs with the degree of faculty support. Faculty support was defined as initiation of structure and consideration scores as defined by Stogdill and Coons (1957). These scores

were reported on the Department Evaluation of Chairperson Activities for Development (Decad) instrument. Ancillary analysis of other factors that may affect faculty support was also performed.

Research Questions

The following specific research questions guided the study:

1. What is the relationship between the method of selection and degree of faculty support as measured by initiation of structure scores for the department chair as measured by the Decad instrument?

2. What is the relationship between the method of selection and degree of faculty support as measured by consideration scores for the department chair as measured by the Decad instrument?

3. What is the relationship between the length of service and degree of faculty support as measured by initiation of structure scores for the department chair as measured by the Decad instrument?

4. What is the relationship between the length of service and degree of faculty support as measured by consideration scores for the department chair as measured by the Decad instrument?

Summary of Procedures

The database contains rankings of all chairs rated with the Department Evaluation of Chairperson Activities for Development (Decad) instrument from 1977- 1991. The database contains departmental evaluations of 1312 departmental chairs from over 120 institutions located throughout the United States and Canada. The Decad is administered by the Center for Faculty Evaluation and Development at Kansas State University (Center for Faculty Evaluation and Development, 1977).

The design of this study was ex post facto, therefore the sample is not

random. A smaller database derived from the same instrument was examined by Knight and Holen (1985). No significant differences were found using separate one-way analyses of variances in either structuring and interpersonal sensitivity scores related to control, geographic location, and degrees offered (Knight & Holen). The lack of any significant differences in either structuring or interpersonal sensitivity scores related to college characteristics in the smaller Knight and Holen sample assures a degree of generalizability with the larger population that a smaller sample would not offer (Kerlinger, 1986). The sample includes both public and private colleges offering a broad range of degrees from two- year to graduate degrees.

After all identifying characteristics were removed from this database, the database was analyzed using the Statistical Analysis (SAS) program to calculate departmental mean scores of perceived initiating structure and consideration behaviors of the department chair. Due to the size variations in the departments within the sample, the mean Decad score for the department chair was used as the unit of analysis for the investigation. The Decad is an adaptation of the Leadership Behavior Description Questionnaire-P (LBDQ) for the position of academic department chairs (Knight & Holen, 1985). The Decad includes twenty items related to faculty ratings of the department chair's initiation of structure and consideration behaviors. Use of the mean LBDQ score to describe a leader's behavior is recommended by Halpin (1966). Normally, full time faculty at the rank of instructor or above are asked to participate in the evaluation process.

Summary of the Findings

Hypotheses

Analysis of the Decad database allowed the following hypotheses to be tested concerning the method of selection and length of service of department chairs.

H1. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.

A significant relationship does exist between the method of selection and faculty support as measured by initiation of structure scores. The relationship between the method of selection, either administratively appointed or faculty elected was significant at the .05 level. Faculty elected department chairs have significantly higher faculty support-initiation of structure than administratively appointed chairs.

H2. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.

A significant relationship does exist between the method of selection and faculty support as measured by consideration scores. The relationship between the method of selection, either administratively appointed or faculty elected was significant at the .05 level. Faculty elected department chairs have significantly higher faculty support-consideration than administratively appointed chairs.

H3. A significant relationship exists between the length of service of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.

A significant relationship does not exist between the length of service and faculty support as measured by initiation of structure scores. The relationship between the length of service and faculty support as indicated by initiation of structure scores as measured by the Decad instrument was not significant at the .05 level.

H4. A significant relationship exists between the length of service of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.

A significant relationship does not exist between the length of service and faculty support as measured by consideration scores. The relationship between the length of service and faculty support as indicated by consideration scores as measured by the Decad instrument was not significant at the .05 level.

Ancillary Analysis

Ancillary data were examined to explore other predictors that may affect the length of service, method of selection, and faculty support of department chairs. These predictors include; (a) length of service of department chairs and type of institutional control, (b) length of service of department chairs and highest degree offered by the department, (c) length of service of department chairs and institutional enrollment, (d) method of selection of department chairs and type of institutional control, (e) method of selection of department chairs and highest degree offered by the department, (f) method of selection of department chairs and institutional enrollment, (g) method of selection of department chairs and types of degrees offered, (h) faculty support as measured by initiation of structure scores and institutional enrollment, (i) faculty support as measured by initiation of structure scores and highest degree offered by the department, (j) faculty support as measured by consideration scores and institutional

enrollment, and (k) faculty support as measured by consideration scores and highest degree offered by the department. Other ancillary analyses were performed to determine trends between; (a) the method of selection of department chairs and term of office and faculty support as measured by initiation of structure scores, (b) the method of selection of department chairs and term of office and faculty support as measured by consideration scores, and (c) type of institutional control and highest degree offered by department.

Predictors of Method of Selection. The independent variable method of selection was examined for possible predictors. These predictors include; (a) type of institutional control, (b) highest degree offered by the department, and (c) institutional enrollment.

The literature indicates the two methods of selection of department chairs, either administratively appointed or faculty elected are due in great part to the unique structure of higher education (Booth, 1982). Unlike many European countries, American higher education does not fall under one controlling or coordinating board (Moses, 1992). The form and control of American colleges is related to the local and regional environment and the source of the college's funding (Atwell, 1992). Ancillary analysis of institutional control including; (a) religious affiliated, (b) federal, (c) state, (d)state/local, (e) independent non-profit, and (f) profit making indicates that length of service is not affected by the institutional control.

A trend emerges indicating the method of selection of department chairs and highest degree offered by the department may be significantly related. The basis for this relationship is unclear in the literature. A conceivable explanation involves the rapid growth of American higher education in the 1960's serving a broader base of the population (Atwell, 1992). Many of these colleges

concentrated on the community college role of two-year degrees and transfer education. Many of these newer institutions do not follow the tradition of collegial governance as evidenced by significantly fewer faculty elections than administrative appointments.

Duncan grouping of the relationship between the method of selection and the institution's enrollment shows significant differences between those institutions that have an enrollment of less than 500 students in comparison to larger institutions. Unfortunately, the number of chairs from this segment of the population is too small (n = 4) to draw conclusions.

Predictors of Length of Service. The independent variable length of service was examined for possible predictors. These predictors include; (a) type of institutional control, (b) highest degree offered by the department, and (c) institutional enrollment. Booth (1982) suggests that the length of service of department chairs is directly affected by; (a) conditions that foster administrative difficulty, (b) discipline, (c) size of the department, and (d) consensus within the department as to goals and methods.

Ancillary analysis of institutional control including; (a) religious affiliated, (b) federal, (c) state, (d) state/local, (e) independent non-profit, and (f) profit making indicates that length of service may be affected by the institutional control. The literature indicates that consensus within the department contributes to longer length of service (Booth, 1982). The findings of the present study indicate that institutional control may also contribute to the length of service of the department chair.

Chairs of professional departments served for an average 6 to 8 years while chairs of disciplinary departments served for an average of 3.4 years (Shreeve, Brucker & Martin, 1987). This relates to the finding that the type of

discipline of the department directly relates to the length of service (Booth, 1982). Ancillary analysis of the database suggests that the highest degree offered may also be related to the length of service of the department chair.

The size of the department contributes to the length of service of the department chair (Booth, 1982). The larger the department, the shorter the length of service of the chair. Ancillary analysis suggests that the size of the institution may also be significantly related the length of service of the department chair. Using Duncan grouping, a trend opposite of Booth's findings becomes apparent. Department chairs at institutions that had fewer than 1000 students had a shorter length of service than those chairs at larger institutions.

Predictors of Faculty Support- Initiation of Structure. The dependent variable faculty support- initiation of structure was examined for possible predictors. These predictors include (a) institutional enrollment, and (b) highest degree offered by the department.

The academic department is the principal vehicle of faculty participation in the governance of higher education institutions (Scott, 1981). Departments with the best campus reputation had chairs rated above average in both initiating structure and consideration (Hemphill 1955). Department chairs that are perceived most effective by their subordinates are rated high in initiation of structure (Knight & Holen, 1985; McCarthy, 1972). As the size of the institution increases, the role and responsibilities of the department chair changes (Seagren, Creswell & Wheeler, 1993). The changes in faculty support- initiation of structure scores in relationship to the increase in institutional size is only minimally related in the present database. A significant difference exists between faculty support as measured by initiation of structure scores in relation to institutional enrollment in institutions enrolling less than 500 hundred students (n = 4) and

institutions enrolling more than 500 (n = 1308). Unfortunately the number of chairs from institutions enrolling less than 500 is too small (n = 4) to draw conclusions.

Academic departments place different emphasis on different levels of education. Departments that stress post- graduate education place greater emphasis on scholarship and research than other types of departments (Atwell, 1992). The faculty support-initiation of structure scores of the department chair appears somewhat related to this body of literature with one exception. The degree of support is medium for chairs in lower degree granting departments (two but less than four, four to five year undergraduate, and other courses of study that do not lead to a specific degree). The level of support increases in Masters granting departments. The level of support decreases in Doctorate granting departments until it is evenly divided between high, medium and low levels of support. The only exception to this continuum is first professional degree granting departments in which low faculty support exists in the majority of the departments.

Predictors of Faculty Support- Consideration. The dependent variable faculty support-consideration was examined for possible predictors. These predictors include (a) institutional enrollment, and (b) highest degree offered by the department.

Literature suggests as higher education institutions have increased in size the role of department chair has changed out of necessity (Seagren, et al. 1993). With growth, institutions have lost clear unifying goals. With growth, the goals and desires of the higher administration has come into greater conflict with the faculty (Seagren, et al.; 1993). The department chair has been placed in a role of conflict between the faculty and the higher administration interpreting the

mission of the institution to the department and the department to the higher administration. The present study minimally supports the literature. A significant difference exists between faculty support as measured by consideration scores in relation to institutional enrollment in institutions enrolling less than 500 hundred students (n = 4) and institutions enrolling more than 500 (n = 1308). Unfortunately the number of chairs from institutions enrolling less than 500 is too small (n = 4) to draw conclusions.

Differences in the methodology and the body of knowledge of different academic disciplines result in different expectations of the department chair (Seagren et al., 1993). The literature indicates that the academic discipline of the department directly affects what is expected of the chair. The ancillary findings of the present study do not support the application of this literature to the highest degree awarded by the department. High support was enjoyed by chairs in departments which highest degree required two but less than four years. Conversely, high support was evident in departments that granted either (a) a Masters, or (b) a degree beyond the Masters but less than a Doctorate. Medium levels of support was evident in departments that offered (a) an undergraduate degree requiring four to five years, or (b) a Doctorate. Low faculty support was evident in departments that offered (a) a first professional degree, or (b) other course of study that did not lead to a specific degree. The lack of a continuum of decreased support as the body of knowledge increases is counter to what the literature suggests.

Other Ancillary Analyses. Other ancillary analyses were performed to determine trends between; (a) the method of selection of department chairs and term of office and faculty support as measured by initiation of structure scores, (b) the method of selection of department chairs and term of office and faculty

support as measured by consideration scores, and (c) type of institutional control and highest degree offered by department.

The hypothesis H1 "A significant relationship exists between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument," and hypothesis H2 "A significant relationship exists between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument," were found to be significant. The database allows the independent variable "method of selection" to be further examined as three distinct methods of selection of department chairs. These methods are (a) administrative appointment, (b) faculty election for specific term, and (c) faculty election for non-specific term. Using the Duncan grouping procedure of these three methods of selection indicate that the mean scores of faculty support for both administrative appointment and faculty election for non-specific term are not significantly different for either initiation of structure or consideration scores.

The type of institutional control and highest degree offered by department can be examined within the Decad database. This examination indicates that the highest degree offered by the department may be significantly related to the type of institutional control.

Conclusions

H1. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument.

The study's findings support the conclusion that there is a significant relationship between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad

instrument. Faculty elected chairs enjoy significantly higher faculty support than their administratively appointed peers. The relationship between the method of selection, either administratively appointed or faculty elected, and faculty support was significant at the .0001 level.

H2. A significant relationship exists between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument.

The study's findings support the conclusion that there is a significant relationship between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument. Faculty elected chairs enjoy significantly higher faculty support than their administratively appointed peers. The relationship between the method of selection, either administratively appointed or faculty elected and faculty support was significant at the .0001 level.

H3. A significant relationship exists between the length of service of department chairs and faculty support as measured by initiation of structure scores as measured by the Decad instrument.

The study's findings do not support the conclusion that there is a significant relationship between the length of service of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument. This study examined new and short length of service chairs in relationship to long length of service chairs. New chairs had less than one year of service reported on the Decad instrument. Short length of service chairs had one to two years of service reported on the Decad instrument. Long length of service chairs had six or more years of service reported on the Decad instrument. Using Duncan grouping the three classifications of service studied did

not significantly vary. However according to Duncan grouping, short and long length of service chairs did significantly vary with chairs having three to five years of service. Furthermore, new chairs, with less than one year of experience, had significantly higher faculty support than all other classifications of service.

H4. A significant relationship exists between the length of service of department chairs and faculty support as measured by consideration scores as measured by the Decad instrument.

The study's findings do not support the conclusion that there is a significant relationship between the length of service of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument. This study examined new and short length of service chairs in relationship to long length of service chairs. New chairs had less than one year of service reported on the Decad instrument. Short length of service chairs had one to two years of service reported on the Decad instrument. Long length of service chairs had six or more years of service reported on the Decad instrument. Using Duncan grouping the three classifications of service studied did not significantly vary. However according to Duncan grouping, short and long length of service chairs did significantly vary with chairs having three to five years of service. Furthermore, new chairs, with less than one year of experience, had significantly higher faculty support than all other classifications of service.

Discussion of the Findings

This study examined the effect of the method of selection and the length of service of department chairs related to degree of faculty support as measured by initiation of structure and consideration scores. The findings of this study concerning the method of selection support the literature. The findings of this study concerning the length of service of department chairs is not supported by

the literature.

The method of selection may affect whether the department chair has either a faculty or administrative orientation (Carroll, 1990). This orientation has the potential to affect the chair's administrative effectiveness by creating ambiguity about whether the chair owes allegiance to either the faculty or the college administration (Booth, 1982; Carroll, 1990; Seagren, et al., 1993). Faculty elected chairs tend to have a greater loyalty to the departmental faculty rather than to the college's higher administration (Seagren et al, 1993). This loyalty may cause the chair to represent and protect the faculty's interest rather than serving the college's overall interest. This loyalty is reciprocated to the chair in a higher degree of faculty support as evidenced by both initiation of structure and consideration scores.

The different levels of support of the chair related to the method of selection indicates that faculty involvement in the selection process will result in higher faculty support. Such changes in the method of selection may make the role of department chair more meaningful within the college environment (Booth, 1982).

The method of selection may directly influence the faculty's perception of the leadership behaviors of the department chair. Potential and current department need to be taught how the selection process may directly affect the faculty perception of the chair's leadership behaviors.

A sparcity of literature pertaining to the length of service of department chairs and faculty support exists. The available literature suggests that the length of service is related to the method of selection (Booth, 1982; Shreeve, Brucker & Martin, 1987). Department chairs that are administratively appointed normally serve at the will of the administration. Chairs elected from the faculty

normally serve a set term of office and may or may not be eligible for re-election. The literature indicates the short length of service of many chairs results in under-utilization of individuals with administrative talents and discontinuity in departmental leadership (Creswell et al., 1990). During short terms of service, certain leadership activities particularly planning and planning for change is hampered (Moses, 1993). Studies indicate that both academic deans and college presidents enjoy a period of open acceptance as they start in their respective roles (Birnbaum , 1992; Rooney & Clark, 1982). This acceptance decreases the longer the individual remains in that position. The findings of this study do not fully support the application of this body of literature to the role of the department chair.

Department chairs with two years or less experience enjoy higher faculty support than chairs with three to five years of experience. This indicates that faculty are generally supportive of the chair as the chair is learning the responsibilities of the position including managing the faculty, preparing budgets, and implementing long range plans (Dilley, 1972). Faculty support decreases until the chair has six or more years of experience. This is may be justified by the faculty reaching an acceptance of what the chair can and can not do (Rooney & Clark, 1982).

Implications

The acceptance of the hypothesis H1 "A significant relationship exists between the method of selection of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument," and H2 "A significant relationship exists between the method of selection of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument," is supported by the literature.

The rejection of hypothesis H3 "A significant relationship exists between the length of service of department chairs and faculty support as indicated by initiation of structure scores as measured by the Decad instrument," and H4 "A significant relationship exists between the length of service of department chairs and faculty support as indicated by consideration scores as measured by the Decad instrument" indicates a need to re-examine the applicable literature.

The literature indicates that "quality teaching is directly and indirectly affected by the nature of the organizational environment in which faculty members work..."(Guskin, 1981, p. 7). Faculty acquire a sense of ownership within the academic department. The involvement of faculty in the selection process of the department chair enhances this sense of ownership. The lack of involvement may intensify conflict between the faculty and the administration (Gmelch & Houchen, 1994). The lack of adequate faculty participation in the selection of department chairs can easily become an issue of dissension between the faculty and the administration (Blackwell, 1966). It is suggested that the method of selection may place the chair in conflict between the faculty and the administration that may affect the chair's administrative effectiveness (Booth, 1982). The findings of this study indicate that not only may the method of selection place the chair in conflict between the faculty and the administration but the lack of faculty participation results in lack of faculty support that may adversely affect the chair's administrative effectiveness.

The literature pertaining to the length of service for both presidents (Birnbaum, 1992) and academic deans (Rooney & Clark, 1982) indicate that newly elected administrators enjoy a "honeymoon" period of open acceptance. As their length of service increase, their faculty support decreases. This study used the same time frames for a newly appointed administrator as Birnbaum

(1992). The database did not allow the same definition for an older appointment. Birnbaum used five or more years of service. The database allowed the classification of old chairs as six or more years of service. This change does not allow explanation of the findings of no significance for either H3 "A significant relationship exists between the length of service of department chairs and faculty support as measured by initiation of structure scores as measured by the Decad instrument," and (b) H4 "A significant relationship exists between the length of service of department chairs and faculty support as measured by consideration scores as measured by the Decad instrument". Possible explanations for the rejection of H3 and H4 include: (a) the application of literature pertaining to academic presidents and deans to the department chair is inappropriate; (b) an acceptance by the faculty of the limitations in the abilities of the chair, resulting in lower expectations; (c) the non re-election of marginal chairs; (d) failure of the instrument to accurately measure faculty support; or (e) some other factor. The database allowed a third group, medium service chairs to be considered. Using Duncan grouping, department chairs with three to five years of service had significantly lower faculty support as measured by both initiation of structure and consideration scores than either new or old chairs. The findings of no difference in the degree of faculty support- initiation of structure and faculty support- consideration for either new or old chairs indicate the following implications for higher education administrators, (a) a set term of office of three years is indicated, and (b) a basis for limiting the number of terms for re-election to two does not exist.

Suggestions for Further Study

Based on the findings and conclusions of this study, it is recommended that additional research be conducted comparing the length of service and

method of selection of department chairs with degree of faculty support be performed. This study used a pre- existing database. A study using newer data will either validate this study or indicate changes in faculty perceptions.

The present study indicates faculty support of the department chair is affected by the method of selection. Ancillary analysis of the data from this study indicate that the length of appointment may be a critical component to this support. Additional studies that combine the method of selection with the length of service is needed to better understand this relationship. A study that combined the independent variables of method of selection and length of service would aid in better understanding whether the method of selection or the set term of office is reflected in higher faculty support.

The Decad instrument limits the methods of selection to (a) administrative appointment, (b) faculty election for specific term, and (c) faculty election for non-specific term. Literature (Carroll, 1990) indicates that a joint decision involving both administrators and faculty is practiced at some institutions. A replication of the present study with the addition of this fourth category may encourage a policy of mutual decision making concerning the appointment of department chairs.

Literature does not indicate (Carroll, 1990) administrative appointment for a specific term as a method of selection currently practiced. Ancillary analysis using Duncan grouping indicates that faculty support of administratively appointed chairs and faculty elected for non-specific term chairs are not significantly different. Research into whether faculty support for chairs that are an administrative appointment for a specific term may indicate significance. This would justify the continuation of administrative appointments of department chairs.

The present study does not distinguish between chairs that are promoted within the institution and those that are recruited outside of the institution. The effect of such internal promotion in comparison to outside hiring should be investigated.

The highest degree offered by the department may be related to the length of service of the department chair. Further investigation into this area will allow higher education researchers to more fully understand the role of the department chair.

Institutional control and length of service of the department chair may be significantly related. Research that investigates this relationship would add to the literature base concerning department chairs.

The highest degree offered by the department is indicative to the emphasis the department places on research and scholarship. Research dealing with the highest degree offered by the department and the length of service of the department chair may allow administrators to modify the length of terms of office to the type of department rather than a school wide standard. Similar research dealing with faculty support as exhibited by both initiation of structure and consideration scores may be used by administrators for a similar purpose.

The literature indicates that many chairs do not receive adequate training prior to accepting the role of department chair (Creswell et al., 1990; Knight & Holen, 1985; Waltzer, 1975). A study that looks at the variables of the present study with two samples, one that had received significant formal training prior to becoming chair, and a second that had not received such training would indicate the value of formal training for the role of department chair.

The position of department chair may be viewed by faculty within different departments in different ways. Two ways in which faculty may have

different perceptions concerning the position is (a) whether the position is administrative or faculty-oriented, and (b) whether or not the position is desirable. Such perceptions may affect faculty support of the department chair. The relationships of these different perceptions and faculty support should be investigated.

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Appendix A

Colleges Represented in Sample

Colleges Represented in Sample

Air Force Institute of Technology

Amarillo College

Ashland College

Augusta College

Baylor University

Bentley College

Biscayne College

Bowling Green State University

Burlington County College

Butler University

California State University-Long Beach

California State University-SAC

Central Florida Community College

Clinch Valley College of the University ofVirgina

College of the Main

Columbus State Community College

Columbus Technical Institute(Ohio)

Colorado School of Mines

Cornell University

Davidson City Community College

East Carolina University

East Tennesse State University

El Paso City Community College

Emory University

Emporia State University

Ferris State College

Flordia State University

Frederick Community College

Georgia State University

Glouchester County College

Goucher College

Grambling State University

Grandview College

Hood College

Howard Community College

Hudson Valley Community College

Illinois University-Edwardsville

Indiana State University

IndianaUniversity-Purdue University at Fort Wayne

Indiana Vo-Tech College

Iowa State University

Jackonsville State University

Johnson County Community College

Kalamazoo Valley Community College

Kearney State College

Kennesaw State College

Kent State University

King's College (New York)

Lewis and Clark State College

Liberty University

Longwood College

Lorain Community College

Louisiana State University

Manatee Community College

Marion Technical College

Massachuets College of Pharmacy and Allied Healty Sciences

Massachusetts University

Messiah College

Middle Tennesse State University

Mississippa State University

Morehead State University

Mount Hood Community College

Murray State University

North Dakota State-Zoology

Northeastern University

Northeast Louisiana University

Northeast Missouri State University

Northern Arizona University

Northern Kentucky University

Northwest Missouri State University

Northwestern Michigan College

Ohio College of Podiatric Medicine

Oklahoma State University

Oregon Health Sciences University

Pennsylvania State University

Pensacola Junior

Purdue University

Raritan Valley Com,munity College

Rochester Institute of Technology

Saint Louis University

Saint Joseph's University

Southern Illinois University

Southern Methodist University

Southeast Missouri State

State University of New York

State University of New York

Syracuse University

Tennesse Temple University

Trenton State College

Triton College

Union College

United States Naval Academy

University of Alabama

University of Akron

University of Bridgeport

University of Calgary

University of Central Florida

University of Maryland

University of Minnesota

University of Missouri

University of Montana

University of Nebraska

University of Nebraska Medical Center

University of Nevada-Las Vegas

University of Pittsburgh

University of South Alabama

University of South Carolina

University of South Dakota

University of South Florida

University of Texas Health Science Center

University of Toledo

University of Wisconsin-Madison

University of Wisconsin- South Point

Valencia Community College

Virginia Tech

Ward County Community College

Wayne State College

Washington State University

Western Illinois University

Western Michigan University

Widner University

Appendix B

Departmental Evaluation for Chairpersons Activities for Development- Chairperson Information Form

CHAIRPERSON INFORMATION FORM

Decad

for use with the Decad Survey Form

Name _____ (1-20)
(Last) (Initials)

Department _____ (21-39)
(40-43)

Institution _____

Number of faculty asked to respond _____ (44-46)

Approximately what percentage of the faculty in this department is tenured?
(1) Over 80% (2) 60-79% (3) 40-59% (4) Under 40% ____ (47)

Are members of the department housed
(1) In a single building? (2) In more than one building? ____ (48)

How many formal department faculty meetings were called in the past 12 months?
(1) None (2) 1 or 2 (3) 3-5 (4) 6-9 (5) 10 or more ____ (49)

How many years have you served as chairperson head of this department?
(1) This is my first year (2) 1-2 years (3) 3-5 years (4) 6 or more years ____ (50)

What are the terms of your appointment?
(1) I was appointed by the dean and serve at his her pleasure
(2) I was elected by the faculty for a specific term
(3) I was elected by the faculty but not for a specific term ____ (51)

° The list below describes responsibilities which some department chairpersons/heads pursue. Circle the number which describes your judgment of how important each of these is in your role as chairperson/head:

1 — Not Important 2 — Only So-So 3 — Fairly Important
4 — Quite Important 5 — Essential

CHAIRPERSON/HEAD RESPONSIBILITIES

	RATING	
1 Guides the development of sound procedures for assessing faculty performance	1 2 3 4 5	(52)
2 Recognizes and rewards faculty in accordance with their contributions to the department s program	1 2 3 4 5	(53)
3 Guides development of sound organizational plan to accomplish departmental program	1 2 3 4 5	(54)
4 Arranges effective and equitable allocation of faculty responsibilities such as committee assignments teaching loads, etc	1 2 3 4 5	(55)
5 Takes lead in recruitment of promising faculty	1 2 3 4 5	(56)
6 Fosters good teaching in the department	1 2 3 4 5	(57)
7 Stimulates research and scholarly activity in the department	1 2 3 4 5	(58)
8 Guides curriculum development	1 2 3 4 5	(59)
9 Maintains faculty morale by reducing, resolving, or preventing conflicts	1 2 3 4 5	(60)
10 Fosters development of each faculty member's special talents or interests	1 2 3 4 5	(61)
11 Understands and communicates expectations of the campus administration to the faculty	1 2 3 4 5	(62)
12 Effectively communicates the department's needs (personnel, space, monetary) to the dean	1 2 3 4 5	(63)
13 Facilitates obtaining grants and contracts from extramural sources	1 2 3 4 5	(64)
14 Improves the department's image and reputation in the total campus community	1 2 3 4 5	(65)
15 Encourages an appropriate balance among specializations within the department	1 2 3 4 5	(66)

Appendix C

Departmental Evaluation for Chairpersons Activities for Development- Faculty Reactions

SURVEY FORM--FACULTY REACTIONS TO CHAIRPERSON ACTIVITIES

Decad

Department _____ Institution _____

• The list below describes 15 responsibilities which some department chairpersons/heads pursue. In Column 1, circle the number corresponding to your judgment of how important each of these should be for your chairperson/head using the following code:

1 — Not Important
2 — Only So-So
3 — Fairly Important
4 — Quite Important
5 — Essential

• Use Column 2 to describe how effectively you feel your department chairperson/head fulfilled each responsibility during the past 12 months. Omit any item if you feel you cannot make a valid judgment; otherwise circle the number best corresponding to your estimate:

1 — Poor
2 — Only So-So
3 — In Between
4 — Good
5 — Outstanding

IMPORTANCE COLUMN 1	CHAIRPERSON/HEAD RESPONSIBILITIES	PERFORMANCE COLUMN 2
1 1 2 3 4 5	Guides the development of sound procedures for assessing faculty performance	16. 1 2 3 4 5
2 1 2 3 4 5	Recognizes and rewards faculty in accordance with their contributions to department's program	17. 1 2 3 4 5
3 1 2 3 4 5	Guides development of sound organizational plan to accomplish departmental program	18. 1 2 3 4 5
4 1 2 3 4 5	Arranges effective and equitable allocation of faculty responsibilities such as committee assignments, teaching loads, etc.	19. 1 2 3 4 5
5 1 2 3 4 5	Takes lead in recruitment of promising faculty	20. 1 2 3 4 5
6 1 2 3 4 5	Fosters good teaching in the department	21. 1 2 3 4 5
7 1 2 3 4 5	Stimulates research and scholarly activity in the department	22. 1 2 3 4 5
8 1 2 3 4 5	Guides curriculum development	23. 1 2 3 4 5
9 1 2 3 4 5	Maintains faculty morale by reducing, resolving or preventing conflicts	24. 1 2 3 4 5
10 1 2 3 4 5	Fosters development of each faculty member's special talents or interests	25. 1 2 3 4 5
11 1 2 3 4 5	Understands and communicates expectations of the campus administration to the faculty	26. 1 2 3 4 5
12 1 2 3 4 5	Effectively communicates the department's needs (personnel, space, monetary) to the dean	27. 1 2 3 4 5
13 1 2 3 4 5	Facilitates obtaining grants and contracts from extramural sources	28. 1 2 3 4 5
14 1 2 3 4 5	Improves the department's image and reputation in the total campus community	29. 1 2 3 4 5
15 1 2 3 4 5	Encourages an appropriate balance among academic specializations within the department	30. 1 2 3 4 5

• Indicate how frequently each of the following 30 statements is descriptive of your department chairperson/head by circling the number corresponding to your judgment:

1 — Hardly Ever (not at all descriptive)
2 — Less than Half the Time
3 — About Half the Time
4 — More than Half the Time
5 — Almost Always (very descriptive)

The department chairperson/head:

31. Makes own attitudes clear to the faculty	1 2 3 4 5
32. Tries out new ideas with the faculty	1 2 3 4 5
33. Works without a plan	1 2 3 4 5
34. Maintains definite standards of performance	1 2 3 4 5
35. Makes sure his/her part in the department is understood by all members	1 2 3 4 5
36. Lets faculty members know what's expected of them	1 2 3 4 5
37. Sees to it that faculty members are working up to capacity	1 2 3 4 5
38. Sees to it that the work of faculty members is coordinated	1 2 3 4 5
39. Does little things that make it pleasant to be a member of the faculty	1 2 3 4 5
40. Is easy to understand	1 2 3 4 5
41. Keeps to him/herself	1 2 3 4 5
42. Looks out for the personal welfare of individual faculty members	1 2 3 4 5
43. Refuses to explain actions	1 2 3 4 5

46 Treats all faculty members as his/her equal	1	2	3	4	5
47 Is willing to make changes	1	2	3	4	5
48 Makes faculty members feel at ease when talking to them	1	2	3	4	5
49 Puts faculty suggestions into action	1	2	3	4	5
50 Gets faculty approval on important matters before going ahead	1	2	3	4	5
51 Postpones decisions unnecessarily	1	2	3	4	5
52 Is more a reactor than an initiator	1	2	3	4	5
53 Makes it clear that faculty suggestions for improving the department are welcome	1	2	3	4	5
54 Is responsive to one "clique" in the faculty but largely ignores those who are not members of the clique	1	2	3	4	5
55 In expectations of faculty members, makes allowance for their personal or situational problems	1	2	3	4	5
56 Lets faculty members know when they've done a good job	1	2	3	4	5
57 Explains the basis for his/her decisions	1	2	3	4	5
58 Gains input from faculty on important matters	1	2	3	4	5
59 Acts as though visible department accomplishments were vital to him/her	1	2	3	4	5
60 Acts as though high faculty morale was vital to him/her	1	2	3	4	5

• Questions 61-70 ask about yourself or the department in general. Use this answer code:

1 — Definitely False
2 — More False than True
3 — In Between
4 — More True than False
5 — Definitely True

61 I enjoy my work in this department	1	2	3	4	5
62 I have a positive relationship with the department chairperson	1	2	3	4	5
63 I agree with the priorities and emphases which have guided recent development in the department	1	2	3	4	5
64 The department has been getting stronger in recent years (use responses 1 or 2 if it has been getting weaker, use response 3 if there has been little change)	1	2	3	4	5

During the past 12 months, the department chairperson's/head's effectiveness has been seriously impaired by:

65 Enrollment/retrenchment problems in the department	1	2	3	4	5
66 Inadequate facilities for the department	1	2	3	4	5
67 Bureaucratic requirements and regulations	1	2	3	4	5
68 Inadequate financial resources to support departmental programs	1	2	3	4	5
69 A relatively low priority given to the department by the chairperson's /head's immediate superior	1	2	3	4	5
70 Obstructionism/negativism from one or more senior members of the faculty	1	2	3	4	5

• Your responses to the following questions will be returned to your chairperson/head. If you are concerned about anonymity, you may wish to type your responses or have them typed.

Which matters need priority attention in the department during the next year or two? _____

_____

_____

Identify any departmental policies or procedures which you feel need immediate improvement. _____

_____

_____

What is the most important observation you can make about the department chairperson's/head's

a) administrative effectiveness? _____

_____

b) administrative style? _____

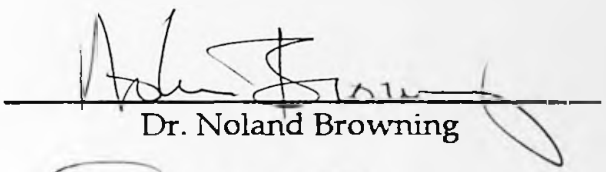
_____

Other comments _____

_____

_____

Approval of Examining Committee



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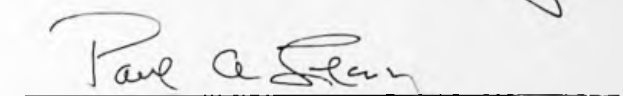
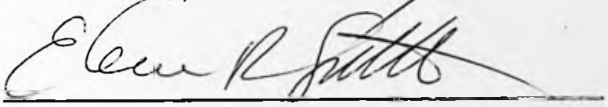
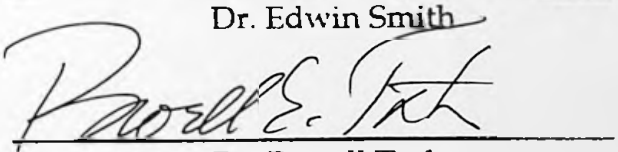


Dr. Paul Leary

Dr. Phillip Prey



Dr. Edwin Smith



Dr. Powell Toth
Chairperson

12/12/96

Date