INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again – beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

A Xerox Education Company

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/3370

72-29,910

RUSSELL, Clara Natalie, 1921-
THE ROLE OF THE DEPARTMENTAL CHAIRMAN IN THE JUNIOR COLLEGES OF OKLAHOMA AND TEXAS.

The University of Oklahoma, Ph.D., 1972
Education, higher

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE ROLE OF THE DEPARTMENTAL CHAIRMAN IN THE JUNIOR COLLEGES OF OKLAHOMA AND TEXAS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

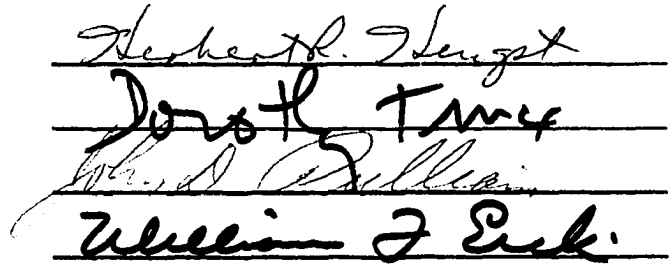
NATALIE RUSSELL

Norman, Oklahoma

1972

THE ROLE OF THE DEPARTMENTAL CHAIRMAN IN THE JUNIOR COLLEGES OF OKLAHOMA AND TEXAS

APPROVED BY



DISSERTATION COMMITTEE

PLEASE NOTE:

Some pages may have

indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

ACKNOWLEDGEMENTS

The author wishes to express her appreciation to Dr. Herbert R. Hengst for the generous and unselfish giving of his time, his invaluable advice and guidance throughout the period of the doctoral program. Further acknowledgement is made for the valuable assistance provided by Dr. William F. Eick, Dr. John D. Pulliam, and Dr. Dorothy Truex.

The study would not have been possible without the cooperation and support of the participants. The writer is indebted to all those who took time out from their busy schedules to complete questionnaires. It is hoped that the results of the study will be of some interest to them.

The writer has received continuous encouragement from her husband, Lee, which helped make this endeavor possible. Appreciation is expressed to her mother and sister, Billie, for their faith and confidence.

Acknowledgement for his counsel, suggestions, and understanding is due Dr. William E. Raab as a friend and dean. Also the writer wishes to thank the Board of Regents of Amarillo College, and Dr. A. B. Martin for their support.

A debt of gratitude is extended to many friends at Amarillo College. Without their efforts and help, this investigation would not have been possible.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		iii
LIST OF TABLES		vii
LIST OF FIGURES		ix
Chapter		
I.	THE PROBLEM: ITS BACKGROUND AND SCOPE	1
	Introduction	1
	Statement of the Problem	3
	Propositions Investigated	4
	Methods Employed	4
	Limitations of the Study	5
	Definitions of Terms	5
II.	REVIEW OF RELATED LITERATURE	8
	Introduction	8
	Historical Background	9
	Importance of the Chairman's Role	12
	Method of Studying the Departmental Chairman's Role	13
	Four-Year Colleges' and Universities' Administration	18
	Two-Year College Administration	23
	Related Studies of the Departmental Chairman	26
	Summary	34
III.	DESIGN AND PROCEDURE	38
	Pre-Survey Procedures	38
	Selection of Research Design	39
	Conduct of a Preliminary Survey	40
	Choice of Departments Studied	40
	Choice of Administrative Responsibility Areas Studied	44
	Data Collection Instrument and Related Correspondence	47

TABLE OF CONTENTS (continued)

		Page
	Data Collection	48
	Selection of Population and Sample	49
	Dissemination of Questionnaires	50
	Data Analysis	50
IV.	RESULTS	55
	Procedures	56
	Choosing the Contrasting Variable(s)	56
	Discriminant Function Analysis Results of Geographical Location Variable	56
	Discriminant Function Analysis Results of the Age-of-Institution Variable	58
	Discriminant Function Analysis Results on the Size-of-Institution Variable	58
	Analysis of Responses on the Size-of-Institution Variable	60
	Area I: Biographical Information of Departmental Chairmen	61
	Summary of Area I: Biographical Information	62
	Area II: Description of Status of Large-College and Small-College Departmental Chairmen	62
	Summary of Area II: Description of Status of Departmental Chairmen	65
	Area III: Administrative Responsibilities of Departmental Chairmen	66
	Summary of Instructional Responsibilities	69
	Summary of Personnel Administration Responsibilities	74
	Summary of Administrative Financial Responsibilities	77
	Summary of General Administrative Responsibilities	83
	Summary of the Administrative Responsibilities of the Departmental Chairmen	84
	Area IV: Additional Comments	84
V.	SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH	86
	Summary	86
	Conclusions	89
	Implications for Further Research	91
REFERENCES		94

TABLE OF CONTENTS (continued)

Page

APPENDICES

A. Correspondence Used in Preliminary Survey. . . 97

B. Correspondence Sent with Instrument. 98

C. Instrument Used in Survey. 99

D. Follow-Up Correspondence to Non-Respondents. . 104

E. Correspondence of Acknowledgement of Receipt of Return. 105

F. Card Format Used to Enter Raw Data Collected from Departmental Chairmen 106

LIST OF TABLES

Table		Page
1.	Responses of Oklahoma Junior Colleges to the Preliminary Survey.	41
2.	Responses of Texas Junior Colleges to the Preliminary Survey.	42
3.	Summary of Preliminary Survey Data Reported by Oklahoma and Texas Junior Colleges	43
4.	Significant Differences Among the Chairmen from Oklahoma and Texas Junior Colleges. . . .	57
5.	Significant Differences Among the Chairmen from Junior Colleges Established for Different Lengths of Time.	59
6.	Oklahoma and Texas Junior Colleges by Enrollment	59
7.	Biographical Information of Large-College and Small-College Departmental Chairmen (N_1=58, N_2=110).	61
8.	Description of Status of Departmental Chairmen from Large and Small Junior Colleges	63
9.	Administrative Responsibilities of Departmental Chairmen in Large and Small Junior Colleges (Instructional Program Responsibilities) . . .	67
10.	Administrative Responsibilities of Departmental Chairmen in Large and Small Junior Colleges (Personnel Administration Responsibilities . .	71
11	Administrative Responsibilities of Departmental Chairmen in Large and Small Junior Colleges (Financial Responsibilities: Budget Preparation, Administration and Control)	76
12.	Administrative Responsibilities of Departmental Chairmen in Large and Small Junior Colleges (General Administrative Responsibilities). . .	79

LIST OF TABLES (continued)

Table | Page

13. Administrative Profile Differences Between the Departmental Chairmen From Large and Small Junior Colleges. 88

LIST OF FIGURES

Figure		Page
1.	Getzels' Social Behavior Model	15
2.	Expansion of Getzels' Social Behavior Model. .	18

THE ROLE OF THE DEPARTMENTAL CHAIRMAN IN THE JUNIOR COLLEGES OF OKLAHOMA AND TEXAS

CHAPTER I

THE PROBLEM: ITS BACKGROUND AND SCOPE

Introduction

O'Grady found in his study that authority in American college and university governance has been decentralized over the last century, he reported that:

> During the past twenty years in particular, there has been rapid growth in college and university enrollments and in subject matter specialization. These changes have caused central administration to rely upon decentralized units. Departments have become sources of specialized information allowing for the exercising of initiative and the making of decisions. The departmental chairman, as spokesman for his department, has become a key academic and administrative officer.[1]

During the twentieth century American education has also witnessed a movement unparalleled in its history--the junior, community, or two-year college. It is estimated

---

[1]James P. O'Grady, Jr., "The Role of the Departmental Chairman," Junior College Journal (February, 1971), p. 33.

that by 1980, 1,500 such colleges will serve three million students. If these colleges are to serve their students adequately, they must be organized for effective and efficient administration. However, a lack of definition of administrative roles under the dean seems to be the most serious problem in the proper decentralization of two-year colleges.[2]

Although some deans have systematically planned organizational structure, others, by delegating their overflow of responsibility, have simply caused another administrative level. Junior college departments are usually administered by a chairman, director, or head, who is directly responsible to the college dean. Frequently, a faculty member must assume the role of departmental chairman in spite of an already crowded teaching schedule. Although the departmental chairman is presumed to handle many of the day-to-day activities of the college, there is a scarcity of information about his specific role within the two-year college framework.[3]

The departmental chairman's role in the junior colleges of Oklahoma and Texas was the subject of this dissertation. It was anticipated that the results of this investigation would provide more information about departmental chairmen in junior colleges.

---

[2] Ibid. [3] Ibid.

Statement of the Problem

The problem investigated in this study had its origins in the discrepancy noted by the investigator in the modus operandi of departmental chairmen of the different junior colleges in Oklahoma and Texas. The primary motif considered was the departmental administrator's role and how that role changes from one junior college to the next when certain factors vary, such as size of enrollment, age of the institution, and geographical location of the institution. The purpose of the study was to examine the departmental/divisional chairman's role in four departments within each of the 59 junior and community colleges of Oklahoma and Texas.

In particular, the purpose of this study was to investigate the departmental chairman's role in Oklahoma and Texas junior colleges with the following departments being considered in each institution:

1. English
2. Mathematics
3. Physical Education
4. Business

These four departments were chosen simply because: (1) They were of primary interest in the study, (2) They were the most common to all colleges in the sample, (3) They were the most readily definable with the least amount of ambiguity involved, and (4) They were the most appropriate to the area being considered in this study.

Propositions Investigated

Several propositions were investigated in this study. The major propositions were as follows:

I. There was a significant difference between the departmental/divisional chairmen's roles in Oklahoma and Texas junior colleges.

II. There were significant differences among departmental/divisional chairmen's roles in Oklahoma and Texas junior colleges caused by the sizes of the departments and the enrollment of the student body.

III. There were significant differences among the departmental/divisional chairmen's roles of Oklahoma and Texas junior colleges, primarily differentiated by the age (since inception) of the institution.

Methods Employed

The method used in studying the departmental chairman's role in the Oklahoma and Texas junior colleges was a survey-type method. A questionnaire was developed and mailed to each departmental chairman of the four departments chosen. The responses to these questionnaires were then analyzed to investigate the stated propositions. While a copy of the questionnaire used is shown in Appendix C, the in-depth explanation of these procedures is given in Chapter III.

Limitations of the Study

The investigator recognized and acknowledged the following limitations of the study:

1. The findings and conclusions of the study were limited to the two-year colleges in Oklahoma and Texas and should not be generalized beyond that population.
2. The results reported were restricted to the departments of English, Mathematics, Physical Education, and Business and should not be generalized beyond those departments being studied.
3. The results reported were limited by the categories chosen for assessing the departmental chairman's responsibilities. The loss of information caused by the grouping or categorization of data concerning activities was considered minimal in this case. However, the investigator will concur that a certain amount of data was lost in the process of grouping.

Definitions of Terms

For the purpose of this study, the terms which lack consensual definitions are defined and presented in the following passage:

Departmental Chairman: The official head of a department/division within a two-year college in Oklahoma

and Texas where instruction is offered in an established branch or body of knowledge; one who holds varying authority over, and is a representative of the respective departmental/divisional faculty. (The terms departmental chairman and divisional chairman are used interchangeably).

Department/Division: A subunit of an educational institution (a two-year college in this case) which has been established by the institution and which offers some type of instruction or training. These subunits are generally headed by a chairman or other designated administrator.

Junior College or Community College: An educational institution which is based on at least two but less than four years of academic instruction beyond the high school (12th-grade) level.

Role: Good defines role as, "behavior patterns of functions expected of or carried out by an individual in a given societal context."[4] Getzels states that "a role is an assigned or achieved position established as a subunit of an organization and may be defined by the expectations (the rights, privileges, and obligations) to which any incumbent of the role must adhere."[5] These two definitions of role, when combined, give an accurate description of the way the term was used in this study.

---

[4]Carter V. Good., ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 471.

[5]J. W. Getzels, "Conflict and Role Behavior in the Educational Setting," in W. W. Charters and N. L. Gage, eds., Reading in the Social Psychology of Education (Boston: Allen and Bacon, 1963), p. 311.

Status: (1) position within the social structure; (2) degree of acceptance or honor accorded an individual.[6]

[6]Good, Dictionary of Education, p. 525.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the literature which is directly related to the role, functions, and responsibilities of the departmental chairman in academic governance. The literature includes almost no material on the department in the public two-year college specifically. In spite of protestations of uniqueness, there is much evidence that the junior colleges look to their four-year counterparts as points of departure for their own organizational pattern.[1] It is valid and useful to group the related departmental literature into the following areas for consideration: Historical background, importance of the chairman's role, methods of studying the departmental chairman's role, four-year colleges' and universities' administration, two-year college administration and related studies of the departmental chairman.

---

[1]Richard C. Richardson, Jr., "Departmental Leadership in the Two-Year College," Current Issues in Higher Education (Washington, D.C.: Association for Higher Education, NEA, 1967), p. 244.

Historical Background

Despite its Greek precursors, the university is, as Hastings Rashdall wrote, "a distinctly medieval institution."[2]

Kerr made the following statement regarding the historical development of today's universities:

> In the Middle Ages it developed many of the features that prevail today--a name and a central location, masters with a degree of autonomy, students, a system of lectures, a procedure for examination and degree, and even an administrative structure with its 'faculties.' Salerno in medicine, Bologna in law, and Paris in theology and philosophy were the great pacesetters.[3]

The administrative framework also began during this same period. The administrative structure evolved from necessity rather than long-term planning. Kerr also states:

> The original medieval universities had at the start nothing that could be identified as a separate administration, but one quickly developed. The guild of masters or students selected a rector; and later there were deans of the faculties. At Oxford and Cambridge, there came to be the masters of the colleges. In more modern times in France, Germany, and Italy, the rector has come to stand between the faculty and the minister of education, closer to the minister of education in France and closer to the faculty in Germany; internally he has served principally as chairman of the council of deans where deans still retain substantial authority as in France and Italy. In Germany the full professor, chairman of his department, director of his institute, is a figure of commanding authority.[4]

---

[2]Hastings Rashdall, The Universities of Europe In the Middle Ages, ed. by F. M Powicke and A. B. Emden, I, (Oxford: Clarendon Press, 1895), p. 3.

[3]Clark Kerr, The Uses of the University (Cambridge: Harvard University Press, 1963), p. 10.

[4]Ibid., pp. 27-28.

The changing nature of university administration was felt even in the most rigid institutions. The university's image of being a separate entity, self-sufficient, and self-propagating, was shattered. English universities did not escape the new methods forced upon the educational institutions. Kerr writes:

> Even in England, even in Oxford and Cambridge, the central administration is attaining more influence--the vice chancellorship can no longer be rotated casually among the masters. The vice chancellors now must deal with the university grants committee and the vice chancellors of the other universities. The university itself is a much more important unit with its research laboratories, central library, its lectures in specialized subjects; the college is much less self-contained than it was. All of this has created something of a crisis in the administration of Oxford and Cambridge, where administrators once were not to be seen or heard and the work was accomplished by a handful of clerks working in a Dickensonian office.[5]

In America, James Marsh in 1826 became president of the University of Vermont, and in a paper that he read to the Vermont faculty soon after becoming president he proposed that the studies of the college be divided into four departments and that students not seeking degrees be permitted to pursue the studies of a single department if they desired.[6]

With the creation of individual departments within a university, came the need for more professors to strengthen them. Each department sought to have the strongest program

---

[5] Ibid., p. 28.

[6] Frederick Rudolph, The American College and University (New York: Vintage Books, 1962), p. 121.

by adding more faculty. The inevitable result was the proliferation of teaching and research positions which eventually led to the knowledge explosion. Rudolph makes the following statement about the increase in professorial positions:

> In the 1800's and 1890's academic institutions occupied themselves with setting up their ladders of status achievement, thereby organizing, as had never been done before in the groves of academe, a competitive drive. The creation of a hierarchy of professors was not so much the function of the degree as it was a function, in the first place, of that awesome proliferation of knowledge which enlarged the scope of a particular area of human understanding and now required the labors of two or three men where one had once sufficed; and second, of that ever increasing undergraduate and graduate enrollment which in some places now called for platoons of instructors also where one had once sufficed. There was nothing peculiar about this development in American life, particularly in business where remarkable growth and expansion led quite naturally to new career patterns.[7]

An academic hierarchy was a response to the expansion of the institutions themselves and to the growth of knowledge itself, and it was a conscious and clearly necessary effort to deal efficiently and effectively with problems that could not be met without order and organization. To the apparatus of hierarchy was also added the concept of departmentalization.[8]

Size alone made departmentalization a necessity: a hierarchy of biologists, for instance, had to be held together by some formal authority; their interest had to find expression in some formally recognized organization.[9]

---

[7] Ibid., p. 398.

[8] Ibid.

[9] Ibid., p. 399.

Importance of the Chairman's Role

Millett had indicated in his essay on organization that departments provide scholarly association and the basic group for decision making about fundamental issues of instruction and research. In discussing the departmental chairman, he states:

> His is a vital position in academic affairs. He must guide his colleagues in their decision making. He must settle or adjust disputes among departmental members. He must place departmental objectives above those of any individual member. He must serve as a link between department and school or college. He must build for long-term growth and eminence in departmental reputation among other colleges and universities.[10]

Millett concludes that it must be evident from this discussion that departments are a very important element of academic organization.[11] To support this, Korfmacher, who is himself a department head, ventures two propositions regarding the importance of the department and the departmental chairman. He writes:

> In all the almost-frightening transformations now under way within American higher education, the academic department appears as the most steadfast entity within the academic framework. Increasingly, the college and university should look to the department for stability and continuity. Increasingly, too, the college and university should favor and foster a reasonable augmented autonomy for the department.
>
> The place of the Department Chairman is a signally important one in college and university administration. That importance should be more and fully appreciated, with a consequent enlargement of the responsibilities and authority and

---

[10]John D. Millett, The Academic Community (New York: McGraw-Hill Book Co. Inc., 1962), p. 89.

[11]Ibid.

> prestige of the departmental head within the oncoming ever-growing complexities of the American college and university.[12]

His analysis and emphasis may well be an accurate assessment of the department's and departmental chairman's current role.[13]

Garrison points out that:

> As individual campuses grow larger, and especially as urban junior college complexes multiply units under central administrations, the key person in the continuing effort to maintain and raise faculty professional standards will be the 'middle-echelon' administrator-teachers: the division heads, department heads, or coordinators. They are the ones who have direct and effective contact with the top local administration. It is by and through the division and department heads that internal communication--faculty-to-administrations, or the reverse--is usually successful, or not.[14]

Methods of Studying the Departmental Chairman's Role

In order to study the departmental chairman's role, a need exists for a theoretical model to understand the articulation of the hypothesized relationship between the expectations of the role and the individual's social behavior or personality in a social system. One possible approach for the development of such a model is to consider how an individual stamps the particular role he is appointed to fill

---

[12]William Charles Korfmacher, "Central Administration and Department," Improving College and University Teaching, 15 (Autumn, 1967), p. 199.

[13]Ibid.

[14]Roger H. Garrison, "Division and Department Heads," Junior College Faculty: Issues and Problems (Washington, D.C.: American Association of Junior Colleges, 1967), p. 49.

with the unique style of his own characteristic pattern of expressive behavior. In this regard the general model developed by Getzels and Guba for describing social behavior is relevant.[15] The model represents pictorially a socio-psychological theory of social behavior having broad application to the area of administration.

The process of administration deals essentially with the conduct of social behavior in a hierarchial setting. Structurally, we may conceive of administration as a series of superordinate-subordinate relationships within a social system. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles, personnel, and facilities to achieve the goals of the system.[16]

The term "social system" is conceptual rather than descriptive; it must not be confused with "society" or "state" or applicable only to large aggregates of human interaction. For one purpose a given community may be considered a social system; for another purpose the school itself, or even a single class within the school, may be considered a social system in its own right.[17]

The social system is conceived of having two major elements "which are at once conceptually independent and phenomenally interactive."[18] On the one side, there are

---

[15] J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (1957), pp. 423-41.

[16] Ibid., p. 424.

[17] Ibid.

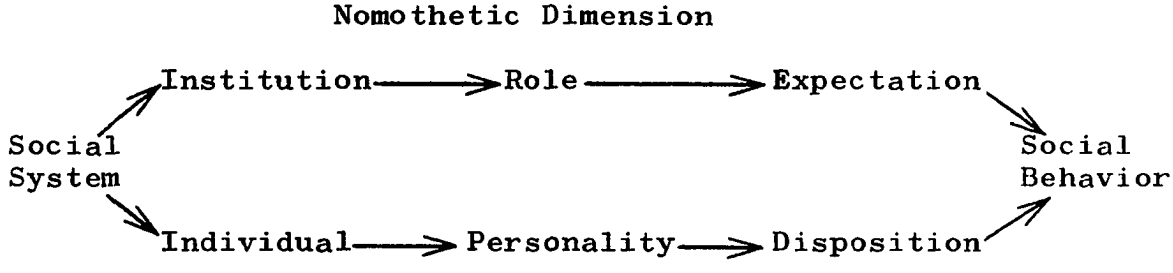
[18] Ibid.

institutions with defined roles and expectations, which will fulfill the goals of the social system.[19] On the other side, there are individuals inhibiting the system with certain personalities and need-dispositions, whose interactions comprise what is called "social behavior."[20]

Social behavior is considered to be the result of interactions of two basic dimensions: (1) the nomothetic dimension represented by institutions, roles, and expectations, and (2) the ideographic dimension represented by individuals, personality, and need-disposition.[21] The two dimensions are shown in Figure 1.

FIGURE 1

GETZELS' SOCIAL BEHAVIOR MODEL[22]



An institution is defined as the agency established to carry out the functions desired by the social system. Roles are the most important analytic units of institutions.

---

[19] Ibid.

[20] Ibid.

[21] J. W. Getzels, "Conflict and Role Behavior in the Educational Setting," in W. W. Charters and N. L. Gage, eds., Reading in the Social Psychology of Education (Boston: Allen and Bacon, 1963), p. 310.

[22] Ibid., p. 311.

A role is defined "by the expectations (the rights, privileges, and obligations) to which any incumbent of the role must adhere."[23] Roles are interrelated and complementary to each other.[24]

Roles are carried out by individuals with different characteristics and personalities. Each individual may carry out his role in a particular manner unique to his personality. Thus, it is not enough to analyze roles and expectations, but also to analyze the personalities and need-dispositions of the individual inhabiting the roles.[25]

The basic analytic elements of the individual dimension are personality and need-disposition.[26] Personality may be defined "as the dynamic organization within the individual of those need-dispositions that govern his unique perceptions and reactions to the environment and to its expectations."[27] Need dispositions are the basic analytic elements of personality and refer to "individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequences of those actions."[28]

Social behavior, then, is the product of the interaction between role and personality.[29] When role is maximized, personality factors are minimized, but cannot be diminished,

---

[23] Ibid.

[24] Ibid.

[25] Ibid.

[26] Ibid.

[27] Ibid.

[28] Ibid.

[29] Ibid.

"because no role is ever so closely defined as to eliminate all individual latitude."[30] When personality is maximized, role is minimized, but social behavior still maintains some role description.[31]

The relevance of this model for administrative theory and practice becomes apparent when it is seen that the administrative process inevitably deals with the fulfillment of both nomothetic role expectations and ideographic need-dispositions, while the goals of a particular social system are being achieved.[32]

In order to shed light on the variances in operating procedures of different departmental chairmen, it becomes necessary to differentiate among the many diverse roles played by them. In relation to Getzels' model, the nomothetic dimension in general and the institution and role in particular will be studied. The crux of the investigation may be shown by presenting an expanded view of Getzels' model, such as that shown in Figure 2.

In Figure 2 Getzels' model begins to take on reality when a particular institution is substituted for the impersonal "Institution" of the model. In this case the institutions being studied were the junior and community colleges of Oklahoma and Texas.

---

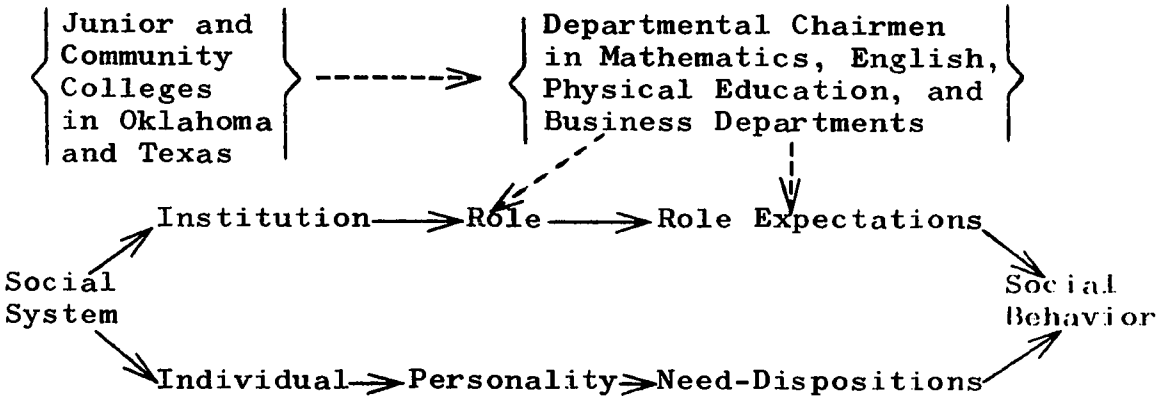
[30] Ibid.

[31] Ibid.

[32] Getzels and Guba, "Social Behavior and the Administratice Process," p. 430.

FIGURE 2

EXPANSION OF GETZELS' SOCIAL BEHAVIOR MODEL



The role being studied was the chairman's role in the English, Mathematics, Physical Education, and Business Departments of these junior and community colleges. The roles of these 236 chairmen were considered as the "Role" in Getzels' model. (See Figure 2) While the ideographic dimension of Getzels' model may be of equal importance, this investigation was restricted to the nomothetic dimension of the model because of the nature of the problem which does not take into account the individual's personality/need disposition. Future research efforts could include the personality/need dispositions of the departmental chairman.

Four-Year Colleges' and Universities' Administration

Richardson believes that there is general agreement regarding the functions of the departmental chairman in the four-year college. He states that:

> His recommendations in the area of personnel administration, including selection, retention, salary increment, and promotion, are seldom countermanded. He is vitally involved in the development of the class schedule, with all of the implications this holds for such matters as time, place, size of class, and instructor assignments. He occupies a pivotal position with respect to the general scope and specialization of subject matter in course offerings. The chairman is equally well recognized as the vital link in the often tenuous chain of communication between administration and faculty. He may hold the power to confer such benefits as choice office location and furnishings, access to secretarial assistance, and opportunities for participation in consulting or research ventures. In the field of student personnel, the departmental chairman will be closely consulted with respect to matters such as selection of majors and graduate students, credit for previous work, and honors programs. In addition to all of these responsibilities, the departmental chairman must oversee a multitude of routine clerical operations and encourage and facilitate good teaching and research.[33]

Dressel, Johnson, and Marcus see the department as the key unit for the academic organization, as is reflected in its many missions. They state that:

> Some missions are of much greater concern to the departmental faculties than are others, and there is some variation among departments. Basic research, instruction of graduate students, and national reputation tend to rank highest in the 'best' departments; whereas applied research, instruction of undergraduates, and service to government, business, and industry are at the low end. Some of the missions are only facilitative. Thus, promotion of departmental view and interests is essential to attaining adequate support, and a scholarly and congenial environment is essential to effective work. If the department

---

[33]Richardson, "Departmental Leadership in the Two-Year College," p. 244.

> as a whole does not serve a social and recreational role, it is likely that there are several cliques or social subgroups within it which do.[34]

Many different factors affect and modify the departmental organization. Some of these are the size of the institution, the number and size of departments, the ratio of graduate/undergraduate instruction, and the extent and nature of faculty and student participation in governance. The resources available and the method of allocation used affect both departments and interdepartmental relations. The effect of size is most apparent in comparing the small, single-purpose liberal arts college with the university. The small colleges need no formal structure since the faculty works directly with the dean. On the other hand, a large college may adopt a divisional structure (social sciences, natural sciences, humanities, fine arts, and so on) to accomplish more of the departmental objectives. Despite the predilection of faculty for the departmental structure, rising out of their experiences in specialized study in the graduate school, and despite, too, the apparent greater relevance of the disciplinary-based department for curriculum development, the size of the faculty in a small college is not sufficient to support a departmental structure. Larger liberal arts colleges may use it although the departmental-disciplinary organization is better adapted to faculty aspirations for

---

[34] Paul L. Dressel, F. Craig Johnson, and Philip M. Marcus, The Confidence Crisis (San Francisco: Jossey-Bass, Inc., 1970), pp. 6-7.

more courses and more majors than for an integrated liberal undergraduate education.[35]

Quite often large departments generate several crucial situations. For example, departments usually teach many non-majors, either in special courses or in introductory offerings which serve both majors and non-majors. These departments use many junior faculty outside the tenure track, often doctoral candidates, to meet their professorial obligations, but, despite this boon to the graduate program, they may resent the monotony of the service burden and the inferior students. The instruction is often poor, and grades unrealistically severe. Despite this, these departments can usually demand and obtain support for their large undergraduate enrollments, and divert much of the financial support into graduate education and research. Inevitable repercussions can be expected.[36]

If a department offers the doctorate, the demand is usually made for staff expansion to cover all significant subdivisions of the disciplines.[37]

Corson reports that:

> In general, departmental chairmen in professional schools and colleges exercise much less influence and authority than their counterparts in liberal arts colleges. Many smaller professional schools lack departments and become in fact large departments themselves, with the dean as chairman. In others, probably because of the relative recency with which they changed from

---

[35] Ibid. p. 7.

[36] Ibid., pp. 7-8.

[37] Ibid., p. 8.

> departmental to college or school organization, the position of the chairman remains weak; that of the dean, strong and executive.[38]

Four relationships, on the whole, determine the functioning of departmental chairmen: relations with other administrators, relations with departmental associates, relations with students, and relations with faculty governing units.[39]

Corson further states that:

> The departmental chairman in the typical American university is a (if not the) key administrative officer. Hence, there is need for much more thoughtful analysis of what he does and what he might do than yet exists. Scholars who will focus their research on the manner of selection of chairmen (e.g., Can you get 'good' chairmen by election? Will the faculty permit their appointment by dean or president?), on their tenure, on the qualifications of individuals who serve, on the functions the chairman is expected--and permitted--to perform, and on the techniques successful chairmen use, can make a large contribution.[40]

The scholar of university governance who would essay this task should study the following provocative and impassioned statement included by Chancellor Kimpton in his 1959 annual report:

> . . . A great deal can be said, incidentally, for the old head of a department. . . . He was appointed for life, it was his department, and he ran it. The running of a department was a career, as important to the head as his own research and teaching, and sometimes far more so. All decisions were his after whatever consultation he chose to engage in; but he knew

---

[38] John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Company, Inc., 1960), p. 88.

[39] Ibid., pp. 88-91.

[40] Ibid., p. 94.

> that the stature of his department was his own stature in the university and in the academic world in general. There were some great department heads in those days, and, more important, there were some great departments. I still share enough of the faculty resentment for the administrator to realize that the old system had to go, but there are some lessons here for us. What is everybody's responsibility is nobody's responsibility, and a present-day chairman must have more of a function than presiding at meetings. He must be selected with great care by the faculty and the administration, and he must be armed with real power. Of course, he should consult with his senior colleagues before any major moves, but he can become immobilized by too much democratic razzle-dazzle. Above all else, the department must be his real responsibility, rather than a rotating chore that he reluctantly assumes for his allotted term. The chairman of the department is the one the administration of the university can trust in the all-important business of promotions; and it is on him that the future quality of the university rests.[41]

Two-Year College Administration

Richardson reports that in most two-year colleges some form of departmental organization exists. In those institutions which have recently been organized and in smaller institutions, the most common pattern is the division encompassing a related grouping of subject matter departments. In large, well-established colleges, departments may exist within a division; associate deans or coordinators may supervise several departments. The division structure in which the division heads are considered to be faculty members is more directly comparable with the four-year college

---

[41] Ibid.

department and is likely to wield greater power than is the case where a sublevel of line administrators are interposed between the operating unit and the dean. Richardson indicates that the departmental chairman in the two-year college is, like his colleague at the university, a person of considerable power. Since administrators come to depend upon his recommendations, it is safe to say that in two-year colleges having well-developed departmental organizations, the departmental chairman may well be the key figure in the implementation of the instructional program. If a trend is discernible, it is in the direction of greater power for the departmental chairman. This is probable because of indefinite tenure and appointive status for the departmental chairman, along with the tendency of two-year colleges to have much less sophisticated administrative structures. All these factors point toward endorsement and consolidation of departmental power.[42] Richardson concludes that two-year college administrative staffs are not as complex as those of four-year institutions, and that this places greater administrative responsibility at the departmental level.[43]

Ordway Tead has defined administration as:

> . . . the function within an organization which is responsible for establishing its objective, purposes, aims or ends, for implementing the

---

[42]Richardson, "Departmental Leadership in the Two-Year College," p. 246.

[43]Ibid., p. 247.

> necessary organizing and operating steps, and for assuring adequate performance toward the desired end.[44]

Koehnline and Blocker state that being consistent with this definition of administration, it is evident that each college must develop for itself a precise statement of educational objectives. Community colleges perform educational functions which are not entirely comparable with those of four-year institutions. They are (a) remedial education, (b) freshman and sophomore years of a baccalaureate program, (c) occupational education, and (d) guidance and counseling of students. Given these functions, one can then move to an analysis of appropriate administrative structure and administrative roles.[45] The authors state:

> Our first step in the process is an analysis of the curriculum into a minimum number of administrative units, each of a manageable size; a definition of units in order to insure logical coherence; and finally, a definition of the roles of the individuals who are given the responsibility for administering the units. For most community colleges, the most effective operational units are divisions, and the key to the success of the program is in the position of the division chairman.
>
> The academic division in a community college is larger and more diversified than a traditional department. The divisions will include both 'pure' and 'applied' courses.[46]

The writers believe that divisions having logical coherence will justify the departure from what may be more familiar, conventional academic groupings.

---

[44]Ordway Tead, The Origin of Administration (New York: McGraw-Hill Book Company, Inc., 1951), p. 100.

[45]William A. Koehnline and Clyde E. Blocker, "The Division Chairman in the Community College," Junior College Journal (February, 1970), pp. 9-10.

[46]Ibid., p. 10.

As the popularity of the "division" groupings of subject areas continues to grow, in the community colleges in American higher education, so does the need for defining the role and responsibility of the division head. In this regard, Pierce reported the areas of high task-involvement by the chairmen as:

> (1) preparing the annual divisional report; (2) course revision and development; (3) course scheduling; (4) interviewing prospective faculty; (5) evaluating instruction; (6) hiring part-time faculty; (7) preparing the divisional budget; (8) helping select texts and library materials; (9) maintaining supply and equipment inventories; (10) assigning faculty teaching loads; (11) divisional correspondence; (12) articulating courses with four-year institutions; (13) setting policies and objectives of the division; (14) and conducting divisional meetings. Division heads in the larger public colleges tended to have more real authority than did their counterparts in the smaller private colleges.[47]

He adds that classroom preparation and teaching made the most acute demands on their time, and they were critically short of time needed to fulfill their role in many key areas such as classroom visitation--observation, administrative planning, reading, or research in their fields of specialization, and informal interaction with faculty.[48]

Related Studies of the Departmental Chairman

McGrath and others reported that an early study based on 472 liberal arts colleges, indicated the tendency

---

[47]Harmon B. Pierce, "A Look at the Science Division Head," Junior College Journal, 42 (November, 1971), p. 30.

[48]Ibid.

towards acceptance of divisional organization. Faculties and administrators saw it as a means of improving both the efficiency and quality of academic service without additional financial outlays.[49]

Thirty-three selected liberal arts colleges under private auspices with a minimum enrollment of five-hundred students were selected for Doyle's study of the status and functions of the departmental chairman. He reported the following findings:

> The status of the departmental chairman is influenced by a number of factors determined by the policies of the college administration. These factors include the qualifications demanded of the chairman by the administration, the method of selection, the administrative status recognized in the framework of the institution, and the scope of the chairman's activity on standing committees, administrative and advisory boards, and in the faculty senate.
>
> The study reveals a variety of duties performed by the departmental chairman; namely, teaching functions, supervision of teaching in the department, administrative duties embracing preparation of the departmental budget, responsibility for the statement of departmental aims and offerings, proper maintenance of a department library, maintenance of personnel records, both faculty and student and miscellaneous duties such as personal research and representation of the institution and department at meetings of learned societies and educational groups.[50]

Doyle concluded that acknowledgement by the administration of the efficiency of departmental planning, staffing,

---

[49]"A Study of Divisional Organization," Association of American Colleges Bulletin, p. 29, quoted in J. P. O'Grady Jr., "The Role of the Departmental Chairman in Selected Missouri and Illinois Two-Year Colleges," unpublished Ph.D. dissertation, St. Louis University (E. J. McGrath, W. C. Nystrom, and A. E. Patmos, 1943), pp. 477-497.

[50]Edward A. Doyle, The Status and Functions of the Departmental Chairman (Washington, D C.: The Catholic University of America Press, 1953), pp. 115-16.

coordination, direction, and budgeting--procedures considered impracticable in the small department of thirty years ago--has slowly won for the departmental chairman some promise of authority commensurate with his responsibility.[51]

Medsker found that most of the 76 two-year colleges in the 15 states selected for his study had some type of departmental organization--usually including a fairly wide scope of subjects, such as business or social sciences.

> The authority and released time given to department or division chairmen ranged from supervisory powers and duties with as much as fifty per cent release from teaching time to no release time, with duties limited primarily to assistance in constructing class schedules, communication with teachers, and the like.[52]

Clark's San Jose case study depicted roles played by the junior college in a system of higher education. In regard to the structure and administration of the organization he found:

> For while the small top administrative group was in flux, an organizational build-up was taking place from below, with departments emerging in academic disciplines . . . . By the third year, instructional personnel were approximately grouped in fifteen departments, some of which were large operations . . . . It made the most sense and served the most faculty interests to have subject-field nuclei. Similarly, as division-level administration began to crystallize in a relatively permanent form in the fourth year, subject areas

---

[51] Ibid.

[52] Leland L. Medsker, The Junior College Progress and Prospect (New York: McGraw-Hill Book Co., Inc., 1960), p. 87.

> found a place at a department level and without regard to differences between two-year and four-year students.[53]

In an exploratory study Corson concerned himself with the manner in which the responsibility for making decisions is distributed, and how the efforts of all--trustees, administrators, faculty, and staff--are mobilized in the progressive operation of the whole institution. He refers to the departmental chairman's role by stating:

> The position of the departmental chairman varies both among institutions and with personalities . . . . Despite these variations, chairmen do have, on the whole, a decisive influence on budgeting, staffing, planning, reporting (for the department to the next person in the scalar organization), and directing research.[54]

Gunter's recent study was a comparative analysis of the responsibilities of governance exercised by departmental chairmen in five small and in five large state universities in ten western states. Small and large university chairmen did not differ significantly (at the .05 level) in the majority of areas of the eight major categories surveyed. They did differ significantly (from .05 to the .001 level) in the following categories:

1. Chairmanship qualifications, selection, and tenure.
2. General functions.
3. Personnel administration.
4. Curriculum administration.

---

[53]Burton R. Clark, The Open Door College (New York: McGraw-Hill Book Co., Inc., 1960), pp. 95-98.

[54]Corson, Governance of Colleges and Universities, pp. 87-88.

5. Relations with faculty committees.
6. Relations with students.
7. Departmental office administration.[55]

In an analysis of university departments, Dressel, Johnson, and Marcus decided to study the same large departments in ten universities that varied by region, public, and private sponsorship. Five other universities were included with a limited involvement. The authors analyzed departmental operations and the means and manner by which departmental faculty members interact among themselves and with external forces in the unceasing struggle for the resources required to attain departmental and individual goals. They found that:

> Departments vary from those almost completely dominated by deans or other external administrators to those in which individual autonomy is essentially absolute. Though departments, on the whole, emulate the universities of which they are a part, their ambitions in some cases threaten the integrity and the efficiency of the university and their governorship, based on expediency, opportunism, and competition, eliminates any possibility of planning.[56]

The analysis provides practical proposals and plans that any university department can use for making reforms.

Blomerley conducted a study designed to assess the role of junior college faculty in decision making at the departmental level. Data were gathered from eight public two-year colleges in New York State in order to determine

---

[55]Craig G. Gunter, "The Role of Departmental Chairmen in the Governance of State Universities" (unpublished Ed.D. dissertation, Washington State University, 1964), p. 115.

[56]Dressel, Johnson, and Marcus, The Confidence Crisis, front flap.

the status of the department in the organizational structure, the relative influence of the chairman and his colleagues in the department, and the relationship between the variables, faculty morale, and departmental objectives.[57] He found that:

> Junior college faculty members are more concerned about their involvement in decisions which affect their working context than with faculty prerogatives in other areas. They further suggest that such involvement would positively affect professional morale without any erosion in departmental objectives.[58]

O'Grady's study had two major purposes: (1) To ascertain the role exercised by departmental chairmen in selected small and large two-year colleges, and (2) To make a comparison between the roles of the chairmen in selected small and large two-year colleges. Forty-one chairmen were interviewed from the large colleges (1,200 or more students) and 39 were interviewed from the small colleges (fewer than 1,200 students). The major findings concerning the two-year college departmental chairman were presented by six categories as follows: (1) Status of the departmental chairman's role, (2) Chairman's qualifications, (3) Budget administration, (4) Personnel administration, (5) Academic administration, and (6) General function of the chairmanship.[59]

---

[57]Peter Blomerley, "The Junior College Department and Academic Governance," Junior College Journal, 41 (February, 1971), p. 38.

[58]Ibid., p. 40.

[59]O'Grady, "The Role of the Departmental Chairman," p. 33.

Research on the role of science division chairmen in regionally accredited public and private junior colleges in the United States was conducted by Harmon B. Pierce. Of the 343 division chairmen selected for sampling, 285 (83.1 per cent) returned usable questionnaires. Each of the six accreditation regions was equitably represented in the data. However, slightly over 80 per cent of all respondents were employed in public colleges.[60] The following conclusions were made:

1. The hierarchical status of the science division chairman's position as indicated by the questionnaire returns is nearer to faculty than to central administration.

2. The prevalence of respondents indicating a preference for the terminal degree in higher education, rather than the Ph.D. in a scientific discipline, and desiring coursework in college administration, finance, and instructional evaluation, would indicate that the duties of the science division head are largely administrative. This is in agreement with the duties, but not the official designation, of the position as outlined in 8.5 per cent of the 123 job descriptions analyzed.

3. The division chairman performs the duties of both a teacher and an administrator.

4. The chairmen need more authority in such key areas as faculty hiring, retention, promotion, budget, administrative planning, and policy making in their curricular areas.

5. Most of the respondents had too little time for the effective performance of their assigned tasks. This lack of time was most often the result of teaching loads which were too heavy when compared to the amount of administrative work demanded of the chairmen.

---

[60] Pierce, "A Look at the Science Division Head," pp. 28-29.

6. The obstacle most often mentioned by the division chairmen as the greatest impediment to effective role fulfillment was their inability to gain and maintain the trust and confidence of their teaching staffs. Human relations problems were most often listed as the greatest challenge to their administrative skill. It may be concluded from this data that the position of division chairman is indeed highly strategic with respect to faculty job satisfaction, professional growth, and productivity.

7. The junior college division head should be a person adept at counseling faculty members and should possess considerable knowledge and common sense in the areas of human psychology and group relations.[61]

Still other studies have utilized all the departments and have concentrated their research efforts on the power of the departmental chairman within the structure of higher education. The purposes of Hill's study concerning the departmental chairman's power were as follows:

1. To measure the power imputed to departmental chairmen by professors in five state colleges.

2. To determine whether variations in the power imputed chairmen are associated with the satisfaction and productivity of faculty members.[62]

He found that the higher the power of the chairman to do things for the faculty, the more likely the faculty were to be satisfied with roles in the colleges and the more likely were the faculty to perceive that their productivity was also high.[63]

---

[61] Ibid., pp. 30-31.

[62] Winston Wright Hill, "Some Organizational Correlates of Sanctions Perceived by Professors to be Available to Their Departmental Chairman: A Study in Power" (unpublished dissertation, University of Washington, 1966), p. 8.

[63] Ibid., p. 83.

Summary

The historical background of the university reveals that in the middle ages it developed many of the features that prevail today. Some of these features were: a name, central location, masters, students, a system of lectures, examinations, degree, and an administrative structure with its faculties.

As the academic institutions began to organize and the enrollment increased, an academic hierarchy was the response to the expansion of the institutions and to the growth of knowledge itself. To the hierarchy was also added the concept of departmentalization. Size alone required departmentalization or the decentralization of administration.

The literature reveals that the departments are a very important element of academic organization and the place of the departmental chairman is one of significant importance in college and university administration. This importance should be more and fully appreciated with an enlargement of the responsibilities, authority, and prestige of the departmental head within the ever-growing complexities of the American college and university. The division heads, department heads, or coordinators have direct and effective contact with the top administration. It is by and through the division and department heads that internal communication--faculty-to-administration, or the reverse--is usually successful or not.

In order to study the departmental chairman's role, the general model developed by Getzels and Guba for describing social behavior is used to understand the relationship between the expectations of the role and the individual's social behavior or personality in the social behavior or personality in the social system. The process of administration deals essentially with the conduct of social behavior in a hierarchial setting.

There is general agreement regarding the functions of the departmental chairman in the four-year college. His recommendations in the area of personnel administration, including selection, retention, salary increments, and promotion, are seldom countermanded. He is actually involved in the development of the class schedule, with all of the implications this holds for such matters as time, place, size of class, and instructor assignments. He occupies an important position with respect to the general scope and specialization of subject matter in course offerings, and is equally recognized as the vital link in the chain of communication between administration and faculty.

Many factors affect and modify the departmental organization: the size of the institution, the number of departments, the size of departments, balance between graduate and undergraduate instruction, and the extent and nature of faculty and student participation in governance. The resources available and the method of allocation used affect both department and interdepartment relations.

In most two-year colleges, some form of departmental organization exists. The most common pattern is the division encompassing a related grouping of subject matter departments for those institutions which have been recently organized, and the smaller institutions. In large, well-established institutions a departmental structure may exist within the division pattern; or a subadministrative level of associate deans or coordinators may supervise groupings of departments. The division structure whereby division chairmen are considered as members of the faculty is more directly comparable with the four-year college department and is likely to have greater power than is the case where a sublevel of line administrators are interposed between the operating unit and the dean. The departmental chairman in the two-year college, like his colleague at the university, is a person of considerable power.

Most of the literature on the departmental chairman's role which was reviewed in this chapter pertains to the four-year college or university. There is very little similar material pertaining to the two-year college. The material is useful as a background for this study since there is much evidence that the junior colleges look to their four-year counterparts as points of departure for their own organizational pattern.

There has been relatively little attention by researchers to the role of the two-year college department

chairman. The departmental chairman's role in the junior colleges of Oklahoma and Texas is the subject of subsequent chapters of this study.

CHAPTER III

DESIGN AND PROCEDURE

The major part of this study was concerned with determining the activities and duties performed by the departmental chairmen in 59 Oklahoma and Texas junior colleges. Two hundred thirty-six departmental chairmen from four departments in each college were used to collect data concerning their administrative duties. The information submitted by the participants was, in turn to compare the administrative profiles of departmental chairmen from junior colleges of different age, size, and geographical location.

The procedural section of this study was divided into three sub-sections: (1) Pre-Survey Procedures; (2) Data Collection Procedures and, (3) Data Analysis Procedures.

Pre-Survey Procedures

One of the pre-survey procedures was to select the research design to be used in the conduct of the study. This is an important step in the overall conduct of the study, since the design must be commensurate with the propositions stated in Chapter I. Likewise, the propositions to be investigated must be in accordance with the theoretical framework

established by the literature search. Thus the choice of a research design is of ultimate importance.

Selection of Research Design

In this study, the "research design" refers to the plan or overall scheme of the research problem. There are two basic purposes of the research design. These are: (1) To provide the answers to research questions, and (2) To control variances among the subject's scores caused by external forces. In other words, it is through the design that research is made interpretable. Kerlinger gives the basic use of design in the following statement:

> . . . How does design accomplish this? Research designs set up in the framework for 'adequate' tests of the relations among variables. The design tells us, in a sense, the observations to make, how to make them, and how to analyze the quantitative representations of the observations. Strictly speaking, design does not 'tell' us precisely what to do, but rather suggests the directions of observation-making and analysis. An adequate design 'suggests', for example, how many observations should be made, and which variables are active variables, and which are assigned. We can then act to manipulate the active variables and to dichotomize or trichotomize or otherwise categorize the assigned variables. A design tells us what type of statistical analysis to use. Finally, an adequate design outlines possible conclusions to be drawn from the statistical analysis.[1]

---

[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 276.

The design chosen for this study was a multiple-subject, survey-type design.[2] This design was chosen since it will allow the investigator to compare the various departmental chairmen's activities from one college to the other.

Conduct of a Preliminary Survey

Another pre-survey procedure was the conduct of a preliminary survey which was used to determine the relevance of the study. In order to complete this survey, it was necessary for the researcher to develop and disseminate the correspondence shown in Appendix A.

The results of this survey of the Oklahoma and Texas Junior Colleges are shown in Tables 1, 2, and 3. Fifty-nine letters were mailed and 50 responses were received (a return percentage of 85). This is an extremely high percentage of return on mail-out questionnaires and can be considered more than an adequate sample of the colleges represented.

Choice of Departments Studied

The preliminary survey of the Oklahoma and Texas junior colleges revealed a plethora of terms, procedures, and curricular arrangements. It became necessary to choose the departments most common to all schools and conduct a survey of the chairman's role within those departments.

---

[2]D. T. Campbell and Julian C. Stanley, "Experimental and Quasi-experimental Designs for Research," in Handbook of Research on Teaching (New York: Rand McNally & Co., 1963), pp. 37-110.

TABLE 1

RESPONSES OF OKLAHOMA JUNIOR COLLEGES
TO THE PRELIMINARY SURVEY

	Institution Oklahoma	Organized as 2-year College	Control	Recognition or Accreditation	Programs T[b]	Programs O[c]	Type[d]	Respondent	Classification Div. Ch.	Classification Dept. Ch.	Classification Dept. Head	Number of Depts.	Separate Dept. Budget	Administers the Budget	Total Enrollment 1970
1.	Altus Junior College	1926	Public	State	X	X	C	-	-	-	-	-	-	-	665
2.	Connors State College	1909	Public	NC[a]	X	X	C	-	-	-	-	-	-	-	762
3.	Eastern Okla. State College	1909	Public	NC	X	X	C	X	X	-	-	6 Divs.	Ea. Div.	Div. Ch.	1,336
4.	El Reno College	1938	Public	State	X	-	C	X	-	-	-	Not departmentalized	No	-	424
5.	Murray State Col. of Agr. & Ap. Sci.	1922	Public	NC	X	X	C	X	-	X	-	10	Yes	Dept. Ch.	705
6.	N. E. Okla. A & M College	1919	Public	NC	X	X	C	X	X	-	-	8	Yes	Div. Ch.	2,289
7.	Northern Oklahoma College	1921	Public	NC	X	X	C	X	-	X	-	7	Yes	Div. Ch.	1,325
8.	Oklahoma Military Academy *	1923	Public	NC	X	X	C	X	X	-	-	5 Divs.	Ea. Div.	Div. Ch.	477
9.	Okla. State Univ. Tech. Institute	-	Public	NC	X	X	C	X	-	-	X	-	For Sch.of Tech.	Dir. of Tech	709
10.	Oscar Rose Junior College	1970	Public	State	X	X	C	X	X	-	-	4 Divs.	Ea. Div.	Div. Ch.	1,767
11.	Poteau Community College	1932	Public	State	X	X	C	X	-	-	-	-	No	-	432
12.	Sayre Junior College	1938	Public	State	X	-	C	X	-	X	-	8	No	Exec.Dean & Pres.	308
13.	Seminole Junior College	1931	Public	State	X	X	C	X	X	-	-	6 Divs.	No	-	604
14.	Tulsa Junior College	1970	Public	State	X	X	C	X	X	-	-	4 Divs.	Ea. Div.	Div. Ch.	2,797

* Claremore Junior College

[a] North Central Association of Colleges and Secondary Schools

[b] Transfer

[c] Occupational

[d] Coeducational

TABLE 2

RESPONSES OF TEXAS JUNIOR COLLEGES TO THE PRELIMINARY SURVEY

	Institution Texas	Organized as 2-Year College	Control	Recognition or Accreditation	Programs[b] T	Programs[c] O	Type[d]	Respondent[e]	Classification Div.Ch.	Classification Dept. Ch.	Classification Dept. Head	Number of Depts.	Separate Dept. Budget	Administers the Budget	Total Enrollment 1970
1.	Alvin Junior College	1949	Public	SA[a]	X	X	C	X	-	-	X	18	Yes	President	1,471
2.	Amarillo College	1929	Public	SA	X	X	C	X	-	X	-	14 Acad., 28 Tech & Voc.	Yes	Dept.Ch. & Dean	4,001
3.	Angelina College	1968	Public	State	X	X	C	X	X	-	-	7 Divs.	Yes	Div. Ch.	872
4.	Bee County College	1967	Public	SA	X	X	C	X	-	-	-	26 Acad., Voc. & Tech.	Yes	(Appro. Dean & (Dean Fis. Aff.	1,122
5.	Blinn College	1927	Public	SA	X	X	C	X	-	X	-	10	Yes	Dept. Ch.	1,740
6.	Brozosport Junior College	1968	Public	State	X	X	C	X	X	-	-	4 Divs.	Yes	(Div. Ch. (VP Acad. Aff.	1,290
7.	Central Texas College	1967	Public	SA	X	X	C	X	-	X	-	19	Yes	Dept. Ch.	3,219
8.	Cisco Junior College	1941	Public	SA	X	X	C	X	-	X	-	8	Yes	Dept. Ch.	1,170
9.	Clarendon Junior College	1927	Public	SA	X	X	C	X	X	-	-	9 Divs., 18 Dept.s	Yes	Div. Ch.	411
10.	College of the Mainland	1967	Public	SA	X	X	C	X	X	-	-	3 Div.Acad.,4 Div. Vo. Tech.	Yes	Div. Sup.	1,259
11.	Cooke County Junior College	1924	Public	SA	X	X	C	X	-	X	-	9	Yes	Dept. Ch.	1,581
	Dallas Cy. Jr. College District	1966													
12.	Eastfield College	1970	Public	State	X	X	C	-	-	-	-	-	-	-	3,522
13.	El Centro College	1966	Public	SA	X	X	C	-	-	-	-	-	-	-	6,710
14.	Mountain View College	1970	Public	State	X	X	C	X	-	-	X	25	Yes	Dept. Head	2,060
15.	Del Mar College	1935	Public	SA	X	X	C	X	-	X	-	28 Acad., 8 Voc.	Yes	Dept. Ch.	5,523
16.	Frank Phillips College	1948	Public	SA	X	-	C	X	X	-	-	14	Yes	Bus. Office	633
17.	Galveston College	1967	Public	SA	X	X	C	-	-	-	-	-	-	-	1,274
18.	Grayson County College	1965	Public	SA	X	X	C	X	Director	-	-	(6 Div., 25 Acad. Dept. (11 Voc. Tech.	-	-	2,819
19.	Henderson County Jr. College	1946	Public	SA	X	X	C	X	X	-	-	9 Div.,24 Dept.Acad.,10 Voc&Tech.	-	-	1,340
20.	Hill Junior College	1962	Public	SA	X	X	C	X	X	-	-	8 Divs.	Yes	Div. Ch.	572
21.	Howard County Jr. College	1946	Public	SA	X	X	C	-	-	-	-	-	-	-	1,194
22.	Kilgore College	1935	Public	SA	X	X	C	-	-	-	-	-	-	-	2,672
23.	Laredo Junior College	1947	Public	SA	X	X	C	X	-	X	-	12 Depts.	-	-	1,790
24.	Lee College	1934	Public	SA	X	X	C	X	-	X	-	9 Acad., 4 Tech & Voc.	Yes	Dept.Ch. & Dean	3,365
25.	McClennon Community College	1966	Public	SA	X	X	C	X	-	X	-	14	Yes	Dept. Ch.	2,226
26.	Navarro Junior College	1946	Public	SA	X	X	C	X	-	X	-	13 Acad., 7 Tech.	Yes	Dept. Ch.	1,084
27.	Panola Junior College	1948	Public	SA	X	X	C	X	Coordinator	-	-	4 Divs.	No	Div. Coordinator	619
28.	Paris Junior College	1924	Public	SA	X	X	C	-	-	-	-	-	-	-	913
	Permian Jr. College System														
29.	Midland College	1969	Public	SA	X	X	C	X	-	-	-	-	-	-	792
30.	Odessa College	1946	Public	SA	X	X	C	X		X		29	Yes	Dept. Ch.	2,770
31.	Ranger Junior College	1926	Public	SA	X	X	C	X	X	-	-	5 Divs.	Ea.Div.	Div. Ch.	472
	San Antonio Jr. College District														
32.	St. Philip's College	1927	Public	SA	X	X	C	X	-	X	-	9	Yes	Dept. Ch.	2,218
33.	San Antonio College	1925	Public	SA	X	X	C	X	-	X	-	23	Yes	Dept. Ch.	14,703
34.	San Jacinto College	1961	Public	SA	X	X	C	X	X	X	-	8 Divs., 19 Aca.Depts., 13 Tech.	Yes	Dept. Ch.	7,139
35.	South Plains College	1958	Public	SA	X	X	C	X	X	-	-	11	Yes	President	1,812
36.	Southwest Texas Jr. College	1946	Public	SA	X	X	C	X	X	-	-	7 Divs.	Yes	Div. Ch.	1,325
	Tarrant County Jr. College Dist.	1967													
37.	Northeast Campus	1968	Public	SA	X	X	C	X	X	X	-	6 Divs., 22 Depts.	Yes	Dept. Ch.	4,567
38.	South Campus	1967	Public	SA	X	X	C	X	X	X	-	21	Yes	Div. Ch.	6,080
39.	Temple Junior College	1926	Public	SA	X	X	C	X	-	X	-	14 plus Tech. & Voc.	Yes	Dept.Ch., V.Pres.	1,142
40.	Texarkana College	1927	Public	SA	X	X	C	X	X	-	-	8 Divs.	Yes	Div. Ch.	1,952
41.	Texas Southmost College	1926	Public	SA	X	X	C	X	X	-	-	9	Yes	Fis.Aff.Office	1,689
42.	Tyler Junior College	1926	Public	SA	X	X	C	X	-	X	-	14	Yes	V.P.of Gen.Fiscal	3,893
43.	Victoria College	1925	Public	SA	X	X	C	-	-	-	-	-	-	-	1,586
44.	Weatherford College	1921	Public	SA	X	X	C	X	X	-	X	21 Depts., 4 Divs.	Yes	Dept. Head	1,165
45.	Wharton County Jr. College	1946	Public	SA	X	X	C	X	-	X	-	19 Acad.,10 Voc & Tech.,6 Divs.	Yes	Dept. Ch.	1,982

[a] Southern Association of Colleges and Secondary Schools

[b] Transfer

[c] Occupational

[d] Coeducational

TABLE 3

SUMMARY OF PRELIMINARY SURVEY DATA REPORTED
BY OKLAHOMA AND TEXAS JUNIOR COLLEGES

Summary	Range - Organized as 2-Year College	Public - Control	Recognition or Accred.			Program		Type	Respon-	Classification				Range - No. of				Separate Budget			Administers Budget			X Enrollment
			S[a]	NC[b]	SA[c]	T[d]	T&O[e,f]	C[g]	dent	Div. Ch.	Dept. Ch.	Dept. Head	Other	Div.	A	VT	Tot.	Div.	Dept.	Other	Div. Ch.	Dept. Ch.	Other	October 1970
Oklahoma	1909 - 1970	14	7	7	-	12	14	14	12	6	3	1	4	4-6			7-10	5	3	6	6	1	7	1,042.8
Texas	1921 - 1970	45	4	-	41	44	45	45	38	13	16	3	13	4-9	3-28	4-28	7-42	1	32	12	10	18	17	2,505.3
Total	1909 - 1970	59	11	7	41	56	59	59	50	19	19	4	17	4-9	3-28	4-28	7-42	6	35	18	16	19	14	2,158.3

[a]State

[b]North Central Association of Colleges and Secondary Schools

[c]Southern Association of Colleges and Secondary Schools

[d]Transfer

[e]Technical

[f]Occupational

[g]Coeducational

A comparison of the figures reported in Tables 1, 2, and 3 and the catalogs of each institution revealed that the following departments were common to all organizations:

1. English
2. Mathematics
3. Physical Education
4. Business

Consequently, the researcher chose departments which were found in all the colleges concerned. Three reasons for choosing these four departments may be listed as follows: (1) All of the junior colleges except one had all four departments. One reported no physical education department; (2) The departments chosen were the most definable, with the least amount of ambiguity and conflicting terminology; and (3) The departments chosen showed the pronounced structure and organization necessary for data collection.

Choice of Administrative Responsibility Areas Studied

After the schools, departments, and departmental chairmen had been chosen for the study, it became necessary to choose the specific areas of administrative responsibility to be surveyed. In determining the areas to be studied in this research project, it was necessary to determine the areas of responsibility assumed by departmental chairmen. In determining these areas, it was necessary to utilize the theoretical models of Talcott Parsons[3] and Jacob W. Getzels.[4]

---

[3]T. Parsons and E. A. Shils, Toward a General Theory of Action (Cambridge: Harvard Univ. Press, 1951), p. 114.

[4]Getzels and Guba, "Social Behavior and the Administrative Process," pp. 423-41.

Gulick and Urwick have utilized the acronym "POSDORB" to outline the functions of an administrator. This is based on Henri Fayol's work, Industrial and General Administration. An organization of duties under these major headings is apropos to the section being discussed. POSDORB refers to the functional elements of (1) Planning, (2) Organizing, (3) Staffing, (4) Directing, (5) Coordinating, (6) Reporting, and (7) Budgeting.[5]

Corson defines a department or division as a subdivision of a larger organization.[6] He further defines some common duties or functions of departments and departmental chairmen of educational organizations as follows:

1. Budgeting.
2. Staffing.
3. Planning.
4. Reporting (for the department to the next person in the scalar organization).
5. Directing research.[7]

Dressel, Johnson, and Marcus further defined the departmental supervisor's role in the educational institutions by interviewing the chairmen and faculty of nine departments in ten universities.[8]

---

[5]Papers on the Science of Administration, quoted in Charles A. Bucher, Administration of School Health and Physical Education Programs (New York: Luther Gulick and L. Urwick, 1937), p. 32.

[6]Corson, Governance of Colleges and Universities, p. 85.

[7]Ibid., p. 88.

[8]Dressel, Johnson, and Marcus, The Confidence Crisis, p. 82.

Doyle used a Q-Sort technique to study the status and functions of departmental chairmen in 33 selected liberal arts colleges. He had superintendents and administrators list all the duties performed by the departmental chairmen and made the Q-Sort on these duties.[9]

In another study of departmental chairmen's roles, O'Grady researched the following areas of functional responsibility:

I. Departmental Position
   A. Methods of Choosing Chairman
   B. Qualifications for Chairmanship
   C. Term and Succession of Chairmanship

II. Budget
   A. Chairman's Control Over Budget

III. Personnel Administration
   A. Faculty Recruitment
   B. Faculty Selection
   C. Faculty Evaluation
   D. Faculty Promotion
   E. Faculty Dismissal
   F. Faculty Time Off

IV. Academic Area
   A. Teaching
   B. Scheduling
   C. Curricula
   D. Academic Advising
   E. Liaison
   F. Departmental Library
   G. Departmental Meetings
   H. Other Academic Functions

V. General Functions
   A. Future Role
   B. Who Determines the Chairman's Future Role?[10]

---

[9]Doyle, The Status and Functions of the Departmental Chairman, pp. 39-40.

[10]James P. O'Grady, "The Role of the Departmental Chairman in Selected Missouri and Illinois Two-Year Colleges" (unpublished Ph.D. dissertation, St. Louis University, 1969), pp. 63-124.

In a similar study, Gunter examined the governance responsibilities of departmental chairmen in five small- and five large-state universities. Gunter used the following categories of departmental responsibility in his investigation:

1. Chairmanship Qualifications
   A. Selection
   B. Tenure
2. General Functions
3. Personnel Administration
4. Curriculum Administration
5. Relations with Administrators
6. Relations with Faculty Committees
7. Relations with Students
8. Departmental Office Administration[11]

The final selection of areas to be studied was based on the studies of O'Grady[12] and Gunter.[13] Based upon the above review, it was determined that the following four areas of departmental functions and responsibilities adequately described the departmental chairman's role and would be used in the present study:

1. Chairman's Qualifications
2. Status of the Departmental Chairman's Role
3. Administrative Responsibilities
4. Additional Duties

Data Collection Instrument and Related Correspondence

An instrument was developed which was used in the collection of the data needed to test the propositions. The

---

[11]Gunter, "The Role of Departmental Chairmen in the Governance of State Universities," p. 2.

[12]O'Grady, "The Role of the Departmental Chairman in Selected Missouri and Illinois Two-Year Colleges."

[13]Gunter, "The Role of Departmental Chairmen in the Governance of State Universities," p. 2.

instrument developed for this purpose was a variation of an instrument used in similar studies conducted by O'Grady[14] and Blomerley.[15]

Pilot Testing of Instrument. After the data collection instrument had been developed, it was submitted to several administration students for their crituque. Several modifications were made and the instrument was submitted to eight departmental chairmen (junior college level) for a final review and critique. The suggestions made by these eight departmental chairmen indicated that no major changes were necessary before the instrument could be used in actual research. The final format of the instrument is shown in Appendix C.

Data Collection

A cover letter was also prepared and sent with the data collection instrument. This letter simply explained the crux of the study and asked for the departmental chairmen's cooperation. A copy of this letter is presented in Appendix B.

Fourteen days after the questionnaires had been disseminated, a follow-up letter was mailed to those participants who had not responded. A copy of this letter is shown

---

[14] O'Grady, "The Role of the Departmental Chairman in Selected Missouri and Illinois Two-Year Colleges," pp. 155-62.

[15] Peter Blomerley, "The Public Two-Year College Department: A Study of the Role of the Department and the Departmental Chairman in Academic Governance" (unpublished Ph.D. dissertation, State University of New York, 1969), pp. 172-75.

in Appendix D. Every attempt was made to collect a valid and reliable measure on each of the departmental chairmen. While it is a relative impossibility to collect measures on every subject who is participating in mail questionnaire research, the numbers chosen for the individual samples within the study should be large enough to withstand a certain amount of attrition. The numbers chosen for this study were large enough to absorb a 10 per cent attrition and still be high enough to detect differences among the numbers reported at a high level of statistical power.[16] However, the primary reason for seeking a high percentage of returns was not only to increase the power of the statistical tests used but to insure the generalizability (external validity) of the results obtained in the study.[17]

Selection of Population and Sample

Prior to the actual conduct of the study, it was necessary to select the population and sample of subjects to be used in the collection of the data. The information reported in Tables 1, 2, and 3 show that it would be a relative impossibility to collect data from every department of every junior college in Oklahoma and Texas. Therefore, as stated in an earlier section, the departments of English, Mathematics, Physical Education, and Business were the only ones chosen from each of the 59 colleges.

---

[16]W. L. Hays, Statistics (New York: Holt, Rinehart and Winston, Inc., 1963), pp. 269-80.

[17]Kerlinger, Foundations of Behavioral Research, p. 397.

Dissemination of Questionnaires

Data collection instruments were mailed to four departmental chairmen in each of the 59 junior colleges in Oklahoma and Texas. This constituted a total of 236 questionnaires. Two weeks later the non-respondents were sent a second notice in order to encourage participation and avoid the problems of mail questionnaire research. Kerlinger lists two serious drawbacks to mail questionnaire research. He states: "The two defects (of mail questionnaires) are possible lack of responses and the inability to check the responses given."[18] He goes on to say that a return of 80 per cent would validate the results of the survey since at least 20 per cent of all responses recorded on any instrument are invalid in one way or another. Kerlinger concludes with the following statement: "If mail questionnaires are used, every effort should be made to obtain returns of at least 80 to 90 per cent or more, and lacking such returns, to learn something of the characteristics of the non-respondents."[19]

Data Analysis

Several different procedures were used to analyze the chairmen's responses and investigate the propositions stated in Chapter I. Several processing procedures were involved as well as the actual statistical tests computed on

---

[18] Ibid.

[19] Ibid.

the data. After all questionnaires had been checked for completeness, the individual responses were coded and entered on IBM cards for further analysis. The card format used in keypunching the data is shown in Appendix F.

In addition to the responses given by the departmental chairmen to the questionnaire items, the student enrollment figures and the age of the institution (number of years since inception) were entered on each participant's IBM card. These additional data were needed to test the propositions stated earlier.

All data were coded, punched, verified, and processed by personnal at the Merrick Computer Center located on the campus of the University of Oklahoma at Norman. The Merrick Center is equipped with an IBM 360-50 computer and accompanying configuration. Part of this configuration is a group or package of prewritten programs to be used in statistical analysis. These programs, written by personnel of the University of California Medical School at Berkeley and edited by W. J. Dixon, were used in the actual computations needed for testing the propositions. The particular tests used in analyzing the data of this study were as follows:

1. A Discriminant Function Analysis for Several Groups (BMD 05M, p. 196).
2. A program for listing and counting the responses given on each of the questions (BMD 02X, p. 11).
3. A program for computing the Chi Square values of the various frequency counts (BMD X70, p. 70).

4. A program for computing a t-test between two independent means (BMD 010D, p. 132).
5. Description of Strata with Histograms (BMD 07D, p. 95).

The analysis of the data collected from the participants was based on the answers to the following two questions:

1. Which of the three independent variables--age, geographical location, or size of institution--will produce the largest number of significant contrasts among the departmental chairmen's responses?
2. Once a variable has been selected from among the three, which categories of this variable will produce a maximum number of significant differences among the departmental chairmen's responses to the questionnaire?

After considering these two questions and the nature of the data collected, a Discriminant Function Analysis[20] was performed on the questionnaire responses. This statistical test is specifically designed to emphasize differences among groups of individuals and to assist in dividing the total population of subjects into the appropriate groups for further analysis (BMD Series, p. 196). In particular, the Discriminant Function Analysis is a statistical technique used to determine

---

[20]H. J. Brogden, "An Approach to the Problem of Differential Prediction," Psychometrika, 11 (1946), pp. 139-54.

the variable(s) which discriminates among individuals within a population and sort them into certain groups according to predetermined criteria established by the researcher. This particular statistical technique was used because of its ability to isolate the variable(s) which would maximize the number of contrasts among the various chairmen's responses and would minimize the number of useless comparisons that could be made by comparing all possible combinations of the three variables--geographical location, school size, and age of the institution. However, if all these combinations were made, and very few of the contrasts were significant, the results would be inefficient to report and interpret. On the other hand, if the percentage of significant comparisons is very high, the results would be regarded as an efficient use of time and facilities. This statistical technique was used on each of the three variables prior to further computations on the individual items of the questionnaire.

Chi-Square tests were performed on the chairmen's responses to the individual items of the questionnaire whenever they were simply answering the question with a "Yes," or a "No". A t-test was performed on the means of the two groups whenever the participants were reporting a discrete number, such as the number of years as a chairman and the number of years in the present chairmanship. Raw data from the frequency counts were used in the Chi-Square calculations since a transformation to percentages would have resulted in

inflated figures.[21] All propositions were checked for significance at the .05 level, but a more stringent level was reported if it was obtained in the results. The four areas investigated in this study are presented in Chapter IV. The questionnaire items pertaining to each of the areas are presented in tables and summarized for clarity and emphasis.

---

[21]Helen M. Walker and Joseph Lev, Statistical Inference (New York: Henry Holt and Company, Inc., 1953), pp. 94-5.

CHAPTER IV

RESULTS

Questionnaire responses of departmental chairmen in Oklahoma and Texas junior colleges were analyzed in determining four different aspects of the departmental chairman's role. The four major areas of the chairman's administrative profile being analyzed were as follows:

1. Biographical Information. This included the number of faculty members within the department, academic preparation, the number of years of chairmanship experience, and the number of years in the present chairmanship.

2. Description of Status of Chairman. This included appointment procedures, the criteria used in selection, length of appointment, formal role, and time commitment.

3. Administrative Responsibilities. These included their duties in the instructional program, personnel administration, financial responsibilities, and other general responsibilities.

4. Additional Comments. This included a brief description of the chairman's future role and the person(s) actually responsible for deciding the chairman's responsibilities.

Procedures

The questionnaire developed as the result of the field trial was used to collect the data. This instrument, shown in Appendix C, was sent to the chosen departmental chairmen in the 59 junior colleges. Questionnaires were mailed to the English, Mathematics, Physical Education, and Business departments of 14 Oklahoma and 45 Texas junior colleges. Of the 236 questionnaires mailed out, 196 responses were received. This is a return percentage of 83.28. However, some of the questionnaires were returned due to the lack of the specified departments within the college. An actual total of 168 responses (71.18 per cent) was used in the final analysis of the data.

Choosing the Contrasting Variable(s)

The Discriminant Function Analysis described in Chapter III was used to determine the number of possible significant contrasts to be expected, the best method for making these contrasts, and to choose the independent variable which would maximize the comparisons of the responses. The results of the three Discriminant Function Analysis contrasts are presented in the following sections.

Discriminant Function Analysis Results of Geographical Location Variable

The Discriminant Function Analysis results on the chairmen's responses from the two different states showed five significant contrasts. The results of these contrasts are presented in Table 4.

TABLE 4

SIGNIFICANT DIFFERENCES AMONG THE CHAIRMEN FROM OKLAHOMA AND TEXAS JUNIOR COLLEGES

Area of Significant Difference	State		Statistical Test
	Oklahoma	Texas	
1. Appointment Procedures			
a. Nominated by committee, approved by dean, and appointed by board.	1	5	
b. Nominated by dept. faculty, approved by dean, and appointed by board.	1	10	
c. Nominated by dean, approved by president, and appointed by board.	5	52	
d. Nominated by dean and dept. faculty, approved by president, and appointed by board.	20	10	
e. Other (Specify)	15	34	$X^2 = 35.61$
2. Number of faculty members within the department	$\bar{X}=4.92$	$\bar{X}=13.69$	$t = 8.41$
3. Responsibility for budget administration and control	Yes No 32 8	Yes No 21 107	$X^2 = 57.07$
4. Number of years of experience	$\bar{X}=4.67$	$\bar{X}= 1.10$	$t = 26.07$
5. Determining departmental objectives	Yes No 20 18	Yes No 102 27	$X^2 = 10.43$

Discriminant Function Analysis Results of the Age-of-Institution Variable

Comparisons were also made on the age-of-institution (number of years since its inception) variable in analyzing the departmental chairmen's responses. The Discriminant Function Analysis results indicated that four significant contrasts would be found among the responses, if the chairmen were compared on three different age categories. These three categories were as follows: (1) colleges which were founded prior to 1950, (2) colleges which were founded during the time from 1950 to 1970, and (3) colleges which were founded after 1970. Using these categories, the data were further analyzed to determine the four significant contrasts and their statistical values. The results of the comparisons are presented in Table 5.

Discriminant Function Analysis Results on the Size-of-Institution Variable

A Discriminant Funcation Analysis was performed on the enrollment figures reported for each of the junior colleges. The results indicated that a total of 36 significant contrasts would result if the colleges were compared along two different-size categories. It was observed that differences among the various departmental chairmen's responses would be maximized if they were divided into two groups. The first group, hereinafter referred to as the large-college group, was composed of those colleges which had an enrollment in excess of 2,000 students. The second

TABLE 5

SIGNIFICANT DIFFERENCES AMONG THE CHAIRMEN FROM JUNIOR COLLEGES ESTABLISHED FOR DIFFERENT LENGTHS OF TIME

Areas Being Surveyed	Age of Institution						
	Before 1950		1950-1970		After 1970		
1. Number of faculty members within the department	8.17		12.31		3.15		F = 31.64
2. Number of years of chairmanship experience	6.11		5.39		0.97		F = 9.35
3. Number of years in the present position	4.78		3.54		0.68		F = 17.24
4. Responsibility for budget administration and control	Y	N	Y	N	Y	N	
	34	4	61	46	5	19	X^2 = 29.3

group, hereinafter referred to as the small-college group, was composed of those colleges which had an enrollment of less than 2,000 students. The number of colleges in each of the size categories from Oklahoma and Texas is shown in Table 6.

TABLE 6

OKLAHOMA AND TEXAS JUNIOR COLLEGES BY ENROLLMENT

State	Number of Jr. Colleges	Enrollment N<2,000	Enrollment N>2,000
Oklahoma	14	12	2
Texas	45	28	17
Totals	59	40	19

One further observation was made concerning the comparison of questionnaire responses on the size-of-institution variable. A total of nine significant contrasts were observed when the comparisons were made on the age-of-institution variable and the geographical location variable. However, the nine contrasts made in the first two comparisons were also significant when the responses were compared on the size-of-institution variable and an additional 27 significant contrasts were also noted. This can be interpreted to mean that the age-of-institution and geographical location variables are actually a subset of the larger variable of size-of-institution.

Analysis of Responses on the Size-of-Institution Variable

Using the two specified size categories, less than 2,000 students and more than 2,000 students, the departmental chairman's role was analyzed along the four dimensions isolated for study. The four areas chosen for investigation were as follows: (1) biographical information, (2) description of status of chairman, (3) administrative responsibilities of chairman (four subareas were considered within the administrative responsibilities area), and (4) additional comments about the chairman's present and future role in the junior college.

Each of the four areas of concern is considered in the following sections of this study. The questionnaire responses pertinent to a particular area were analyzed and presented in summary form in the body of the report.

Area I: Biographical Information of Departmental Chairmen

The biographical data of the departmental chairmen are presented in Table 7. This table shows that there are significantly more faculty members in the large-college departments than there are in the small-college departments. The large-college departments averaged 12.63 faculty members as contrasted to 5.91 faculty members for the small-college departments. However, it was anticipated that this would be the case since a larger enrollment necessitates more faculty members.

TABLE 7

BIOGRAPHICAL INFORMATION OF LARGE-COLLEGE AND SMALL-COLLEGE DEPARTMENTAL CHAIRMEN (N_1= 58, N_2=110)

Area Being Surveyed	College Size		Statistical Test
	Large	Small	
Number of faculty members within the department	$\bar{X}$ = 12.63	$\bar{X}$ = 5.91	t = 6.63[a]
Academic Preparation			
a. Bachelor's degree only	52	32	
b. Bachelor's and Master's	49	98	
c. Bachelor's, Master's and Doctorate	11	8	X^2 = 19.07[b]
Number of years experience	$\bar{X}$ = 4.63	$\bar{X}$ = 1.12	t = 21.02[c]
Number of years in present chairmanship	$\bar{X}$ = 2.27	$\bar{X}$ = 1.10	t = 8.64[a]

[a]Significant; $p < .01$

[b]Significant; $p < .001$

[c]Significant; $p < .0001$

There was also a significant difference in the academic preparation of the two groups of chairmen. Eleven (19 per cent) of the 58 large-college chairmen held a doctorate, while only 8 (9 per cent) of the 110 small-college chairmen held a doctor's degree.

Large-college chairmen had served in that capacity for an average of 4.63 years and had been in their present chairmanship for 2.27 years. Small-college chairmen had less experience having been chairmen for only 1.12 years and in their present chairmanship for less than 1.10 years. The difference between the means of the two groups was significant in both cases.

Summary of Area I: Biographical Information

The comparisons made on the biographical information of the small-college and large-college chairmen can be summarized as follows: Large-college chairmen (1) have more faculty members in their departments, (2) have more academic preparation, (3) have been chairmen longer, and (4) have held their present position longer than small-college chairmen.

Area II: Description of Status of Large-College and Small-College Departmental Chairmen

The second area of investigation was the description of the departmental chairman's status. The two groups of chairmen were compared on their appointment procedures, selection criteria, formal role, and time commitment. The results of the comparisons are presented in Table 8.

TABLE 8

DESCRIPTION OF STATUS OF DEPARTMENTAL CHAIRMEN FROM LARGE AND SMALL JUNIOR COLLEGES

Area Being Surveyed	College Size						Statistical Test
	Large			Small			
Appointment Procedures							
1. Which method used?							
a. Nominated by committee, approved by dean, and appointed by board.	3			5			
b. Nominated by dept. faculty, approved by dean, and appointed by board.	1			10			
c. Nominated by dean, approved by president, and appointed by board.	24			52			
d. Nominated by dean and dept. faculty, approved by president, and appointed by board.	5			10			
e. Other (Specify)	17			34			$X^2 = 6.02^a$
Selection Criteria	$\bar{X}$ Value			$\bar{X}$ Value			
a. Teaching experience	44.6			61.8			
b. Teaching ability	41.8			82.6			
c. Administrative ability	42.8			61.6			
d. Personal relations	44.8			59.2			
e. Productive scholarship	28.2			35.0			
f. Degrees held	38.8			43.0			
g. Departmental seniority	43.2			63.6			$X^2 = 4.78^b$
Length of Chairmanship App.	No.			No.			
a. One year	17			49			
b. Two years	6			30			
c. Indefinite period	35			41			$X^2 = 11.83^c$
May you succeed yourself as chairman?	Yes	No	NR	Yes	No	NR	
	50	1	7	82	25	3	$X^2 = 17.07^c$
Is your administrative role recognized by title and extra salary?	Yes	No	NR	Yes	No	NR	
	54	4	0	82	20	8	$X^2 = 8.97^b$
Are you eligible for membership in faculty organizations?	53	5	0	97	10	3	$X^2 = 1.40^a$
Time Commitment							
Large-college chairmen $\bar{x} = 44.65$ Small-college chairmen $\bar{x} = 44.36$				$t = 0.145$			

[a] Not significant at the .05 level
[b] Significant beyond the .05 level
[c] Significant beyond the .001 level

The results of Table 8 show that the departmental chairmen from small and large colleges are usually appointed the same way, since there was not a significant difference between the frequencies observed on the different appointment procedures. Departmental chairmen are usually nominated by the dean, approved by the college head, and appointed by a governing board. However, the large-college chairmen reported that they were chosen because of their personal relations, while the small-college chairmen were reportedly chosen for their teaching ability. But there was not a significant difference between the two groups.

Of the large-college group, 35 of the 58 (61 per cent) were appointed for an indefinite period of time, while only 41 of the 110 (38 per cent) small-college chairmen were serving under indefinite appointments. Forty-nine (45 per cent) of the small-college chairmen were serving one year appointments, but only 17 (29 per cent) of the large-college chairmen were serving one year appointments. There was a significant difference between the two groups on length of chairmanship appointments.

Fifty (86 per cent) of the large-college chairmen had succession privileges, but only 82 (75 per cent) of the small-college chairmen could succeed themselves. There was a significant difference between the frequencies of the two groups.

A total of 54 (93 per cent) of the large-college chairmen indicated that their administrative role was recognized by title and additional pay. Eighty-two (75 per cent) of the small-college chairmen made the same indication but 24 reported that their role was not that well defined and eight made no response to the question. The difference between the two groups was significant beyond the .01 level.

Chairmen were also asked to indicate whether they were eligible for membership in faculty organizations. The results reported by the two groups showed no significant difference between them. Fifty-three (92 per cent) of the large-college chairmen and 97 (88 per cent) of the small-college chairmen reported that they were eligible for membership in faculty organizations.

The two groups were also compared on the number of hours they worked per week. Large-college chairmen reported a slightly higher figure ($\overline{X}$ = 44.65 hrs.) than the small-college chairmen ($\overline{X}$ = 44.36 hrs.) but the difference was not significant.

Summary of Area II: Description of Status of Departmental Chairman

The significant comparisons noted on the description of status of the departmental chairmen can be summarized as follows: Large-college chairmen (1) are appointed for longer periods of time, (2) succeed themselves more often, and (3) are more recognized by title and salary than small-college chairmen.

Non-significant differences between the two groups may be summarized as follows: There is no difference in (1) the way the two groups are appointed, (2) selection criteria, (3) eligibility for membership in faculty organizations, and (4) the amount of time they spend in the conduct of their job.

Area III: Administrative Responsibilities of Departmental Chairmen

The third area of investigation was in administrative responsibilities. The departmental chairmen's administrative responsibilities were divided into four sub-areas. These were as follows: (1) instructional program responsibilities, (2) personnel administration responsibilities, (3) financial responsibilities, and (4) general administrative responsibilities. Each of these sub-areas is considered individually in the following section.

The first of these, instructional program responsibilities, is presented in Table 9. The responses of the departmental chairmen from each of the two groups were analyzed with a Chi-square statistical test.

There were parts of the six instructional programs in which the two groups of chairmen did not differ significantly. All 58 (100 per cent) of the large-college chairmen and 106 (96 per cent) of the small-college chairmen indicated that they taught classes within the department. The difference between the two groups was not significant. Fifty-four (94 per cent) of the large-college chairmen indicated that

TABLE 9

ADMINISTRATIVE RESPONSIBILITIES OF DEPARTMENTAL CHAIRMEN IN LARGE AND SMALL JUNIOR COLLEGES (INSTRUCTIONAL PROGRAM RESPONSIBILITY)

Area Being Surveyed	Large Colleges			Small Colleges			Chi Square
	Yes	No	NR	Yes	No	NR	
A. Instructional Program							
1. Do you teach classes within the dept.?	58	0	0	106	4	0	$X^2 = 1.92$
3. Was teaching load reduced because of chairmanship duties?	37	19	2	31	79	0	$X^2 = 25.26$
4. Determine dept. course offerings?	54	2	2	108	2	0	$X^2 = 0.94$
5. Determine sections to be offered?	55	1	2	107	3	0	$X^2 = 0.66$
6. Determine the time schedule of sections?	54	2	2	104	6	0	$X^2 = 0.84$
7. Assign classrooms to sections?	44	12	2	105	5	0	$X^2 = 14.53$
8. Assign sections to faculty?	55	2	1	106	4	0	$X^2 = 0.22$
9. Review and revise courses as needed?	58	0	0	108	2	0	$X^2 = 0\ 84$
10. New course development?	45	13	0	108	2	0	$X^2 = 14.72$
11. Serve as academic major advisor?	46	12	0	103	7	0	$X^2 = 7.77$

they determined departmental course offerings and 108 (98 per cent) of the small-college chairmen made the same indication. This difference was also shown to be non-significant ($P > .05$). Fifty-five (96 per cent) of the large-college chairmen and 107 (97 per cent) of the small-college chairmen indicated that they determined the class sections to be offered in the department's curriculum. These figures were not statistically different. Fifty-four (95 per cent) of the large-college chairmen and 104 (95 per cent) of the small-college chairmen indicated that they determined the time schedule of class sections offered.

Fifty-five (96 per cent) of the large-college chairmen and 106 (97 per cent) of the small-college chairmen indicated that they assigned the class sections to the faculty in charge of the teaching responsibilities. Again, the X^2 value was not significant ($P > .05$).

All 58 (100 per cent) of the large-college chairmen and 108 (98 per cent) of the small-college chairmen indicated that they reviewed and revised courses as needed. These results indicated no significant differences between the two groups.

There were also four areas of the instructional program in which the two groups of chairmen showed significant differences. These four areas were as follows:

Thirty-seven (64 per cent) of the large-college chairmen indicated that their teaching load had been reduced

as a result of their appointment. Only thirty-one (28 per cent) of the small-college chairmen made such an indication. This was a significant difference between the two groups.

Forty-four (76 per cent) of the large-college chairmen reported that they made the various classroom assignments for the course sections taught. While 105 (95 per cent) of the small-college chairmen made this same indication. Again, the difference between the two groups was significant.

Forty-five of the 58 large-college chairmen (78 per cent) indicated that they were responsible for new course development, while 108 (96 per cent) of the small-college chairmen indicated that they were responsible for course development. This was a significant difference ($P < .001$).

Forty-six (79 per cent) of the large-college chairmen indicated that they served as an academic major advisor, while 103 of the 110 small-college chairmen (94 per cent) indicated that they served in that same capacity. This was also a significant difference ($P < .01$).

Summary of Instructional Responsibilities

The significant differences noted between the two groups concerning their instructional program responsibilities can be summarized as follows: More of the large-college chairmen (1) had their teaching load reduced as the result of their assuming the departmental chairmanship, (2) assigned fewer sections to classrooms, (3) were less responsible for new course development, and (4) served less as academic

major advisors than the small-college departmental chairmen.

Non-significant differences may be synthesized as follows: There was no difference between the number of chairmen from each of the two groups who (1) taught classes within the department, (2) determined departmental course offerings, (3) determined the course sections to be offered, (4) determined the time schedule of the course offerings, (5) assigned sections to the faculty, and (6) reviewed and revised courses.

The second sub-area of the administrative responsibilities was the personnel administration responsibilities. It was observed that of the comparisons made in this group, six were significant and five were not. The results of comparing the large-college and small-college chairmen are presented in Table 10. The five non-significant differences were as follows:

Twenty-two (38 per cent) of the large-college chairmen and 35 (32 per cent) of the small-college chairmen indicated that they initiated recommendations concerning the faculty's salary increases. This difference was not significant ($P > .05$).

The second area of non-significance was related to the chairmen's initiation of recommendations concerning rank advancement for the faculty. Twenty-one (36 per cent) of the large-college chairmen and 33 (30 per cent) of the

small-college chairmen indicated that they were responsible for initiating such recommendations. This difference was not significant.

TABLE 10

ADMINISTRATIVE RESPONSIBILITIES OF DEPARTMENTAL CHAIRMEN IN LARGE AND SMALL JUNIOR COLLEGES (PERSONNEL ADMINISTRATION RESPONSIBILITY)

Area Being Surveyed	Large Colleges			Small Colleges			Chi Square
	Yes	No	NR	Yes	No	NR	
B. Personnel Administration							
1. Responsible for faculty recruitment?	53	5	0	67	43	0	X^2=17.28
2. Interview Potential teachers?	54	4	0	88	22	0	X^2= 4.98
3. Evaluate present faculty members?	55	3	0	75	35	0	X^2=15.40
Start recommendations in the following areas?							
4. i. Salary increases	22	34	2	35	75	0	X^2_2= 0.63
5. ii. Rank advancement	21	32	5	33	68	9	X^2_2= 0.75
6. iii. Tenure	24	34	0	35	71	4	X^2_2= 3.07
7. iv. Dismissal	20	38	0	20	82	8	X^2_2= 8.64
8. v. Leave of absence	21	37	0	31	72	7	X^2_2= 4.25
9. vi. Sabbatical leave	17	41	0	34	69	7	X^2= 3.84
10. Keep student personnel records?	28	30	0	64	43	3	X^2= 3.42
11. Keep faculty and staff records?	35	23	0	68	41	1	X^2= 0.38

The third non-significant difference was noted in the chairmen's responsibility for initiating recommendations concerning faculty tenure. Twenty-four (41 per cent) of the large-college chairmen and 35 (32 per cent) of the small-college chairmen indicated that they were responsible for initiating these recommendations. The difference noted in the frequencies was not significant.

A fourth area of non-significance was found in student personnel record keeping. Twenty-eight (48 per cent) of the large-college chairmen and 64 (58 per cent) of the small-college chairmen indicated that they were responsible for maintaining student personnel records. There was not a significant difference between the numbers reported by the two groups in this area.

A fifth and final non-significant difference was noted between the two groups duties of maintaining faculty and staff records. Thirty-five (54 per cent) of the large-college chairmen and 68 (62 per cent) of the small-college chairmen indicated that they were responsible for keeping faculty and staff records. The difference between the two groups was not significant.

Six of the 11 contrasts made were significant. The following comparisons were those which were observed to be significant beyond the .05 level.

In the first significant comparison, 53 (92 per cent) of the large-college chairmen and 67 (61 per cent) of the small-college chairmen indicated that they were responsible for faculty recruitment. This represented a significant difference between the two groups.

A second significant difference was noted between the two groups of chairmen when asked whether they were responsible for interviewing applicants for teaching positions. Fifty-four (93 per cent) of the large-college chairmen and 88

(80 per cent) of the small-college chairmen indicated that they were assigned such responsibilities.

Another significant difference was noted between the two groups when 55 (95 per cent) of the large-college chairmen indicated that they were responsible for evaluating their present faculty. But only 75 (68 per cent) of the small-college chairmen made such an indication.

The fourth significant difference was noted between the number from each of the groups who indicated that they were responsible for initiating recommendations concerning faculty dismissal. Twenty (35 per cent) of the large-college chairmen and 20 (18 per cent) of the small-college chairmen indicated that they were responsible for initiating recommendations concerning faculty dismissal. This was a significant difference.

A fifth significant difference was noted also in the area of initiating recommendations concerning the faculty. This particular item dealt with the chairman's initiating recommendations concerning faculty leaves-of-absence. Twenty-one (36 per cent) of the large-college chairmen and 31 (28 per cent) of the small-college chairmen indicated that they were responsible for initiating such recommendations. The difference in the numbers reported was significant.

A final significant difference between the two groups' responses was also noted in the area of faculty recommendations. However, it was for making recommendations

concerning sabbatical leave for faculty members. Of the large-college chairmen, 17 (20 per cent) indicated that they were responsible for recommendations concerning sabbatical leave but 34 (over 31 per cent) of the small-college chairmen made this indication.

Summary of Personnel Administration Responsibilities

The significant differences between the two groups of departmental chairmen can be summarized as follows: The departmental chairmen from the large colleges (1) are more responsible for faculty recruitment, (2) interview potential teachers more frequently, (3) perform more faculty evaluations, and (4) initiate more recommendations for faculty dismissals, leaves-of-absence, and fewer recommendations for sabbatical leaves than do the small-college chairmen.

Non-significant differences between the two groups can be synthesized as follows: There was no difference in the number of chairmen from each of the two groups who (1) initiated recommendations for faculty salary increases, advancement in rank, and tenure, and (2) there was no difference in the large-college and small-college chairmen who maintained student personnel records, and faculty and staff records.

The third sub-area of the chairmen's administrative obligations dealt with their financial responsibilities concerning the department. In particular, this sub-area was concerned with planning, developing, and implementing the

yearly budget. It was observed that this was the most disparate area between the two groups of chairmen since all comparisons made between the frequencies of the two groups were significant. The results of these calculations are presented in Table 11. The frequencies of the significant differences observed are presented in the following section.

Forty-two (72 per cent) of the large-college chairmen indicated that they were responsible for budget administration and control. But, only 19 (17 per cent) of the small-college chairmen made such an indication. This difference was highly significant ($P < .001$).

A second significant difference was observed between the numbers of the two groups of chairmen who were responsible for budget preparation. Forty (69 per cent) of the large-college chairmen and 38 (35 per cent) of the small-college chairmen indicated that they were responsible for budget preparation. The difference between the two groups was significant.

Another significant difference was concerned with budget changes. Forty-five (78 per cent) of the large-college chairmen as contrasted with 40 (36 per cent) of the small-college chairmen indicated that they were consulted about budget changes involving their department. There was a highly significant difference between the numbers reported by the two groups of chairmen.

TABLE 11

ADMINISTRATIVE RESPONSIBILITIES OF DEPARTMENTAL CHAIRMEN IN LARGE AND SMALL JUNIOR COLLEGES (FINANCIAL RESPONSIBILITIES: BUDGET PREPARATION, ADMINISTRATION AND CONTROL)

Areas Being Surveyed	Large Colleges			Small Colleges			Chi Square
	Yes	No	NR	Yes	No	NR	
C. Financial Responsibilities							
1. Responsible for budget administration and control?	42	16	0	19	87	4	X^2=50.07
2. Responsible for budget preparation?	40	18	0	38	64	8	X^2=19.39
3. Are you consulted about budget changes?	45	13	0	40	65	5	X^2=26.14
4. Consult faculty about budget requirements for the coming year?	20	38	0	80	24	6	X^2=31.88
5. Inform faculty about budget at beginning of academic year?	21	37	0	85	20	5	X^2=35.81
6. Responsible for dept. property control	40	18	0	90	19	1	X^2= 4.39

A fourth area of significant difference was noted between the two groups concerning the frequency with which they consulted their faculty about future budget requirements. Only 20 (34 per cent) of the large-college chairmen made such consultations, but 80 (73 per cent) of the small-college chairmen indicated that they consulted their faculty about future budget changes and requirements. The differences between the frequencies noted comprised a highly significant difference ($P<.001$).

Still another significant difference was computed when it was observed that only 21 (36 per cent) of the large-college

chairmen indicated that they told their faculty about the budget at the beginning of each academic year, but 85 (77 per cent) of the small-college chairmen performed this task. This result indicated that the number of small-college chairmen was significantly larger.

The final area of significant difference was related to the chairman's responsibilities for departmental property control. It was observed that only 40 (69 per cent) of the large-college chairmen indicated that they were responsible for departmental property control, while 90 (82 per cent) of the small-college chairmen were assigned these responsibilities. This result indicated that a significantly larger number of the small-college chairmen were directly responsible for departmental property control.

Summary of Administrative Financial Responsibilities

All the comparisons between the two groups of departmental chairmen's financial responsibilities were significant. A synthesis of these contrasts is as follows: The large-college chairmen (1) are more responsible for budget administration and control, (2) are more responsible for budget preparation, (3) are consulted more about budget changes, (4) consult less with their faculty about budget changes, (5) inform the faculty less about the new budget, and (6) are less responsible for departmental property control than chairmen from small-college departments.

The fourth and final sub-area of administrative responsibility was simply designated general responsibilities. The results of the frequency analysis of the two groups are presented in Table 12. In the area of general responsibilities it was observed that all but one of the comparisons between the two groups were significant. The one non-significant difference was as follows. Fifteen (26 per cent) of the large-college chairmen and 20 (18 per cent) of the small-college chairmen indicated that they were responsible for determining departmental regulations. The difference between these two groups was not significant. However, the remaining contrasts all were significant and are presented in the following section.

The first of the significant differences between the two groups was noted when 20 (34 per cent) of the large-college chairmen indicated that they were responsible for determining departmental objectives but a total of 71 (64 per cent) of the small-college chairmen made a positive indication. It was observed that a significantly higher number of the small-college chairmen were responsible for determining departmental objectives.

The second significant difference between the two groups of chairmen was related to departmental publications. Twenty-five (43 per cent) of the large-college chairmen as compared to 74 (67 per cent) of the small-college chairmen indicated that they were responsible for determining the content of departmental publications and brochures.

TABLE 12

ADMINISTRATIVE RESPONSIBILITIES OF DEPARTMENTAL CHAIRMEN IN LARGE AND SMALL JUNIOR COLLEGES (GENERAL ADMINISTRATIVE RESPONSIBILITIES)

Area Being Surveyed	Large Colleges			Small Colleges			Chi Square
	Yes	No	NR	Yes	No	NR	
D. General Responsibilities							
1. Determine department objectives?	20	32	6	71	38	1	$X^2 = 18.33$
2. Determine department regulations?	15	40	3	20	85	5	$X^2 = 1.46$
3. Determine content of department publications?	25	33	0	74	26	0	$X^2 = 14.98$
4. Represent college in curriculum advisory committees?	21	36	1	60	41	9	$X^2 = 10.40$
5. Represent college at external organizational meetings?	32	23	3	42	63	3	$X^2 = 5.38$
6. Keep class lists, grade books, etc.?	20	38	0	82	21	7	$X^2 = 36.77$
7. Sponsor departmental student groups?	32	25	1	76	30	4	$X^2 = 4.52$
8. Maintain departmental library?	41	16	1	37	71	2	$X^2 = 29.75$
9. Select materials for departmental library?	40	18	0	20	82	8	$X^2 = 43.45$
10. Departmental meetings		No.			No.		
i. weekly		2			6		
ii. monthly		34			44		
iii. less than one per month		18			60		$X^2 = 9.91$
11. Serve as project officer for research?	36	17	5	16	90	2	$X^2 = 45.91$
12. Write research proposals?	20	35	3	90	19	2	$X^2 = 36.45$

Another significant difference between the two groups showed that only 21 (36 per cent) of the large-college chairmen represented the college in curriculum advisory committees. But 60 (55 per cent) of the small-college chairmen indicated that they represented the college in curriculum advisory committees.

Official college representation at external organizational meetings constituted a fourth significant difference. Thirty-two (56 per cent) of the large-college chairmen officially represented the college at organizational meetings outside the institution. But, only 42 (38 per cent) of the small-college chairmen indicated that they acted in this same capacity. It was observed that a greater number of the large-college chairmen were responsible for officially representing the college at external organization meetings.

A fifth significant difference was as follows: Twenty (34 per cent) of the large-college chairmen as compared to 82 (75 per cent) of the small-college chairmen indicated that they were responsible for maintaining class lists, grade books, and test files on people who passed through their department. These results indicated that small-college chairmen are usually responsible for maintaining such files and records while large-college chairmen are not.

Another significant difference between the two groups was noted in the numbers responsible for sponsoring departmental student groups. Thirty-two (55 per cent) of the

large-college chairmen and 76 (70 per cent) of the small-college chairmen indicated that they had such responsibilities. This indicated that the sponsoring of departmental student groups is a duty that is delegated more to small-college chairmen than large-college chairmen.

The two groups also differed on the departmental library issue. A total of 41 (71 per cent) of the large-college chairmen indicated that they were responsible for maintaining a departmental library. But, only 37 (47 per cent) of the small-college chairmen made such an indication. It was observed that more large-college chairmen maintain departmental libraries than small-college chairmen.

A significantly greater number of the large-college chairmen were responsible for selecting the library materials. Forty (69 per cent) of the large-college chairmen were assigned this duty. But only 20 (18 per cent) of the small-college chairmen reported that they were responsible for selecting departmental library metarials. This result, when interpreted with the findings of the previous comparison, indicated that not only are more large-college chairmen responsible for maintaining a departmental library, but are also responsible for selecting the library materials.

The next significant difference was noted concerning the frequency with which the two groups of chairmen scheduled and chaired departmental meetings. Three time-categories were considered in making the comparison. Frequencies were

observed for those who scheduled and chaired departmental meetings weekly, monthly, and less than one per month. It was observed that 2 (3 per cent) of the large-college chairmen and 6 (5 per cent) of the small-college chairmen scheduled and chaired departmental meetings weekly. However, 34 (66 per cent) of the large-college chairmen and 44 (40 per cent) of the small-college chairmen held monthly departmental meetings. It was further observed that 18 (31 per cent) of the large-college chairmen and 60 (55 per cent) of the small-college chairmen held departmental meetings on a less-than-one-a-month basis. The differences noted in these frequencies was significant and it was concluded that large-college chairmen held more departmental meetings.

An additional significant difference was noted in the frequency with which the departmental chairmen from the different-sized colleges served as project officer for research efforts. Thirty-six (62 per cent) of the large-college chairmen indicated that they served as project officers for research projects but only 16 (14 per cent) of the small-college chairmen served in this capacity. There was a significant difference between the frequencies reported by the two groups.

The final difference noted was also in conjunction with research projects. It was observed that only 20 (34 per cent) of the large-college chairmen as compared to 90 (80 per cent) of the small-college chairmen initiated research proposals for their departments. This was a significant

difference. The results of this contrast and the findings of the former comparison indicate that the large-college chairmen are usually not assigned the responsibility of initiating research proposals but they do serve as project officer for funded projects.

Summary of General Administrative Responsibilities

The significant differences between the large-college and small-college departmental chairmen in the area of general responsibilities can be summarized as follows: The chairmen from the large-college departments (1) determine fewer departmental objectives, (2) exercise less control over departmental publications, (3) represent the college less frequently on curriculum advisory committees, (4) officially represent the college at external organizational meetings more frequently, (5) maintain fewer class lists and files, (6) sponsor fewer departmental student groups, (7) maintain more departmental libraries, (8) choose more library materials, (9) hold more departmental meetings, (10) serve as research project officer more frequently, and (11) write fewer research proposals than the departmental chairmen from small colleges.

There was one non-significant difference observed between the two groups of chairmen in the area of general responsibilities. It can be summarized by saying that there were no differences between the numbers of chairmen from the two groups who indicated that they were responsible for determining departmental regulations.

Summary of the Administrative Responsibilities of the Departmental Chairmen

The administrative responsibilities of departmental chairmen in large junior colleges and small junior colleges in Oklahoma and Texas were divided into four different sub-areas. These sub-areas, instructional program responsibilities, personnel administration responsibilities, financial responsibilities, and general responsibilities showed several significant differences between the two groups. However, the main differences were noted between their responsibilities concerning the departmental budget preparation, revision, and control, and in such general responsibilities as determining departmental regulations, maintaining a departmental library, and directing research projects. The results of the comparisons made on the administrative responsibilities indicated that large-college chairmen are usually assigned more general administrative responsibilities while small-college chairmen have to deal with a greater number of clerical tasks.

Area IV: Additional Comments

The departmental chairman's role was also examined by including a section entitled "Additional Comments" on the questionnaire. The responses from this section were not coded and entered on the IBM cards since subjective responses do not lend themselves to classification and therefore could not be assigned a code number. A synthesis of the comments supports the following generalizations:

1. The departmental chairman's role in the junior college will increase in importance as the number of junior colleges increases in the next few years.

2. The departmental chairman's role will increase in its administrative aspect, i.e., the teaching function will decrease in importance and the administrative function will increase in importance.

3. The large divisions within junior colleges will become more departmentalized in the next few years.

4. The departmental chairmen in Texas junior colleges are usually chosen by the dean of instruction, while the departmental chairmen in Oklahoma junior colleges are usually chosen by the President or Vice-president.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

Summary

Chi-Square, t-tests and an analysis of variance were performed on the questionnaire responses submitted by 168 departmental chairmen from 59 large (more than 2,000 students) and small (less than 2,000 students) public junior colleges in Oklahoma and Texas. A questionnaire was developed and four major aspects of the departmental chairman's role were analyzed. These four areas were Biographical Information, Description of Status of Chairman, Administrative Responsibilities (this included Teaching Responsibilities, Personnel Administration, Budget Administration and Control, and General Responsibilities), and The Future Role of the Departmental Chairman in the two-year junior college.

A Discriminant Function Analysis was used to compare the possible significant differences which could be noted if the responses were compared on three different variables--Age of Institution, Geographical Location of Institution, and Size of Institution (student enrollment). While the first two variables would have shown some significant contrasts,

the size-of-institution variable was by far the most meaningful of the three.

Four areas of the departmental chairman's responsibilities were compared between the large-college and small-college participants. The chi square, t-tests, and analysis of variance results of questionnaire responses showed several significant differences. A summary of all significant differences between the administrative profiles of the two groups of chairmen is presented in Table 13.

The differences in the administrative profiles of the two groups, shown in Table 13, can be further summarized in the following generalizations:

1. Large-college departmental chairmen had more academic training than the small-college departmental chairmen.

2. Large-college departmental chairmen were usually chosen in the same manner as the small-college departmental chairmen but the large-college chairmen were selected because of their public relations ability, and the small-college chairmen were chosen for their teaching ability.

3. While both groups of chairmen spent approximately the same number of hours working each week, the large-college chairmen spent most of their working time in meetings while the small-college chairmen spent most of their working time in "Other" activities.

4. Large-college departmental chairmen usually had

TABLE 13

ADMINISTRATIVE PROFILE DIFFERENCES BETWEEN THE DEPARTMENTAL CHAIRMEN FROM LARGE AND SMALL JUNIOR COLLEGES

THE LARGE COLLEGE CHAIRMEN...	I.		1. had more faculty members in their departments
			2. were better prepared academically
			3. had more chairmanship experience
			4. had held their present chairmanship longer
	II.		1. were appointed for a longer period of time
			2. succeeded themselves more often
			3. were recognized by title and salary more often
	III.	A	1. had their teaching load reduced more often
			2. assigned sections to classrooms less often
			3. developed new courses less often
			4. served as an academic major advisor less often
		B	1. recruited faculty more often
			2. interviewed potential faculty members more often
			3. evaluated present faculty members more often
			4. initiated recommendations concerning faculty dismissal and leaves-of-absence more often
			5. recommended sabbatical leave less often
		C	1. are responsible for budget administration and control more often
			2. prepare the budget more often
			3. are consulted about budget changes more often
			4. consult faculty about budget changes less often
			5. inform the faculty about the new budget less often
			6. control departmental property less often
		D	1. determine departmental objectives less often
			2. control the content of departmental publications less often
			3. represent the college on curriculum advisory committees less often
			4. officially represent the college more often
			5. maintain class lists, etc., less often
			6. sponsor student groups less often
			7. maintain departmental libraries more often
			8. choose library materials more often
			9. hold departmental meetings more often
			10. serve as research project officer more often
			11. write research proposals less often

a lighter teaching load than small-college chairmen but were encumbered with more administrative details.

5. The most obvious difference between the small-college and large-college departmental chairmen was in the preparation and control of the departmental budget and related areas.

6. Both groups of departmental chairmen believed that the administrative responsibilities of the office would increase and teaching duties would decrease within the next few years.

The investigator concluded that the basic differences between the two groups were in the following areas: (1) academic preparation, span of control, selection criteria, teaching load, faculty recruitment and evaluation duties, responsibility for budget preparation and control, and administrative bookkeeping procedures and responsibilities.

Conclusions

Three propositions were tested in studying the chairman's role. These were as follows:

1. That there would be a significant difference in the junior college departmental chairmen's role from Oklahoma and Texas junior colleges.

2. That there would be a significant difference in the role of departmental chairmen from junior colleges of different ages (the number of years since inception).

3. That there would be a significant difference in the role of departmental chairmen from junior colleges of different sizes as determined by the student enrollment figures.

The results of the investigation would not support propositions one and two. The maximum number of significant contrasts which could be made by comparing the Oklahoma and Texas junior colleges (geographical location variable) was four. This represents less than eight per cent of the total number of comparisons possible (a possible total of 51 comparisons could be made). A comparison of the chairmen's responses on the age-of-institution variable would have yielded only five significant contrasts. This represented less than ten per cent of the 51 possible comparisons and the researcher was forced to conclude that the proposition concerning the age of the institution was not supported.

In sharp contrast to these findings, 36 significant comparisons were observed when the departmental chairmen were compared on the size-of-institution variable and divided into two-size categories. Thirty-six significant differences represented nearly 71 per cent of the total number of possible comparisons. In light of these findings, it was concluded that the size of the college did make a significant difference in the departmental chairman's role in Oklahoma and Texas junior colleges.

In summary, it was concluded that the geographical

location and the age of the institution made small differences in the departmental chairman's role in Oklahoma and Texas junior colleges, but each of these variables was actually a subset of a larger, more comprehensive variable. Further analyses showed that the size of the institution was the larger variable. A comparison of two categories produced 36 significant differences between the responses given by the participants from the small-college and large-college departments.

Implications for Further Research

The results of this study and the findings of previous research efforts in the same area indicate that meaningful investigations could be conducted in many areas. However, the findings available should be utilized by departmental chairmen at this time. Since the studies conducted on the role of the departmental chairman seem to show a high degree of commonality, further research should take an applicable turn and be presented in the following forms:

A. A handbook should be developed containing policies and procedures to be used by departmental chairmen in the conduct of their role responsibilities. The various areas of departmental-chairmanship responsibility could be covered in a complete but not restrictive manner. This handbook should cover such areas as budget preparation and control, recruiting and hiring faculty, the conduct of business meetings, the filing of reports, academic course development, course

evaluation and revision, and general administrative procedures. From the data collected in the present study and previous work conducted by O'Grady, Blomerley, and Gunter, a handbook could be developed for departmental chairmen in Oklahoma and Texas junior colleges.

B. The second suggestion is related to the first, but is more limited in its scope. It is a suggestion for the compilation of administrative techniques, including forms for accounting and control of departmental property. These forms and techniques could be as complicated as a double-entry bookkeeping system or as simple as a better inter-office memo or routing slip. These administrative aids would be a valuable asset to the chairman who was attempting to establish or expand a junior college department. While many of the well-established departments would find the resulting packet of materials too confining for their managerial comfort, most departmental chairmen would welcome suggestions that would increase efficiency and reduce administrative pedantics.

These two suggestions may appear to have very few implications for further research since they are primarily an application of research findings garnered to date. But the alert investigator will recognize the need for constant evaluation and revision of new techniques being implemented. What the researcher is suggesting is that departmental chairmen and behavioral scientists who purport to study their

positions or comparable roles take the next obvious step and begin to implement some of the findings collected thus far. It is time for administrative research to move out of the realm of ex post facto studies since observations have been taken and the basic groundwork for better experimentation laid. One possible suggestion for future experimentation would be to implement a new system of accounting for and maintenance of sports equipment in the physical education department. Costs could be compared to previous sessions, years, or quarters.

The results of this study have corroborated the findings of previous research and laid the groundwork for more elaborate investigations. The researcher suggested two different ways the current level of findings could be implemented to assist departmental chairmen in the conduct of their duties. It was further suggested that the level of experimentation be raised by manipulating the independent variables acting on the departmental chairman's role at the time they occur. These suggestions should be ample impetus for well-trained investigators who intend to conduct further studies of the departmental chairman's role.

REFERENCES

REFERENCES

American Association of Junior Colleges Directory, 1971. Washington, D.C.: Author, 1971.

Barnard, C. I. The Functions of the Executive. Cambridge, Massachusetts: Harvard University Press, 1938.

Blocker, C. E., and Richardson, R. H., Jr. "Teaching and Guidance Go Together." Junior College Journal, 39, 3, (1968), 14-16.

Blomerley, Peter. "The Public Two-Year College Department: A Study of the Role of the Department and the Departmental Chairman in Academic Governance." Unpublished Ph.D. dissertation, State University of New York, 1969.

_____. "The Junior College Department and Academic Governance," Junior College Journal, 41, (1971), 38.

Bogue, J. P. The Community College. New York: McGraw-Hill, 1950.

Brogdon, H. J. "An Approach to the Problems of Differential Prediction." Psychometrika (1946), 139-54.

Brown, R. Social Psychology. New York: The Free Press, 1965.

Bucher, C. A. Administration of School Health and Physical Education Programs. 2nd ed. St. Louis: C. V. Mosby Co., 1958.

Burns, G. Administrators in Higher Education. New York: Harper and Brothers, 1962.

Campbell, D. T., and Stanley, Julian C. "Experimental and Quasi-experimental Designs for Research." Handbook of Research on Teaching. New York: Rand McNally & Co., 1963, 37-110.

Clark, B. R. The Open Door College: A Case Study. New York: McGraw-Hill Book Co., Inc., 1960.

Corson, J. J. Governance of Colleges and Universities. New York: McGraw-Hill, 1960.

Doyle, E. C. The Status and Funcations of the Departmental Chairman. Washington, D.C.: The Catholic University of America Press, 1953.

Dressel, P. L., Johnson F. C., and Marcus, P. M. The Confidence Crisis. San Francisco: Jossey-Bass, Inc., 1970.

Garrison, R. H. "Division and Department Heads." Junior College Faculty: Issues and Problems. Washington D.C.: American Association of Junior Colleges, 1967, 49.

Getzels, J. W. "Conflict and Role Behavior in the Educational Setting." Readings in the Social Psychology of Education. Edited by W. W. Charters and N. L. Gage. Boston: Allyn and Bacon, Inc., 1963, 309-18.

Getzels, J. W., and Guba, E. G. "Social Behavior and the Administrative Process." School Review, LXV, 4 (1957), 423-41.

Good, C. F., ed. Dictionary of Education. New York: McGraw-Hill, 1959.

Gulick, Luther and Urwick, L. Papers on the Science of Administration. New York: Institute of Public Administration, 1937.

Gunter, C. G. "The Role of Departmental Chairmen in the Governance of State Universities." Unpublished doctoral dissertation, Washington State University, 1964.

Haskins, C. H. The Rise of Universities. New York: Henry Holt and Company, 1923.

Hays, W. L. Statistics. New York: Holt, Rinehart and Winston, Inc., 1963.

Hill, W. W. "Some Organizational Correlates of Sanctions Perceived by Professors to be Available to Their Departmental Chairmen: A Study in Power." Unpublished doctoral dissertation, University of Washington, 1965.

Kerlinger, Fred N. Foundations of Behavior Research. New York: Holt, Rinehart and Winston, Inc., 1964.

Kerr, C. The Uses of the University. Cambridge: Harvard University Press, 1963.

Koehnline, William A., and Blocker, Clyde E. "The Division Chairman in the Community College." Junior College Journal, 40, 5 (1971), 9-12.

Korfmacher, William Charles. "Central Administration and the Department." Improving College and University Teaching, 14, 4 (Autumn, 1967), 196-99.

McConnell, T. R. A General Pattern in American Public Higher Education. New York: McGraw-Hill, 1962.

McGrath, E. J., Nystrom, W. C., and Patmos, A. E. "A Study of Divisional Organization." Association of American Colleges Bulletin, (1943), 29.

Medsker, L. L. The Junior College: Progress and Prospect. New York: McGraw-Hill, 1960.

Millett, J. D. The Academic Community. New York: McGraw-Hill, 1962.

O'Grady, J P. "The Role of the Departmental Chairman in Selected Missouri and Illinois Two-Year Colleges." Unpublished doctoral dissertation, St. Louis University, 1969.

_____. "The Role of the Departmental Chairman." Junior College Journal, 41, 5 (1971, 33-36.

Parson, T., and Shels, E. A. Toward a General Theory of Action. Cambridge: Harvard University Press, 1951.

Pierce, Harmon B. "A Look at the Science Division Head." Junior College Journal, 41, 3 (1971), 28-31.

Rashdall, Hastings. The Universities of Europe In the Middle Ages. ed. by F. M. Powicke and A. B. Emden. Oxford: Clarendon Press, 1895.

Richardson, R. C., Jr. "Departmental Leadership in the Two-Year College." Current Issues in Higher Education. Washington, D.C.: Association for Higher Education, NEA, 1967, 244-28.

Rudolph, F. The American College and University. New York: Vintage Press, 1962.

Tead, O. The Origin of Administration. New York: McGraw-Hill, 1951.

Thornton, J. W., Jr. The Community Junior College. 2nd ed. New York: John Wiley, 1966.

Walker, Helen M., and Lev, Joseph. Statistical Inference. New York: Henry Holt and Company, Inc., 1953.

APPENDIX A

CORRESPONDENCE USED IN PRELIMINARY SURVEY

Amarillo, Texas
Spring, 1971

Chairman, Department of English
Alvin Junior College
Alvin, Texas 77511

Dear Sir:

I am pursuing a doctorate at the University of Oklahoma. My potential dissertation topic is determining the financial structure of the Public Junior Colleges in the states of Oklahoma and Texas.

I need the following information pertaining to the organization and structure of the departments within your college.

1. How many departments in the college organization?

2. Does each department have a separate budget, and who administers the budget?

3. Does each department have a chairman or head of the department?

If you would send me a copy of your current college catalog, a copy of your organizational manual, and a copy of your faculty handbook, I would appreciate it. Any other information or comments along this line would be helpful.

Enclosed is a self-addressed, stamped envelope for forwarding this material.

Yours truly,

Natalie Russell, Chairman
Women's Physical Education Dept.
Amarillo College
Amarillo, Texas

NR:lb
Encl.

APPENDIX B

CORRESPONDENCE SENT WITH INSTRUMENT

Amarillo, Texas
February 11, 1972

Chairman, Department of English
Alvin Junior College
Alvin, Texas 77511

Dear Sir:

A research study of the Departmental Chairman's Role in selected Oklahoma and Texas junior and community colleges is being undertaken through a questionnaire to be completed by the chairmen of these departments. The Chairmen of the English, Mathematics, Physical Education, and Business departments in 59 two-year colleges are being invited to provide the information necessary to complete such a study.

It is my sincere hope that you will consider this research worthy of your thought and time and participate through the completion of the enclosed questionnaire. It is very important that your college be included in the study. A copy of the results will be made available to all respondents. Please return the enclosed questionnaire at your earliest convenience, but prior to February 21, 1972.

This study is being conducted in partial fulfillment of the requirements for a Doctor of Philosophy degree at the University of Oklahoma. Your help and cooperation in making this study a success will be greatly appreciated.

Sincerely,

Natalie Russell, Chairman
Women's Physical Education Dept.
Amarillo College
Amarillo, Texas

NR:lb
Enclosures (2)

APPENDIX C

INSTRUMENT USED IN SURVEY

AN INVENTORY OF DEPARTMENTAL CHAIRMEN'S ACTIVITIES

This inventory is designed as a guide in describing your role as a departmental/divisional chairman in a two-year college. The results will not be released to the public without the expressed written consent of the participants. Your cooperation in returning this questionnaire is greatly appreciated.

I. BIOGRAPHICAL INFORMATION

1. Name _____

2. College _____

3. Title _____

4. Number of Faculty Members in Department _____

5. Academic Preparation:

Degree Held	Subject/Major	Institution	Date

6. Number of years you have been a chairman _____

7. Number of years in present chairmanship _____

II. DESCRIPTION OF STATUS OF CHAIRMAN

A. Appointment Procedure

1. Which of the following methods was used in your selection? (Circle One)

   a. Nominated by college committee, approved by dean and/or college head, and appointed by board.
   b. Nominated by departmental faculty, approved by dean and/or college head, and appointed by board.
   c. Nominated by dean, approved by college head, and appointed by board.

d. Nominated by dean after consultation with department, approved by college head, and appointed by board.
e. Other (Specify) _____

2. Please scale the following criteria according to how important you believe they were in your selection as chairman:
(Very important 5 4 3 2 1 Not Important)

a. Teaching Experience.....	5	4	3	2	1
b. Teaching Ability.....	'	'	'	'	'
c. Administrative Ability...	'	'	'	'	'
d. Personal Relations.....	'	'	'	'	'
e. Productive Scholarship...	'	'	'	'	'
f. Degrees Held.....	'	'	'	'	'
g. Departmental Seniority...	'	'	'	'	'
h. Other _____	'	'	'	'	'

3. Length of chairmanship appointment?_____

4. May you succeed yourself as chairman? __Yes__No

B. Formal Role

1. Estimate the total number of hours worked per week. _____

a. Administration

i. Faculty Evaluation___%
ii. Student Advising____%
iii. Meetings_____%
iv. Committees_____%

b. Instruction

i. Credit Hours_____%
ii. Contact Hours_____%
iii. Preparation_____%

c. Sponsoring student organizations within the department_%

d. Other activities_____%

Estimate the percentage of total hours worked each week in each of these areas. (Total should be equal to 100%).

III. ADMINISTRATIVE RESPONSIBILITIES

A. Instructional Program

1. Do you teach classes within the department?
___Yes ___No

2. Percentage of full-time teaching load assumed? _____%

3. Was your teaching load reduced when you assumed the chairmanship of the department?
___Yes ___No

4. Do you determine departmental course offerings? ___Yes ___No

5. Do you determine the sections to be offered?
___Yes ___No

6. Do you determine the time schedule of the sections? ___Yes ___No

7. Do you assign sections to classrooms?
___Yes ___No

8. Do you assign sections to the faculty?
___Yes ___No

9. Do you review and revise courses as needed?
___Yes ___No

10. Are you responsible for new course development?
___Yes ___No

11. Do you serve as an academic major advisor?
___Yes ___No

B. Personnel Administration

1. Are you responsible for faculty recruitment?
___Yes ___No

2. Do you interview applicants for teaching positions? ___Yes ___No

3. Do you evaluate present faculty members?
___Yes ___No

Do you initiate recommendations for the faculty in the following areas?

4. Salary increases? ___Yes ___No
5. Advancement in Rank? ___Yes ___No
6. Tenure? ___Yes ___No
7. Dismissal? ___Yes ___No
8. Leave of absence? ___Yes ___No
9. Sabbatical leave? ___Yes ___No

10. Do you maintain student personnel records? ___Yes ___No

11. Do you maintain faculty and staff records? ___Yes ___No

C. Financial Responsibilities

1. Are you responsible for budget administration and control? ___Yes ___No

2. Are you responsible for budget preparation? ___Yes ___No

3. Are you consulted about budget changes? ___Yes ___No

4. Do you consult the faculty about budget requirements for the coming year? ___Yes ___No

5. Do you inform the faculty about the budget at the beginning of each academic year? ___Yes ___No

6. Are you responsible for departmental property control? ___Yes ___No

D. General Responsibilities

1. Do you determine departmental objectives? ___Yes ___No

2. Do you determine departmental regulations? ___Yes ___No

3. Do you determine the content of departmental publications and brochures? ___Yes ___No

4. Do you represent the college in curriculum advisory committees? ___Yes ___No

5. Do you represent the college officially at external organizational meetings? ___Yes ___No

6. Do you maintain class lists, grade books, outlines, and test files? ___Yes ___No

7. Do you sponsor departmental student groups? ___Yes ___No

8. Do you maintain a departmental library? ___Yes ___No

9. Do you select the materials for the library? ___Yes ___No

10. How often do you schedule and chair a departmental meeting? _____

11. Do you serve as the project officer for research department? ___Yes ___No

IV. ADDITIONAL COMMENTS

Briefly describe how you perceive the role of the departmental/divisuonal chairman evolving in the next three to five years in your college.

_____

_____

_____

_____

In your opinion, who determines the role of the departmental/divisional chairman in your college? _____

_____

APPENDIX D

FOLLOW-UP CORRESPONDENCE TO NON-RESPONDENTS

Amarillo, Texas
February 25, 1972

Chairman, Department of English
Alvin Junior College
Alvin, Texas 77511

Dear Sir:

On February 11, 1972, I mailed to you a questionnaire concerning the Departmental Chairman's Role in the junior and community colleges of Oklahoma and Texas. Since I failed to receive a response to my original inquiry, I am submitting a copy to replace the previous material sent in case it was misplaced or lost in the mail.

Again, I am soliciting your help in this matter and will very much appreciate your cooperation by returning the questionnaire by March 3, 1972.

Sincerely,

Natalie Russell, Chairman
Women's Physical Education Dept.
Amarillo College
Amarillo, Texas

NR:lb
Enclosures (2)

APPENDIX E

CORRESPONDENCE OF ACKNOWLEDGEMENT

OF RECEIPT OF RETURN

Amarillo, Texas
March 23, 1972

Chairman, Department of English
Alvin Junior College
Alvin, Texas 77511

Dear Sir:

Your response to my questionnaire on the role of the departmental chairman in the junior colleges of Oklahoma and Texas, as a partial fulfillment of the requirements for a Doctor of Philosophy Degree at the University of Oklahoma, is appreciated.

It was important that your department and college be included in my study and your prompt consideration and participation in the completion and returning of the questionnaire will help in making this study a success. A copy of the results will be available if you desire.

Thank you for your help and cooperation in this research study.

Sincerely,

Natalie Russell, Chairman
Women's Physical Education Dept.
Amarillo College
Amarillo, Texas

NR:lb

APPENDIX F

CARD FORMAT USED TO ENTER RAW DATA COLLECTED FROM DEPARTMENTAL CHAIRMEN

CARD FORMAT FOR DATA ENTRY

Information			Column(s)
Card Number One			
I.	1.	Name	1 - 15
	2.	Title	16
	3.	College	17 - 18
	4.	Degrees Held	19 - 24
	5.	Years Experience	25 - 26
	6.	Number Hours Per Week	27 - 28
		a. Credit hours	29 - 30
		b. Contact hours	31 - 32
		c. Faculty evaluation	33 - 34
		d. Student advising	35 - 36
		e. Meetings	37 - 38
		f. Committees	39 - 40
		g. Student activities	41 - 42
		h. Other	43 - 44
	7.	Contract Recognition of Role	45
	8.	Member of Faculty Organizations	46
II.	Appointment:		
	1.	Selection Method	47
	2.	Criteria Importance	
		a. Teaching experience	48
		b. Teaching ability	49
		c. Administrative ability	50
		d. Personal relations	51
		e. Productive scholarship	52
		f. Degrees held	53
		g. Departmental seniority	54
		h. Other	55
	3.	Length of Appointment	56 - 57
	4.	Succeed self?	58
III.	Budget:		
	1.	Responsible for budget preparation?	59
	2.	Budget changes?	60
	3.	Inform faculty about budget?	61
	4.	Administer and control budget?	62
	5.	Responsible for departmental property control?	63

Information	Column(s)
IV. Personnel Administration -- Academic	
1. Faculty Recruitment?	64
2. Screen Teaching Applicants?	65
3. Interview Teaching Applicants?	66
4. Select Teaching Applicants?	67
5. Evaluate Teaching Applicants?	68
6. Evaluate Employed Faculty?	69
7. Recommend Faculty for:	
a. Salary increases?	70
b. Advance in rank?	71
c. Tenure?	72
8. Can You Recommend Dismissal?	73
9. Can You Recommend Leave of Absence?	74
10. Can You Recommend Sabbatical Leave?	75
V. Academic	
1. Required to Teach?	76
2. Was teaching load reduced when you assumed chairmanship?	77
3. Percentage of Full-time Teaching Load?	78 - 79
Card #	80

Card Number Two

V. Academic (continued)	
Name	1 - 15
4. Determine Sections and Course Offerings?	16
5. Determine Time Schedule?	17
6. Assign Sections to Classrooms?	18
7. Assign Sections to Faculty?	19
8. Review and Revise Courses?	20
9. New Course Development?	21
10. Academic Major Advisor?	22
11. Maintain Student Personnel Records?	23
12. Represent College Officially?	24
13. Assign Faculty Duties?	25
14. Represent College Officially at External Meetings?	26

Information	Column(s)
Card Number Two (continued)	
V. Academic (continued)	
15. Maintain Departmental Library?	27
16. Select Books and Periodicals for Library?	28
VI. Other Duties	
Responsibilities:	
1. Determination of Departmental Objectives?	29
2. Determination of Departmental Regulations?	30
3. Determination of Departmental Course Offerings?	31
4. Determination of Departmental Content of Department Publications and Brochures?	32
5. Maintain Personnel Records on Faculty and Staff?	33
6. Assign Office and/or Desk Space?	34
7. Maintain Class Tests, Course Outlines, etc.?	35
8. Sponsor Department Student Groups?	36
9. Report and Maintenance of Student Grade Books?	37
10. Personnel Administration Functions Concerning Non-academic Personnel?	38
11. How Often Meetings are Held?	39
VII. General Questions	
1. (Responses from question #1 will be coded and entered in columns 40-45).	
2. Who determines the role of the departmental chairman?	46