

AN ANALYSIS OF INCENTIVES FOR DEPARTMENT
HEADS IN HIGHER EDUCATION

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PREFACE

This study is concerned with the problem of dissatisfaction which currently exists within the role of the department head in higher education. It is based on the assumption that dissatisfaction within an organizational position can be partially eliminated through an effective incentive system. Consequently, it addresses itself to three main variables of an incentive system: the entity who is to receive rewards, the goals he achieves, and the rewards he receives for the achievement of goals.

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CHAPTER I

INTRODUCTION

Since its inception in the nineteenth century, the role of the department head or chairman in higher education may have been the least understood, the least rewarding, and the least desirable position in American higher education. Brann¹ referred to it as a difficult and ambiguous role so ill-defined that in many colleges no description of the department head's duties appears on paper. Booth² revealed that in an interview with each of the new chairmen in a major western university, almost all stated that they took the job because no one else would. Likewise, upon his resignation after twenty years as a department head, MacLeod³ summarized his experiences as follows:

The man who shows above promise is in due course rewarded by promotion to a position in which he has less opportunity for creative work; and if he has done something really outstanding, he is urged to accept a position which will provide him no opportunity whatsoever for direct contribution to his field. His first degradation is to become a department chairman; his ultimate degradation is to become a dean.

Consequently, the position of the department head seems to be one which few seek, few enjoy, and few retain for extended periods of time.

Need for the Study

Perhaps this dissonance which exists concerning the department head and his⁴ role in higher education can be effectively illustrated by

listing those reasons given most frequently by department heads to explain their resignations. Heimler⁵ cited the following:

1. An unwillingness to bear the burden of responsibility for the development and success of the department's program.
2. A dislike of the administrative details and clerical tasks associated with the position.
3. The greater degree of freedom and personal time associated with a full-time teaching assignment.
4. The lack of an administrative frame of reference.
5. The low status that administration has on campus relative to teaching, research, and scholarship.
6. The frustrations associated with the administration of a department through existing personnel procedures.
7. The lack of administrative time and assistance to handle the position in accordance with the chairman's own expectations and the expectations of the departmental staff.
8. Heavy administrative responsibility without commensurate authority in the decision-making process.
9. The belief that there is no future in college administration. The future for a college teacher by all standards--promotion, professional status, awards, professional autonomy, research grants, working conditions, and salary--depends on research and scholarship.

In addition, Waltzer⁶ noted that rarely is sufficient monetary compensation awarded to department heads. Most feel that they could do equally well as able and productive faculty members and that, in many instances, they could make more money in other professional ways through extension teaching, writing, or consulting. Moreover, the department head receives little support or encouragement from his faculty. To them, he has joined the "other side" and has become the enemy. McKeachie⁷ stated that in many departments the attitude of the

faculty toward a colleague who accepts the position is much like that of "nuns toward a sister who moves into a house of prostitution." Hill and French⁸ noted that since the department head is the administrator closest to the faculty, he is perceived by them to be the least influential of the various groups of the university.

If, however, one can assume rationality within the organizational structure and climate of a university, many of the causes of such dissatisfaction as that noted above can be readily illustrated.

First of all, there is little agreement concerning the role of the department head. Mobley⁹ indicated that, being both teacher and administrator having a foot in each world, the department head is frequently classified as both, or neither, under various circumstances. However, in response to the National Labor Relations Board, the American Association of University Professors (AAUP)¹⁰ has vigorously opposed efforts to separate those who occupy the position of department head from their faculty colleagues simply because of the supervisory authority they exercise on behalf of the administration. The AAUP views the department head as a representative of his colleagues and defends its position on the practice of collegial decision-making within departments. Nicoll¹¹ suggested, however, two consistent paradigms of the role. The position is one of "Administrative Head" if the person filling it is appointed by the administration, accountable to the administration, and a representative of the administration. On the other hand, the position is one of "Representative Chairman" if the person filling it is elected by colleagues. He noted that any hybrid of these models will be susceptible to the tensions common to all inconsistencies, yet the hybrid is probably the most common.

Not only is there little agreement concerning the role of the department head, there is ambiguity concerning the method through which one is selected. Mobley¹² noted that selection methods span a continuum ranging from the autocratic head appointed by the dean with no input from the faculty to the chairman elected by the faculty with no input from the dean. He further noted, however, that usually the method of selection determines the role which the position will have within a department. If the head is appointed by the dean without consultation with the faculty, he tends to assume an administrative posture. If he is elected by the faculty without consultation with the dean, he will assume the posture of a faculty member.

In addition, there is considerable ambiguity concerning the department head and the methods which he must often employ in order to administer an effective departmental operation. Dressel, et al.¹³ described such methods as "the confidence game." They noted that if the chief executive is designated as "department head," he typically was appointed by the administration to which he must maintain allegiance while cultivating the confidence of the faculty. If the title is "chairman," he is usually expected to maintain allegiance with the faculty while developing the confidence of the administration. Needless to say, such a "confidence game" is not always in the best interest of the university, for the maintenance of confidence depends upon the style used by the executive rather than on some a priori pattern based upon a theory of administration. Consequently, the relationships among faculty, department executives, and the dean are based as much, or more, on personal relations as on systematic treatment of substantive issues. Thus, whatever the stance of the

department head, he frequently finds his base shifting beneath him as the issues change. He must interpret accurately to both faculty and administration the concerns and goals of the other.

At the same time, within the midst of this ambiguity and dissatisfaction, the role of the department head continues to become more vital to the university. Quoting Horn, Heimler¹⁴ stated:

Regardless of whether the institution is one "college" or has a multiplicity of colleges and schools, the basic component is the department. With the increasing specialization of knowledge, the faculty member has come more and more to identify himself with his professional discipline, and hence with the academic department in which he is located. With the growth in size of institutions, the number of faculty members has increased so substantially, and departmental budgets have become so large (especially in departments with heavy research commitments), that enormous power resides in the departments, and, consequently in the department head.

Presently, however, little is being done to attract faculty members to this position, and, as Waltzer¹⁵ stated, if the university is to be successful in recruiting and retaining competent department heads, it must deal, and deal directly, with the incentives and rewards of the position.

It can be said, then, that dissatisfaction exists concerning the department head and his role in higher education. Like Waltzer, Abbott¹⁶ stated that an incentive system can eliminate this dissonance and produce consonance, for it is the principal variable affecting organizational behavior. He further stated:

. . . as long as an individual elects to remain in an organization, he will perform to some extent according to the way his position has been defined for him. In doing so, he anticipates a relationship between the expected performance and the rewards which the organization has to offer. Whether these rewards are in the form of promotion, increased pay, or some other type of recognition, they are expected to be forthcoming when performance is in keeping

with what the individual conceives the role to be.

If the anticipated rewards are not forthcoming following performance, or if the rewards are perceived by the employee to be negative rather than positive for him, a condition of dissonance may be said to exist. In seeking an explanation for the condition of dissonance, the individual will tend to question the accuracy of his perceptions of the situation. Any shift in perceptions which occurs as a result of this questioning constitutes an altering of the cognitive orientation to accommodate the perceived disparities.

Accordingly, Barnard¹⁷ suggested:

It needs no further introduction to suggest that the subject of incentives is fundamental in formal organizations and in conscious efforts to organize. Inadequate incentives mean dissolution, or changes of organization purpose, or failure of cooperation. Hence, in all sorts of organizations the affording of adequate incentives becomes the most definitely emphasized in their existence. It is probably in this aspect of executive work that failure is most pronounced, though the causes may be due either to inadequate understanding or to the breakdown of the effectiveness of organization.

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Hence, from the viewpoint of the organization requiring or seeking contributions from individuals, the problem of effective incentives may be either one of finding positive incentives or of reducing or eliminating negative incentives or burdens.

Purpose of the Study

Focusing on randomly selected colleges of arts and/or science, business administration, education, and engineering, this study was designed to (1) identify the perceptions of the department head and the college dean, both members of a superordinate-subordinate dyad, as they relate to the department head's role identification, his goal achievements within that role, and the rewards he receives for achieving those goals; (2) establish what relationship exists between the perceptions

of the college dean and the department head in these areas; and

(3) make recommendations concerning possible positive incentives as well as the elimination of features perceived to be negative incentives and burdens by the two groups.

FOOTNOTES

¹James Brann, "The Chairman: An Impossible Job About to Become Tougher," The Academic Department or Division Chairman: A Complex Role, eds. James Brann and Thomas Emmet (Detroit, 1972), p. 5.

²David Booth, "Some Reflections for Prospective Chairmen of Academic Departments," The Academic Department or Division Chairman: A Complex Role, eds. James Brann and Thomas Emmet (Detroit, 1972), p. 73.

³Robert B. MacLeod, "Confessions of an Ex-Chairman," AAUP Bulletin, 40 (Autumn, 1954), p. 27.

⁴The pronoun "he" or "his" is used throughout this study to denote generically any person whose sex is not specified. In no instance is the pronoun used to imply that women are not or should not be department heads.

⁵Charles H. Heimler, "The College Department Chairman," Educational Record, 48 (Spring, 1967), pp. 159-160.

⁶Herbert Waltzer, The Job of Academic Department Chairman: Experience and Recommendations, American Council on Education (Washington, D. C., 1975), p. 29.

⁷W. J. McKeachie, "Memo to New Department Chairmen," Educational Record, 49 (Spring, 1968), p. 221.

⁸Winston W. Hill and Wendell L. French, "Perceptions of the Power of Department Chairmen by Professors," Administrative Science Quarterly, 11 (Winter, 1967), p. 572.

⁹T. A. Mobley, "Selecting the Department Chairman," Educational Record, 52 (February, 1971), p. 322.

¹⁰"Status of Department Chairmen," AAUP Bulletin, 59 (March, 1973), pp. 20-21.

¹¹G. D. Nicoll, "Implications for the Role of the College Department Chairman," Education, 92 (November, 1971), p. 82.

¹²Mobley, p. 322.

¹³P. L. Dressel, et al., "Departmental Operation: The Confidence Game," Educational Record, 50 (Summer, 1969), pp. 274-278.

¹⁴Heimler, p. 158.

¹⁵Waltzer, p. 29.

¹⁶Max G. Abbot, "Intervening Variables in Organizational Behavior," Educational Administration Quarterly, 1 (Winter, 1965), pp. 9-10.

¹⁷Chester Barnard, The Functions of the Executive (Cambridge, 1938), pp. 139-140.

CHAPTER II

REVIEW OF THE LITERATURE

The role of the department head is becoming more complex, more important, and more crucial to the success of the university. Mobley¹ has estimated that 80 percent of all administrative decisions take place at the departmental rather than the higher levels of educational administration. However, as the importance of this role increases, there is considerable dissonance and dissatisfaction within the role, and an effective incentive system can assist in eliminating this dissonance and in producing consonance.

The Function of Incentives

Incentive systems vary, not only within organizations, but also among organizations and organizational types. Clark and Wilson² distinguished, for example, three types of organizations on the basis of three types of incentives: material, solidary, and purposive. Material incentives are tangible rewards, i.e., rewards that have a monetary value or can easily be translated into ones that have, and the authors hypothesized that this type of incentive system is used primarily by utilitarian organizations. Solidary incentives are basically intangible, i.e., they have no monetary value. Such inducements may vary widely, and they derive in the main from the act of associating and include such rewards as socializing, congeniality, a

sense of group membership and identification, status, and the maintenance of social distinctions. Solidary organizations include voluntary associations, colleges and universities, social clubs, and certain political reform clubs. Purposive incentives are also intangible, but they derive in the main from the stated ends of the association rather than from the simple act of associating. Purposive organizations include social-protest groups, fund-drive groups, or civic planning groups. Their incentive is working toward achieving a specified goal.

Perhaps the best taxonomy of incentives was provided by Barnard, for it has been upon his study that most incentive theory was designed. Barnard³ termed the process of offering objective incentives "the method of incentives," and the process of changing subjective attitudes "the method of persuasion." Barnard noted that in commercial organizations the professed emphasis is apparently almost wholly on the side of the method of incentives, whereas in religious and political organizations the professed emphasis is apparently wholly on the side of persuasion.

Barnard distinguished between two types of incentive methods: (1) specific, those that can be specifically offered to an individual, and (2) general, those that are general, not personal, and cannot be specifically offered. Specific incentives include material inducements, personal non-material opportunities, desirable physical conditions, and ideal benefactions. General incentives include associational attractiveness, adaptation of conditions to habitual methods and attitudes, the opportunity for enlarged participation, and the condition of communion.

Barnard's method of persuasion was based on the assumption that if

an organization were unable to afford incentives adequate to the personal contributions it requires, it will perish unless it can by persuasion so change the desires of enough people that the incentives it can offer will be adequate. Persuasion includes the creation of coercive conditions, the rationalization of opportunity, and the inculcation of motives. Since education, however, is considered a commercial organization rather than a religious or political organization, coercive techniques, rationalization, and force will not be treated as a part of this study.

The literature included various examples of Barnard's specific method of incentives, most of which employ monetary rewards for performance. Incentive systems in industry, for example, primarily utilize bonus systems, profit sharing, group profit sharing, sales contests, increased wages, and employee contests in order to induce employees to higher levels of performance. Such is in keeping with Clark and Wilson's hypothesis that utilitarian organizations rely heavily upon monetary incentives.

Incentive Systems in Education

In education, a solitary-type institution, attempts have been made to use similar types of incentive programs. Most programs, however, have been directed toward teachers rather than administrators. Kapfer and Kapfer⁴ suggested differential staffing through an incentive hierarchy which provides teachers who are interested and have ideas for program development with (1) the opportunity to contract on an extra-time, extra-pay basis for such program development; and (2) the manpower resources to implement those programs effectively. These

teachers would be selected by the entire staff after all had had the opportunity to apply. They would then be termed "instructional leaders," would be provided monetary rewards, and would hopefully gain professional status among those who elected them.

Bruno and Nottingham⁵ proposed linking financial incentives to teacher accountability. This plan, which would be based upon a percent of students reaching a certain target distribution or goal, would provide a supplementary bonus for the instructional team which achieved excellence in teaching.

Similarly, Lubinsky and Mitchell⁶ suggested implementing industry's Scanlon Plan in education. Basically, such a plan has three essential aspects: (1) group incentives for all employees in the organization, (2) a negotiated objective basis for distribution of rewards, and (3) a formal system by which employees participate in decisions concerning the management of the organization. The incentive is monetary: a bonus distributed as a proportion of wages and salary to all employees.

Wagoner⁷ stated that competition is the best incentive for education. He reported that the current thought is that better pay for all teachers will eventually make all teachers better. He argued, however, that excellence can be achieved only by placing teaching on a competitive basis with salary based on merit. He challenged opposition to his theory by indicating clear goals and criteria can be established; teachers evaluate students, why cannot they evaluate themselves. Opposition, he argued, was based on the fear that mediocrity would be discovered rather than on the fear that excellence would not be discovered.

Díaz⁸ discussed at length performance contracting within the school and its effectiveness concerning student achievement. However, Villarreal⁹ explained that for each employment contract there must be agreement between the organization and the individual on goals to be accomplished, units of measurement, performance targets, and organizational rewards. Under an employment contract arrangement, since rewards to an individual are dependent upon performance, a person could have his contract revoked for inferior performance as well as reap high rewards for superior performance. He noted, however, that employment contracts are most workable in organizational climates characterized by goal-directed activities.

No literature was found which dealt specifically with incentives for the department head in higher education. McLaughlin and Montgomery¹⁰ have researched department head characteristics and personal attribution as they are related to job satisfaction and career intentions. In addition, McLaughlin et al.¹¹ have analyzed selected characteristics, roles, goals, and satisfactions of department head. Neither, however, approached incentives from a theoretical base, a base from which conclusions and recommendations could be made.

Theoretical Framework

Díaz¹² has noted that the investigation of any incentive system must include three main variables: (1) the target, the entities which may receive the reward; (2) the goals or results which must be achieved in order for the targets to receive the reward; and (3) the reward, those things the targets will receive upon achievement of the goal. This research, then, is an analytical study of the perceptions of

department heads and college deans as those perceptions relate to (1) the department head, (2) his achievement of personal professional goals as well as institutional goals, and (3) those rewards he receives or might receive as a result of goal achievement.

The Department Head

The literature has indicated that there is considerable dissatisfaction among those persons who hold the position. As McKeachie, Mobley, Nicoll, and Dressel have noted, a major source of this dissatisfaction is one of mixed identity. To some, the department head is a faculty member; to others, he is an administrator. However, Getzels¹³ pointed out that positions must be structurally conceived as a hierarchy of subordinate-superordinate relationships. Functionally, this hierarchy of relationships provides the locus of allocating and integrating roles and facilities as organizations attempt to achieve their goals. Getzels termed this administrative relationship (dyad) as the basic unit for inquiry. Thus, rather than focus on the particular characteristics of the department head, this study investigated the perceptions of the college dean and the department head as they relate to the department head's identity within this administrative dyad. It investigated such perceptions in terms of the attractiveness of the superordinate's position (college dean) to the subordinate (department head), and it investigated such perceptions as they relate to the locus of accountability concerning the position of the department head.

Goal Achievement

Goals lie at the core of all incentive systems. Regardless of the

system and its type of organization, achievement of goals is the basis upon which incentives are designed, and the success of any incentive system can be measured by the degree to which the goals of the system are achieved. Hersey and Blanchard¹⁴ distinguished among three types of goals: the goals of the organization; the goals of management; and the goals of subordinates. Ideally, a climate will be created within an organization which will cause one of two things to occur: the individuals in the organization (both managers and subordinates) will either perceive their personal goals as being the same as the goals of the organization; or, although different, they will see their own goals being satisfied as a direct result of working for the goals of the organization. Consequently, the closer organizational goals match individual goals, the greater will be organizational performance. Hersey and Blanchard further stated that the organization's goals are readily accepted by the individual if their accomplishment leads to the individual's own need satisfaction. Thus, in this way, the satisfaction of an individual's needs can be viewed as an incentive for performance.

Drucker¹⁵ laid the foundation for goal theory in management, and although his principles have been expanded, they provide a framework for investigation. Basically, goal theory includes the following components: (1) participation by the person who is to achieve the goal in the establishment of the goal, (2) a clear understanding of goal expectations on the part of the superordinate as well as the subordinate, (3) the resources necessary to achieve the goal, and (4) a method of measurement to ascertain whether or not the goals have been reached. Consequently, based on the above theoretical

assumptions, this study investigated the perceptions of both members of the administrative dyad concerning (1) the extent to which the department head achieves his personal professional goals as he achieves the goals of his department, (2) the administration's as well as the faculty's goal expectations concerning the role of the department head, (3) the involvement of the department head in the establishment of departmental goals, (4) the resources necessary for the achievement of goals, and (5) the method of measurement the department head has to ascertain whether or not departmental goals have been achieved.

Rewards

As noted in Chapter I of this study, Abbott stated that if anticipated rewards are not forthcoming following performance, or if the rewards are perceived by the employee to be negative rather than positive, a condition of dissonance will occur. It does not matter whether these rewards are in the form of promotion, increased pay, or some other type of recognition; they are expected to be provided when goals are achieved. McGregor¹⁶ pointed out, however, that acceptable rewards will vary among individuals depending upon their particular needs. Basing his theory on Maslow's¹⁷ hierarchy of needs, McGregor (Theory Y) stated that a man's needs exist within a hierarchy, and that a satisfied need cannot motivate behavior. From the lowest to the highest, these needs are physiological, safety, social, ego, and self-fulfillment. Barnard¹⁸ stated a similar position:

Notwithstanding the great emphasis upon material incentives in modern times and especially in current affairs, there is no doubt in my mind that, unaided by other motives, they [monetary incentives] constitute weak incentives beyond the level of the bare physiological necessities.

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Yet it seems to me to be a matter of common experience that material rewards are ineffective beyond the subsistence level expecting to a very limited proportion of men; that most men neither work harder for more material things, nor can be induced thereby to devote more than a fraction of their possible contribution to organized effort.

Similarly, Herzberg¹⁹ noted that the most profound motivation to work comes from the recognition of individual achievement and from the sense of personal growth in responsibility.

Obviously, it is beyond the scope of the organization to provide all of the many possible rewards one may receive as a result of achieving goals. Admiration by one's colleagues, self-respect, or total self-fulfillment, needs which lie at the higher end of Maslow's taxonomy, cannot be awarded by an organization. As Barnard²⁰ pointed out, however, there are specific rewards which can be provided. These include material inducements (money, things, or physical conditions), personal non-material opportunities (opportunities for distinction, prestige, personal power, or the attainment of a dominating position), desirable physical conditions, and ideal benefactions (sense of adequacy, personal ideals, or a sense of future security). Accordingly, the literature has suggested that many of the dissatisfactions of department heads are directly related to the absence of these specific rewards. Such rewards include the following: (1) additional support personnel, (2) time for research or working with students, (3) opportunities for professional development, (4) recognition and understanding of the department head's position by the administration as well as the faculty, (5) additional salary, (6) improved physical conditions, (7) additional time for administrative activities, (8) more autonomy,

(9) increased participation in the establishment of goals, (10) additional fringe benefits, and (11) opportunities for promotion. This study, then, investigated the perceptions of both members of the administrative dyad concerning the adequacy of rewards received for the achievement of goals by the department head. In addition, it investigated these perceptions as they relate to the attractiveness of the possible rewards stated above.

Summary

In summary, incentives vary not only within organizations, but also among organizations and organizational types, and the rewards given by an organization may be either general, non-personal, or specific, material inducements or non-material opportunities. In education, attempts have been made to provide incentives similar to those used by industry, primarily monetary rewards for performance; no literature, on the other hand, was found which addressed itself specifically to rewards for department heads in higher education. Diaz, however, has suggested three variables through which these incentives might be considered: the department head within his role, the goals he achieves, and the rewards he receives; and this study was based upon this theoretical framework.

First of all, it considered the department head within his role. As suggested by Getzels, it focused upon both members of an administrative dyad, the college dean and the department head, for it is this hierarchy which provides the locus of allocating and integrating resources. It identified the perceptions of these two groups concerning the department head's identity within his role; it investigated their

perceptions as they related to the attractiveness of the subordinate's position to the subordinate; it investigated their perceptions as they related to the locus of accountability concerning the position of the department head.

Second, as suggested by Hersey and Blanchard as well as Drucker, the study examined the perceptions of the two groups as to (1) the achievement of personal goals, (2) administration and faculty goal expectations, (3) involvement in the establishment of goals, (4) availability of necessary resources to achieve goals, and (5) methods of measurement to ascertain the achievement of goals.

Finally, the study examined the perceptions of the two groups as to the adequacy of current rewards as well as the attractiveness of possible specific rewards as noted by Barnard and those who have discussed the general dissatisfaction which exists within the position of department head in higher education.

FOOTNOTES

¹T. A. Mobley, "Selecting the Department Chairman," Educational Record, 52 (February, 1971), p. 322.

²Peter B. Clark and James Q. Wilson, "Incentive Systems: A Theory of Organizations," Administrative Science Quarterly, 6 (Summer, 1961), pp. 129-166.

³Chester Barnard, The Functions of the Executive (Cambridge, 1938), pp. 139-140.

⁴Philip G. Kapfer and Miriam B. Kapfer, "Differential Staffing for Program Development: An In-Depth Look at an Incentive Model," Educational Technology, 12 (June, 1972), pp. 9-13.

⁵James E. Bruno and Marvin A. Nottingham, "Linking Financial Incentives to Teacher Accountability in School Districts," Educational Administration Quarterly, 10 (April, 1975), pp. 212-220.

⁶L. Lubinsky and J. Mitchell, "Scanlon Plan for Schools," Phi Delta Kappan, 54 (December, 1972), pp. 271-272.

⁷Robert L. Wagoner, "The Case for Competition," Clearing House, 44 (October, 1969), pp. 110-114.

⁸Frank E. Diaz, "A Conceptual Framework for the Study of Incentives in American Public Education," National Institute of Education (DHEW) (Washington, D. C., 1973), ED 090694.

⁹John J. Villarreal, "Employment Contracts for Managers and Professionals," Personnel Journal, 53 (October, 1974), pp. 736-38.

¹⁰G. W. McLaughlin and James R. Montgomery, "Satisfaction and Commitment of Chairmen," New Directions for Institutional Research, Number 10, eds. Sidney Suslow and Paul Jedamus; "Examining Department Management," issue eds. John C. Smart and James R. Montgomery (San Francisco, Summer, 1976), pp. 79-98.

¹¹G. W. McLaughlin et al., "Selected Characteristics, Roles, Goals, and Satisfactions of Department Chairmen in State and Land-Grant Institutions," Research in Higher Education, 3 (1974), pp. 243-260.

¹²Diaz, pp. 3-23.

¹³J. W. Getzels, "A Psycho-Sociological Framework for the Study of Educational Administration," Harvard Educational Review, 22 (Fall, 1952), pp. 235-246.

¹⁴Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior: Utilizing Human Resources (Englewood Cliffs, New Jersey, 1969), pp. 101-103.

¹⁵Peter Drucker, The Practice of Management (New York, 1954).

¹⁶Douglas McGregor, The Human Side of Enterprise (New York, 1960).

¹⁷A. H. Maslow, Motivation and Personality (New York, 1954).

¹⁸Barnard, pp. 133-144.

¹⁹Frederick Herzberg, The Motivation to Work (New York, 1959), p. 125.

²⁰Barnard, pp. 142-146.

CHAPTER III

DESIGN AND METHODOLOGY

Assumptions and Limitations

The study was based on the following assumptions and limitations:

1. Practicing department heads and college deans would record honestly their perceptions as they related to role identity, goal achievement, and the attractiveness of rewards.
2. Practicing department heads and college deans would have an understanding of the role of the department head, both in terms of what it is as well as what it should be.
3. Areas of disagreement between and among the perceptions of college deans and department heads were sources of dissonance within the position of department head.
4. The locus of accountability of the department head would be with the administration rather than the faculty in those universities whose chief academic officer identified that locus of accountability to be with the administration.
5. Regions of the country differ; consequently, the perceptions of department heads and college deans who participated in this study may differ from those in different regions of the country.
6. Perceptions within various types of colleges differ;

consequently, only one type of university was included in this study.

Plan for the Study

Sample

Within the framework of the above assumptions and limitations, the sample for this study included only one region of the country and one type of educational institution. It included the department heads and college deans of the 25 state-controlled, doctoral-granting universities with an enrollment of over 10,000 students within the following states: Arkansas, Colorado, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, and Texas.¹ It was limited to those colleges from within those universities which were most common to all: College of Arts and/or Science,² College of Business Administration, College of Education, and College of Engineering. For a complete listing of these universities which were initially asked to participate, see Appendix B.

This initial list of 25 universities was reduced through consideration of two factors. First of all, permission was requested from each university to conduct the study. Second, only those universities whose chief academic officer identified the locus of accountability of the department head to be with the administration were included, for it was one of the basic limitations of this study that the locus of accountability should be with the administration; universities which identified it to be with the faculty or with a combination of faculty-administration would therefore detract from the homogeneity of the data.

In order, then, to determine the sample for the study, letters requesting permission to conduct the study on their campuses were mailed to the chief academic officer for each university 45 days before the distribution of questionnaires was to begin. (See Appendix C.) Included was a postage-paid return card. These letters also asked the chief academic officers to indicate the locus of accountability of the department head on their campuses. A follow-up letter as well as an additional return card was mailed to those academic officers who had not responded after 15 days. By the time the collection of data was to begin, 19 universities had responded as follows:

<u>University/Responent</u>	<u>Permission</u>	<u>Locus of Accountability</u>
University of Arkansas Dr. Charles A. Leone	Yes	Administration
Colorado State University Dr. Charles O. Neidt	Yes	Administration
Univeristy of Colorado Dr. James N. Corbridge, Jr.	Yes	Administration
Kansas State University Dr. John Chalmers	No	Not Indicated
University of Kansas Dr. Ronald K. Calgaard	No	Administration
University of New Orleans Dr. George C. Branam	Yes	Administration
University of Southern Louisiana Dr. Sammie W. Cooper	Yes	Faculty
University of Missouri (St. Louis) Dr. Arthur C. MacKinney	Yes	Faculty- Administration
University of New Mexico Dr. Charles C. Travelstead	No	Not Indicated
Oklahoma State University Dr. James H. Boggs	Yes	Administration

<u>University/Respondent</u>	<u>Permission</u>	<u>Locus of Accountability</u>
University of Oklahoma Dr. Barbara S. Uehling	Yes	Administration
North Texas State University Dr. Miles E. Anderson	Yes	Administration
Lamar University Dr. David D. Geddes	Yes	Faculty- Administration
Sam Houston State University Dr. Robert G. Brooks	Yes	Administration
Stephen F. Austin State University Dr. John T. Lewis, III	Yes	Administration
Texas A & M University Dr. John C. Calhoun	No	Faculty- Administration
University of Texas (Austin) Dr. G. J. Foken	No	Faculty
University of Texas (Arlington) Dr. W. A. Baker	Yes	Administration
University of Texas (El Paso) Dr. Kenneth E. Beasley	Yes	Administration

Seven days after the collection of data had begun, permission was received from the University of Missouri (Columbia) to conduct the study. Since, however, such permission stipulated that further permission be requested from each of the college deans before the questionnaires could be distributed, this university was not included in the study. Sufficient time for compliance was not available.

Thus, of the 25 universities initially invited to participate in this study, 14 (56%) of the chief academic officers granted permission for it to be conducted on their respective campuses; five institutions (20%) denied the invitation, and five institutions (20%) failed to respond either to the initial inquiry or to its follow-up. One institution (4%) was not included as noted above.

Of the 14 universities which granted permission, however, four did not identify the locus of accountability of the department head to be with the administration; and even though the perceptions of the college deans and the department heads were investigated at these universities, their responses were not included as a part of this study. Instead, they will be used for further analysis in a separate research project.

Consequently, the sample for this study included the following ten universities: Colorado State University, Lamar State University, Oklahoma State University, Stephen F. Austin State University, University of Arkansas, University of Colorado, University of New Orleans, University of Oklahoma, University of Texas at Arlington, and the University of Texas at El Paso.

Instruments

The perceptions of department heads and college deans were investigated through two questionnaires: Questionnaire for Department Heads and Questionnaire for College Deans (see Appendix D).

Part I of the Questionnaire for Department Heads asked respondents to record their perceptions on a nine-point continuum (Strongly Disagree-Strongly Agree), both in terms of present reality (IS) as well as the ideal (SHOULD BE) as they related to statements of role identification, goal achievement, and rewards. The statements were as follows:

Role Identity

I identify myself more as an administrator than as a faculty member.

Becoming a college dean is a goal which I find attractive.

I consider myself to be more accountable to the faculty than to the administration in my role as a department head.

Goal Achievement

Achieving the goals of my department allows me to achieve my personal professional goals.

I have a clear understanding of the administration's goal expectations concerning my role as a department head.

I am directly involved in the establishment of goals for my department.

I have a clear understanding of the faculty's goal expectations concerning my role as a department head.

I have the resources necessary to achieve the goals of my department.

I have a method of evaluation to ascertain whether or not I have achieved departmental goals.

Rewards

The rewards I receive as a department head relate satisfactorily to the goals I achieve.

Part II of the questionnaire asked respondents to rank the following set of possible rewards for department heads from "Most Attractive" to "Least Attractive" as they perceived them:

Additional clerical support

Additional time for teaching and working with students

Additional opportunities for professional development in administration

Additional understanding by the administration of my role as department head

Additional salary

Additional time for research activities

More desirable physical plant environment

Additional time for administrative activities

More autonomy as a department head

Additional understanding by the faculty of my role as a department head

Additional participation in the establishment of departmental goals

Additional opportunities for professional development in my academic discipline

Additional fringe benefits for my family

Additional promotion and academic rank

Thus, they were asked to determine which of a list of possible rewards would give them the most encouragement toward the achievement of their goals. In addition, Part III of the questionnaire asked the respondents to list any other rewards which were not included above.

Similarly, the Questionnaire for College Deans included the same items as that for department heads. Part I, however, was not stated in the first person present (e.g., "I identify myself. . . ."). Instead, it was stated in the third person plural (e.g., "Most department heads identify themselves. . . ."). Thus, college deans were asked to record their perceptions on a nine-point continuum both in terms of present reality (IS) and the ideal (SHOULD BE) concerning the same statements as those of department heads. Likewise, Part II of the questionnaire asked the college deans to rank the same set of 14 possible rewards which department heads might receive; however, they were not asked to rank them in terms of their attractiveness to themselves, but as they perceived department heads would rank them. In addition, Part III asked the college deans to list additional rewards which they thought department heads would find attractive.

Validation

The original draft of the questionnaires (see Appendix E) was analyzed and validated by five members of the faculty of higher education at the University of Oklahoma. Each faculty member was asked to rate each item on each questionnaire on a scale from one to five (Most Negative to Most Positive) in terms of the following:

- A. Appropriateness to the Study
- B. Lack of Ambiguity
- C. Clarity of Definition
- D. Readability

Statements or items receiving an average rating of "3" or below on any of the above criteria were revised as suggested.

Distribution

Prior to the collection of data for this study, a mailing list of department heads and college deans of the participating universities was compiled by reviewing university bulletins in order to determine both the names of the departments as well as the names of the colleges on each campus. Each university, each college, and each department was then coded for transfer to the questionnaires which were used in the study.

The questionnaires were then distributed via first-class mail with an enclosed letter (see Appendix D) requesting participation in the study. A follow-up questionnaire was mailed 30 days later with a note indicating that the distribution phase would be completed within 14 days. Each questionnaire was individually stamped with return postage. Of the 351 department heads who were invited to participate, 210 (60%)

responded. Of the 45 college deans, 28 (62%) responded. Those portions of the questionnaires which were not completed in accordance with the directions were not used in the study.

Hypotheses

The first purpose of this study was to identify the perceptions of department heads and college deans as they related to the department head's role identity, his goal achievements, and the rewards he received for achieving those goals. The questionnaires as discussed above were utilized to determine the perceptions of the two groups of the population, both in terms of present reality (IS) and the ideal (SHOULD BE).

The second purpose of the study was to examine those perceptions and examine the relationships which existed between and among them. The hypotheses which follow and their further analyses were utilized in order to achieve that purpose.

The primary considerations of the following hypotheses were the relationships between the two groups of the population: college deans and department heads. At the same time, the secondary considerations of this study were the relationships between college deans and department heads of individual colleges (arts and/or sciences, business administration, education, and engineering) within the universities. Consequently, the hypotheses which were tested included both primary as well as secondary considerations. However, these secondary considerations were included only to provide a possible source of understanding should a null hypothesis be rejected. Because of their relatively small distributions in relation to the total study, they

were not given primary consideration. (For analysis of individual colleges, see Appendices F, G, and H.)

Hypothesis #1. When the perceptions of college deans and department heads are compared as those perceptions relate to role identity, goal achievement, and the adequacy of rewards, there will be no significant difference.

Hypothesis #2. When the perceptions of department heads concerning present reality are compared to their perceptions of the ideal as those perceptions relate to role identity, goal achievement, and the adequacy of rewards, there will be no significant difference.

Hypothesis #3. When the perceptions of college deans concerning present reality are compared to their perceptions of the ideal as those perceptions relate to role identity, goal achievement, and the adequacy of rewards, there will be no significant difference.

Hypothesis #4. When the perceptions of college deans are compared among themselves as those perceptions relate to the attractiveness of rewards for department heads, there will be no significant agreement

Hypothesis #5. When the perceptions of department heads are compared among themselves as those perceptions relate to the attractiveness of rewards for department heads, there will be no significant agreement.

Hypothesis #6. When the perceptions of college deans and department heads are compared as those perceptions relate to the attractiveness of rewards for department heads, there will be no significant agreement.

Statistical Design

In examining perceptions related to role identity, goal achievement, and rewards, this study attempted to determine whether or not there were significant differences in the perceptions of college deans and department heads. Consequently, responses were analyzed through the Chi Square Test for Independent Samples, for the Chi Square provides a measure of the discrepancy between observed cell frequencies and those expected on the basis of independence. Differences were

regarded as significant if they reached the 0.05 level; and when this difference was indicated, the null hypothesis was rejected.

The responses of college deans and department heads listed on a nine-point continuum were collapsed into three cells and placed into a contingency table for comparison. Thus, when comparisons were made between two variables (college deans and department heads), a 2 X 3 contingency table was utilized. When comparisons were made among four variables (college deans in arts and/or sciences, college deans in business, college deans in education, and college deans in engineering), a 4 X 3 contingency table was utilized.

As noted by Siegel, calculation of Chi Square was made through the following formula:³

$$X^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

O_{ij} = observed number of cases in i-th row of j-th column

E_{ij} = number of cases expected under H_0 to be categorized in the i-th row of j-th column

The degrees of freedom were determined by the formula $(r - 1)(k - 1)$ where r = the number of rows and k = the number of columns in the contingency tables. Thus, for the 2 X 3 tables, $df = 2$; for the 4 X 3 tables, $df = 6$. Consequently, Yate's Correction for Continuity was not utilized since the correction is made only when the number of degrees of freedom is 1.⁴

In examining perceptions related to the attractiveness of rewards for the achievement of goals by department heads, this study attempted to determine whether or not there was agreement in those perceptions.

Thus, respondents were asked to rank a set of possible rewards for department heads, and the rankings were examined both among and between the two groups, department heads and college deans. Comparisons among several sets of rankings were analyzed through the Kendall Coefficient of Concordance: W, and comparisons between two sets of rankings were analyzed through the Kendall Rank Correlation Coefficient: Tau.

Siegel⁵ has noted that the Kendall Coefficient of Concordance: W provides a measure of the relation among several rankings; it is an index of the divergence of the actual agreement shown in the data from the maximum possible agreement. Thus, the degree of agreement between N judges is reflected by the degree of variance among the k sums of ranks. For this study, then, W was calculated through the following formula:

$$W = \frac{s}{1/12N^2(k^3 - k)}$$

Where s = sum of squares of the observed deviation from the mean of R_j , thus

$$s = \sum \left(R_j - \frac{\sum R_j}{k} \right)^2$$

N = Number of sets of rankings

k = Numbers of entities to be ranked

$1/12N^2(k^3 - k)$ = Maximum possible sum of squared deviation

Significance of W in instances where N is larger than 7 is determined through Chi Square as indicated by the following formula:

$$X^2 = N(k - 1)W$$

$$df = k - 1$$

Thus, in those instances where Chi Square was equal to or greater than probability at the 0.05 level as noted on the Table of Critical Values of Chi Square, a significant degree of association was stated to exist, and thus the null hypothesis was rejected.

Siegel⁶ has further noted that the tau provides a measure of the degree of association or correlation between two sets of ranks; it is a measure of agreement between two ranks. In this study, then, the degree of agreement between two sets of rankings was determined through the following formula:

$$\underline{\text{tau}} = \frac{S}{1/2N(N - 1)}$$

S indicates the total amount of actual difference between pairs of rankings. Thus, the tau is a ratio between the actual differences and the maximum possible difference; it is a coefficient of disarray. The higher the tau, the higher is the amount of agreement between the rankings.

Significance of the tau was determined by converting it to a z score as indicated below:

$$z = \frac{\underline{\text{tau}}}{\sqrt{\frac{2(2N + 5)}{9N(N - 1)}}}$$

Once the z scores were calculated, agreement was determined through the Table of Probabilities Associated with Values as Extreme as Observed Values of z in the Normal Distribution. Thus, if the one-tailed p of z were equal to or less than 0.05, agreement between the rankings was stated to exist, and the null hypothesis that there is no agreement was rejected. If the p of z were greater than 0.05, significant agreement

could not be asserted, and the null hypothesis was accepted.

The chapter which follows discussed areas of both agreement and disagreement concerning each item on the questionnaires used in this study.

FOOTNOTES

¹Institutions were included in the initial sample if they met the criteria for governance, degree programs, enrollment, and locality according to the Education Directory: Colleges and Universities, eds., Arthur Podoleskey and Carolyn R. Smith, National Center for Education Statistics (Washington, D. C., 1976).

²Certain universities organize typical arts and sciences disciplines into colleges given other names, such as College of Arts, College of Fine Arts, College of Humanities, College of Science, etc. These colleges, however, were included in this study under the traditional title of College of Arts and Sciences. For a complete listing of colleges included, see Appendix A.

³Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956), pp. 104-111.

⁴J. P. Guilford and Benjamin Fruchter, Fundamental Statistics in Psychology and Education (New York, 1973), p. 204.

⁵Siegel, p. 229-237.

⁶Siegel, p. 213-223.

CHAPTER IV

PRESENTATION OF THE DATA

Part I of the Questionnaires

Part I of the questionnaires used in this study focused on the perceptions of college deans and department heads, both in terms of present reality and the ideal, as those perceptions related to role identity, goal achievement, and the adequacy of current rewards. The discussion which follows concerning these factors is structured in terms of the study's primary considerations:

- A) Comparisons between the department heads' perceptions of present reality and the college deans' perceptions of present reality;
- B) Comparisons between the department heads' perceptions of the ideal and the college deans' perceptions of the ideal;
- C) Comparisons between the department heads' perceptions of present reality and their perceptions of the ideal;
- D) Comparisons between the college deans' perceptions of present reality and their perceptions of the ideal.

The above comparisons were made concerning each statement included in Part I of the questionnaires.

Statement #1

I identify myself (Most department heads identify themselves) more as an administrator than as a faculty member. (See Table I.)

TABLE I
CHI SQUARE ANALYSIS OF STATEMENT #1

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	83	68	55
Department Heads (IS)	Expected	(81.87)	(69.55)	(54.58)
College Deans (IS)	Observed	10	11	7
College Deans (IS)	Expected	(11.13)	(9.45)	(7.42)
Chi Square = .044		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	82	90	34
Department Heads (SHOULD BE)	Expected	(80.11)	(81.87)	(44.02)
College Deans (SHOULD BE)	Observed	9	3	16
College Deans (SHOULD BE)	Expected	(10.89)	(11.13)	(5.98)
Chi Square = 26.15		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	83	68	55
Department Heads (IS)	Expected	(82.50)	(79.00)	(44.50)
Department Heads (SHOULD BE)	Observed	82	90	34
Department Heads (SHOULD BE)	Expected	(82.50)	(79.00)	(44.50)
Chi Square = 8.02		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	10	11	7
College Deans (IS)	Expected	(9.50)	(7.00)	(11.50)
College Deans (SHOULD BE)	Observed	9	3	16
College Deans (SHOULD BE)	Expected	(9.50)	(7.00)	(11.50)
Chi Square = 8.14		Critical Value at .05 = 5.99		Reject Null: Yes

A. No significant difference was noted between the two groups as their perceptions related to present reality concerning role identification. Neither group had a tendency to strongly disagree or strongly agree with the statement.

B. However, there was a significant difference between the perceptions of the two groups when compared concerning the ideal. Only 16 percent of the department heads within the sample strongly agreed that they should identify themselves more as an administrator than as a faculty member while 57 percent of the college deans perceived that they should.

C. There was also a significant difference in the perceptions of department heads concerning what is and what should be. As a group, fewer department heads (16%) strongly agreed that they should identify themselves more as administrators than they did (27%) concerning present reality. In both instances, the department heads had a tendency to strongly disagree with the statement.

D. On the other hand, more college deans strongly agreed (57%) with the statement as an ideal than they did with it as a reflection of present reality (25%). Thus, even though there were significant differences in the perceptions of both groups concerning what is and what should be, department heads had a tendency to perceive themselves as identifying more than they should with the administration while, conversely, college deans perceived department heads as identifying themselves less than they should with the administration.

It should be noted that there was a significant difference when the perceptions of department heads concerning the ideal were compared

among the different colleges. Such a difference, however, did not exist among the college deans. (See Appendix G.)

Statement #2

Becoming a college dean is a goal which I find (most department heads find) attractive. (See Table II.)

A. There was a significant difference between the perceptions of department heads and those of college deans concerning the above statement as it related to present reality. Whereas 64 percent of the department heads strongly disagreed with the statement, only 21 percent of the college deans found strong agreement.

B. Even though there was a significant difference between the perceptions of the two groups concerning present reality, both groups were in agreement concerning the ideal. Few department heads (24%) or college deans (21%) strongly agreed that becoming a college dean should be an attractive goal for department heads.

C. However, there was a significant difference between the department heads' perceptions of present reality and the ideal. Fewer strongly disagreed (43%) with the statement as an ideal than did with the statement concerning present reality (64%). Thus, department heads had a tendency to perceive that they should find the position of college dean more attractive than they do.

D. College deans, on the other hand, perceived no significant differences between what is and what should be. In neither instance was there strong agreement or strong disagreement with the statement.

Once again, there was a significant difference among the perceptions of the department heads of the individual colleges concerning the

TABLE II
CHI SQUARE ANALYSIS OF STATEMENT #2

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	128	32	39
Department Heads (IS)	Expected	(117.47)	(41.20)	(40.33)
College Deans (IS)	Observed	6	15	7
College Deans (IS)	Expected	(16.53)	(5.80)	(5.67)
Chi Square = 24.64		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	85	66	48
Department Heads (SHOULD BE)	Expected	(83.28)	(68.38)	(47.34)
College Deans (SHOULD BE)	Observed	10	12	6
College Deans (SHOULD BE)	Expected	(11.72)	(9.62)	(6.66)
Chi Square = 1.03		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	128	32	39
Department Heads (IS)	Expected	(106.50)	(49.00)	(43.50)
Department Heads (SHOULD BE)	Observed	85	66	48
Department Heads (SHOULD BE)	Expected	(106.50)	(49.00)	(43.50)
Chi Square = 21.41		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	6	15	7
College Deans (IS)	Expected	(8.00)	(13.50)	(6.50)
College Deans (SHOULD BE)	Observed	10	12	6
College Deans (SHOULD BE)	Expected	(8.00)	(13.50)	(6.50)
Chi Square = 1.41		Critical Value at .05 = 5.99		Reject Null: No

ideal. Department heads within the colleges of business administration more strongly disagreed while those in the colleges of engineering more strongly agreed with the statement as an ideal than did their colleagues within the other colleges of the sample.

Statement #3

I consider myself (Most department heads consider themselves) to be more accountable to the faculty than to the administration in my (their) role as a department head. (See Table III.)

A. No significant difference was apparent concerning the perceptions of the two groups as those perceptions related to the above statement in terms of present reality. Neither group found strong disagreement while both groups had a tendency to more strongly agree than disagree.

B. Similarly, there was no significant difference between the two groups concerning the statement as an ideal although a much larger percentage of department heads (41%) found strong agreement than did college deans (22%). Such differences, however, were not significant.

C. There were few differences between the perceptions of department heads concerning the locus of accountability in terms of what is and what should be. In neither instance did they strongly agree or strongly disagree with the statement although their responses were skewed toward agreement.

D. College deans, on the other hand, found significant disagreement between present reality and the ideal. Whereas 56 percent strongly agreed with the statement as a reflection of what is, only 22 percent strongly agreed that department heads should be more

TABLE III
CHI SQUARE ANALYSIS OF STATEMENT #3

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	36	85	85
Department Heads (IS)	Expected	(33.60)	(83.99)	(88.41)
College Deans (IS)	Observed	2	10	15
College Deans (IS)	Expected	(4.40)	(11.01)	(11.59)
Chi Square = 2.73		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	24	97	85
Department Heads (SHOULD BE)	Expected	(27.41)	(98.14)	(80.45)
College Deans (SHOULD BE)	Observed	7	14	6
College Deans (SHOULD BE)	Expected	(3.59)	(12.86)	(10.55)
Chi Square = 5.98		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	36	85	85
Department Heads (IS)	Expected	(30.00)	(91.00)	(85.00)
Department Heads (SHOULD BE)	Observed	24	97	85
Department Heads (SHOULD BE)	Expected	(30.00)	(91.00)	(85.00)
Chi Square = 3.19		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	2	10	15
College Deans (IS)	Expected	(4.50)	(12.00)	(10.50)
College Deans (SHOULD BE)	Observed	7	14	6
College Deans (SHOULD BE)	Expected	(4.50)	(12.00)	(10.50)
Chi Square = 7.30		Critical Value at .05 = 5.99		Reject Null: Yes

accountable to the faculty than to the administration.

Statement #4

Achieving the goals of my (their) department allows me (most department heads) to achieve my (their) personal professional goals. (See Table IV.)

A. Concerning the above statement, there was no significant difference between the perceptions of the two groups as those perceptions related to present reality. Although both groups found more agreement than disagreement with the statement, neither group had a tendency to strongly agree.

B. Likewise, there was no significant difference between the perceptions of the two groups concerning the ideal. Both department heads (64%) and college deans (64%) found strong agreement with the statement.

C. However, there was a significant difference between the perceptions of department heads concerning what is and what should be. Only 7 percent strongly disagreed with the statement as an ideal while 33 percent found strong disagreement with the statement as a reflection of present reality. The department heads of the sample strongly agree that they should achieve their personal professional goals more than they do.

D. The college deans of the sample, however, found no significant difference between what is and what should be. They had a tendency to agree that department heads both do and should achieve their personal professional goals in their role as department heads.

TABLE IV
CHI SQUARE ANALYSIS OF STATEMENT #4

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	68	54	84
Department Heads (IS)	Expected	(64.26)	(58.10)	(83.63)
College Deans (IS)	Observed	5	12	11
College Deans (IS)	Expected	(8.74)	(7.90)	(11.37)
Chi Square = 4.25		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	14	55	137
Department Heads (SHOULD BE)	Expected	(16.73)	(52.82)	(136.45)
College Deans (SHOULD BE)	Observed	5	5	18
College Deans (SHOULD BE)	Expected	(2.27)	(7.18)	(18.55)
Chi Square = 4.47		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	68	54	84
Department Heads (IS)	Expected	(41.00)	(54.50)	(110.50)
Department Heads (SHOULD BE)	Observed	14	55	137
Department Heads (SHOULD BE)	Expected	(41.00)	(54.50)	(110.50)
Chi Square = 48.28		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	5	12	11
College Deans (IS)	Expected	(5.00)	(8.50)	(14.50)
College Deans (SHOULD BE)	Observed	5	5	18
College Deans (SHOULD BE)	Expected	(5.00)	(8.50)	(14.50)
Chi Square = 4.57		Critical Value at .05 = 5.99		Reject Null: No

Statement #5

I (Most department heads) have a clear understanding of the administration's goal expectations concerning my (their) role as a department head. (See Table V.)

A. When the perceptions of the department heads and college deans were compared concerning the above statement and present reality, there was no significant difference. Neither group found strong agreement or strong disagreement with the statement.

B. Similarly, there was no significant difference between the perceptions of the two groups of the sample concerning the ideal; both department heads (92%) and college deans (86%) strongly agreed that the department head should have a clear understanding of the administration's goal expectations concerning his role.

C. As is indicated above, however, there was a significant difference when the perceptions of the department heads were compared concerning what is and what should be. Whereas only 50 percent strongly agreed that they do have a clear understanding of their administrations' goal expectations, 92 percent strongly agreed that they should have. Thus, the department heads perceived that they should have more of an understanding than they do.

D. Likewise, there was a significant difference when the perceptions of the college deans were compared concerning present reality and the ideal. Only 29 percent strongly agreed with the above statement in terms of what is while 86 percent strongly agreed with it in terms of what should be. Both groups, then, agree that the department heads should have more of an understanding of administrative expectations than they do.

TABLE V
CHI SQUARE ANALYSIS OF STATEMENT #5

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	39	64	102
Department Heads (IS)	Expected	(41.35)	(66.87)	(96.78)
College Deans (IS)	Observed	8	12	8
College Deans (IS)	Expected	(5.65)	(9.13)	(13.22)
Chi Square = 4.47		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	10	7	188
Department Heads (SHOULD BE)	Expected	(10.56)	(7.92)	(186.52)
College Deans (SHOULD BE)	Observed	2	2	24
College Deans (SHOULD BE)	Expected	(1.44)	(1.08)	(25.48)
Chi Square = 1.21		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	39	64	102
Department Heads (IS)	Expected	(24.50)	(35.50)	(145.00)
Department Heads (SHOULD BE)	Observed	10	7	188
Department Heads (SHOULD BE)	Expected	(24.50)	(35.50)	(145.00)
Chi Square = 88.42		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	8	12	8
College Deans (IS)	Expected	(5.00)	(7.00)	(16.00)
College Deans (SHOULD BE)	Observed	2	2	24
College Deans (SHOULD BE)	Expected	(5.00)	(7.00)	(16.00)
Chi Square = 18.73		Critical Value at .05 = 5.99		Reject Null: Yes

Statement #6

I am (Most department heads are) directly involved in the establishment of goals for my (their) department. (See Table VI.)

A. No significant difference was noted between the perceptions of department heads and college deans as those perceptions related to the above statement concerning present reality. Both groups strongly agreed that department heads are directly involved in the establishment of goals for their departments.

B. At the same time, there was no significant difference between the perceptions of the two groups as those perceptions related to the ideal; once again, both department heads (91%) and college deans (93%) strongly agreed with the statement as what should be.

C. Since both groups were in strong agreement with the statement that department heads are and should be directly involved in goal setting, there was no significant difference between the perceptions of department heads concerning present reality and the ideal.

D. Likewise, there was no significant difference between the perceptions of college deans as those perceptions related to what is and what should be. Both groups strongly agreed that present reality reflects the ideal.

Statement #7

I (Most department heads) have a clear understanding of the faculty's goal expectations concerning my (their) role as a department head. (See Table VII.)

A. As the perceptions of the department heads and college deans concerning present reality related to the above statement, there was a

TABLE VI
CHI SQUARE ANALYSIS OF STATEMENT #6

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	11	18	178
Department Heads (IS)	Expected	(10.57)	(17.62)	(178.81)
College Deans (IS)	Observed	1	2	25
College Deans (IS)	Expected	(1.43)	(2.38)	(24.19)
Chi Square = 0.25		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	9	10	188
Department Heads (SHOULD BE)	Expected	(8.81)	(9.69)	(188.50)
College Deans (SHOULD BE)	Observed	1	1	26
College Deans (SHOULD BE)	Expected	(1.19)	(1.31)	(25.50)
Chi Square = 0.13		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	11	18	178
Department Heads (IS)	Expected	(10.00)	(14.00)	(183.00)
Department Heads (SHOULD BE)	Observed	9	10	188
Department Heads (SHOULD BE)	Expected	(10.00)	(14.00)	(183.00)
Chi Square = 2.76		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	1	2	25
College Deans (IS)	Expected	(1.00)	(1.50)	(22.50)
College Deans (SHOULD BE)	Observed	1	1	26
College Deans (SHOULD BE)	Expected	(1.00)	(1.50)	(22.50)
Chi Square = 0.35		Critical Value at .05 = 5.99		Reject Null: No

TABLE VII
CHI SQUARE ANALYSIS OF STATEMENT #7

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	25	61	121
Department Heads (IS)	Expected	(28.19)	(66.94)	(111.87)
College Deans (IS)	Observed	7	15	6
College Deans (IS)	Expected	(3.81)	(9.06)	(15.13)
Chi Square = 13.70		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	9	13	185
Department Heads (SHOULD BE)	Expected	(8.81)	(14.09)	(184.10)
College Deans (SHOULD BE)	Observed	1	3	24
College Deans (SHOULD BE)	Expected	(1.19)	(1.19)	(24.90)
Chi Square = 0.78		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	25	61	121
Department Heads (IS)	Expected	(17.00)	(37.00)	(153.00)
Department Heads (SHOULD BE)	Observed	9	13	185
Department Heads (SHOULD BE)	Expected	(17.00)	(37.00)	(153.00)
Chi Square = 52.04		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	7	15	6
College Deans (IS)	Expected	(4.00)	(9.00)	(15.00)
College Deans (SHOULD BE)	Observed	1	3	24
College Deans (SHOULD BE)	Expected	(4.00)	(9.00)	(15.00)
Chi Square = 23.29		Critical Value at .05 = 5.99		Reject Null: Yes

significant difference. Whereas 58 percent of the department heads strongly agreed that they had a clear understanding of the faculty's goal expectations, only 21 percent of the college deans found strong agreement with the statement. Instead, college deans had a tendency to more strongly disagree with the statement than to agree.

B. Both groups, on the other hand, strongly agreed with the statement as an ideal. Of the department heads, 89 percent strongly agreed that they should have a clear understanding of their faculties' goal expectations; similarly, 86 percent of the college deans strongly agreed with the statement.

C. At the same time, there was a significant difference between the manner in which department heads viewed what is as compared with what should be. Since only 58 percent of the group strongly agreed that they do have a clear understanding of faculty goal expectations while 89 percent strongly agreed that they should have, there was a significant difference between present reality and the ideal. The department heads of the sample perceived that they should have more of an understanding than they do.

D. Likewise, the college deans agreed. There was a significant difference between their perceptions of present reality and the ideal, for only 21 percent strongly agreed with the statement as a reflection of what is while 86 percent strongly agreed with the statement as what should be.

Statement #8

I (Most department heads) have the resources necessary to achieve the goals of my (their) department. (See Table VIII.)

TABLE VIII
CHI SQUARE ANALYSIS OF STATEMENT #8

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	109	65	32
Department Heads (IS)	Expected	(108.28)	(66.03)	(31.69)
College Deans (IS)	Observed	14	10	4
College Deans (IS)	Expected	(14.72)	(8.97)	(4.31)
Chi Square = .20		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	10	13	183
Department Heads (SHOULD BE)	Expected	(10.56)	(13.21)	(182.23)
College Deans (SHOULD BE)	Observed	2	2	24
College Deans (SHOULD BE)	Expected	(1.44)	(1.79)	(24.77)
Chi Square = .30		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	109	65	32
Department Heads (IS)	Expected	(59.50)	(39.00)	(107.50)
Department Heads (SHOULD BE)	Observed	10	13	183
Department Heads (SHOULD BE)	Expected	(59.50)	(39.00)	(107.50)
Chi Square = 223.06		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	14	10	4
College Deans (IS)	Expected	(8.00)	(6.00)	(14.00)
College Deans (SHOULD BE)	Observed	2	2	24
College Deans (SHOULD BE)	Expected	(8.00)	(6.00)	(14.00)
Chi Square = 28.60		Critical Value at .05 = 5.99		Reject Null: Yes

A. There was virtually no disagreement between the perceptions of the two groups regarding available resources and present reality. Both groups strongly disagreed that department heads have the resources necessary to achieve the goals of their departments. Only 16 percent of the department heads and 14 percent of the college deans found strong agreement with the statement in terms of what is.

B. Similarly, there was no significant difference between the perceptions of the two groups concerning the ideal. Eighty-eight percent of the department heads and 86 percent of the college deans strongly agreed that the resources necessary to achieve departmental goals should be available.

C. As is indicated above, there was a significant difference between the perceptions of department heads concerning present reality. They perceived that they do not but should have the resources necessary to achieve their goals.

D. At the same time, college deans significantly disagreed concerning what is and what should be. Only 14 percent strongly agreed that department heads do have necessary resources while 86 percent strongly agreed that they should have.

Statement #9

I (Most department heads) have a method of evaluation to ascertain whether or not I (they) have achieved departmental goals. (See Table IX.)

A. A significant difference was also indicated between the perceptions of department heads and college deans as those perceptions related to a method of evaluation to ascertain the achievement of goals.

TABLE IX
CHI SQUARE ANALYSIS OF STATEMENT #9

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	38	73	95
Department Heads (IS)	Expected	(42.44)	(75.15)	(88.41)
College Deans (IS)	Observed	10	12	5
College Deans (IS)	Expected	(5.56)	(9.85)	(11.59)
Chi Square = 8.76		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	12	16	178
Department Heads (SHOULD BE)	Expected	(12.38)	(15.03)	(178.59)
College Deans (SHOULD BE)	Observed	2	1	24
College Deans (SHOULD BE)	Expected	(1.62)	(1.97)	(23.41)
Chi Square = 0.66		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	38	73	95
Department Heads (IS)	Expected	(25.00)	(44.50)	(136.50)
Department Heads (SHOULD BE)	Observed	12	16	178
Department Heads (SHOULD BE)	Expected	(25.00)	(44.50)	(136.50)
Chi Square = 75.25		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	10	12	5
College Deans (IS)	Expected	(6.00)	(6.50)	(14.50)
College Deans (SHOULD BE)	Observed	2	1	24
College Deans (SHOULD BE)	Expected	(6.00)	(6.50)	(14.50)
Chi Square = 27.02		Critical Value at .05 = 5.99		Reject Null: Yes

Department heads (46%) more strongly agreed that they have such methods than did college deans (18%); similarly, college deans (37%) more strongly disagreed with the statement than did department heads (18%).

B. At the same time, there was no significant difference concerning the above statement as it relates to the ideal. Both department heads (86%) and college deans (89%) strongly agreed that department heads should have a method of evaluation.

C. Moreover, there was a significant difference between the manner in which department heads perceived what is as compared with what should be. Whereas a substantial majority of the group (86%) strongly agreed that they should have methods of evaluation, only 46 percent strongly agreed that they do.

D. Similarly, the college deans of the sample significantly disagreed with the statement concerning present reality and the ideal. Only 18 percent strongly agreed that department heads have evaluation methods while 89 percent of the group perceived that they should have.

Statement #10

The rewards I receive (most department heads receive) as a department head relate satisfactorily to the goals I (they) achieve. (See Table X.)

A. There was no significant difference between the perceptions of department heads and college deans of this sample as those perceptions related to the above statement and present reality. Neither group strongly agreed or strongly disagreed that the rewards received by department heads are satisfactory.

TABLE X
CHI SQUARE ANALYSIS OF STATEMENT #10

<u>Comparison A</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	61	71	73
Department Heads (IS)	Expected	(58.57)	(75.43)	(71.00)
College Deans (IS)	Observed	5	14	7
College Deans (IS)	Expected	(7.43)	(9.57)	(9.00)
Chi Square = 3.71		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison B</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (SHOULD BE)	Observed	9	25	171
Department Heads (SHOULD BE)	Expected	(9.76)	(24.85)	(170.39)
College Deans (SHOULD BE)	Observed	2	3	21
College Deans (SHOULD BE)	Expected	(1.24)	(3.15)	(21.61)
Chi Square = 0.55		Critical Value at .05 = 5.99		Reject Null: No
<u>Comparison C</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
Department Heads (IS)	Observed	61	71	73
Department Heads (IS)	Expected	(35.00)	(48.00)	(122.00)
Department Heads (SHOULD BE)	Observed	9	25	171
Department Heads (SHOULD BE)	Expected	(35.00)	(48.00)	(122.00)
Chi Square = 100.02		Critical Value at .05 = 5.99		Reject Null: Yes
<u>Comparison D</u>		<u>1 - 2 - 3</u>	<u>4 - 5 - 6</u>	<u>7 - 8 - 9</u>
College Deans (IS)	Observed	5	14	7
College Deans (IS)	Expected	(3.50)	(8.50)	(14.00)
College Deans (SHOULD BE)	Observed	2	3	21
College Deans (SHOULD BE)	Expected	(3.50)	(8.50)	(14.00)
Chi Square = 15.39		Critical Value at .05 = 5.99		Reject Null: Yes

B. At the same time, there was no significant difference between the perceptions of the two groups concerning the statement and what should be. Of those responding to the statement, 83 percent of the department heads and 81 percent of the college deans were in strong agreement with the statement as it reflected the ideal.

C. On the other hand, there was a significant difference between the perceptions of department heads concerning what is and what should be. Whereas only 36 percent of the group strongly agreed that they do receive satisfactory rewards, 83 percent strongly agreed that they should.

D. Similarly, there was a significant difference between the perceptions of college deans concerning present reality and the ideal regarding the above statement. Only 27 percent strongly agreed with the statement in terms of what is while 81 percent strongly agreed in terms of what should be. Thus, both groups perceived that the rewards which department heads receive should be more satisfactory than they are.

Part II of the Questionnaires

As noted in Table XI and Table XII, when the attractiveness of rewards as perceived by college deans and department heads was examined, there was significant agreement among each group. College deans and department heads agreed among themselves.

However, when the perceptions of college deans were compared to the perceptions of department heads, there was no association. (See Table XIII.) Whether the comparisons were made between the perceptions of college deans and department heads of individual colleges or between

TABLE XI

KENDALL COEFFICIENT OF CONCORDANCE: W ANALYSIS OF THE
ATTRACTIVENESS OF REWARDS (COLLEGE DEANS)

	ROW SUMS	k = 14 N = 27
Additional clerical support	156	
Additional time for teaching and working with students	265	
Additional opportunities for professional development in administration	215	
Additional understanding by the adminis- tration of my role as department head	230	
Additional salary	83	
Additional time for research activities	221	
More desirable physical plant environment	238	
Additional time for administrative activities	217	
More autonomy as a department head	109	
Additional understanding by the faculty of my role as a department head	195	
Additional participation in the establish- ment of departmental goals	253	
Additional opportunities for professional development in my academic discipline	197	
Additional fringe benefits for my family	266	
Additional promotion and rank	190	
	Total: 2835	Average: 202.50
<u>S</u>	<u>W</u>	<u>X²</u>
38642	.233	81.78
		<u>.05 Level</u>
		22.36
		<u>Reject Null</u>
		Yes

TABLE XII

KENDALL COEFFICIENT OF CONCORDANCE: W ANALYSIS OF THE
ATTRACTIVENESS OF REWARDS (DEPARTMENT HEADS)

	ROW SUMS	k = 14 N = 198
Additional clerical support	1520	
Additional time for teaching and working with students	1144	
Additional opportunities for professional development in administration	1621	
Additional understanding by the adminis- tration of my role as department head	1336	
Additional salary	1108	
Additional time for research activities	1071	
More desirable physical plant environment	1713	
Additional time for administrative activities	1601	
More autonomy as a department head	1410	
Additional understanding by the faculty of my role as a department head	1493	
Additional participation in the establish- ment of departmental goals	1692	
Additional opportunities for professional development in my academic discipline	1050	
Additional fringe benefits for my family	1897	
Additional promotion and rank	<u>2134</u>	
	Total: 20790	Average 1485
<u>S</u>	<u>W</u>	<u>X²</u>
1365876	.153	394.19
	<u>.05 Level</u>	<u>Reject Null</u>
	22.36	Yes

TABLE XIII

KENDALL RANK CORRELATION COEFFICIENT: TAU ANALYSIS
OF THE ATTRACTIVENESS OF REWARDS (COLLEGE
DEANS AND DEPARTMENT HEADS)

	N = 27		N = 198	
	CD SUMS	RANK OF CD SUMS	RANK OF DH SUMS	DH SUMS
Additional clerical support	156	3	8	1520
Additional time for teaching and working with students	265	14	4	1144
Additional opportunities for professional development in administration	215	7	10	1621
Additional understanding by the adminis- tration of my role as department head	230	10	5	1336
Additional salary	83	1	3	1108
Additional time for research activities	221	9	2	1071
More desirable physical plant environment	238	11	12	1713
Additional time for administrative activities	217	8	9	1601
More autonomy as a department head	109	2	6	1410
Additional understanding by the faculty of my role as a department head	195	5	7	1493
Additional participation in the establish- ment of departmental goals	253	12	11	1692
Additional opportunities for professional development in my academic discipline	197	6	1	1050
Additional fringe benefits for my family	266	13	13	1897
Additional promotion and rank	190	4	14	2134
<u>tau</u>		<u>z</u>	<u>p</u>	<u>Reject Null</u>
.208		1.03	.1515	No

the totals of the two groups, agreement could not be asserted. (See Appendix H.) There were significant differences between what college deans perceived to be attractive to department heads and what department heads perceived to be attractive to themselves. College deans, for example, perceived the following rewards as being most attractive: 1) additional salary, 2) more autonomy, 3) additional clerical support, 4) additional promotion and rank, and 5) additional understanding by the faculty of their role as a department head. Department heads, however, ranked the following as being most attractive: 1) additional opportunities for professional development in their academic disciplines, 2) additional time for research activities, 3) additional salary, 4) additional time for teaching and working with students, and 5) additional understanding by the administration of their role as a department head. Only one reward, additional salary, appeared in both of the top five rankings of college deans and department heads.

Summary of the Findings

This study examined the perceptions of college deans and department heads concerning role identity, goal achievement, and rewards in order to determine what relationships existed between them in terms of significant differences. These differences may be summarized as follows.

A) In terms of the department head's identification more as an administrator than as a faculty member, the perceptions of the department heads were significantly different from those of the college deans concerning the ideal; the perceptions of the department heads were significantly different as they perceived present reality and the ideal;

and the perceptions of the college deans were significantly different as they perceived present reality and the ideal.

B) In terms of the position of college dean being attractive to department heads, the perceptions of department heads were significantly different from those of college deans concerning present reality; the perceptions of department heads were significantly different as they perceived present reality and the ideal.

C) In terms of the locus of accountability of department heads being more with the faculty than with the administration, the perceptions of the college deans were significantly different as they perceived present reality and the ideal.

D) In terms of the department head achieving his personal professional goals as he achieves the goals of his department, the perceptions of the department heads were significantly different as they perceived present reality and the ideal.

E) In terms of the department head having a clear understanding of the administration's goal expectations concerning his role, the perceptions of the department heads were significantly different as they perceived present reality and the ideal; and the perceptions of the college deans were significantly different as they perceived present reality and the ideal.

F) In terms of the department head having a clear understanding of the faculty's goal expectations concerning his role, the perceptions of the department head were significantly different from those of the college deans concerning present reality; the perceptions of the department heads were significantly different as they perceived present reality and the ideal; and the perceptions of the college deans were

significantly different as they perceived present reality and the ideal.

G) In terms of the department head having the resources necessary to achieve the goals of his department, the perceptions of the department heads were significantly different as they perceived present reality and the ideal; and the perceptions of the college deans were significantly different as they perceived present reality and the ideal.

H) In terms of the department head having a method of evaluation to ascertain the achievement of departmental goals, the perceptions of the department head were significantly different from those of the college deans concerning present reality; the perceptions of the department heads were significantly different as they perceived present reality and the ideal; and the perceptions of the college deans were significantly different as they perceived present reality and the ideal.

I) In terms of the rewards which the department head receives as relating satisfactorily to his goal achievement, the perceptions of the department heads were significantly different as they perceived present reality and the ideal; and the perceptions of the college deans were significantly different as they perceived present reality and the ideal.

J) In terms of the attractiveness of rewards which a department head might receive, significant agreement could not be asserted when the perceptions of department heads and college deans were compared.

Because of the nature of its design, Part III of the questionnaires used in this study did not lend itself to statistical analysis.

However, considerable information was obtained as a result of this component. Consequently, these additional remarks appear in Appendix I and were used only to provide an understanding of the possible causes when a null hypothesis was either accepted or rejected.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Review of the Study

Dissonance and dissatisfaction currently exists among those who hold the position of department head in higher education. However, the literature has indicated that this anxiety can be developed into satisfaction and consonance through the effective use of incentives. Consequently, the purpose of this study was 1) to identify the perceptions of department heads and college deans, seen as members of an administrative dyad, as those perceptions related to the three main variables of an incentive system as noted by Diaz;¹ the receiver of the rewards, the goals he achieves in order to receive them, and the rewards themselves; 2) to establish what relationships existed between those perceptions; and 3) to make recommendations concerning possible positive incentives as well as the elimination of features perceived to be negative incentives by members of the dyad.

The population for this study included the department heads and college deans of the state-controlled, doctoral granting universities with an enrollment of over 10,000 students within the states of Arkansas, Colorado, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, and Texas. It was limited to those colleges from within those universities which were most common to all: College of Arts and/or Science,

College of Business Administration, College of Education, and College of Engineering. For preservation of homogeneity, only those universities whose chief academic officers had identified the locus of accountability of the department head to be with the administration were included.

After permission was granted by the chief academic officer of universities within the initial sample, college deans and department heads from within those universities were asked to respond to questionnaires. Part I of the questionnaires asked the department heads and the college deans to record their perceptions concerning 10 statements which were related to role identity, goal achievement, and rewards, both in terms of present reality (IS) and in terms of the ideal (SHOULD BE). Part II of the questionnaires asked respondents to rank a set of possible rewards which department heads might receive in terms of their attractiveness to department heads. Part III of the questionnaires asked the participants in the study to list additional rewards which they thought department heads would find attractive.

The final sample of the study included 10 universities in the Southwest, and of the 351 department heads who were invited to participate, 210 (60%) responded. Accordingly, of the 45 college deans, 28 (62%) accepted their invitation to participate. These responses were used to determine the perceptions of the two groups, both in terms of what is and what should be. Once the data were collected, they were analyzed to determine what relationships existed between the perceptions of the two groups within the sample.

These perceptions were compared between department heads and college deans concerning each of the statements listed in Part I of

the questionnaires, both in terms of present reality and the ideal. In addition, the perceptions of each group were compared among themselves by individual colleges.

At the same time, the perceptions of college deans as well as department heads were compared among themselves as to the attractiveness of rewards for department heads as listed in Part II of the questionnaires used in this study. Furthermore, the perceptions of college deans and department heads were compared between the two groups in order to determine whether or not there was significant agreement.

Through these analyses, significant differences in the perceptions of college deans and department heads became apparent, and in many instances, these differences may be considered as fundamental sources of the dissatisfaction which exists among department heads within the sample. For when there is disagreement between members of an administrative dyad concerning what is and what should be, expectations will not be met, and dissonance will occur.

This chapter will consider those differences and make recommendations concerning each of the components of an effective incentive system: role identity, goals, and rewards.

Role Identity

One of the most significant areas of disagreement between department heads and their college deans was that of role identity, for whereas department heads had a tendency to agree that they should identify themselves more as faculty members than as administrators, college deans perceived the role conversely. Moreover, department heads perceived the locus of accountability to be with the faculty

rather than with the administration while college deans did not share in that perception. It should not be surprising, then, that few department heads or college deans perceived the goal of becoming a college dean as attractive for department heads, for there were significant differences between the perceptions of the two groups concerning the role identity of the department head.

Furthermore, there were significant differences in the perceptions of the department heads among themselves concerning what their identity should be. They did not agree to what extent they should identify themselves as administrators; as a group, however, they did agree that they should not continue to identify themselves with the administration as much as they currently do. Likewise, department heads did not agree among themselves concerning the attractiveness of becoming a college dean as an ideal goal, but they had a tendency to agree that they should hold it as more attractive than they do.

Yet, as Getzels² has pointed out, the positions should be structurally conceived as an administrative dyad, for this hierarchy of relationship provides the locus of allocating and integrating the roles and resources as organizations attempt to achieve their goals. It seems to follow, then, that if there are areas of significant disagreement within that dyad, its effectiveness will be weakened, and dissonance will occur.

Although disagreement currently exists within the college dean-department head administrative dyad, its cause is not readily identifiable. Perhaps, as the literature has suggested, it is partially because the position of department head has not been clearly defined; perhaps it is because most department heads are appointed or elected

from the ranks of their own faculty; or perhaps it is because both the administration and the faculty have not concerned themselves sufficiently with defining the role, and have, therefore, failed to perceive its importance within the organizational structure of the university. Regardless of the cause, however, this disagreement should be eliminated if the department head is to reach his potential effectiveness.

Certainly, one possible cause of this disagreement could be the method used to select or appoint the department head for the literature suggests that if he was elected by the faculty, he will more likely identify himself more as a faculty member, and if he was appointed by the administration, he will usually identify more as an administrator. However, this study was limited only to those universities whose chief academic officers identified the locus of accountability of the department head to be with the administration, regardless of the method used to appoint him. If the role were clearly defined, then, one could expect that the department heads within this sample as well as their college deans would also perceive that locus of accountability to be with the administration. However, department heads disagreed; they had a tendency to identify themselves as well as their locus of accountability with their faculties.

Consequently, if satisfaction is to be developed within the position, it seems that either the chief academic officers and the college deans must alter their perceptions, or the department heads must concede the fact that once they assume the role of a department head, their professional identity as well as their locus of accountability must change; they must, in brief, assume the posture and identification of administrators.

To argue that the identification and locus of accountability should be with the faculty seems futile, for even though an organizational structure might be designed for the election of a "representative" department head by the faculty, it is the administration, not the faculty, which determines the specific rewards which the department head will receive upon the achievement of departmental goals. It is the administration which must ultimately determine the goals of the institution, and, consequently, it is the administration which must determine the role which the department head will play in the achievement of those goals. Thus, unless the department head is willing to assume the identity of an administrator, even though he may continue to function as a member of the faculty, he only serves as a dysfunction of the organizational structure. As a result of this dysfunction, he is forced into a "confidence game" as described in Chapter I of this study. He is forced to maintain an allegiance with one group while attempting to keep the confidence of the other. The result is dissonance and dissatisfaction.

This is not to imply, however, that the department head must become "the enemy" as he assumes the posture of an administrator, for since he is the administrator who has direct association with the faculty, he must be sensitive to their professional needs. Department heads must recognize the dedicated efforts of their faculties, for it is through their efforts that many departmental as well as institutional goals are achieved. If, for example, he ignores them, he will cease to reach his potential effectiveness. On the other hand, if he initiates structure through which both the faculty as well as the department head can achieve their particular goals, both will be successful.

Thus, the needs of the faculty must be the concern of the department head, and they must be considered in the establishment of departmental goals. However, the faculty must recognize that since it does not maintain the organizational resources to reward the department head for his achievements, it therefore does not function as the locus of accountability concerning his performance.

In order, then, to assist in the elimination of the disagreement which currently exists concerning the role identification of the department head, this study suggests the following recommendations:

Recommendation #1. That the role of the department head be clearly defined within an institution, and that the administration as well as the faculty recognize its organizational function and its importance concerning the achievement of institutional goals;

Recommendation #2. That the locus of accountability for the department head be identified with the administration rather than the faculty, regardless of the method used to select him;

Recommendation #3. That the appointment of department heads be made only to those who fully understand its defined role and that they accept the position with a willingness to assume the posture of an administrator;

Recommendation #4. That the department head in his role identification recognize the important role which the faculty plays in the achievement of departmental and institutional goals, and thus initiate structure which includes their direct participation in the decision-making process of the department.

Goals

Agreement and disagreement also existed in the perceptions of college deans and department heads examined in this study concerning the goals of the department head. Principles are available, however, through which these responses can be evaluated. As discussed by Hersey and Blanchard³ as well as Drucker,⁴ goal theory is based upon certain assumptions. First of all, participation is necessary by the person who is expected to achieve the goal as the goal is established. Second, there must be a clear understanding of goal expectations on the part of the superordinate as well as the subordinate. Third, sufficient resources must be allocated in order to achieve the goal. Fourth, there must be a method of measurement in order to ascertain whether or not the goal has been achieved. Finally, as goals relate to organizations, the closer the organization's goals match the individual's goals, the greater will be organizational performance and effectiveness. As these principles relate to the position of the department head, this study indicated that there were areas of strength as well as areas of considerable weakness.

There seemed to be substantial strength within the position concerning the department head's participation in the establishment of departmental goals. Both department heads and college deans strongly agreed that the department head is and should be directly involved. As a result of this participation, one could assume that the department head would have a clear understanding of the administration's goal expectations concerning his position.

However, the results of this study indicated mixed agreement. Although both groups strongly agreed that the department head should

have a clear understanding of the administration's goal expectations, college deans did not perceive that he did; neither did the deans perceive that the department heads had a clear understanding of the faculty's goal expectations concerning their position.

Moreover, other areas of weakness were indicated. Both groups agreed that the department head did not have the resources to achieve his goals. Even though the statistical data of this study strongly supported this assertion, additional remarks collected through Part III of the questionnaires reinforced it. An overwhelming majority of the department heads who completed this section voiced a deep concern regarding the unavailability of sufficient resources, whether they be for faculty salaries, professional development, curricular development, or travel. (See Appendix I.)

An additional area of weakness demonstrated by this study was that of having a method for evaluating the achievement of goals. Department heads (46%) agreed more strongly than did college deans (18%) that they had such methods; however, neither group agreed that their current methods were what they should be. There were significant differences between present reality and the ideal for both groups.

At the same time, neither group strongly agreed that the department head achieved his personal professional goals by achieving departmental goals; both groups, on the other hand, had a tendency to agree that he should. Such a difference between present reality and the ideal, however, is somewhat understandable, for since both groups perceived the department head as identifying himself as a faculty member more than as an administrator, it should follow that they would not perceive him as achieving his personal professional goals by

achieving departmental goals. Instead, the department head's personal goals would be related to instruction and research rather than to administrative activities, and since the two are different, achievement of one would not often lead to the achievement of the other.

Perhaps many of these weaknesses, however, could be strengthened through the implementation of recommendations of this study cited under the heading "Role Identity." First of all, if the role of the department head were clearly defined, disagreement concerning both the administration's and the faculty's goal expectations could be partially eliminated, for once the position is clearly defined, so too will be many of its goals.

Second, if the locus of accountability were identified to be with the administration, the goal expectations of both groups would become more clarified. As suggested by the literature, the department head experiences conflict because of the contradictory expectations of the administration and the faculty. However, if his position as well as his locus of accountability were recognized and understood by both groups, this conflict could be partially eliminated, for expectations would be determined by the defined role.

Third, if only those who are willing to assume the posture of an administrator were appointed to the position of department head, they would be more in a position to achieve their personal professional goals as they achieve their departmental goals. Statements such as one department head voiced in Part III of the questionnaires, ". . . Being chairman is like washing dishes--someone's got to do it . . ." would begin to diminish. As administrators, department heads would begin to identify their personal goals differently than they did as faculty

members. This is not to say, on the other hand, that once a faculty member assumes the role of department head, he ceases to function as a faculty member, for he does not. In many instances, he continues to teach; he continues to conduct research; he continues to give public service. However, as he assumes the identity of an administrator, his posture should begin to change; so too should his personal goals begin to change.

At the same time, other areas should also be strengthened. If department heads, in concert with their faculties and college deans, are to establish goals, resources necessary for their attainment must be allocated. If these resources cannot be made available, the goals must be redefined in terms of the constraints which surround them, for it seems only reasonable that a goal toward which sufficient resources are not provided ceases to be a goal and becomes a desire.

In addition, effective methods for the evaluation of goal achievement must be developed. Regardless of how many efforts a department head might expend, unless he is able to measure accurately whether or not those efforts have enabled him to achieve his goals, his efficiency will decrease.

Thus, in order to help strengthen the areas of weakness pertaining to goal achievement and the position of the department head in higher education, this study makes the following recommendations:

Recommendation #5. That the department head continue to participate fully in the establishment of departmental goals;

Recommendation #6. That departmental goals include only those toward which adequate resources necessary for their attainment can be allocated;

Recommendation #7. That a method of evaluation be developed which will enable the department head to ascertain whether or not goals have been achieved.

Rewards

In order to examine the perceptions of college deans and department heads concerning the rewards department heads receive for the achievement of goals, this study attempted to determine whether or not current rewards were adequate, and, in addition, to identify those rewards which appeared to be attractive to the department head. It should be noted again, however, that college deans were not asked to rank the set of possible rewards used in this study as they perceived them to be attractive but as they perceived that department heads would find them to be attractive.

Concerning the adequacy of rewards, both groups were in agreement; neither strongly agreed that present rewards relate satisfactorily to the goals which department heads achieve; both groups strongly agree that they should. Dissatisfaction was apparent concerning the adequacy of rewards.

At the same time, as perceived by the two groups, the nature of possible rewards which could be provided in order to achieve satisfaction was a source of additional disagreement. To the college deans, additional salary appears to the department heads as being most attractive, and, indeed, it did rank third among their perceptions. Yet as noted in Table XIII, there were few similarities between the perceptions of the two groups.

Listed below are the top five rankings of college deans and department heads as well as the corresponding rankings of each group:

<u>CD</u>	<u>REWARD</u>	<u>DH</u>
1	Additional Salary	3
2	More Autonomy as a Department Head	6
3	Additional Clerical Support	8
4	Additional Promotion and Academic Rank	14
5	Additional Understanding by the Faculty of Their Role as Department Heads	7

<u>DH</u>	<u>REWARD</u>	<u>CD</u>
1	Additional Opportunities for Professional Development in My Academic Discipline	6
2	Additional Time for Research Activities	9
3	Additional Salary	1
4	Additional Time for Teaching and Working with Students	14
5	Additional Understanding by the Administration of my Role as a Department Head	10

As noted above, it became more apparent that with the exception of additional salary, college deans did not have a firm grasp upon those rewards which appear attractive to department heads. Since, however, the college dean is the superordinate member of the administrative dyad, it is important that he consider carefully those rewards which appear attractive, for it is he, along with the rest of the administration, who will distribute them.

Once again, the differences between the perceptions of the two groups are directly related to the differences between their perceptions concerning role identity. College deans, for example, perceived

as attractive to department heads, rewards which are usually identified with administrators in higher education: salary, autonomy, clerical support, promotion, and understanding by their subordinates (faculty). Department heads, on the other hand, perceived as attractive rewards which are traditionally identified with the faculty: academic development, research opportunities, salary, teaching opportunities, and understanding by their superordinates (administration). Thus, with the exception of salary, there was disagreement. Yet, such is understandable, for since the department head tends to identify himself more with his faculty, the rewards usually associated with the faculty could be expected to appear attractive to him. Accordingly, since the college dean tends to think that the department head should identify himself more as an administrator, it should be expected that he would perceive the rewards usually associated with the administration as attractive.

A rather naive conclusion, then, would be that if department heads would identify themselves more as administrators, the rewards of faculty members would lose their attractiveness. However, such a conclusion does not necessarily follow. First of all, even though it is one of the major recommendations of this study that the department head only accept his position if he is willing to assume the posture of an administrator, he also functions as a faculty member. He teaches; he conducts research; he works with students; he remains a professional within his academic discipline. He is, in brief, much more than an administrator; he is also an educator, and, as such, he is attracted by the rewards of his profession, for unlike most other positions of administration in higher education, the department head is expected to maintain his professional capabilities as he functions in his

administrative capacity. Simply because he may identify himself as an administrator in his role as department head, such identification should not exclude the important fact that he is also an educator. Consequently, his rewards for the achievement of goals should not exclude those which are associated with the faculty.

One might argue that if the department head were provided those rewards which he finds attractive, he might well become a more effective faculty member, but such rewards would do little to develop his administrative skills. But once again, such a conclusion does not necessarily follow, for the purpose of rewards is to recognize the achievement of goals, not to increase skills. Administrative development is a function within the position of the department head, not a reward for goal achievement. But even then, since it is necessary for a department head to maintain a deep understanding and rapport with his faculty, one might also argue that a department head's potential as an effective administrator might well be strengthened, not weakened, as a result of being provided rewards which would improve his professional, academic capabilities.

Admittedly, it would be unreasonable to assert that department heads should be allocated more time to teach and work with students as a reward for the achievement of departmental goals, for to become an administrator in education is to exchange proportions of time; one exchanges time, for example, to work with students for time to conduct the administrative affairs of the department. To reward a department head by releasing him from his administrative activities would be to limit his capacity to function effectively as a department head.

However, the department head's concern for opportunities for

professional development within his academic discipline as well as his concern for more opportunities to conduct research are worthy of consideration. Since the department head is an administrator who also serves as a member of the faculty, it seems reasonable to reward him for the achievement of goals by providing him periodic leaves as well as sabbaticals in order that he might continue to maintain his professional competency as an educator. Of course, the extent of the leaves as well as the remuneration during the sabbaticals will vary among institutions and departments depending upon their particular resources. Yet the reward is consistent with the position.

At the same time, as perceived by both college deans and department heads, additional salary is also consistent with the position. It should, however, be considered within the context of the university setting. It is a fact that most administrators receive higher salaries than most faculty members for an equal number of years of service within their respective positions. There are few exceptions. Consequently, if a faculty member is appointed to the position of department head, his salary should be adjusted upward in proportion to the time he is expected to function as an administrator. He should not be expected to assume the identity, the posture, and the responsibility of an administrator without also sharing in the financial remuneration provided other administrators in higher education. Thus, to the extent that his position is defined as administrative, to that same extent should his salary be increased as long as universities continue to reward administrators with higher salaries than they do faculty members.

Finally, additional understanding by the administration of their role as department heads is a readily available reward which requires

no resources. Even though the dissatisfaction related to this reward as it currently exists would be eliminated through the recommendation that the role of the department head be clearly defined, and that the administration as well as the faculty understand its organizational function and its importance concerning the achievement of institutional goals, responses to Part III of the Questionnaire for Department Heads used in this study further amplify this dissatisfaction. Throughout the responses there is a plea that administrators recognize and understand the role. There are many department heads who feel that their efforts go unnoticed and unappreciated by their administrations. Yet the dissatisfaction caused by this simple lack of human concern can easily be remedied. It requires only a nod of understanding or a word of appreciation. It costs nothing.

In order, then, to aid in the elimination of dissatisfaction which currently exists concerning the rewards which the department head receives for the achievement of goals, this study makes the following recommendations:

Recommendation #8. That the department head be rewarded for the achievement of departmental goals opportunities for professional development through periodic leaves and sabbaticals;

Recommendation #9. That the department head be rewarded for the achievement of departmental goals a salary in proportion to that of other administrators in higher education;

Recommendation #10. That the department head be recognized for the goals he achieves, not exclusively in terms of material rewards, but also in terms of genuine acknowledgement and understanding of the function he performs within the university.

Future Considerations

The sample of this study was limited by criteria of region, governance, type of institution, size of institution, and the locus of accountability of the department head. Similar studies which would select different variables, e.g., private rather than public, small rather than large, etc., should produce additional information which would provide a cross-validation and examination of the results obtained through this study.

Moreover, this study did not account for such variables as age, sex, length of tenure in the position, method of appointment, etc. Future studies might consider these variables in order to determine whether or not they are significant concerning the results obtained through this study.

Finally, this study addressed itself to the perceptions of college deans and department heads, both members of an administrative dyad. At the same time, the department head is also a member of a different dyad, that of the department head-faculty. Future research might address itself to the perceptions of the faculty concerning the role which the department head should play, the goals he achieves, and the rewards he receives in order to provide a more clear understanding of the position and the incentives which are related to it.

FOOTNOTES

¹Frank E. Diaz, "A Conceptual Framework for the Study of Incentives in American Public Education," National Institute of Education (DHEW) (Washington, D. C., 1973), ED 090694.

²J. W. Getzels, "A Psycho-Sociological Framework for the Study of Educational Administration," Harvard Educational Review, 22 (Fall, 1952), pp. 235-246.

³Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior: Utilizing Human Resources (Englewood Cliffs, New Jersey, 1969), pp. 101-103.

⁴Peter Drucker, The Practice of Management (New York, 1954).

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APPENDIX A

UNIVERSITY PARTICIPATION BY COLLEGE
AND DEPARTMENT

UNIVERSITY PARTICIPATION BY COLLEGE AND DEPARTMENT

UNIVERSITY OF ARKANSAS

01-01-00 College of Arts and Sciences

01-01-01 Department of Anthropology*
 01-01-02 Department of Art*
 01-01-03 Department of Botany and Bacteriology*
 01-01-04 Department of Chemistry*
 01-01-05 Department of Comparative Literature*
 01-01-06 Department of Computer Science
 01-01-07 Department of English
 01-01-08 Department of Foreign Languages and Literature
 01-01-09 Department of Geography*
 01-01-10 Department of Geology*
 01-01-11 Department of History*
 01-01-12 Department of Humanities*
 01-01-13 Department of Mathematics*
 01-01-14 Department of Music*
 01-01-15 Department of Natural Sciences
 01-01-16 Department of Philosophy
 01-01-17 Department of Physics*
 01-01-18 Department of Political Science
 01-01-19 Department of Psychology*
 01-01-20 Department of Sociology*
 01-01-21 Department of Speech and Dramatic Arts
 01-01-22 Department of Zoology

01-02-00 College of Business Administration*

01-02-01 Department of Accounting*
 01-02-02 Department of Data Processing and Quantitative Analysis
 01-02-03 Department of Economics*
 01-02-04 Department of Finance*
 01-02-05 Department of Management*
 01-02-06 Department of Marketing and Transportation*

01-03-00 College of Education*

01-03-01 Department of Health, Physical Education, and Recreation*
 01-03-02 Department of School Service Personnel
 01-03-03 Department of Teacher Education
 01-03-04 Department of Vocational Education*

01-04-00 College of Engineering

01-04-01 Department of Agricultural Engineering*
 01-04-02 Department of Chemical Engineering*
 01-04-03 Department of Civil Engineering*
 01-04-04 Department of Electrical Engineering

* Indicates response to questionnaire. College Deans in relation to colleges and Department Heads in relation to departments.

01-04-05 Department of Engineering Science
 01-04-06 Department of General Engineering*
 01-04-07 Department of Industrial Engineering*
 01-04-08 Department of Mechanical Engineering*

COLORADO STATE UNIVERSITY

02-01-00 College of Humanities and Social Sciences*

02-01-01 Department of Anthropology*
 02-01-02 Department of Economics*
 02-01-03 Department of English
 02-01-04 Department of Fine Arts*
 02-01-05 Department of History*
 02-01-06 Department of Journalism*
 02-01-07 Department of Languages*
 02-01-08 Department of Philosophy*
 02-01-09 Department of Political Science*
 02-01-10 Department of Sociology*
 02-01-11 Department of Speech and Theatre Arts*

02-01-00a College of Natural Sciences*

02-01-12 Department of Biological Sciences*
 02-01-13 Department of Computer Sciences*
 02-01-14 Department of Mathematics*
 02-01-15 Department of Physical Sciences*
 02-01-16 Department of Psychology*
 02-01-17 Department of Statistics*

02-02-00 College of Business Administration

02-02-01 Department of Accounting*
 02-02-02 Department of Business Administration
 02-02-03 Department of Management*
 02-02-04 Department of Marketing

02-03-00 College of Professional Studies*

02-03-01 Department of Education*
 02-03-02 Department of Physical Education*
 02-03-03 Department of Vocational Education*

02-04-00 College of Engineering*

02-04-01 Department of Civil Engineering*
 02-04-02 Department of Electrical Engineering
 02-04-03 Department of Mechanical Engineering*
 02-04-04 Department of Agricultural Engineering*
 02-04-05 Department of Engineering Sciences

UNIVERSITY OF COLORADO03-01-00 College of Arts and Sciences*

03-01-01 Department of Anthropology*
 03-01-02 Department of Astro-Geophysics*
 03-01-03 Department of Environmental Biology
 03-01-04 Department of Molecular Biology*
 03-01-05 Department of Chemistry
 03-01-06 Department of Classics*
 03-01-07 Department of Communication*
 03-01-08 Department of Communication Disorders and Speech*
 03-01-09 Department of Computer Science
 03-01-10 Department of Economics
 03-01-11 Department of English
 03-01-12 Department of Fine Arts*
 03-01-13 Department of French*
 03-01-14 Department of Geography*
 03-01-15 Department of Geological Sciences
 03-01-16 Department of Germanic Languages and Literature*
 03-01-17 Department of History
 03-01-18 Department of Integrated Studies*
 03-01-19 Department of Italian Languages and Literature
 03-01-20 Department of Linguistics
 03-01-21 Department of Mathematics
 03-01-22 Department of Oriental Languages and Literature*
 03-01-23 Department of Philosophy
 03-01-24 Department of Physical Education and Recreation
 03-01-25 Department of Physics and Astrophysics
 03-01-26 Department of Political Science*
 03-01-27 Department of Psychology
 03-01-28 Department of Slavic Languages and Literature*
 03-01-29 Department of Sociology
 03-01-30 Department of Spanish and Portuguese
 03-01-31 Department of Theatre and Dance*

03-02-00 College of Business and Administration*

03-02-01 Department of General Business*
 03-02-02 Department of Marketing*
 03-02-03 Department of Business Research
 03-02-04 Department of Finance*
 03-02-05 Department of Management and Organization
 03-02-06 Department of Accounting*

03-03-00 School of Education ¹⁾

03-03-01 Department of Administration and Supervision*
 03-03-02 Department of Guidance and Counseling
 03-03-03 Department of Curriculum and Instruction*

1) Departmental structure not indicated in current bulletin. Traditional departmental identification used for distribution of questionnaires.

03-03-04 Department of Educational Psychology*
 03-03-05 Department of Elementary Education
 03-03-06 Department of Secondary Education
 03-03-07 Department of Higher Education*
 03-03-08 Department of Research and Evaluation Methodology*

03-04-00 College of Engineering and Applied Sciences*

03-04-01 Department of Aerospace Engineering Sciences
 03-04-02 Department of Applied Mathematics
 03-04-03 Department of Architectural Engineering*
 03-04-04 Department of Chemical Engineering
 03-04-05 Department of Civil and Environmental Engineering*
 03-04-06 Department of Electrical Engineering*
 03-04-07 Department of Engineering Design and Economic Evaluation
 03-04-08 Department of Engineering Physics
 03-04-09 Department of Mechanical Engineering*

UNIVERSITY OF NEW ORLEANS

04-01-00 College of Liberal Arts*

04-01-01 Department of Anthropology
 04-01-02 Department of Drama and Communication*
 04-01-03 Department of English*
 04-01-04 Department of Fine Arts
 04-01-05 Department of French
 04-01-06 Department of Geography
 04-01-07 Department of German*
 04-01-08 Department of History*
 04-01-09 Department of Music*
 04-01-10 Department of Political Science*
 04-01-11 Department of Philosophy
 04-01-12 Department of Sociology*
 04-01-13 Department of Spanish

04-01-00a College of Science*

04-01-14 Department of Biological Sciences
 04-01-15 Department of Chemistry*
 04-01-16 Department of Computer Science*
 04-01-17 Department of Earth Sciences
 04-01-18 Department of Mathematics*
 04-01-19 Department of Physics
 04-01-20 Department of Psychology*

04-02-00 College of Business

04-02-01 Department of Accounting
 04-02-02 Department of Business Administration

04-02-03 Department of Economics
 04-02-04 Department of Finance
 04-02-05 Department of Hotel, Restaurant, and Tourism
 04-02-06 Department of Management*
 04-02-07 Department of Marketing
 04-02-08 Department of Office Administration*

04-03-00 College of Education*

04-03-01 Department of Curriculum and Instruction*
 04-03-02 Department of Educational Administration
 04-03-03 Department of Foundations and Research*
 04-03-04 Department of Health and Safety Education*
 04-03-05 Department of Physical Education
 04-03-06 Department of Special Education

04-04-00 College of Engineering

04-04-01 Department of Civil Engineering*
 04-04-02 Department of Electrical Engineering
 04-04-03 Department of Mechanical Engineering*
 04-04-04 Department of Engineering Sciences

OKLAHOMA STATE UNIVERSITY

05-01-00 College of Arts and Sciences*

05-01-01 Department of Art
 05-01-02 Department of Biological Sciences*
 05-01-03 Department of Chemistry*
 05-01-04 Department of English*
 05-01-05 Department of Foreign Languages*
 05-01-06 Department of Geography*
 05-01-07 Department of Geology*
 05-01-08 Department of Health, Physical Education, and Recreation*
 05-01-09 Department of History*
 05-01-10 Department of Humanistic Studies*
 05-01-11 Department of Journalism and Broadcasting*
 05-01-12 Department of Mathematical Sciences
 05-01-13 Department of Music*
 05-01-14 Department of Physics*
 05-01-15 Department of Political Science*
 05-01-16 Department of Sociology
 05-01-17 Department of Speech*

05-02-00 College of Business Administration*

05-02-01 Department of Accounting*
 05-02-02 Department of Administrative Sciences
 05-02-03 Department of Administrative Services and Business Education*
 05-02-04 Department of Economics*

05-03-00 College of Education*

- 05-03-01 Department of Applied Behavioral Studies*
- 05-03-02 Department of Curriculum and Instruction*
- 05-03-03 Department of Educational Administration and Higher Education*
- 05-03-04 Department of Psychology*
- 05-03-05 Department of Occupational and Adult Education*

05-04-00 College of Engineering

- 05-04-01 Department of Agricultural Engineering*
- 05-04-02 Department of Chemical Engineering*
- 05-04-03 Department of Civil Engineering*
- 05-04-04 Department of Electrical Engineering*
- 05-04-05 Department of General Engineering*
- 05-04-06 Department of Industrial Engineering and Management
- 05-04-07 Department of Mechanical and Aerospace Engineering
- 05-04-08 School of Architecture*
- 05-04-09 School of Technology*

UNIVERSITY OF OKLAHOMA06-01-00 College of Arts and Sciences*

- 06-01-01 Department of Anthropology*
- 06-01-02 Department of Botany and Microbiology*
- 06-01-03 Department of Chemistry*
- 06-01-04 Department of Classics*
- 06-01-05 Department of Economics
- 06-01-06 Department of English
- 06-01-07 Department of Geography
- 06-01-08 Department of Geology and Geophysics*
- 06-01-09 Department of Physical Education, Health, and Recreation
- 06-01-10 Department of History
- 06-01-11 Department of Mathematics*
- 06-01-12 School of Home Economics*
- 06-01-13 School of Journalism
- 06-01-14 Department of Meteorology
- 06-01-15 Department of Modern Languages*
- 06-01-16 Department of Philosophy*
- 06-01-17 Department of Physics and Astronomy
- 06-01-18 Department of Political Science*
- 06-01-19 Department of Psychology
- 06-01-20 Department of Sociology*
- 06-01-21 Department of Social Work*
- 06-01-22 Department of Speech Communication*
- 06-01-23 Department of Zoology*

06-02-00 College of Business Administration*

- 06-02-01 Division of Accounting*
- 06-02-02 Division of Finance
- 06-02-03 Division of Environmental Analysis and Policy
- 06-02-04 Division of Management*
- 06-02-05 Division of Economics
- 06-02-06 Division of Marketing*

06-03-00 College of Education 1)

- 06-03-01 Department of Administration and Supervision
- 06-03-02 Department of Guidance and Counseling*
- 06-03-03 Department of Curriculum and Instruction
- 06-03-04 Department of Educational Psychology
- 06-03-05 Department of Elementary Education
- 06-03-06 Department of Secondary Education
- 06-03-07 Department of Higher Education
- 06-03-08 Department of Research and Evaluation Methodology

06-04-00 College of Engineering

- 06-04-01 School of Aerospace, Mechanical, and Nuclear Engineering*
- 06-04-02 School of Chemical Engineering and Materials Science
- 06-04-03 School of Electrical Engineering*
- 06-04-04 School of Industrial Engineering
- 06-04-05 School of Petroleum and Geological Engineering*
- 06-04-06 Department of Engineering
- 06-04-07 Department of Meteorology

LAMAR UNIVERSITY07-01-00 College of Liberal Arts

- 07-01-01 Department of English*
- 07-01-02 Department of Government
- 07-01-03 Department of History
- 07-01-04 Department of Modern Languages*
- 07-01-05 Department of Public Affairs
- 07-01-06 Department of Sociology

07-01-00a College of Sciences

- 07-01-07 Department of Aerospace Studies*
- 07-01-08 Department of Biology*
- 07-01-09 Department of Chemistry*
- 07-01-10 Department of Geology*
- 07-01-11 Department of Physics*
- 07-01-12 Department of Psychology

1) Departmental structure not indicated in current bulletin. Traditional departmental identification used for distribution of questionnaires.

07-02-00 College of Business

07-02-01 Department of Accounting
 07-02-02 Department of Business Administration*
 07-02-03 Department of Economics*
 07-02-04 Department of Office Administration

07-03-00 College of Education*

07-03-01 Department of Elementary Education
 07-03-02 Department of Secondary Education*
 07-03-03 Department of Special Education*
 07-03-04 Department of Health and Physical Education*
 07-03-05 Department of Home Economics

07-04-00 College of Engineering*

07-04-01 Department of Chemical Engineering*
 07-04-02 Department of Civil Engineering
 07-04-03 Department of Electrical Engineering
 07-04-04 Department of Industrial Engineering*
 07-04-05 Department of Mechanical Engineering
 07-04-06 Department of Mathematics*

STEPHEN F. AUSTIN STATE UNIVERSITY08-01-00 School of Fine Arts*

08-01-01 Department of Art*
 08-01-02 Department of Communication*
 08-01-03 Department of Music*
 08-01-04 Department of Theatre

08-01-00a School of Liberal Arts

08-01-05 Department of English and Philosophy*
 08-01-06 Department of Geography*
 08-01-07 Department of History*
 08-01-08 Department of Modern Languages
 08-01-09 Department of Political Sciences*
 08-01-10 Department of Psychology*
 08-01-11 Department of Sociology*

08-01-00b School of Sciences and Mathematics*

08-01-12 Department of Biology*
 08-01-13 Department of Chemistry
 08-01-14 Department of Geology
 08-01-15 Department of Mathematics and Statistics
 08-01-16 Department of Physics

08-02-00 School of Business*

08-02-01 Department of Accounting
 08-02-02 Department of Computer Science*
 08-02-03 Department of Economics
 08-02-04 Department of General Business
 08-02-05 Department of Management
 08-02-06 Department of Office Administration*

08-03-01 School of Education*

08-03-01 Department of Agriculture
 08-03-02 Department of Elementary Education*
 08-03-03 Department of Health and Physical Education*
 08-03-04 Department of Home Economics*
 08-03-05 Department of School Services*
 08-03-06 Department of Secondary Education*

UNIVERSITY OF TEXAS AT ARLINGTON09-01-00 College of Liberal Arts*

09-01-01 Department of Architecture
 09-01-02 Department of Art
 09-01-03 Department of Communication
 09-01-04 Department of Education
 09-01-05 Department of English
 09-01-06 Department of Foreign Languages*
 09-01-07 Department of History and Philosophy
 09-01-08 Department of Music*
 09-01-09 Department of Physical Education*
 09-01-10 Department of Political Science*
 09-01-11 Department of Sociology*

09-01-00a College of Science*

09-01-12 Department of Biology*
 09-01-13 Department of Chemistry*
 09-01-14 Department of Geology
 09-01-15 Department of Mathematics*
 09-01-16 Department of Physics*
 09-01-17 Department of Psychology*

09-02-00 College of Business Administration

09-02-01 Department of Accounting*
 09-02-02 Department of Business Administration*
 09-02-03 Department of Economics*

09-04-00 College of Engineering*

09-04-01 Department of Aerospace Engineering*
 09-04-02 Department of Civil Engineering
 09-04-03 Department of Electrical Engineering*
 09-04-04 Department of Industrial Engineering
 09-04-05 Department of Mechanical Engineering*

UNIVERSITY OF TEXAS AT EL PASO10-01-00 College of Liberal Arts

10-01-01 Department of Art*
 10-01-02 Department of Drama
 10-01-03 Department of Music
 10-01-04 Department of Psychology*
 10-01-05 Department of Sociology*
 10-01-06 Department of Political Science
 10-01-07 Department of English
 10-01-08 Department of Foreign Languages*
 10-01-09 Department of Linguistics*
 10-01-10 Department of History*
 10-01-11 Department of Philosophy*
 10-01-12 Department of Journalism
 10-01-13 Department of Radio and Television*
 10-01-14 Department of Speech

10-01-00a College of Science

10-01-15 Department of Biological Science
 10-01-16 Department of Chemistry
 10-01-17 Department of Geology*
 10-01-18 Department of Mathematics*
 10-01-19 Department of Physics*
 10-01-20 Department of Medical Technology*

10-02-00 College of Business Administration

10-02-01 Department of Accounting
 10-02-02 Department of Business
 10-02-03 Department of Economics and Finance

10-03-00 College of Education*

10-03-01 Department of Curriculum and Instruction
 10-03-02 Department of Educational Administration and Supervision*
 10-03-03 Department of Educational Psychology and Guidance*
 10-03-04 Department of Health and Physical Education*

10-04-00 College of Engineering*

- 10-04-01 Department of Civil Engineering*
- 10-04-02 Department of Electrical Engineering*
- 10-04-03 Department of Mechanical Engineering*
- 10-04-04 Department of Metallurgical Engineering*

Note: In some instances, the Department of Military Science was included within one of the above colleges. However, in most instances, it was a separate organizational unit of the university. Consequently, when it appeared as a department, it was not included.

APPENDIX B

REGIONAL STATE-CONTROLLED, DOCTORAL-GRANTING
UNIVERSITIES WITH AN ENROLLMENT OF
OVER 10,000 STUDENTS

REGIONAL STATE CONTROLLED, DOCTORAL GRANTING UNIVERSITIES WITH AN ENROLLMENT
OF OVER 10,000 STUDENTS

<u>STATE</u>	<u>UNIVERSITY</u>	<u>CITY</u>	<u>STUDENTS</u>
Arkansas	University of Arkansas	Fayetteville	12,885
Colorado	Colorado State University	Fort Collins	16,798
Colorado	University of Colorado	Boulder	22,420
Kansas	Kansas State University	Manhattan	16,422
Kansas	University of Kansas	Lawrence	20,395
Kansas	Wichita State University	Wichita	15,005
Louisiana	Louisiana State University	Baton Rouge	24,440
Louisiana	University of New Orleans	New Orleans	12,317
Louisiana	University of Southern Louisiana	Lafayette	11,572
Missouri	University of Missouri	Columbia	24,237
Missouri	University of Missouri	Kansas City	11,307
Missouri	University of Missouri	St. Louis	11,825
New Mexico	University of New Mexico	Albuquerque	20,599
Oklahoma	Oklahoma State University	Stillwater	19,793
Oklahoma	University of Oklahoma	Norman	22,496
Texas	North Texas State University	Denton	15,875
Texas	Lamar University	Beaumont	11,495
Texas	Sam Houston State University	Huntsville	10,144
Texas	Stephen F. Austin State University	Nacogdoches	10,881
Texas	Texas A & M University	College Station	21,245
Texas	Texas Tech University	Lubbock	21,927
Texas	University of Houston	Houston	33,533
Texas	University of Texas	Austin	44,934
Texas	University of Texas	Arlington	15,434
Texas	University of Texas	El Paso	11,418

Source: Education Directory: Colleges and Universities, 1976

APPENDIX C

CORRESPONDENCE

October 15, 1976

Dr. Kenneth E. Beasley
Vice President for Academic Affairs
University of Texas
El Paso, Texas 79968

Dear Dr. Beasley:

Goal achievement lies at the heart of any organization; yet research indicates that few institutions of higher education have a firm grasp and understanding of those incentives which encourage goal achievement. This seems especially true as it relates to the role of the department head.

Consequently, I am preparing a study which proposes to investigate goal achievement and incentives as these factors relate to the position of the department head. It will consist of two brief questionnaires to be completed by college deans and their department heads in the College of Arts and/or Sciences, the College of Business Administration, the College of Education, and the College of Engineering.

The purpose of this letter, then, is to ask you to join me in this effort to discover ways to improve our administrative systems by granting me permission to conduct this survey on your campus. Of course, information derived will be treated confidentially; specific universities and colleges will not be identified. Should you be willing to participate, I would naturally make the results of the study available to you and would be willing to identify your institution for your personal information.

For your convenience, I have enclosed a postage reply card. Please note that an important component of this study will address itself to the locus of accountability of the department head. Is he more accountable to his faculty or to the administration? Please respond according to the way you view this position at the University of Texas.

Kindest regards,

David L. Cawthon
Academic Dean

DLC:ph
Return Card Enclosed

- 1) ☐ Yes, you may... ☐ No, you may not....

.....conduct your survey concerning goal achievement and incentives as they relate to department heads on our campus.

- 2) At our university, the department head is considered to be most accountable to the...

(Please Check One)

☐ Faculty ☐ Administration

Name _____

University _____

November 5, 1976

Dr. Ronald K. Calgaard
Vice Chancellor for Academic Affairs
University of Kansas
Lawrence, Kansas 66045

Dear Dr. Calgaard:

Several weeks ago I wrote to you concerning a study I am conducting which will attempt to investigate goal achievement and incentive systems as they relate to the position of the department head in higher education.

The study will consist of two brief questionnaires to be completed by college deans and department heads in the College of Arts and/or Sciences, the College of Business Administration, the College of Education and the College of Engineering.

The distribution of questionnaires is scheduled for December 1. Of course, I would like to include the University of Kansas in the study.

Thus, I am seeking your permission to conduct this survey on your campus. I have enclosed a postage paid card for your convenience. Please note that an important component of this study will address itself to the locus of accountability of the department head. Is he more accountable to his faculty or to the administration? Please respond according to the way you view this position at the University of Kansas.

Kindest regards,

David L. Cawthon
Academic Dean

DLC:ph
Return Card Enclosed

APPENDIX D

INSTRUMENTS

St. Gregory's College

1900 WEST MACARTHUR DRIVE

PHONE 405-273-9870

SHAWNEE OKLAHOMA 74061

ACADEMIC DEAN

December 1, 1976

...from the viewpoint of the organization requiring or seeking contributions from individuals, the problem of effective incentives may be either one of finding positive incentives or of reducing or eliminating negative incentives or burdens.

---Chester Barnard

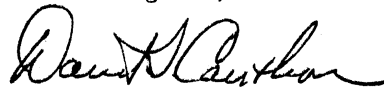
Incentives lie at the heart of goal achievement. Yet, research indicates that few institutions of higher education have a firm grasp and understanding of those incentives which encourage goal achievement. The literature indicates that this is especially true as it relates to the position of the department head.

Consequently, the purpose of this letter is to invite you to participate in a study designed to investigate the position of the department head as well as the goal expectations and rewards related to that position.

Accordingly, the questionnaire for the study focuses on the perceptions of the department head as well as the college dean, both members of the administrative dyad, concerning the department head within his role, the goals which he is expected to achieve, and the rewards he will receive for achieving those goals. Both are being asked to record their responses in terms of present reality (IS) as well as in terms of expectations (SHOULD BE).

Please join me in this effort to discover ways to improve our administrative systems by completing the enclosed questionnaire and returning it without delay. Of course, information derived will be treated confidentially; specific universities and colleges will not be identified.

Kindest regards,



David L. Gawthon
Academic Dean

Enclosure

PART I: DIRECTIONS. Listed below are 10 statements regarding department heads in higher education. At the right of each statement, please record your response as you perceive that statement to be a reflection of present reality (IS). Then record your response as you perceive that statement to be a reflection of your expectations (SHOULD BE). Record your responses by circling the number which best represent your position as noted on the following continuum:

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 9 STRONGLY AGREE

I identify myself more as an administrator than as a faculty member.	(7)	IS	1	2	3	4	5	6	7	8	9
	(8)	SHOULD BE	1	2	3	4	5	6	7	8	9

Becoming a college dean is a goal which I find attractive.	(9)	IS	1	2	3	4	5	6	7	8	9
	(10)	SHOULD BE	1	2	3	4	5	6	7	8	9

I consider myself to be more accountable to the faculty than to the administration in my role as department head.	(11)	IS	1	2	3	4	5	6	7	8	9
	(12)	SHOULD BE	1	2	3	4	5	6	7	8	9

Achieving the goals of my department allows me to achieve my personal professional goals.	(13)	IS	1	2	3	4	5	6	7	8	9
	(14)	SHOULD BE	1	2	3	4	5	6	7	8	9

I have a clear understanding of the administration's goal expectations concerning my role as a department head.	(15)	IS	1	2	3	4	5	6	7	8	9
	(16)	SHOULD BE	1	2	3	4	5	6	7	8	9

I am directly involved in the establishment of goals for my department.	(17)	IS	1	2	3	4	5	6	7	8	9
	(18)	SHOULD BE	1	2	3	4	5	6	7	8	9

I have a clear understanding of the faculty's goal expectations concerning my role as a department head.	(19)	IS	1	2	3	4	5	6	7	8	9
	(20)	SHOULD BE	1	2	3	4	5	6	7	8	9

I have the resources necessary to achieve the goals of my department.	(21)	IS	1	2	3	4	5	6	7	8	9
	(22)	SHOULD BE	1	2	3	4	5	6	7	8	9

I have a method of evaluation to ascertain whether or not I have achieved departmental goals.	(23)	IS	1	2	3	4	5	6	7	8	9
	(24)	SHOULD BE	1	2	3	4	5	6	7	8	9

The rewards I receive as a department head relate satisfactorily to the goals I achieve.	(25)	IS	1	2	3	4	5	6	7	8	9
	(26)	SHOULD BE	1	2	3	4	5	6	7	8	9

PART II: DIRECTIONS. Below is a list of 14 possible rewards which you might receive for the accomplishment of goals in your role as a department head. The purpose of this study is to find out which of these rewards is most attractive to you. Study the list carefully and pick out the one reward which is **most** attractive. Place a **1** on the blank line to the left of this reward. Review the **remaining 13** and rank them in order of their attractiveness to you. The reward which is **least** attractive should be ranked **14**. Please use all fourteen numbers without ties.

(27-28) Additional clerical support

(29-30) Additional time for teaching and working with students

(31-32) Additional opportunities for professional development in administration

(33-34) Additional understanding by the administration of my role as department head

(35-36) Additional salary

(37-38) Additional time for research activities

(39-40) More desirable physical plant environment

(41-42) Additional time for administrative activities

(43-44) More autonomy as a department head

(45-46) Additional understanding by the faculty of my role as a department head

(47-48) Additional participation in the establishment of departmental goals

(49-50) Additional opportunities for professional development in my academic discipline

(51-52) Additional fringe benefits for my family

(53-54) Additional promotion and academic rank

PART III: DIRECTIONS. Please list below any other rewards which you would find attractive even though they are not listed in Part II. DO NOT, however, include these additional listings in your rewards listed in Part II.

PART I: DIRECTIONS. Listed below are 10 statements regarding department heads in higher education. At the right of each statement, please record your response as you perceive that statement to be a reflection of present reality (IS). Then record your response as you perceive that statement to be a reflection of your expectations (SHOULD BE). Record your responses by circling the number which best represent your position as noted on the following continuum:

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 9 STRONGLY AGREE

Most department heads identify themselves more as an administrator than as a faculty member.	(7)	IS	1 2 3 4 5 6 7 8 9
	(8)	SHOULD BE	1 2 3 4 5 6 7 8 9

Becoming a college dean is a goal which most department heads find attractive.	(9)	IS	1 2 3 4 5 6 7 8 9
	(10)	SHOULD BE	1 2 3 4 5 6 7 8 9

Most department heads consider themselves to be more accountable to the faculty than to the administration in their role as department head.	(11)	IS	1 2 3 4 5 6 7 8 9
	(12)	SHOULD BE	1 2 3 4 5 6 7 8 9

Achieving the goals of their department allows most department heads to achieve their personal professional goals.	(13)	IS	1 2 3 4 5 6 7 8 9
	(14)	SHOULD BE	1 2 3 4 5 6 7 8 9

Most department heads have a clear understanding of the administration's goal expectations concerning their role as department heads.	(15)	IS	1 2 3 4 5 6 7 8 9
	(16)	SHOULD BE	1 2 3 4 5 6 7 8 9

Most department heads are directly involved in the establishment of goals for their department.	(17)	IS	1 2 3 4 5 6 7 8 9
	(18)	SHOULD BE	1 2 3 4 5 6 7 8 9

Most department heads have a clear understanding of the faculty's goal expectations concerning their role as department heads.	(19)	IS	1 2 3 4 5 6 7 8 9
	(20)	SHOULD BE	1 2 3 4 5 6 7 8 9

Most department heads have the resources necessary to achieve the goals of their department.	(21)	IS	1 2 3 4 5 6 7 8 9
	(22)	SHOULD BE	1 2 3 4 5 6 7 8 9

Most department heads have a method of evaluation to ascertain whether or not they have achieved departmental goals.	(23)	IS	1 2 3 4 5 6 7 8 9
	(24)	SHOULD BE	1 2 3 4 5 6 7 8 9

The rewards most department heads receive as department heads relate satisfactorily to the goals they achieve.	(25)	IS	1 2 3 4 5 6 7 8 9
	(26)	SHOULD BE	1 2 3 4 5 6 7 8 9

PART II: DIRECTIONS. Below is a list of 14 possible rewards which department heads might receive for the accomplishment of goals in their role as department heads. The purpose of this study is to find out which of these rewards you think would be most attractive to department heads. **Do not view these rewards in terms of their attractiveness to you. Instead, view them in terms of how attractive you think they would be to most department heads.** Study the list carefully and pick out the one reward which you think would be **most** attractive. Place a **1** on the blank line to the left of this reward. Review the remaining 13 and rank them in the order which you think would be most attractive. The reward which you think would be **least** attractive should be ranked **14**. Please use all fourteen numbers without ties.

- (27-28) Additional clerical support
- (29-30) Additional time for teaching and working with students
- (31-32) Additional opportunities for professional development in administration
- (33-34) Additional understanding by the administration of their role as department heads
- (35-36) Additional salary
- (37-38) Additional time for research activities
- (39-40) More desirable physical plant environment
- (41-42) Additional time for administrative activities
- (43-44) More autonomy as a department head
- (45-46) Additional understanding by the faculty of their role as department heads
- (47-48) Additional participation in the establishment of departmental goals
- (49-50) Additional opportunities for professional development in their academic discipline
- (51-52) Additional fringe benefits for their families
- (53-54) Additional promotion and academic rank

PART III: DIRECTIONS. Please list below any other rewards which you think department heads would find attractive even though they are not listed in Part II. DO NOT, however, include these additional listings in your rankings of those rewards listed in PART II.

APPENDIX E

PRELIMINARY DRAFTS OF INSTRUMENTS

Preliminary DraftQUESTIONNAIRE FOR DEPARTMENT HEADS

PART I: DIRECTIONS. Listed below are 10 statements regarding department heads in higher education. At the right of each statement, please record your response as you perceive that statement to be a reflection of present reality (IS). Then record your response as you perceive that statement to be a reflection of your expectations (SHOULD BE). Record your responses by circling the number which best represents your position as noted on the following continuum:

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 9 STRONGLY AGREE

-
- | | | | | | | | | | | | |
|-----------|---|-----------|---|---|-----|---|---|---|---|---|---|
| PART I-A. | I identify myself psychologically more as an administrator than as a faculty member. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-B. | Becoming a college dean is a goal which I find attractive. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-C. | I consider myself to be more accountable to the faculty than to the administration in my role as department head. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3-4 | 5 | 6 | 7 | 8 | 9 | |
| PART I-D. | Achieving the goals of my department allows me to achieve my personal professional goals. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-E. | I have a clear understanding of the administration's goal expectations concerning my role as a department head. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-F. | I am directly involved in the establishment of goals for my department. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-G. | I have a clear understanding of the faculty's goal expectations concerning my role as a department head. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-H. | I have the resources necessary to achieve the goals of my department. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-I. | I have a method of measurement to ascertain whether or not I have achieved departmental goals. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PART I-J. | The rewards I receive as a department head are commensurate with the goals I achieve. | IS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | SHOULD BE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

(continued)

Questionnaire for Department Heads
Page 2

PART II: DIRECTIONS. Below is a list of 14 possible rewards which you might receive for the accomplishment of goals in your role as a department head. The purpose of this study is to find out which of these rewards is most attractive to you. Study the list carefully and pick out the one reward which is most attractive. Place a 1 on the blank line to the left of this reward. Review the remaining 13 and rank them in order of their attractiveness to you. The reward which is least attractive should be ranked 14.

- PART II-A. _____ Additional support personnel
- PART II-B. _____ Additional time for teaching and working with students
- PART II-C. _____ Additional opportunities for professional development in administration.
- PART II-D. _____ Additional understanding by the administration of my role as department head.
- PART II-E. _____ Additional salary
- PART II-F. _____ Additional time for research activities.
- PART II-G. _____ More desirable physical conditions
- PART II-H. _____ Additional time for administrative activities
- PART II-I. _____ More autonomy as a department head
- PART II-J. _____ Additional understanding by the faculty of my role as a department head
- PART II-K. _____ Additional participation in the establishment of departmental goals
- PART II-L. _____ Additional opportunities for professional development in my academic discipline
- PART II-M. _____ Additional fringe benefits for my family
- PART II-N. _____ Additional promotion and academic rank

PART III: DIRECTIONS. Please list below any other rewards which you would find attractive even though they are not listed in Part II. DO NOT, however, include these additional listings in your rankings of those rewards listed in Part II.

Preliminary DraftQUESTIONNAIRE FOR COLLEGE DEANS

PART I: DIRECTIONS. Listed below are 10 statements regarding department heads in higher education. At the right of each statement, please record your response as you perceive that statement to be a reflection of present reality (IS). Then record your response as you perceive that statement to be a reflection of your expectations (SHOULD BE). Record your responses by circling the number which best represents your position as noted on the following continuum:

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 9 STRONGLY AGREE

-
- | | | | |
|-----------|--|-----------|-------------------|
| PART I-A. | Most department heads identify themselves psychologically more as administrators than as faculty members. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-B. | Becoming a college dean is a goal which most department heads find attractive. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-C. | Most department heads consider themselves to be more accountable to the faculty than to the administration in their role as department head. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-D. | Achieving the goals of their department allows most department heads to achieve their personal professional goals. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-E. | Most department heads have a clear understanding of the administration's goal expectations concerning their role as department heads. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-F. | Most department heads are directly involved in the establishment of goals for their department. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-G. | Most department heads have a clear understanding of the faculty's goal expectations concerning their role as department heads. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-H. | Most department heads have the resources necessary to achieve the goals of their department. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-I. | Most department heads have a method of measurement to ascertain whether or not they have achieved departmental goals. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |
| PART I-J. | The rewards most department heads receive as department heads are commensurate with the goals they achieve. | IS | 1 2 3 4 5 6 7 8 9 |
| | | SHOULD BE | 1 2 3 4 5 6 7 8 9 |

(continued)

Questionnaire for College Deans
Page 2

PART II: DIRECTIONS. Below is a list of 14 possible rewards which department heads might receive for the accomplishment of goals in their role as department heads. The purpose of this study is to find out which of these rewards you think would be most attractive to department heads. Do not view these rewards in terms of their attractiveness to you. Instead, view them in terms of how attractive you think they would be to most department heads. Study the list carefully and pick out the one reward which you think would be most attractive. Place a 1 on the blank line to the left of this reward. Review the remaining 13 and rank them in the order which you think would be most attractive. The reward which you think would be least attractive should be ranked 14.

- PART II-A. _____ Additional support personnel
- PART II-B. _____ Additional time for teaching and working with students
- PART II-C. _____ Additional opportunities for professional development in administration
- PART II-D. _____ Additional understanding by the administration of their role as department heads
- PART II-E. _____ Additional salary
- PART II-F. _____ Additional time for research activities
- PART II-G. _____ More desirable physical conditions
- PART II-H. _____ Additional time for administrative activities
- PART II-I. _____ More autonomy as a department head
- PART II-J. _____ Additional understanding by the faculty of their role as department heads
- PART II-K. _____ Additional participation in the establishment of departmental goals
- PART II-L. _____ Additional opportunities for professional development in their academic discipline
- PART II-M. _____ Additional fringe benefits for their families
- PART II-N. _____ Additional promotion and academic rank

PART III: DIRECTIONS. Please list below any other rewards which you think department heads would find attractive even though they are not listed in Part II. DO NOT, however, include these additional listings in your rankings of those rewards listed in PART II.

APPENDIX F

FREQUENCY DISTRIBUTIONS OF STATEMENTS IN PART I
OF THE QUESTIONNAIRES

FREQUENCY DISTRIBUTIONS OF STATEMENTS IN PART I OF THE QUESTIONNAIRES

Statement #1: I identify myself (Most department heads identify themselves) more as an administrator than as a faculty member.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	57	33	31	121	60	43	18	121
Department Heads	Business	9	9	8	26	5	16	5	26
Department Heads	Education	9	15	5	29	8	14	7	29
Department Heads	Engineering	8	11	11	30	9	17	4	30
Department Heads	TOTAL SAMPLE	83	68	55	206	82	90	34	206
College Deans	Arts/Sciences	4	4	3	11	4	1	6	11
College Deans	Business	1	3	1	5	0	0	5	5
College Deans	Education	2	2	3	7	3	1	3	7
College Deans	Engineering	3	2	0	5	2	1	2	5
College Deans	TOTAL SAMPLE	10	11	7	28	9	3	16	28

Statement #2: Becoming a college dean is a goal which I find (most department heads find) attractive.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6-	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	81	20	17	118	58	38	22	118
Department Heads	Business	19	2	3	24	14	3	7	24
Department Heads	Education	14	5	8	27	8	15	4	27
Department Heads	Engineering	14	5	11	30	5	10	15	30
Department Heads	TOTAL SAMPLE	128	32	39	199	85	66	48	199
College Deans	Arts/Sciences	3	5	3	11	4	6	1	11
College Deans	Business	1	3	1	5	2	2	1	5
College Deans	Education	0	6	1	7	1	3	3	7
College Deans	Engineering	2	1	2	5	3	1	1	5
College Deans	TOTAL SAMPLE	6	15	7	28	10	12	6	28

Statement #3: I consider myself (Most department heads consider themselves) to be more accountable to the faculty than to the administration in my (their) role as department head.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	20	52	48	120	14	52	54	120
Department Heads	Business	8	6	12	26	4	11	11	26
Department Heads	Education	1	15	13	29	2	17	10	29
Department Heads	Engineering	7	12	12	31	4	17	10	31
Department Heads	TOTAL SAMPLE	36	85	85	206	24	97	85	206
College Deans	Arts/Sciences	1	3	7	11	2	5	4	11
College Deans	Business	0	2	3	5	2	3	0	5
College Deans	Education	1	4	2	7	2	3	2	7
College Deans	Engineering	0	1	3	4	1	3	0	4
College Deans	TOTAL SAMPLE	2	10	15	27	7	14	6	27

Statement #4: Achieving the goals of my (their) department allows me (most department heads) to achieve my (their) personal professional goals.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	44	35	42	121	8	34	79	121
Department Heads	Business	7	7	12	26	2	8	16	26
Department Heads	Education	9	6	14	29	0	7	22	29
Department Heads	Engineering	8	6	16	30	4	6	20	30
Department Heads	TOTAL SAMPLE	68	54	84	206	14	55	137	206
College Deans	Arts/Sciences	2	5	4	11	3	2	6	11
College Deans	Business	1	2	2	5	0	0	5	5
College Deans	Education	1	3	3	7	1	1	5	7
College Deans	Engineering	1	2	2	5	1	2	2	5
College Deans	TOTAL SAMPLE	5	12	11	28	5	5	18	28

Statement # 5: I (Most department heads) have a clear understanding of the administration's goal expectations concerning my (their) role as a department head.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	21	35	64	120	6	4	110	120
Department Heads	Business	5	9	12	26	1	1	24	26
Department Heads	Education	3	12	13	28	0	2	26	28
Department Heads	Engineering	10	8	13	31	3	0	28	31
Department Heads	TOTAL SAMPLE	39	64	102	205	10	7	188	205
College Deans	Arts/Sciences	3	4	4	11	0	0	11	11
College Deans	Business	2	3	0	5	0	1	4	5
College Deans	Education	1	3	3	7	1	1	5	7
College Deans	Engineering	2	2	1	5	1	0	4	5
College Deans	TOTAL SAMPLE	8	12	8	28	2	2	24	28

Statement # 6: I am (Most department heads are) directly involved in the establishment of goals for my (their) department.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	5	13	103	121	4	7	110	121
Department Heads	Business	2	1	23	26	1	0	25	26
Department Heads	Education	1	1	27	29	1	2	26	29
Department Heads	Engineering	3	3	25	31	3	1	27	31
Department Heads	TOTAL SAMPLE	11	18	178	207	9	10	188	207
College Deans	Arts/Sciences	0	1	10	11	0	0	11	11
College Deans	Business	0	1	4	5	0	0	5	5
College Deans	Education	1	0	6	7	1	0	6	7
College Deans	Engineering	0	0	5	5	0	1	4	5
College Deans	TOTAL SAMPLE	1	2	25	28	1	1	26	28

Statement #7: I (Most department heads) have a clear understanding of the faculty's goal expectations concerning my (their) role as a department head.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	14	35	72	121	5	10	106	121
Department Heads	Business	2	10	14	26	0	2	24	26
Department Heads	Education	5	8	16	29	1	1	27	29
Department Heads	Engineering	4	8	19	31	3	0	28	31
Department Heads	TOTAL SAMPLE	25	61	121	207	9	13	185	207
College Deans	Arts/Sciences	4	5	2	11	0	1	10	11
College Deans	Business	2	2	1	5	0	1	4	5
College Deans	Education	1	4	2	7	1	0	6	7
College Deans	Engineering	0	4	1	5	0	1	4	5
College Deans	TOTAL SAMPLE	7	15	6	28	1	3	24	28

Statement #8: I (Most department heads) have the resources necessary to achieve the goals of my (their) department.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	62	41	18	121	6	9	106	121
Department Heads	Business	16	9	1	26	2	1	23	26
Department Heads	Education	14	9	5	28	0	1	27	28
Department Heads	Engineering	17	6	8	31	2	2	27	31
Department Heads	TOTAL SAMPLE	109	65	32	206	10	13	183	206
College Deans	Arts/Sciences	7	2	2	11	0	2	9	11
College Deans	Business	3	2	0	5	0	0	5	5
College Deans	Education	1	4	2	7	1	0	6	7
College Deans	Engineering	3	2	0	5	1	0	4	5
College Deans	TOTAL SAMPLE	14	10	4	28	2	2	24	28

Statement # 9: I (Most department heads) have a method of evaluation to ascertain whether or not I (they) have achieved departmental goals.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	21	48	51	120	5	14	101	120
Department Heads	Business	6	4	16	26	2	2	22	26
Department Heads	Education	6	12	11	29	2	0	27	29
Department Heads	Engineering	5	9	17	31	3	0	28	31
Department Heads	TOTAL SAMPLE	38	73	95	206	12	16	178	206
College Deans	Arts/Sciences	3	4	3	10	0	1	9	10
College Deans	Business	1	3	1	5	0	0	5	5
College Deans	Education	3	3	1	7	1	0	6	7
College Deans	Engineering	3	2	0	5	1	0	4	5
College Deans	TOTAL SAMPLE	10	12	5	27	2	1	24	27

Statement # 10: The rewards I receive (most department heads receive) as a department head relate satisfactorily to the goals I (they) achieve.

SAMPLE	COLLEGE	"IS"			TOTAL	"SHOULD BE"			TOTAL
		1-2-3	4-5-6	7-8-9		1-2-3	4-5-6	7-8-9	
Department Heads	Arts/Sciences	38	44	37	119	5	14	100	119
Department Heads	Business	5	10	11	26	1	2	23	26
Department Heads	Education	9	8	12	29	1	4	24	29
Department Heads	Engineering	9	9	13	31	2	5	24	31
Department Heads	TOTAL SAMPLE	61	71	73	205	9	25	171	205
College Deans	Arts/Sciences	1	4	4	9	0	2	7	9
College Deans	Business	2	2	1	5	0	1	4	5
College Deans	Education	1	5	1	7	1	0	6	7
College Deans	Engineering	1	3	1	5	1	0	4	5
College Deans	TOTAL SAMPLE	5	14	7	26	2	3	21	26

APPENDIX G

CHI SQUARE ANALYSIS BY COLLEGE OF STATEMENTS IN
PART I OF THE QUESTIONNAIRES

CHI SQUARE ANALYSIS BY COLLEGE OF STATEMENTS IN
PART I OF THE QUESTIONNAIRES

Statement #1: I identify myself (Most department heads identify themselves) more as an administrator than as a faculty member.

Comparison Between: df = 2				χ^2	.05 Level
DH ¹ A / S	(IS) and	CD ² A / S	(IS)	0.56	5.99
DH A / S	(SB) ³ and	CD A / S	(SB)	11.18	5.99
DH Business	(IS) and	CD Business	(IS)	1.15	5.99
DH Business	(SB) and	CD Business	(SB)	12.49	5.99
DH Education	(IS) and	CD Education	(IS)	2.31	5.99
DH Education	(SB) and	CD Education	(SB)	2.70	5.99
DH Engineering	(IS) and	CD Engineering	(IS)	3.36	5.99
DH Engineering	(SB) and	CD Engineering	(SB)	3.02	5.99
DH TOTAL SAMPLE	(IS) and	CD TOTAL SAMPLE	(IS)	0.45	5.99
DH TOTAL SAMPLE	(SB) and	CD TOTAL SAMPLE	(SB)	26.15	5.99
DH A / S	(IS) and	DH A / S	(SB)	4.84	5.99
DH Business	(IS) and	DH Business	(SB)	3.79	5.99
DH Education	(IS) and	DH Education	(SB)	0.43	5.99
DH Engineering	(IS) and	DH Engineering	(SB)	4.61	5.99
DH TOTAL SAMPLE	(IS) and	DH TOTAL SAMPLE	(SB)	8.02	5.99
CD A / S	(IS) and	CD A / S	(SB)	2.80	5.99
CD Business	(IS) and	CD Business	(SB)	6.64	5.99
CD Education	(IS) and	CD Education	(SB)	0.53	5.99
CD Engineering	(IS) and	CD Engineering	(SB)	2.52	5.99
CD TOTAL SAMPLE	(IS) and	CD TOTAL SAMPLE	(SB)	8.14	5.99

Comparison Among: df = 6				χ^2	.05 Level
DH A / S	(IS) and	DH Business	(IS)	10.32	12.59
DH Education	(IS) and	DH Engineering	(IS)		
DH A / S	(SB) and	DH Business	(SB)	14.03	12.59
DH Education	(SB) and	DH Engineering	(SB)		
CD A / S	(IS) and	CD Business	(IS)	4.25	12.59
CD Education	(IS) and	CD Engineering	(IS)		
CD A / S	(SB) and	CD Business	(SB)	5.17	12.59
CD Education	(SB) and	CD Engineering	(SB)		

1) Department Heads 2) College Deans 3) Should Be

Statement #2: Becoming a college dean is a goal which I find (most department heads find) attractive.

Comparison Between: df = 2						x ²	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		7.915	5.99
DH A / S	(SB)	and	CD A / S	(SB)		2.325	5.99
DH Business	(IS)	and	CD Business	(IS)		8.625	5.99
DH Business	(SB)	and	CD Business	(SB)		2.175	5.99
DH Education	(IS)	and	CD Education	(IS)		11.855	5.99
DH Education	(SB)	and	CD Education	(SB)		2.775	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		0.085	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		4.585	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		24.645	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		1.035	5.99
DH A / S	(IS)	and	DH A / S	(SB)		10.03	5.99
DH Business	(IS)	and	DH Business	(SB)		2.56	5.99
DH Education	(IS)	and	DH Education	(SB)		7.97	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		6.54	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		21.41	5.99
CD A / S	(IS)	and	CD A / S	(SB)		1.23	5.99
CD Business	(IS)	and	CD Business	(SB)		0.53	5.99
CD Education	(IS)	and	CD Education	(SB)		2.99	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		0.53	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		1.41	5.99

Comparison Among: df = 6						x ²	.05 Level
DH A / S	(IS)	and	DH Business	(IS)			
DH Education	(IS)	and	DH Engineering	(IS)		12.40	12.59
DH A / S	(SB)	and	DH Business	(SB)			
DH Education	(SB)	and	DH Engineering	(SB)		26.57	12.59
CD A / S	(IS)	and	CD Business	(IS)			
CD Education	(IS)	and	CD Engineering	(IS)		5.89	12.59
CD A / S	(SB)	and	CD Business	(SB)			
CD Education	(SB)	and	CD Engineering	(SB)		5.00	12.59

Statement #3: I consider myself (Most department heads consider themselves) to be more accountable to the faculty than to the administration in my (their) role as department head.

Comparison Between: df = 2						x ²	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		2.325	5.99
DH A / S	(SB)	and	CD A / S	(SB)		5.250	5.99
DH Business	(IS)	and	CD Business	(IS)		2.165	5.99
DH Business	(SB)	and	CD Business	(SB)		3.705	5.99
DH Education	(IS)	and	CD Education	(IS)		1.555	5.99
DH Education	(SB)	and	CD Education	(SB)		2.675	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		2.165	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		1.895	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		2.725	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		5.975	5.99
DH A / S	(IS)	and	DH A / S	(SB)		1.41	5.99
DH Business	(IS)	and	DH Business	(SB)		2.85	5.99
DH Education	(IS)	and	DH Education	(SB)		0.85	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		1.86	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		3.19	5.99
CD A / S	(IS)	and	CD A / S	(SB)		1.65	5.99
CD Business	(IS)	and	CD Business	(SB)		5.18	5.99
CD Education	(IS)	and	CD Education	(SB)		0.47	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		4.98	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		7.30	5.99

Comparison Among: df = 6						x ²	.05 Level
DH A / S	(IS)	and	DH Business	(IS)		9.75	12.59
DH Education	(IS)	and	DH Engineering	(IS)			
DH A / S	(SB)	and	DH Business	(SB)		3.96	12.59
DH Education	(SB)	and	DH Engineering	(SB)			
CD A / S	(IS)	and	CD Business	(IS)		3.70	12.59
CD Education	(IS)	and	CD Engineering	(IS)			
CD A / S	(SB)	and	CD Business	(SB)		4.44	12.59
CD Education	(SB)	and	CD Engineering	(SB)			

Statement #4: Achieving the goals of my (their) department allows me (most department heads) to achieve my (their) personal professional goals.

Comparison Between: df = 2						χ^2	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		1.875	5.99
DH A / S	(SB)	and	CD A / S	(SB)		5.665	5.99
DH Business	(IS)	and	CD Business	(IS)		0.355	5.99
DH Business	(SB)	and	CD Business	(SB)		2.835	5.99
DH Education	(IS)	and	CD Education	(IS)		1.705	5.99
DH Education	(SB)	and	CD Education	(SB)		4.285	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		0.965	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		1.355	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		4.245	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		4.465	5.99
DH A / S	(IS)	and	DH A / S	(SB)		36.25	5.99
DH Business	(IS)	and	DH Business	(SB)		3.41	5.99
DH Education	(IS)	and	DH Education	(SB)		10.84	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		1.78	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		48.28	5.99
CD A / S	(IS)	and	CD A / S	(SB)		1.88	5.99
CD Business	(IS)	and	CD Business	(SB)		4.26	5.99
CD Education	(IS)	and	CD Education	(SB)		1.50	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		0.00	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		4.57	5.99

Comparison Among: df = 6						χ^2	.05 Level
DH A / S	(IS)	and	DH Business	(IS)		5.06	12.59
DH Education	(IS)	and	DH Engineering	(IS)			
DH A / S	(SB)	and	DH Business	(SB)		5.22	12.59
DH Education	(SB)	and	DH Engineering	(SB)			
CD A / S	(IS)	and	CD Business	(IS)		0.16	12.59
CD Education	(IS)	and	CD Engineering	(IS)			
CD A / S	(SB)	and	CD Business	(SB)		5.47	12.59
CD Education	(SB)	and	CD Engineering	(SB)			

Statement #5: I (Most department heads) have a clear understanding of the administration's goal expectations concerning my (their) role as a department head.

Comparison Between: df = 2						x ²	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		1.255	5.99
DH A / S	(SB)	and	CD A / S	(SB)		0.995	5.99
DH Business	(IS)	and	CD Business	(IS)		3.795	5.99
DH Business	(SB)	and	CD Business	(SB)		1.925	5.99
DH Education	(IS)	and	CD Education	(IS)		0.075	5.99
DH Education	(SB)	and	CD Education	(SB)		4.505	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		0.915	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		0.465	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		4.475	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		1.215	5.99
DH A / S	(IS)	and	DH A / S	(SB)		45.13	5.99
DH Business	(IS)	and	DH Business	(SB)		13.05	5.99
DH Education	(IS)	and	DH Education	(SB)		14.46	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		17.24	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		88.42	5.99
CD A / S	(IS)	and	CD A / S	(SB)		10.24	5.99
CD Business	(IS)	and	CD Business	(SB)		6.98	5.99
CD Education	(IS)	and	CD Education	(SB)		1.50	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		4.12	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		18.73	5.99

Comparison Among: df = 6						x ²	.05 Level
DH A / S	(IS)	and	DH Business	(IS)			
DH Education	(IS)	and	DH Engineering	(IS)		6.59	12.59
DH A / S	(SB)	and	DH Business	(SB)			
DH Education	(SB)	and	DH Engineering	(SB)		5.10	12.59
CD A / S	(IS)	and	CD Business	(IS)			
CD Education	(IS)	and	CD Engineering	(IS)		3.71	12.59
CD A / S	(SB)	and	CD Business	(SB)			
CD Education	(SB)	and	CD Engineering	(SB)		5.99	12.59

Statement #6: I am (Most department heads are) directly involved in the establishment of goals for my (their) department.

Comparison Between: df = 2						χ^2	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		0.525	5.99
DH A / S	(SB)	and	CD A / S	(SB)		1.095	5.99
DH Business	(IS)	and	CD Business	(IS)		2.075	5.99
DH Business	(SB)	and	CD Business	(SB)		0.215	5.99
DH Education	(IS)	and	CD Education	(IS)		1.445	5.99
DH Education	(SB)	and	CD Education	(SB)		1.665	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		1.165	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		2.635	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		0.255	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		0.135	5.99
DH A / S	(IS)	and	DH A / S	(SB)		2.14	5.99
DH Business	(IS)	and	DH Business	(SB)		1.41	5.99
DH Education	(IS)	and	DH Education	(SB)		0.35	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		1.07	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		2.76	5.99
CD A / S	(IS)	and	CD A / S	(SB)		1.05	5.99
CD Business	(IS)	and	CD Business	(SB)		1.11	5.99
CD Education	(IS)	and	CD Education	(SB)		0.00	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		1.11	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		0.35	5.99

Comparison Among: df = 6						χ^2	.05 Level	
DH	A / S	(IS)	and	DH	Business	(IS)		
DH	Education	(IS)	and	DH	Engineering	(IS)	4.43	12.59
DH	A / S	(SB)	and	DH	Business	(SB)		
DH	Education	(SB)	and	DH	Engineering	(SB)	4.42	12.59
CD	A / S	(IS)	and	CD	Business	(IS)		
CD	Education	(IS)	and	CD	Engineering	(IS)	5.11	12.59
CD	A / S	(SB)	and	CD	Business	(SB)		
CD	Education	(SB)	and	CD	Engineering	(SB)	7.62	12.59

Statement #7: I (Most department heads) have a clear understanding of the faculty's goal expectations concerning my (their) role as a department head.

Comparison Between: df = 2						χ^2	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		8.495	5.99
DH A / S	(SB)	and	CD A / S	(SB)		0.475	5.99
DH Business	(IS)	and	CD Business	(IS)		4.355	5.99
DH Business	(SB)	and	CD Business	(SB)		0.725	5.99
DH Education	(IS)	and	CD Education	(IS)		2.305	5.99
DH Education	(SB)	and	CD Education	(SB)		1.445	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		5.745	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		6.495	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		13.695	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		0.775	5.99
DH A / S	(IS)	and	DH A / S	(SB)		24.64	5.99
DH Business	(IS)	and	DH Business	(SB)		9.95	5.99
DH Education	(IS)	and	DH Education	(SB)		10.91	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		9.86	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		52.05	5.99
CD A / S	(IS)	and	CD A / S	(SB)		11.98	5.99
CD Business	(IS)	and	CD Business	(SB)		4.12	5.99
CD Education	(IS)	and	CD Education	(SB)		5.99	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		3.60	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		23.29	5.99

Comparison Among: df = 6						χ^2	.05 Level
DH A / S	(IS)	and	DH Business	(IS)		2.21	12.59
DH Education	(IS)	and	DH Engineering	(IS)			
DH A / S	(SB)	and	DH Business	(SB)		6.49	12.59
DH Education	(SB)	and	DH Engineering	(SB)			
CD A / S	(IS)	and	CD Business	(IS)		3.79	12.59
CD Education	(IS)	and	CD Engineering	(IS)			
CD A / S	(SB)	and	CD Business	(SB)		4.58	12.59
CD Education	(SB)	and	CD Engineering	(SB)			

Statement #8: I (Most department heads) have the resources necessary to achieve the goals of my (their) department.

Comparison Between: df = 2						x ²	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		1.135	5.99
DH A / S	(SB)	and	CD A / S	(SB)		1.965	5.99
DH Business	(IS)	and	CD Business	(IS)		0.235	5.99
DH Business	(SB)	and	CD Business	(SB)		0.645	5.99
DH Education	(IS)	and	CD Education	(IS)		2.925	5.99
DH Education	(SB)	and	CD Education	(SB)		4.205	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		2.125	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		1.275	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		0.195	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		0.305	5.99
DH A / S	(IS)	and	DH A / S	(SB)		129.03	5.99
DH Business	(IS)	and	DH Business	(SB)		37.43	5.99
DH Education	(IS)	and	DH Education	(SB)		35.50	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		24.14	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		223.06	5.99
CD A / S	(IS)	and	CD A / S	(SB)		11.44	5.99
CD Business	(IS)	and	CD Business	(SB)		9.97	5.99
CD Education	(IS)	and	CD Education	(SB)		5.99	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		6.98	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		28.60	5.99

Comparison Among: df = 6						x ²	.05 Level
DH A / S	(IS)	and	DH Business	(IS)			
DH Education	(IS)	and	DH Engineering	(IS)		6.76	12.59
DH A / S	(SB)	and	DH Business	(SB)			
DH Education	(SB)	and	DH Engineering	(SB)		2.99	12.59
CD A / S	(IS)	and	CD Business	(IS)			
CD Education	(IS)	and	CD Engineering	(IS)		6.82	12.59
CD A / S	(SB)	and	CD Business	(SB)			
CD Education	(SB)	and	CD Engineering	(SB)		6.00	12.59

Statement #9: I (Most department heads) have a method of evaluation to ascertain whether or not I (they) have achieved departmental goals.

Comparison Between: df = 2						x ²	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		1.125	5.99
DH A / S	(SB)	and	CD A / S	(SB)		0.485	5.99
DH Business	(IS)	and	CD Business	(IS)		5.015	5.99
DH Business	(SB)	and	CD Business	(SB)		0.885	5.99
DH Education	(IS)	and	CD Education	(IS)		2.055	5.99
DH Education	(SB)	and	CD Education	(SB)		0.405	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		6.615	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		0.465	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		8.765	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		0.655	5.99
DH A / S	(IS)	and	DH A / S	(SB)		44.93	5.99
DH Business	(IS)	and	DH Business	(SB)		3.61	5.99
DH Education	(IS)	and	DH Education	(SB)		20.72	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		12.18	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		75.25	5.99
CD A / S	(IS)	and	CD A / S	(SB)		7.78	5.99
CD Business	(IS)	and	CD Business	(SB)		6.64	5.99
CD Education	(IS)	and	CD Education	(SB)		7.55	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		6.98	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		27.07	5.99

Comparison Among: df = 6						x ²	.05 Level
DH A / S	(IS)	and	DH Business	(IS)			
DH Education	(IS)	and	DH Engineering	(IS)		7.44	12.59
DH A / S	(SB)	and	DH Business	(SB)			
DH Education	(SB)	and	DH Engineering	(SB)		8.85	12.59
CD A / S	(IS)	and	CD Business	(IS)			
CD Education	(IS)	and	CD Engineering	(IS)		3.35	12.59
CD A / S	(SB)	and	CD Business	(SB)			
CD Education	(SB)	and	CD Engineering	(SB)		4.40	12.59

Statement #10: The rewards I receive (most department heads receive) as a department head relate satisfactorily to the goals I (they) achieve.

Comparison Between: df = 2						x ²	.05 level
DH A / S	(IS)	and	CD A / S	(IS)		1.775	5.99
DH A / S	(SB)	and	CD A / S	(SB)		1.145	5.99
DH Business	(IS)	and	CD Business	(IS)		1.335	5.99
DH Business	(SB)	and	CD Business	(SB)		0.875	5.99
DH Education	(IS)	and	CD Education	(IS)		4.705	5.99
DH Education	(SB)	and	CD Education	(SB)		2.145	5.99
DH Engineering	(IS)	and	CD Engineering	(IS)		1.895	5.99
DH Engineering	(SB)	and	CD Engineering	(SB)		1.745	5.99
DH TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(IS)		3.715	5.99
DH TOTAL SAMPLE	(SB)	and	CD TOTAL SAMPLE	(SB)		0.545	5.99
DH A / S	(IS)	and	DH A / S	(SB)		69.80	5.99
DH Business	(IS)	and	DH Business	(SB)		12.23	5.99
DH Education	(IS)	and	DH Education	(SB)		11.72	5.99
DH Engineering	(IS)	and	DH Engineering	(SB)		8.86	5.99
DH TOTAL SAMPLE	(IS)	and	DH TOTAL SAMPLE	(SB)		100.72	5.99
CD A / S	(IS)	and	CD A / S	(SB)		2.47	5.99
CD Business	(IS)	and	CD Business	(SB)		4.12	5.99
CD Education	(IS)	and	CD Education	(SB)		8.56	5.99
CD Engineering	(IS)	and	CD Engineering	(SB)		4.79	5.99
CD TOTAL SAMPLE	(IS)	and	CD TOTAL SAMPLE	(SB)		15.39	5.99

Comparison Among: df = 6						x ²	.05 Level
DH A / S	(IS)	and	DH Business	(IS)		3.80	12.59
DH Education	(IS)	and	DH Engineering	(IS)			
DH A / S	(SB)	and	DH Business	(SB)		1.51	12.59
DH Education	(SB)	and	DH Engineering	(SB)			
CD A / S	(IS)	and	CD Business	(IS)		3.89	12.59
CD Education	(IS)	and	CD Engineering	(IS)			
CD A / S	(SB)	and	CD Business	(SB)		5.03	12.59
CD Education	(SB)	and	CD Engineering	(SB)			

APPENDIX H

KENDALL RANK CORRELATION COEFFICIENT: TAU ANALYSIS
BY COLLEGE OF REWARDS LISTED IN PART II
OF THE QUESTIONNAIRES

COLLEGE OF ARTS/SCIENCES

	N = 11		N = 114	
	CD	RANK OF	RANK OF	DH
	SUMS	CD SUMS	DH SUMS	SUMS
Additional clerical support	65	3	8	870
Additional time for teaching and working with students	121	14	4	623
Additional opportunities for professional development in administration	108	13	12	1016
Additional understanding by the administration of my role as department head	98	10	5	776
Additional salary	22	1	3	614
Additional time for research activities	89	7	1	558
More desirable physical plant environment	90	8	11	999
Additional time for administrative activities	107	12	10	997
More autonomy as a department head	36	2	6	840
Additional understanding by the faculty of my role as a department head	78	5	7	844
Additional participation in the establishment of departmental goals	101	11	9	970
Additional opportunities for professional development in my academic discipline	81	6	2	570
Additional fringe benefits for my family	97	9	13	1045
Additional promotion and rank	66	4	14	1241
<u>tau</u>	<u>z</u>	<u>p</u>	<u>Reject Null</u>	
.143	.711	.2389	No	

COLLEGE OF BUSINESS

	N = 5		N = 25	
	CD	RANK OF	RANK OF	DH
	SUMS	CD SUMS	DH SUMS	SUMS
Additional clerical support	34	8	7	181
Additional time for teaching and working with students	51	11.5	2	149
Additional opportunities for professional development in administration	22	1	10	193
Additional understanding by the administration of my role as department head	44	10	6	169
Additional salary	24	2	1	115
Additional time for research activities	41	9	5	163
More desirable physical plant environment	57	14	11	208
Additional time for administrative activities	31	5	8	182
More autonomy as a department head	25	3	3	152
Additional understanding by the faculty of my role as a department head	33	6.5	9	188
Additional participation in the establishment of departmental goals	51	11.5	12	223
Additional opportunities for professional development in my academic discipline	26	4	4	159
Additional fringe benefits for my family	53	13	14	276
Additional promotion and rank	33	6.5	13	274
<u>tau</u>	<u>z</u>	<u>p</u>	<u>Reject Null</u>	
.274	1.363	.0869	No	

COLLEGE OF EDUCATION

	N = 7		N = 29	
	CD SUMS	RANK OF CD SUMS	RANK OF DH SUMS	DH SUMS
Additional clerical support	32	2	9	226
Additional time for teaching and working with students	59	10.5	4	196
Additional opportunities for professional development in administration	55	8	6	203
Additional understanding by the adminis- tration of my role as department head	55	8	8	210
Additional salary	27	1	7	209
Additional time for research activities	54	6	3	183
More desirable physical plant environment	63	12	12	261
Additional time for administrative activities	51	4	2	180
More autonomy as a department head	35	3	5	202
Additional understanding by the faculty of my role as a department head	51	5	10	227
Additional participation in the establish- ment of departmental goals	69	13	11	237
Additional opportunities for professional development in my academic discipline	59	10.5	1	150
Additional fringe benefits for my family	70	14	14	294
Additional promotion and rank	55	8	13	267
<u>tau</u>	<u>z</u>	<u>p</u>	<u>Reject Null</u>	
.253	1.259	.1038	No	

COLLEGE OF ENGINEERING

	N = 4		N = 30	
	CD	RANK OF	RANK OF	DH
	SUMS	CD SUMS	DH SUMS	SUMS
Additional clerical support	25	3	10	243
Additional time for teaching and working with students	38	13	4	176
Additional opportunities for professional development in administration	30	6	6	209
Additional understanding by the administration of my role as department head	33	9.5	5	181
Additional salary	10	1	2	170
Additional time for research activities	37	12	1	167
More desirable physical plant environment	28	4.5	11	245
Additional time for administrative activities	28	4.5	9	242
More autonomy as a department head	13	2	7	216
Additional understanding by the faculty of my role as a department head	33	9.5	8	234
Additional participation in the establishment of departmental goals	32	8	12	262
Additional opportunities for professional development in my academic discipline	31	7	3	171
Additional fringe benefits for my family	46	14	13	282
Additional promotion and rank	36	11	14	352
<u>tau</u>	<u>z</u>	<u>p</u>	<u>Reject Null</u>	
.055	.273	.3936	No	

APPENDIX I

PART III RESPONSES TO THE QUESTIONNAIRES

PART III

RESPONSES TO QUESTIONNAIRES

COLLEGE DEANS

PART III. Please list below any other rewards which you think department heads would find attractive even though they are not listed in Part II. DO NOT, however, include these additional listings in your rankings of those rewards listed in Part II.

COLLEGE OF ARTS AND/OR SCIENCES

"Additional travel allocations; more operational funds for the department."

"In general, financial stability comes first; professional development second; more time, period, third. For some, professional administrators want (the) deanship, vice-presidencies, presidencies. Everything else would be subjected to their administrative goals."

COLLEGE OF BUSINESS ADMINISTRATION

"Discretionary funds for travel, etc. regarding faculty members."

COLLEGE OF EDUCATION

"Travel; publishing help."

COLLEGE OF ENGINEERING

-None-

PART III
RESPONSES TO QUESTIONNAIRES

DEPARTMENT HEADS

PART III. Please list below any other rewards which you would find attractive even though they are not listed in Part II. DO NOT, however, include these additional listings in your rewards listed in Part II.

COLLEGE OF ARTS AND/OR SCIENCES

"A majority of the faculty are individualistic and more concerned with their own goals than with departmental goals although they often regard their goals as departmental. A near majority are very cooperative. To interact with good colleagues is a reward."

"I don't expect or want any other rewards. Being chairman is like washing dishes - someone's got to do it, and why shouldn't I? Yes, one other important 'reward:' I wish there were less unnecessary paper work. It increases constantly and does not improve our services or my temper."

"Most wanted - More money for department to develop better teaching and research programs. I think I should tell you that I am primarily a teacher and research worker and quite frankly don't like administration. I took this job as chairman primarily because I felt like it was my duty and am looking forward to the time when my three years will be over. I don't particularly mind the work, but I don't like the way it keeps me from my research and teaching. A professional administrator would very likely answer the questions differently than I did. I am telling you this for one reason, namely, it may make some difference in how you interpret your data. Best of luck with your study - I consider it very worthwhile."

"Money to employ additional faculty."

"Better expense funds; better support help, e.g., GTA's; better travel funds; better leave opportunities."

"Additional resources for the department. (This would be #1!)"

"Program development; recognition of departmental programs by peers; the challenge of a good battle for support for departmental programs; feedback from the 'real world' that our graduates are high quality performers; opportunities to disperse financial and moral support to deserving students."

"More of the necessary budget allocation at the departmental level."

"I would rank the following reward equal to #1 and 2 in Part II. A considerable amount of funds in the budget for my discretionary use to be distributed in the categories of salary, travel, research, and professional activities (i.e., visiting lectures, etc.). To take advantage of some extraordinary opportunities which cannot usually be foreseen. I really don't care if this fund remained at the Dean's level or higher as long as I could, as chairman, tap it if my reason was justified. P. S. Will we receive a copy of the results?"

"Shorter but more frequent leaves, e.g., a semester every three years at full pay; a system for preparing other faculty for assuming the role of chairman."

"More funds for the department. This is a major concern."

"Additional financial support for the department for personnel, clerical staff, supplies and expenses, equipment, travel, etc., i.e., our budget needs to improve."

"Same opportunities for faculty and department as a whole. Additional time for research for producing researchers."

"Periodic leave other than sabbatical for study and writing!"

"More support from administration regarding area of specialization - backing for tours, travel to conventions, etc."

"As department chairman one is in a better position to get things done that need to be done, not only in the department, but throughout the university. This is by far the most important reward of the job."

"Enough money to develop needed new programs; merit raise money for my faculty; adequate state funding so that we could operate without being in a perpetual crisis; summers free."

"Addition of doctoral program; addition to departmental budget; addition to faculty; addition to capital outlay; help in obtaining grants, additional library funds."

"Additional faculty; additional T.A.'s; additional funds; twelve month appointments."

"An administration which would genuinely consult with department heads and faculty and students rather than just getting "input;" a more attractive reward, but inconceivable in this situation, is actual participation in the decision-making process by faculty and students."

"More equipment for faculty research and teaching; permanent support for a research assistant."

"Additional faculty for the department to reduce faculty-student ratio and teaching load for productive faculty; additional research dollars for the department."

"More awareness of (and approbation for) my activities in teaching and research by my superiors; more (and better) direct communication with my dean."

"Note lowest seven or ten indicated on last page (Part II) are not really desired rewards. They are all irrelevant to me! The most important reward lacking to me is the expressed feeling that I represent a group of faculty who are major contributors to the academic community and society. Our administrators have very little understanding of our role, our value - we are measured primarily in terms of SCH and the number of grants obtained!"

"Most important, far more important than any on the previous page (Part II), is increased funding of departmental activities to allow planning in a less restrictive environment and to eliminate the usual wolf-at-the-door atmosphere!"

"The greatest reward would be to have the administration give us more resources - new positions, more working funds, new space, etc. Recognition by my colleagues of a well-done job would be very high on the list (Why don't you have this listed under Part II?). Obviously, most of us would welcome a pay raise since that is one of the traditional rewards we use. One other way not mentioned would be to provide a professional "chair" for someone who has performed well as an administrator when he/she decides to be relieved of administrative duties."

"More adequate equipment, e.g., a programmed typewriter; additional resource for instructional support; additional funds for faculty support and research; additional funds to hire new faculty; funds for guest lectures and visiting faculty. Your list has very little bearing on the needs of a departmental level."

"Number 1, More money for new faculty to support more graduate students. Why? Smaller classes, more research or publications, better coverage of achieved areas."

"I am alarmed at the loss of faculty participation in university affairs, the loss of the voice of dissent and the new business-managerial administration in colleges and universities and the numbers game they practice, the consequent loss of any standards, and the attempt to turn higher education into a corporation, a business organization in which research and other education activities are placed on the level of the assembly line. Higher education sooner or later in this state, as elsewhere, where it is already happening, will see the faculty organized into labor unions, not out of their own wish, but as their only defense. We must be frugal now in business management but we are being smothered by proliferation of bureaucrats."

"Additional staff help not clerical."

"I find it rather difficult to assign numbers to all the rewards listed in Part II, but I have assigned numbers to them to the best of my ability. As chairman of a department involving approximately 75 faculty members, I find it unreasonable to be required to teach a class each semester. The administrative duties are simply too great to have an iron-clad requirement of this kind. In our organization I feel that I have the responsibility but not the authority, a frustrating situation. Too, there is a lack of understanding of how financial rewards for departmental chairmen are determined. Are the same yardsticks used in measuring them that are used in measuring faculty with no administrative responsibility?"

"Increase in operational support for departments; increase in departmental faculty salaries; increase in number of faculty; better definition of university goals as they relate to the development of various academic areas."

"Department heads should play a larger role in determining university policy and procedures (in addition to the determination of the individual departmental goals)."

"Better support from administration in achieving basic equipment goals of the department."

"Sense of accomplishment or personal job satisfaction is a major reward."

"Being department head makes me privy to some affairs before the full-time faculty. My salary is a little higher than persons of comparable rank and experience. Mainly, the job is only a necessary one that someone has to do."

"Some way in which department heads from various institutions could get together to discuss problems and departmental goals."

"More time off (Christmas/summer). I have two weeks in the summer, one at Christmas, and two at Easter. I am a female - this would make a difference in interpretation of data, yet you didn't control for it."

"The list in Part II covers the ground fairly well. Other rewards are likely to be unattainable ideals - less complaining by members of my department about matters over which neither they nor I have any control, a greater sense of professionalism and ethics among my colleagues, and a greater sense of collegiality in general."

"I am a department head because I want to see the education of young artists improved - when the quality of student work is improved, I am rewarded."

"Above rewards are mostly of a personal nature. Those rewards which come through realization that you have accomplished something for someone else or have had a hand in building an institution or department are much more satisfying although less quantifiable."

"A better understanding by administration of the role played by our particular discipline in the educational process."

"Freedom from questionnaires."

"Salary increase for my faculty; additional faculty; lower teaching loads; smaller class size; increased travel support for faculty; more fringe benefits for faculty; release time for faculty; sabbatical leave with support for faculty."

"My job as a department chairman would be far more palatable if higher administration would tell me what needs to be done, give me a reasonable time to do it (cease the 'We need this yesterday' approach), give me the information I need when I need it, e.g., I'm now making a summer class schedule but don't know if the summer budget has been approved, and remember that department chairpersons have other things to do beside being the administration's 'gophers.'"

"A president who cared about academic excellence; a vice-president who cared about academic excellence; a dean who cared about academic excellence; a strong faculty council willing to buck the administration; a strong council of chairmen willing to buck the administration; a board of regents willing to buck the administration; anyone willing to buck to administration."

"The highest reward I can have for my efforts as chairman would be to see the department improve their professional abilities to the highest degree, and that this could have the impact that it theoretically might upon the students who come into this orbit. The chairman, in fact, has very little to say about all of this, except by example, and in tiny ways placing emphasis on attitudes and achievements which are more meritorious. He cannot hire and fire freely; he cannot (given the nature of the profession) be autocratic; he cannot even directly encourage the faculty (without incurring the sardonic, contemptuous label of 'papa pretentious.' The highest reward then would be efficacy in achieving the meaning and purpose of philosophy at this institution."

"One of the main problems on this campus is that the department chairman has no voice in formulating administrative policies which he must then administer. Chairmen do not feel that they should 'run' the university - but we do feel that our opinion should at least be consulted as policies and procedures are being developed. In fact, some administrative gaffes could have been avoided by consulting the troops in the trenches, as it were. It would be most helpful (rewarding?) if the chairman's role was defined somewhere. As it is, the administration views chairmen as faculty - refusing to give any recognition to an informally created 'Council of Chairmen' - while the faculty tend to view the chairmen as their natural enemies, administrators. Thus the chairman is made to feel unwanted and unloved. As for money rewards, on this campus the chairman is given a token payment - like tossing a dog a bone - while he is serving as chairman, i.e., it is not part of his faculty salary. But when he leaves the chairmanship, he will find that professionally he has fallen behind his colleagues, not only in competence, but in salary. I hope you are planning to distribute your findings."

"A growing understanding on the part of the faculty of rolls each member must play and a lessening of the problems relating to professional jealousy among the faculty. This system does not have sabbatical leaves nor does it have a practical plan for faculty development leaves."

"Additional excellence and prestige for the department."

"Travel in connection with research."

"Fresh cut flowers on my desk every day."

"Additional funds for that portion of student training which generates services to the general non-university population."

"Greater recognition by the administration (dean and higher) of the contribution made by my department, and by me, as a chairperson; greater involvement in the decision-making process at higher levels of administration; more numerous graduate teaching associates; more money for supplies and equipment. Greater understanding of the relative difficulty (compared to the natural sciences) of obtaining outside funding for research activities. The difficulty leads to less research and natural scientists and humanists are thus often penalized in one way or another by an administration that depends heavily on research output (or, more crassly, on the amount of money brought in from outside sources) when determining 'worth' of a department (or an individual faculty member, although I am more concerned with the department) in order to add FTE dollars, or whatever recognition may be being passed out. Is there any way of receiving a copy of this study when it is completed? I'd certainly like to have one, and I'm certainly not concerned about anonymity. If it is impossible to get a copy, please let me know."

"It is a job someone has to do and do well, but not at the expense of one's teaching, writing, and research."

COLLEGE OF BUSINESS ADMINISTRATION

"More fiscal support for faculty travel and research."

"I frankly have all of Part II needed, but what I do not get is personal and human type recognition such as 'Thanks, You are doing a good job' or 'We are glad to have you with us' or 'We appreciate your work.' These are the really important aspects of rewards, but they are not even on your list. Also, we have 'Honor Professorships' at my university and I feel that I deserve such an award."

"Fewer questionnaires: two this morning and four last Friday."

"Working closely with successful people in the accounting profession; recruiting an outstanding faculty which is offering one of the best accounting instructional programs in the country; influencing superior students to major in the field of accounting which leads to a rewarding career."

"Relief from so many detailed reports requested by various college and university administrators."

"Items ranked 1-8 in Part II would be completely sufficient. All of the universities with which I have been associated display an almost complete lack of competence in acknowledging that department heads have administrative functions, much less do they officially recognize them when they are specifically identified. Comments concerning Part I. Internal competence is too often overlooked. Too many times outside people are brought in. This costs more money and causes more inefficiencies than would result from individual promotions in most cases. Thus, the reason businesses are more successful than universities. Also, I have a method of ascertaining successful goal achievement. No one else does, neither the administration nor the faculty."

"In my opinion answers in both Part I and Part II are greatly influenced by the circumstances of the respondent. Specifically, I've been a dean and am approaching retirement. I do not want to be a dean again, but believe it is a reasonable aspiration for many department chairmen. We also have good facilities now and are scheduled to move into new ones next fall. Facilities, therefore, have a low priority for me."

"Additional travel funds for faculty; editorial help for faculty; reduced teaching loads for faculty."

COLLEGE OF EDUCATION

"In Part II you have elicited a forced response which will, in my opinion, decrease the validity of your results. As far as my response is concerned, for example, items ranked 9 and higher (and possibly some lower) are not desired additional rewards because I feel that these I already have. Therefore, their inclusion and ranking imply a situation which is non-existent for me in my current position."

"Adequate recognition by the dean of the college for accomplishments; use of a dean's slush fund - almost a bonus system where the dean could provide unusual items (e.g., extra travel) as a reward for especially good work."

"Looks interesting. Good luck."

"Creative projects; challenge of team accomplishments; motivating faculty to be all they can be; striving to be the best department at the university; excitement of enthusiasm in students and staff; getting things for the department and faculty."

"Control of funds!"

"Praise, when earned, from the dean, academic vice-president, and presidents for a job well done. I would like a summary of this study if you prepare one."

"Additional support in the form of doctoral TA's and RA's."

"An evaluation system based on mutually developed goals and objectives; activities in communication to improve faculty-administration working together and clarification of goals; a larger 'part of the action' in school policy-making. Our department establishes its goals cooperatively and operates relatively independently, but we often operate as an 'appendage.' Please send results of your study."

COLLEGE OF ENGINEERING

"Occasionally, a letter of commendation for a job well done. To me, this could mean as much as or perhaps more than many of the items in Part II."

"Additional resources for additional faculty to balance the load between teaching and research; additional resources for teaching."

"More desirable summer school policies from higher administration to faculty."

"Some organized orientation to prepare one for administration. My experience was one of 'sink or swim.' Surely we know more about transitions from academic to administration than this! As a result, I am too much of a 'paper shuffler' and too little an academic leader. What are the rewards (i.e., satisfactions) from administration? How is a good job of administering recognized by faculty and other administrators?"

"Additional faculty; additional program dollars; additional recognition of departments."

"Recognition; promotion to dean."

"Our department's major needs are additional support personnel for laboratories and facilities development and maintenance; support personnel to aid in administrative functions; faculty for relieving the overloads in certain areas of our instructional programs,

"A pat on the back occasionally by the administration."

"Rapport between the Dean's office and this department office has not been close (undoubtedly a unique situation). More candor from that level of administration would be beneficial and, from my viewpoint, very rewarding."

"I find none of the rewards you list as particularly important. The only real reason for continuing in a department head's job for me is to have a strong voice in its development towards a department of top rank nationally and internationally. All of the other rewards you mention could be obtained with a lot less effort doing other things."

"Achieving greater rewards for departmental faculty; recognition of our programs as superior quality."

VITA

David Lee Cawthon

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF INCENTIVES FOR DEPARTMENT HEADS IN HIGHER
EDUCATION

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