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**ADMINISTRATIVE AND FACULTY DEVELOPMENT:
A STUDY OF ACADEMIC CHAIRPERSONS**

by

Mary Ann Bowman

**A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership**

**Western Michigan University
Kalamazoo, Michigan
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**ADMINISTRATIVE AND FACULTY DEVELOPMENT:
A STUDY OF ACADEMIC CHAIRPERSONS**

Mary Ann Bowman, Ed.D.

Western Michigan University, 1991

The professional development of academic chairpersons has been neglected both by higher education institutions and as a field of study. This study focused on assessing both the perceptions of chairpersons toward administrative and faculty development and their degree of participation in development activities and roles.

A survey instrument was designed to make this assessment and was mailed to 311 chairpersons at eight midwestern public universities classified as Doctorate-Granting Universities I. The response rate was 75%, with 234 questionnaires returned.

The results of the survey showed that although chairpersons view both administrative development and faculty development as important, faculty development is judged as higher in importance. Chairpersons' participation in administrative development was less than moderately active, and only one of six types of development activities (in-house seminars) was participated in by as much as 50% of the sample. Job demands and inaccessibility of programs were reported as important factors in preventing more active participation. Increased administrative skills, knowledge, and competence were judged to be important possible benefits of participating in administrative development.

Chairpersons reported spending 10% to 15% of their time performing various faculty development roles. Assisting faculty in obtaining resources was performed most frequently, more than one or two times a month. Other roles performed more than three or four times a year were helping new faculty get started and improving faculty research and teaching. Job demands were rated as the only important factor in preventing more frequent performance of faculty development roles.

Chairpersons' career plans and goals influenced their history of participation in administrative development activities. Those individuals with ambitions for higher administrative office showed a more active level of participation than those without such plans and goals. A moderately strong relationship was shown between chairpersons' perceptions of the value of administrative and faculty development, and their level of participation in such development.

Institutions seeking to promote development among their administrators need to encourage such activities more vigorously, present such activities locally, and provide clear incentives for participation.

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Mary Ann Bowman

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CHAPTER I

PROBLEM STATEMENT

The professional development of the leaders of America's institutions of higher education has been neglected both by the institutions themselves and as a field of study. Higher education in the United States is nearly a \$100 billion industry, one that equals almost 40% of the Gross National Product (McDade, 1987). Despite the size and importance of this industry, those chosen to lead higher education institutions are often not selected on the basis of formal administrative training, but rather because of qualifications within their field of academic specialization (Haynes, 1985; Moore, 1984).

Conflicting attitudes toward those in educational leadership roles are common throughout the history of higher education in this country. Some maintain that educational leaders should be well-trained academicians who somehow know how to manage, while others take the position that such leaders should be well-trained managers who somehow know how to be academic (Eaton, 1978). In fact, few are schooled in management (Blyn & Zoerner, 1982; Foxley, 1980). Some contend that advanced training and formal education in management are less accepted in higher education administration than in any other professional area (McDade, 1986).

Furthermore, little attention is devoted to the professional development of administrators after their hiring. Moore (1984), a

former president of the Association for the Study of Higher Education, said that institutions spend millions on recruitment, but nickels and dimes on the education of those recruited. Colleges and universities rarely provide adequate plans for the development of their administrators (Haynes, 1985).

In contrast, American business and industry invest billions every year in the training and development of their employees. The philosophy of human resource development found in business organizations is based on the belief that people can and must cope with change and that employees are central to an organization's strategic vision (Stephan, Mills, Pace, & Ralphs, 1988). Over 70% of companies listed in the Fortune 500 have ongoing training and development programs devoted to executive education, while over 90% have such programs for middle managers (Carnevale, 1988).

The American Council on Education takes the position that development of people should be high on the agenda of all college presidents and trustees. Institutions of higher education need to live by their own stated beliefs in the value of education for all (Atwell & Green, 1987). A survey of 527 private and public college and university presidents found that faculty development was seen as a critical issue, but administrator development was not mentioned among those issues perceived as important (Durea, 1981).

Although the professional development of administrators has not been emphasized in most higher education institutions, many authors stress the importance of quality leadership in order for institutions to face the challenges of both the present and future. The challenges

are indeed great. According to Whetten and Cameron (1985), colleges and universities are closing so frequently that they have more than twice the mortality rate of business and are 5 times more likely to fail than government organizations. The degree of uncertainty facing the university increases the importance of applying analytic, systematic approaches to the management problems of higher education (Cyert, 1981).

If colleges and universities are to be effective, they must have effective administrators (Cuthbert, 1988; Whetten & Cameron, 1985). Whetten and Cameron (1985) have found that administrative behavior is a more powerful predictor of organizational effectiveness than environment, structure, age, institutional type, or control. Because of increased societal emphasis on accountability, educational leaders cannot afford to be ineffective managers (Foxley, 1980). The high mortality rate of colleges and universities suggests, however, that administrative effectiveness has eroded markedly (Whetten & Cameron, 1985). Colleges and universities seeking organizational effectiveness need to be administered with competence, but the lack of sound administrative preparation inhibits the performance of educational administrators (Haynes, 1985).

Both in the United States and in Europe, many problems face higher education administrators. Scarcity of resources, decreased governmental support, increased costs, internal political conflict, deteriorating buildings, a wide range of clients with diverse needs, and difficulty in projecting and planning for the future all present problems (Davies, 1979; McDade, 1986). These types of problems cause

increased pressure for higher education institutions to be administered both efficiently and effectively.

In addition, changes in education and technology have affected the kinds of skills required of administrators, emphasizing the need for managerial and problem-solving abilities. Institutions increasingly will find it necessary to provide training in these skills for their administrators (Paris, 1985). Educational administrators will also have to be proactive, anticipatory, and flexible in order to appropriately confront problems and provide effective leadership to the institutions they serve (Murphy, 1984b).

In summary, the administrative development of higher education leaders has been neglected, in practice and in research. Conflicting attitudes about administrative roles are partly the cause of such neglect, which contrasts sharply with the training and development activities of business and industry in the United States. If higher education institutions are to have the leadership necessary to meet the challenging problems confronting them both now and in the future, their administrators must be effectively trained and continually educated.

Development of the Department Chairperson

The most common administrative structure in higher education is the academic department, and as such, departments constitute the heart of most universities and colleges (McHenry, 1977). As the problems facing higher education institutions increase, the importance of the role played by department chairpersons is slowly being recognized

(Jennerich, 1981).

In most disciplines the chairperson's skill is essential to provide direction to the faculty (Booth, 1978). Because faculty and chairpersons make the crucial decisions about curriculum and personnel, Green (1988) called them the guardians of academic quality, whose leadership is most important to the quality of education the institution delivers. Roach (1976) estimated that 80% of all administrative decisions take place at the departmental level. Thus, the chairperson, responsible for the daily operation of the basic unit in the higher education system, is one of the most important individuals in higher education and the key to institutional vitality (Bennett, 1983; Weinberg, 1984).

Although the importance of the chairperson role is acknowledged, like other administrators, departmental chairpersons receive little training and development, either before assuming office or afterward. Most chairpersons are selected for reasons other than demonstrated managerial skills (Bennett, 1988; Ehrle, 1975; Roach, 1976). They often come to the position without preparation (Ehrle & Bennett, 1988), trained to teach and to conduct research, functions that have little to do with the departmental administrative functions upon which they will be evaluated (Roach, 1976). Few new chairpersons receive help from their predecessors or much orientation to the job (Bennett, 1988).

Despite the fact that chairpersons receive little administrative development themselves, they are frequently held responsible for the development of their own faculty (Bennett, 1988; Hirokawa, Barge,

Becker, & Sutherland, 1989; Hoyt & Spangler, 1979; McLaughlin, Montgomery, & Malpass, 1975; Tucker, 1984). Although the importance of faculty development is widely recognized, as is evidenced by the number of writings on the subject, little attention has been paid to the chairperson's role as a promoter of faculty. However, Boice (1985, 1986), Eble (1986), Tucker (1984), and Vavrus, Grady, and Creswell (1988) have examined this role.

Eble (1986) contended that if chairpersons were able to provide a high level of motivation for a department's faculty, faculty development as a separate institutional activity might not even exist. He noted that only rare chairpersons recognize that their closeness to faculty and to students gives them both responsibility and opportunity for faculty development of a broader and more personal kind. In addition, he suggested that perhaps the most important faculty development function of chairpersons is that of affirming the value of the varied services faculty perform.

Much remains to be learned about the professional training and development of chairpersons. Few systematic studies have been conducted concerning the training and development of chairpersons. In fact, most academic literature on university governance emphasizes the higher levels of administration, while research on the role of chairperson has been neglected (Watson, 1986).

In short, lack of research regarding the training and development of departmental chairpersons, and regarding their role as promoters of faculty development, is the problem.

Purpose and Significance of the Study

The purpose of this study was to investigate the administrative development of higher education department chairpersons, as well as their role as promoters of faculty development. In investigating these areas, the following questions were addressed:

1. What is the perception of chairpersons regarding the overall importance of administrative development?
2. How actively have chairpersons participated in administrative development activities?
3. What is the level of importance of factors preventing chairpersons' more active participation in administrative development activities?
4. What is the level of importance of benefits resulting from participation in administrative development activities?
5. What is the perception of chairpersons regarding the overall importance of their role as faculty development promoters?
6. How frequently do chairpersons perform faculty development roles, both overall and in terms of specific unique roles?
7. What is the level of importance of factors influencing the frequency of performance of faculty development roles?
8. Are career plan and career goal related to chairpersons' perceptions of value of and participation in administrative and faculty development?
9. Is there a relationship between chairpersons' perceptions of value of and participation in administrative development and their

perceptions of value of and participation in faculty development?

Because the effective performance of higher education institutions is dependent on the effectiveness of their administrators (Whetten & Cameron, 1985), the training and development of such administrators is an important area for research. As the leader of perhaps the most important unit of the higher education organization, the department chairperson plays a key role in the success or failure of the institution (Bennett, 1983; Green, 1988; Jennerich, 1981; Weinberg, 1984).

For these reasons, increased knowledge about the administrative development of higher education chairpersons can help institutions and organizations provide appropriate educational opportunities to these administrators, leading to their improved competence. Information about the perceived benefits of participation in administrative development activities and about reasons for nonparticipation will assist in the design and implementation of appropriate development activities.

Because chairpersons have principal responsibilities to develop effective faculty, as well as to maintain and enhance effective faculty (Bevan, 1985), their role in faculty development is important. Increased knowledge about chairpersons' promotion of faculty development can help improve their effectiveness in this role, contributing to greater institutional success.

Knowledge about the administrative development of department chairpersons and about their development of other faculty should help

lead to the overall increased administrative competence of department chairpersons, and ultimately to improved institutional performance.

CHAPTER II

REVIEW OF THE LITERATURE

Because faculty development has been more widely accepted in the higher education community than administrative development, and has been studied and discussed more extensively and for a longer time, knowledge about faculty development is helpful in understanding administrative development. This chapter, therefore, begins with a discussion of faculty development, including types of programs typically funded, common models, factors contributing to effectiveness, and the chairperson's role in faculty development. A discussion of administrative development follows. To provide a background in understanding the importance of administrative development for chairpersons, the role and competencies of the department chairperson are also addressed. Finally, the training and development of chairpersons are considered.

Faculty Development

Programs to promote faculty growth and to help faculty members acquire knowledge, skills, and sensitivities, as Gaff (1975) defined faculty development, are not new to higher education. Leaves for advancing scholarship and financial support for attending meetings are two common types of development activities that have existed for a long time. Since the 1960s, however, faculty development has become

a major movement, occurring initially as a response to the highly vocal student movement of the era that demanded improvement in the educational process (Mathis, 1982). By 1976, over 700 American colleges and universities provided some form of faculty development program (Centra, 1977). Although Centra predicted a decline in the 1980s, Young (1987) stated that faculty development continued to be a growth industry during that period.

Factors influencing the increased importance of faculty development include the change from growth to maintenance in higher education, as the number of students began to shrink; decreasing job opportunities and job mobility for faculty; and increasing calls for institutional accountability from legislative bodies and society at large. As institutions began to face the problem of survival, faculty development grew in importance as a way to revitalize departments in which a majority of the members were tenured, to create new career options for faculty, and to reformulate the curriculum to attract new student populations (Bennett, 1985; Bland & Schmitz, 1988).

Centra (1977) classified faculty development into four groups of practices: (1) workshops, seminars, and other presentations; (2) analysis or assessment of instructors by students and colleagues; (3) activities involving audiovisual aids, technology, or course development; and (4) institution-wide practices such as sabbaticals and annual teaching awards. The early emphasis in faculty development was on instructional improvement, but has now expanded into broad issues of faculty vitality. Topics relating to career and personal growth, including professional writing and research, dealing with stress and

burnout, and retirement planning, are all part of some faculty development programs (Bland & Schmitz, 1988; Gruen, 1988). Because faculty development programs tend to avoid the most difficult issues, such as chronic depression or anger about work, scholarly inactivity, or lack of enthusiasm about teaching, the neediest faculty often are not reached (Eble & McKeachie, 1985).

Funding of Faculty Development

A 1988 national survey of 424 two- and four-year higher education institutions found that over 90% of all departments had funds available to offset the costs of professional travel and fees for professional conferences. Sabbatical leave was available for full-time faculty in 92% of departments in four-year schools and 77% of departments in two-year schools (Russell, Cox, & Boismier, 1990). Funding for training to improve teaching skills was provided at 75% of four-year schools and 84% of two-year schools. Funding for training to improve research skills was available in 67% of departments of four-year schools and 46% of two-year schools. Subsidized tuition was available in 73% of all departments in four-year schools, but in only 52% of two-year schools. Other forms of funding provided less frequently included retraining for fields in higher demand, offsetting costs of professional dues, and providing paid leave for the purpose of gaining work experience.

Models of Faculty Development

Models of faculty development have been proposed by several authors. Bergquist and Phillips (1975a) proposed an interactive process among three dimensions: organizational, representing structural components; instructional, representing the process of education; and personal, representing the attitudes, beliefs, and values of individual faculty members. Francis (1975) suggested concentrating on program elements at several stages. The first stage, consciousness raising, would be directed toward attracting faculty attention and presenting information to them, while the second, focal awareness, would move to a practical approach toward specific issues in ways implying commitment by faculty to become involved. The third stage, subsidiary awareness, would emerge as a new climate for change is created and different kinds of activities become appropriate. Simerly (1977) focused on the degree of potential impact a faculty development program can have on the institution it serves. This model suggests six levels of faculty involvement, ranging from the approach of individual freedom, with no faculty development program in place, to the sixth level of faculty development as an institutionalized commitment and goal.

Factors Influencing Success

Based on their study of 24 faculty development projects sponsored by the Bush Foundation in colleges and universities in Minnesota and the Dakotas, Eble and McKeachie (1985) concluded that the success of

faculty development programs is influenced by several factors: faculty ownership of the program, administrative support for the program, use of local expertise rather than outside consultants, and use of follow-up activities. Additional factors contributing to success include that faculty must perceive rewards and benefits from their participation, practices must be diverse enough to meet diverse needs, activities must be intellectually stimulating, and practices must be institutionalized (Gaff, 1975).

Evaluating Faculty Development Programs

Most formal evaluations of faculty development programs have been based on measures of faculty members' satisfaction, which may not be an adequate measure of effectiveness (Eble & McKeachie, 1985). Blackburn, Pellino, Boberg, and O'Connell's (1980) survey of 25 institutions found that leaves or sabbaticals received the highest marks, while on-campus workshops were rated the lowest. Generally, studies show that faculty members like funds for travel, leaves, and grants.

Establishing criteria for evaluation is problematic, since ultimately faculty development is intended to improve education, the outcomes of which are difficult to measure (Eble & McKeachie, 1985). Formal evaluation of faculty development programs should be conducted by looking first at program goals, according to Young (1987), who contended that few faculty development programs look at goals before implementing and assessing a program. Eble and McKeachie (1985) suggested that collecting evidence from multiple sources, such as faculty judgments, student ratings, administrator evaluations, and expert site

visitors' assessments, can provide an adequate evaluation of a program's success. Nevertheless, these authors observed that it is rare to find convincing evidence that faculty development programs help faculty become better teachers and scholars.

Chairpersons' Role in Faculty Development

Clark and Lewis (1985) noted the importance of faculty vitality to institutional productivity in higher education, with faculty development often considered the key to faculty vitality (Centra, 1985). Tucker (1984) contended that although the chairperson's most important function may be to foster the growth and development of faculty and staff within the department, faculty development has often been considered a minor concern of the chairperson, expected to happen "naturally" as a result of ongoing professional activity undertaken by the faculty member.

Three possible faculty development roles for chairpersons were noted by Tucker (1984), who characterized these as the Caretaker, the Broker, and the Developer. The chairperson in the Caretaker role provides essentially no faculty development activity. The Broker chairperson serves as a facilitator and broker, helping faculty members realize their personal and professional goals by encouraging them to seek help from specialized services outside the department. The chairperson who is a Developer provides an organized and sophisticated faculty development effort that may include a departmental research committee, seminars on grantsmanship, monthly research colloquia, and a curriculum committee. He or she actively helps faculty members

acquire skills and knowledge necessary for personal and professional development.

As noted earlier, Eble (1986) cited as perhaps the most important faculty development function of chairpersons that of affirming the value of the varied services faculty perform. He suggested that chairpersons engage in a number of development activities. One is to bring people together specifically for the purpose of enhancing instruction. Another is to create a stimulating environment in the department by letting faculty know what others are doing, taking an interest in these activities, and recognizing in tangible ways what gets accomplished.

Eble (1986) also contended that chairpersons should motivate individuals by every means possible, including meeting at least once a year with every faculty member. They should identify faculty needs, wants, and objectives, including both common and specific needs, and relate faculty development to specific larger departmental objectives. Chairpersons should distribute resources in a way that makes the most of what is provided, with more going for faculty development than for any other purpose. Finally, they should pick up those who are down by breaking into patterns of defeat that create and confirm some faculty members' poor performance.

Studies of the Faculty Development Role

Some studies examine the chairperson role from the chairperson's perspective, while others view it from the perspective of faculty members. The faculty development role of the chairperson has not

always been explicitly addressed in such studies. Jennerich (1981), for example, seems to have placed this role within both interpersonal skills and leadership ability. McLaughlin et al. (1975) placed faculty development within the category of leadership tasks and leadership goals, where it was rated highly by the respondents in their study. The study of chairperson competencies by Hirokawa et al. (1989) included "fosters development of each faculty member's talents or interests" among their list of 19 competencies, where the faculty members surveyed rated it 17th in importance (p. 17).

Shtogren (1978) conducted a 3-year program working with chairpersons at a large urban university with 85 academic chairpersons. The program was based on the assumptions that faculty development was a high priority for chairpersons and that a major barrier to chairperson effectiveness in faculty development was a lack of knowledge and skills. Nine leadership and instructional development workshops were presented, with topics selected on the basis of a needs analysis process. Despite the program assumption that chairpersons value the faculty development role, a follow-up survey found that chairpersons currently spent only 7% of their time on faculty development and would like to spend only 10% of their time on it. A higher priority for them was relief from such administrative chores as budgeting and report writing. Perhaps as a result, chairpersons frequently did not follow through in applying on the job their learning from the nine workshops.

The findings of the studies conducted by Shtogren (1978), McLaughlin et al. (1975), and Hirokawa et al. (1989) led to Research

Question 5 regarding chairpersons' perception of the importance of the faculty development role and Research Question 6 regarding frequency of performance of faculty development roles.

A study by Boice (1985) comparing the view of faculty development of deans and chairpersons also presents a less positive view of the faculty development role than found in other discussions. In interviews with chairpersons, he found chairpersons were resistant to seeing how faculty development could affect their own department and its unique problems. They were also initially reluctant to try faculty development programs because of the possibility of offending their faculty by implying a group or individual need for development. Nearly half of the chairpersons in his moderate sample stated what Boice termed the moral weakness hypothesis: doubt about the value and ethics of helping faculty who should be able to help themselves. Chairpersons also appeared to see themselves in the role of faculty defenders. Boice (1985) noted that on the campus where he conducted this study, as well as on others, he has found that among deans, faculty, and chairpersons, chairpersons are the least likely to participate in faculty development activities. Although they talk freely about the problems of their job, they seem unwilling to accept personal help. They also seem to take faculty failures more personally than do deans, and to feel personally responsible for faculty development. Boice's (1985) findings led to Research Question 7 regarding what factors influence frequency of performance of faculty development roles.

As noted earlier, faculty development programs often avoid difficult issues and thus fail to reach the faculty most in need (Eble & McKeachie, 1985). Estimating that as many as 20% to 30% of faculty can be classified as disillusioned, Boice (1986) described these individuals as usually middle-aged, chronically depressed or angry about their jobs, inactive as scholars, isolated and oppositional as colleagues, and unenthusiastic about teaching. In a study conducted by Boice (1986), chairpersons acting as field-based developers were trained to participate in the development of middle-aged, disillusioned faculty through stepwise programs to help reestablish communication and involvement in meaningful activities and rewards. Preliminary results of the study showed that the moderate sample of chairpersons trained as field-workers for the study were effective in working with these disillusioned faculty. In addition, those receiving the most benefit from renewal programs appeared to be the chairpersons acting as developers. As a result of the program, chairpersons learned to take better care of themselves and also found their own work more enjoyable and productive. This study suggests the possibility of a direct relationship between chairpersons' administrative development and their performance of faculty development roles, in that a higher level of activity in faculty development appeared to be associated with a higher level of administrative development. These findings led to Research Question 9 regarding chairpersons' perceptions of value of and participation in administrative and faculty development.

Vavrus et al. (1988) conducted a national research project funded by the Lilly Endowment and Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF) on the faculty development aspect of departmental leadership. Their naturalistic study of a sample of 185 department chairpersons found nine faculty situations in which chairpersons participated in development activities. One situation involved redirecting faculty who were changing career status in the department or making other career changes. A second dealt with deadwood faculty who engaged in a minimal amount of work. The third situation involved dealing with difficult team players, including social isolates or loners, faculty outsiders distanced from others because of racial or ethnic differences, and faculty with professional interests contrary to others in the department. Advising faculty whose personal problems, such as drug and alcohol abuse, health problems, and family conflicts, had become departmental problems was a fourth situation. A fifth involved helping positive performers, who needed to be kept satisfied and happy in the department, and a sixth, helping new faculty get started. Helping faculty to improve poor research performance or poor teaching performance was a seventh situation. Obtaining resources for faculty to carry out their work was an eighth situation. The ninth situation was helping faculty with time management and organizational problems.

Vavrus et al. (1988) concluded that the kinds of assistance tasks in which chairpersons engage seem to vary as a function of career stages of faculty and are shaped by issues encountered by faculty at these various stages. Beginning faculty, for example, need

chairperson assistance to get started in their jobs, while those at later stages have different needs. Chairpersons did view themselves as responsible for assisting faculty growth and development.

In addition to Shtogren's (1978) findings discussed previously, the findings of Vavrus et al. (1988) led to Research Question 6 regarding frequency of performance of faculty development roles, operationalized in the study as unique faculty development roles based on those described above.

Summary

Recognition of the importance of faculty development is evidenced by the large number of programs existent in a majority of higher education institutions. Funds to offset professional travel and conference fees and subsidies for training to improve teaching and research skills are among the most common types of faculty development programs. Evaluation of such programs is difficult, however, and rarely conducted.

The chairperson's role in faculty development is acknowledged as important by many authors, but actual studies of chairpersons produce conflicting results about their view of the role. Some studies appear to suggest that chairpersons spend little time in faculty development and have a negative view of the role's importance, while others find that chairpersons see their faculty development role as a high priority.

Findings of several studies of the chairperson's faculty development role led to this study's research questions addressing

chairpersons' perceptions of the importance of faculty development roles, frequency of performance of faculty development roles, reasons for less active performance of the faculty development role, and the relationship between chairpersons' perceptions of value of and participation in administrative and faculty development.

Administrative Development

The term administrative development refers to programs to promote the professional education and development of administrators. Such programs typically include education about issues with implications for administrative role responsibilities, skill upgrading in areas of particular administrative concern, education about specific role guidelines, and development of individual leadership skills and strategies (Fisher, 1978b). In comparison to the growing recognition of the importance of faculty development, administrative development has received far less attention (Green, 1988; Hodgkinson, 1981). Although some note a new emphasis on the need to equip college and university leaders with management skills necessary to fulfill their tasks responsibly (Argyris & Cyert, 1980; Campanella, Keyes, & Sullivan, 1981; Cyert, 1981; Haynes, 1985; Lahti, 1973), few academic managers are schooled in management (Blyn & Zoerner, 1982).

The lack of interest in administrative leadership is far from accidental, since the traditions of academe value faculty rather than administrative achievements (Green, 1988). Faculty leadership development is seen as an endeavor of questionable merit, since the view of many faculty members is that colleges and universities were not

created for the purpose of being administered (Schuster, 1989).

The concept of training college and university administrators goes back to the first class in higher education administration in 1893, but few administrators in higher education receive such formal training (Fisher, 1978b; Foxley, 1980; Moore, 1984). Advanced training and formal education are less accepted in higher education administration than in any other professional area, despite the fact that it is cheaper and wiser to provide professional development to improve skills and leadership abilities of current administrators than to bring in outsiders (McDade, 1986). Administrative development programs are rarely found on American campuses, and participation in such activities is seldom part of any systematically designed program (Sprunger & Bergquist, 1978).

Findings of the various studies cited above led to Research Question 1 regarding the chairpersons' perception of the importance of administrative development.

Zion (1978) suggested that administrators need to develop consultation skills and use them to promote the professional growth of their subordinates, whether faculty or other administrative personnel. According to Lindquist (1978), administrative development should begin by assessing individual and organizational needs; focus on practical problem solving; emphasize peer teaching and support; clarify administrative goals, roles, competencies, and rewards; and follow through. Among his other recommendations are starting development at the top, with the president and other executives demonstrating commitment to development; stressing collaboration skills; celebrating successes;

and establishing participants' ownership in the process.

McDade (1986) investigated administrative development program participation, preferences, and perceived benefits of programs of senior-level administrators and found that differences exist between "unintentional" administrators (those who entered administration relatively late in their careers and never planned an administrative career) and "intentional" administrators. Her findings led to Research Questions 3 and 4, regarding reasons for less active participation in administrative development and perceived benefits of participation. They also led to Research Question 8 regarding the relationship between chairpersons' career plans and career goals and chairpersons' perceptions of value of and participation in administrative and faculty development. These variables are operationalized in the study as questions about career plan and career goal.

National administrative development programs are sponsored by such organizations as the American Council on Education, the Western Association of College and University Business Officers, the Carnegie Mellon University School of Urban and Public Affairs, the Harvard University Graduate School of Education, the Higher Education Resource Service, and Bryn Mawr College (McDade, 1986). These national institutes focus on management and administrative skills. Some are designed for training future leaders, some specifically for women, one for Hispanic leaders, and others only for senior level administrators.

A variety of administrative conferences are held annually, often focused on specific audiences, such as academic deans, future administrators, presidents, chairpersons, new deans, and new presidents.

Some national associations address administrative development issues at their conventions. Among these are the American Association of Higher Education, the American Council on Education, the Council of Colleges of Arts and Sciences, and the College Board. Short seminars, workshops, and meetings are also sponsored by numerous organizations, including many of the same groups noted above (McDade, 1986). McDade's discussion of programs led to Research Question 2 regarding how actively chairpersons participated in administrative development activities.

Schuster (1988) contended that little is known about the effectiveness of professional development programs for higher education administrators, so there is no systematic way to establish what are the best ways to hone appropriate skills or to demonstrate what are the essential competencies. He noted that participants in various training programs generally tend to approve of their experiences, but the effects of such activities on career success are almost totally unknown. In addition, there is no evidence to establish that one format of program is more effective than another; participants appear to value a variety of management training activities equally.

Although one view is that off-site training has a limited impact, Schuster (1988) saw no reason to discredit the instincts of participants who believe their off-campus learning experiences are valuable. All of the types of programs available, whether long-term or short-term, appear to make useful contributions to the participants. Until more evidence emerges, higher education should continue to sponsor and support a wide variety of training opportunities for administrators.

Summary

Administrative development programs are intended to promote the professional education and development of administrators. Compared to faculty development, administrative development has received far less recognition and interest, at least in part because of the fact that academe does not value administrative activities and achievements. Few administrators receive training or formal education in administration, and such programs are rarely found on American campuses. Literature does exist suggesting approaches institutions might take in developing such programs. National institutes, seminars, workshops, and annual convention programs designed to enhance administrative and leadership skills are sponsored by numerous higher education institutions and organizations.

Discussion in the literature about the neglect of administrative development in higher education led to Research Question 1 regarding chairpersons' perception of the importance of administrative development. Descriptions of various development programs in the literature led to Research Question 2 regarding chairpersons' participation in administrative development activities. Findings regarding factors preventing participation and benefits of participation led to Research Questions 3 and 4 about reasons for less active participation and benefits of participation. Findings regarding administrators' career plans and goals led to Research Question 8 about the relationship of career plan and career goal to chairpersons' perceptions of value of and participation in administrative and faculty development.

The Role of the Department Chairperson

The role of the department chairperson is acknowledged to be a complex and difficult one (Brann & Emmet, 1972). Despite the importance of the role, academics have paid little attention to the selection or development of chairpersons. As members of the faculty, chairpersons have been selected, appointed, and promoted on the basis of teaching, research, and service, not administrative or leadership ability (Bennett, 1988; Ehrle, 1975).

Among the characteristics of the role that contribute to its complexity are the need to deal with conflicting constituencies, trying to serve the needs of both faculty and administrators; ambiguity about their own role; and constraints regarding resources of money and time (Bennett, 1988). In addition, chairpersons seldom receive help from their predecessors and experience an imbalance between their responsibility and their authority. The chairperson is assigned considerable managerial responsibility without being given a great deal of authority (Rausch & Landicine, 1980). The chairperson's role is further complicated by the conflict between the academic model of authority based on expertise rather than position and the administrative or managerial model (Booth, 1982).

Chairpersons have no natural support system and upon entering the position are forced to make abrupt changes and adjustments. One such change is that from working independently to working collectively, sharing credit with others. The new chairperson also must change from a disciplinary loyalty to an organizational one (Bennett, 1988).

Chairpersons express frustration and dissatisfaction with their role, feeling neglected as individuals and as a group. Participants in workshops for chairpersons at a large urban university expressed appreciation for the attention and support received from informal exchanges with other chairpersons (Shtogren, 1978).

Studies of the Chairperson Role

A number of studies have investigated what variables characterize the chairperson's role. McLaughlin et al. (1975) found that the chairpersons of 38 state and land-grant institutions were involved in academic, administrative, and leadership roles. The academic role, involvement with students and research activities, was enjoyed by most chairpersons. The administrative role, involving duties within the department (maintaining records, administering the budget, managing employees) and linkages to other university organizations, primarily central administration, was seen as least desirable. The leadership role included academic personnel and program development and was viewed as a major satisfaction of the position of chairperson.

The chairperson role was also examined in terms of administrative activities by Hoyt and Spangler (1979). They surveyed 103 department heads in four universities and the faculty members of their departments regarding the administrative activities of department heads. Faculty ratings of a set of 15 administrative activities suggested that the department head has three major types of responsibility: departmental planning and development, personnel management, and building the department's reputation.

Variations in role behaviors of chairpersons were examined by Smart and Elton (1976), who surveyed chairpersons regarding the amount of time spent on various administrative activities. They conducted their study within the context of the Biglan model, which clusters academic departments along three dimensions. The first dimension is labeled "hard" versus "soft" and reflects the existence of a clearly delineated paradigm in the subject matter area, that is, the degree to which an academic discipline has a commonly accepted set of problems for study and agreed upon methods used in their exploration. Physical and biological sciences are considered "hard" and are at one end of a continuum, while the humanities and education are "soft" and at the other end. The second dimension is "pure" versus "applied" and reflects a department's concern with the practical application of its subject matter (e.g., history and philosophy versus accounting and engineering). The third dimension reflects the department's relative involvement with living or organic objects of study, "life system" versus "nonlife system" (agriculture and biological sciences versus engineering and mathematics).

Their findings from 1,198 chairpersons at 32 doctorate-awarding public universities showed support for the model. For example, chairpersons of hard departments tended to spend more time on their research role than those in soft departments. Those in soft departments expressed a preference for spending more time on teaching activities than did those in hard departments. These and other findings caused Smart and Elton (1976) to question the tendency of research on chairpersons to ignore disciplinary differences.

Skills needed for the chairperson role were investigated by Jennerich (1981), who conducted a study of 218 chairpersons from four-year colleges and universities across the United States. Through an extensive review of the literature he developed a list of skills/competencies isolated from abilities repeated frequently by various writers as essential for department chairpersons. Jennerich found that chairpersons, regardless of their discipline, size of department, or size of institution, agreed on certain skills needed for the position. Character/integrity, leadership ability, interpersonal skills, ability to communicate effectively, and decision-making ability were the top 5 skills/competencies out of 14 ranked by the chairpersons.

The chairpersons' skills were also investigated by Hirokawa et al. (1989), who based their study on the assumption that department chairpersons must possess certain administrative skills or competencies in order to function effectively. The authors categorized previous studies into focus on trait, style, or function and contended that such studies fail to specify the behavioral skills required by department chairpersons to exercise effective leadership. They suggested that a competency approach integrates these three approaches. Their list of task and relational skills was generated primarily through examination of instruments used for evaluation of educational administrators. Hirokawa et al. (1989) distributed their questionnaire to 700 faculty members in the College of Liberal Arts at the University of Iowa. The 358 respondents rated effective communication of the department's needs, working effectively to keep the best possible faculty, recognizing and rewarding faculty in accordance with the

quality of their contribution, administering departmental affairs effectively, and consulting appropriately with faculty as the top 5 of 19 competencies.

The effect of chairperson leadership on department morale was examined by Madron, Craig, and Mendel (1976). In a study of the teaching faculty at Western Kentucky University, they found that department heads were seen as flexible when supervision was thought to be good. Their data from 337 respondents suggested that faculty perceptions regarding the performance of department heads are significantly related to the morale in a department. They also found that department size influenced supervisory behavior.

An additional aspect of the chairperson role, involvement in faculty development, was addressed earlier in this chapter.

Summary

The chairperson's role is difficult, complex, and ambiguous, requiring many changes and adjustments for those entering the position. Research studies have investigated both the activities engaged in by the chairperson and the skills required for the position. Communication skills are agreed upon as important to the chairperson role.

Studies whose findings showed academic department and department size as influences on chairpersons' behavior led to the inclusion of questions on the instrument regarding department size and category of college.

Training and Development of Chairpersons

The administrative development needs of departmental chairpersons have been addressed by only a few studies. Some authors comment generally about perceived training needs of departmental chairpersons. For example, training in specific tasks is the most welcome form of training, according to Booth (1978). He also suggested discussions with experienced chairpersons, meetings organized around agenda suggested by chairpersons themselves. As noted earlier, Shtogren (1978) said that chairpersons benefit most from informal exchanges with other chairpersons and from workshops focused on individual needs. Based on their research on the Biglan model, discussed earlier, Smart and Elton (1976) noted that training programs must have a broad focus because of the diverse and complex nature of chairperson responsibilities but that they should also recognize the distinctive demands placed upon chairpersons by different types of academic departments.

Jennerich (1981) contended that some form of administrative training or preparation is essential to aid the individual in the transition from faculty member to department chairperson. Hoshmond and Hoshmond (1988) recommended on-the-job training for both new appointees and ongoing departmental chairpersons, using both university consultants and effective university administrators as trainers. The authors emphasize the need for a humanistic orientation in the training.

Needs assessment studies focusing on department chairpersons vary from informal on-campus surveys to a few studies of broader scope.

Waltzer's (1975) early study of Miami University chairpersons found that 67% agreed that training sessions and workshops should be offered at the beginning of every academic year for incoming and recently appointed chairpersons. They also supported the importance of a handbook for chairpersons. Administrative training and development are a central need of chairpersons, according to Booth (1982) and Rausch and Landicine (1980).

Waggaman (1984) noted that the need to train chairpersons arises from a number of factors, including a high rate of turnover and an institution's desire to enhance the general quality of administration. Institutional self-studies, academic program reviews, and surveys of department heads and/or faculty members are all methods that can help determine training needs. An important way to determine the need for training before the situation becomes critical is to carefully examine the job and role characteristics of all chairpersons in an institution. The findings of the above-cited studies led to inclusion of a question on the instrument regarding chairperson training.

McLaughlin et al. (1975) found that chairpersons would like to learn more about the nonacademic activities required for their position. The majority of the 1,198 respondents from 38 state and land-grant institutions in their study recognized their lack of management training and expressed a need to know more in this area. Orientation was also viewed as important for new chairpersons, including familiarizing them with the rules, policies, and procedures of their institution; the administrative activities expected of them (budget, physical plant, work assignments, and so on); and leadership activities (small

group leadership, motivation, and conflict resolution).

Creswell, Seagren, and Henry (1980) studied the administrative development needs of department chairpersons when grouped into the academic clusters of the Biglan model. The 98 respondents were from one major state university and four state colleges in one midwestern state. Four tasks drew a large percentage of responses for "considerable" need for development: preparing and monitoring a system for all departmental expenditures, utilizing computer services for departmental management, soliciting grants and outside funds for the department, and motivating faculty and staff. On some of the tasks the authors did find differences among the hard or soft, pure or applied, life or nonlife categories of departments used by the Biglan model. For example, the pure department chairpersons ranked surveying community needs and interests concerning curriculum and service as their highest need, while applied department chairpersons ranked assessing relationships among department personnel most highly.

Lonsdale and Bardsley (1982) studied the learning needs of heads of 679 academic departments in Australian colleges of advanced education. Their survey investigated both the range of administrative tasks and the administrators' perceptions of their professional development needs. Tasks most likely to be carried out by department heads concerned the maintenance of internal and external relationships, human relations and personnel administration, and personal and professional development. Almost half considered staff development and motivation to be the most important aspect of their role. Professional development needs were generally perceived to be greater for

heads at earlier stages of appointment. Heads in large, multi-purpose colleges expressed much less need for professional development than did those in other colleges.

Brodd (1985) conducted a needs assessment of 148 first-line instructional unit administrators in public two-year and four-year colleges in the United States. Respondents from both groups indicated their most important needs for knowledge were in the areas of fostering good teaching, maintaining morale in the department, using time effectively, communicating needs to the dean, adjusting to personal stress, providing leadership and guidance, selecting qualified applicants for positions, encouraging ideas to improve the department/division, and bringing a sense of team effort to the department/division.

Results of Training Programs

Waggaman (1984) reviewed the few reports published about actual training programs in terms of participants, learning, effects after training, and program success. Volunteers appear to be the largest group of participants, with nominees another group. Existing training programs tend to focus on leadership, administration, and curriculum, or instruction. Regarding actual learning taking place during training, one survey found that the three greatest insights coming from workshops were ideas and solutions to problems from specific topics covered, increased self-confidence in the role of chairperson, and the ability to adopt a modified approach to department problems. Effects after training were shown in Florida, where 41% of chairpersons

described being assisted during an important event or situation by information gained in training. The reported training programs were generally considered successful, depending on their initial goals.

Existing Development Programs

Administrative development activities for chairpersons have not been completely neglected. For example, the first institutes for new chairpersons were cosponsored by the Western Interstate Commission for Higher Education (WICHE) and the American Council on Education (ACE) in 1967. Positive responses to these programs caused the Danforth Foundation to fund a Department Chairmen Program at WICHE from 1968 to 1970 (Booth, 1977). In 1977 the Kellogg Foundation funded the development of a model training program, preparation of materials for use by participants, and pilot testing of a model program to train new department heads in the nine state universities of Florida. Later the American Council on Education was supported by Kellogg so that 12 state systems of higher education could implement the model training program (Waggaman, 1984). ACE also published a volume of materials used in the workshops; sponsored a conference on Chairing the Academic Department in 1985, for deans, and division and department chairpersons; and continues to offer various programs for chairpersons.

The Association of American Colleges has offered an annual summer institute for deans and chairpersons and regional workshops for chairpersons (Jennerich, 1981). The Center for Leadership Development has also presented programs on chairing an academic department (McDade, 1986). The Center for Faculty Evaluation and Development at Kansas

State University offers an annual conference for chairpersons, addressing a variety of topics but focusing on those of practical application for chairpersons (Ehrle & Bennett, 1988). One example of the kind of training being offered within institutions is the Department Chairman Training Program conducted every fall quarter for new chairpersons at the University of Utah (Monson, 1972). National associations for the academic disciplines, such as the Association of Departments of English, have sponsored ongoing programs for department chairpersons. Booth (1977) suggested that although a number of short-term training programs exist, a primary need is for funding for administrative training on a permanent basis.

Summary

A number of authors have emphasized the importance of administrative training and development for chairpersons. Results of needs assessment studies suggest that management, leadership, grant solicitation, personnel, communication, and program planning are among the knowledge areas most important to chairpersons. Some development programs specifically designed for chairpersons do exist, mainly at the national level.

Discussions in the literature about the need for chairperson training led to the inclusion of a question regarding training for the chairperson role.

Chapter Summary

Compared to faculty development, which has grown since the 1960s into a common institutional activity in higher education, administrative development has been neglected both as an activity and as a field of study. Successful faculty development programs have several characteristics (Eble & McKeachie, 1985), a number of which resemble those suggested as important for successful administrative development programs (Lindquist, 1978). Some authors suggest that chairpersons also play an important role in the development of faculty members in their departments, but conflicting evidence exists regarding how chairpersons view this role. Several authors have discussed what activities should make up the chairperson's role in faculty development. Despite increasing interest in the field of administrative development, participation in such activities is still not commonly found as part of a systematic program (Sprunger & Bergquist, 1978).

The role of the department chairperson is complex and difficult, due to such factors as conflicting constituencies, role ambiguity, and resource constraints. Several studies have found that chairpersons need administrative and managerial skills in order to perform their duties effectively. Despite these needs, most authors suggest that few chairpersons participate in training or development activities designed to assist them in their role.

Some development programs for chairpersons do exist, both at the national and at the local level. The training and development needs of chairpersons have been addressed by a number of studies, with

administrative, leadership, and management skills among those most frequently cited.

Because existing evidence about chairpersons' view of the faculty development role is contradictory, Research Question 5 of this study asks how chairpersons perceive the importance of this role. Few data exist about the actual degree of participation in the faculty development role, or about reasons for less active participation. The study, therefore, addresses these issues in Research Question 6 regarding how frequently chairpersons perform this role, and Research Question 7 regarding factors influencing frequency of performance.

More extensive studies are needed regarding the administrative development of chairpersons. Although many authors discuss the importance of training and development activities for chairpersons, no studies have addressed the actual degree of participation by chairpersons in administrative development. Research Question 1 of this study asks about the perception of chairpersons regarding the importance of administrative development, and Research Question 2 asks about chairpersons' participation in administrative development. In addition, data about reasons for less active participation are needed, as well as about the relative benefits of participation. Research Questions 3 and 4 address reasons for less active participation and relative benefits of participation.

Some studies suggest a relationship between administrative and faculty development and career plan and career goal. Additional data are needed in this area, and Research Question 8 of this study addresses the relationship between career plan and career goal and

chairpersons' perceptions of value of and participation in administrative and faculty development.

Finally, although such a relationship has been suggested (Boice, 1985), few data exist regarding the relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in the faculty development role. Research Question 9 of the study addresses this relationship.

CHAPTER III

METHODOLOGY

Introduction

This study investigated the participation of department chairpersons in their own administrative development and their participation in roles promoting the development of their faculty. The investigation describes not only the participation in administrative development, but also benefits of participation and reasons for less active participation. In addition, the study investigated the performance of faculty development roles, including factors influencing frequency of participation in these roles. Finally, the study addressed the question of whether a relationship exists between chairpersons' views regarding the importance of administrative development and their views of the importance of their faculty development role.

Research Question Variables

The research questions addressed by the study specify variables relating to both administrative and faculty development, measured through both general ratings and ratings of specific factors and behaviors. Because of the paucity of literature addressing these variables, most of the questions elicited information that is descriptive in nature.

Question 1: What is the perception of chairpersons regarding the overall importance of administrative development?

This research question is addressed by inquiry into the chairpersons' general perception regarding the importance of administrative development. It is operationalized in Item 1 of the study instrument as a rating of level of importance of administrative development.

Question 2: How actively have chairpersons participated in administrative development activities?

This research question is addressed by two lines of inquiry. First, as in Question 1, chairpersons are asked to self-report their overall history of participation in administrative development activities. This variable is operationalized in Item 3 as a rating of level of activity of participation in administrative development.

Second, a more objective measure of participation is used. Six variables are operationalized to respond to this line of inquiry, measured specifically by the number and types of administrative development activities in which chairpersons participate. These variables, found in Item 2 of the study instrument, are adapted from administrative development activities used in a survey of senior-level administrators (McDade, 1986). These measures show not only how much development is taking place, but also the types of activities preferred by chairpersons.

Question 3: What is the level of importance of factors preventing chairpersons' more active participation in administrative development activities?

This research question is addressed by inquiry into the factors preventing participation in administrative development activities. Information about the importance of these factors helps explain influences on chairpersons' participation in development. Seven factors or variables are used to respond to this line of inquiry. They are found operationally in Item 4 of the study instrument as ratings of level of importance of factors, adapted from those used by McDade (1986).

Question 4: What is the level of importance of benefits resulting from participation in administrative development activities?

This research question specifies inquiry into the chairpersons' perceptions regarding benefits of administrative development. Information about benefits provides an additional explanation for the degree of participation in development activities. Eight variables which serve as the possible benefits are operationalized to respond to this line of inquiry. They are found in Item 5 of the study instrument as ratings of importance, adapted from benefits of participation used by McDade (1986).

Question 5: What is the perception of chairpersons regarding the overall importance of their role as faculty development promoters?

This research question is addressed by inquiry into the chairpersons' general view of the importance of the faculty development role. This variable is operationalized in Item 6 of the study instrument, which asks chairpersons to self-report their rating of the importance of the chairperson's faculty development role.

Question 6: How frequently do chairpersons perform faculty development roles, both overall and in terms of specific unique roles?

This question is addressed by two lines of inquiry. First, chairpersons are asked to self-report their perception of the overall percentage of time they spend in faculty development. This variable is operationalized in Item 7 of the study instrument, which asks chairpersons to self-report their rating of the percentage of time spent in performance of faculty development roles.

Second, chairpersons are asked to self-report the incidence of specific faculty development tasks. Eight variables are operationalized to respond to this line of inquiry. They are found in Item 8 of the study instrument as ratings of frequency of performance of unique faculty development roles, based on roles cited in the study by Vavrus et al. (1988) and discussed in Chapter II. These measures provide information both about how actively chairpersons perceive they engage in the faculty development aspect of their job and about which unique roles occur more often than others.

Question 7: What is the level of importance of factors influencing the frequency of performance of faculty development roles?

This question specifies inquiry into the factors influencing chairpersons' frequency of performance of faculty development roles. Five factors or variables are operationalized to respond to this line of inquiry. They are found in Item 9 of the study instrument as ratings of importance of factors influencing performance, based on factors noted by Boice (1985) and discussed in Chapter II. This information helps explain why chairpersons may not actively engage in the faculty development aspect of their jobs.

Question 8: Are career plan and career goal related to chairpersons' perceptions of value of and participation in administrative and faculty development?

This question specifies inquiry into the chairpersons' career plans and career goals. The variable of career plan is operationalized to respond to this line of inquiry in Item 15 of the study instrument as one forced option among three responses. The variable of career goal is also operationalized to respond to this line of inquiry. It is found in Item 16 of the study instrument as one forced option among five responses.

Career plan and goal are of interest because those who never planned to be administrators and have no administrative ambitions may view administrative development as less important than do those who planned to serve as administrators and who desire advancement as administrators. McDade's (1986) findings suggest that "unintentional" administrators (those who entered administration relatively late in their careers and never planned an administrative career) view administrative development differently than do "intentional" administrators.

Question 9: Is there a relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in faculty development?

This question can be addressed by investigation of four dyads of variables previously introduced in Questions 1, 2, 5, and 6. The dyads are (1) chairpersons' perception of administrative development

and their perception of faculty development, (2) chairpersons' perception of administrative development and participation in administrative development, (3) chairpersons' perception of faculty development and participation in faculty development, and (4) chairpersons' participation in administrative development and participation in faculty development.

Examining these relationships increases our knowledge about the degree of congruence between what chairpersons say they value in regard to development and what they say they actually do. In addition, such information helps explain whether chairpersons who actively engage in administrative development activities are also actively engaged in performance of faculty development roles, a direct relationship suggested by Boice's work (1986) and discussed in Chapter II, or whether such activities are unrelated. Thus, information about these relationships enhances our understanding of why and how actively chairpersons engage in administrative and faculty development.

This research depended on the ability of the chairpersons to accurately self-report activities which they perform and to articulate clearly their perceptions of development activities. The operationalizations of the variables and the research questions were developed from the current literature base. Given the paucity of information on chairpersons, it seemed wise to include opportunities for the chairpersons to self-report activities or perceptions which were outside the scope of the literature. To that end, the questionnaire contained eight opportunities for the chairpersons to construct responses rather

than rate specified variables. Specifically, these occurred in Items 2, 4, 5, 8, 9, 16, 17, and 18.

Population for the Study

The population of interest for the study consisted of department chairpersons of academic departments of 10 midwestern public universities classified as Doctorate-Granting Universities I in the Carnegie classification system. Midwestern Doctorate-Granting Universities I were selected for the study because of their relative similarity in size, program complexity, and geographic location (Guide to Four-Year Colleges, 1988, 1987).

The Carnegie classification system, developed in 1970 by Dr. Clark Kerr and last updated in 1976, is administered by the Carnegie Foundation for the Advancement of Teaching. The system was designed to group institutions according to shared characteristics and is widely used by college administrators, education researchers, grant makers, and government officials. Doctorate-Granting Universities I have the following characteristics: In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate degree. They award at least 40 Ph.D. degrees annually in five or more academic disciplines ("Carnegie Foundation's Classifications," 1987).

The population excluded departments teaching solely graduate courses, since there appear to be distinct differences in the administration of these departments and those teaching both undergraduate and

graduate courses; departments of military science, since the faculty of those departments are generally employees of the federal government and thus different from the majority of faculty; and departments with fewer than five full- and part-time faculty members, since issues of administrative and faculty development appear to be less pertinent, or at least different, for these small departments. Chairpersons serving on an interim basis were also excluded, since those serving on an interim basis are unlikely to view administrative development in the same way as those with permanent appointments. Table 1 shows the number of students and faculty for each school in the population.

Census

The study consisted of a census of all members of the population, excluding those at Western Michigan University and University of Wisconsin-Milwaukee, since the pilot test and field studies were conducted at those institutions. The exclusionary variables discussed previously were considered in advance of the mailing whenever possible. For example, interim chairpersons, chairpersons of graduate departments, and chairpersons of military science departments were eliminated prior to the mailing when this information was available from the university lists or directories provided. In most cases size of department was not readily apparent from university lists and directories and, thus, could not be considered until surveys were returned.

Table 1
Midwestern Public Doctorate-Granting Universities I

School	Total students	Under-graduates	Full-time faculty	Part-time faculty
Ball State University	17,500	15,395	1,188	171
Bowling Green State University	17,240	15,203	717	200
Kent State University	20,830	16,636	723	345
Miami University	15,976	14,300	701	133
Northern Illinois University	24,311	18,217	1,069	175
Ohio University	15,500	12,700	750	30
University of Akron	25,944	21,337	793	663
University of Toledo	21,176	18,237	590	487
University of Wisconsin-Milwaukee	25,930	21,535	779	484
Western Michigan University	21,747	16,284	759	144

Note. Data are from Guide to Four-Year Colleges, 1988 (various pages), 1987, Princeton, NJ: Peterson's Guides.

Development Procedure for Instrumentation

A single instrument was constructed to measure all variables of interest in the study. The instrument designed by McDade (1986) to examine the professional development needs of senior-level higher education administrators was used to help formulate questions for some portions of this instrument. Faculty development questions were based

on studies by Vavrus et al. (1988) and Boice (1985). Approval for the study protocol with exempt status was obtained from the Human Subjects Institutional Review Board, Western Michigan University, prior to collecting data (Appendix A). After a panel of experts reviewed the instrument for clarity and relevance of questions, the instrument was revised in response to their review. A pilot study was then conducted using the revised instrument to determine clarity of and ease of response to the instrument questions. When the pilot study was completed and further revisions made to the instrument, a field test was conducted.

Draft Instrument

The initial drafts of the instrument closely followed the format used by McDade (1986) in her study of senior-level administrators. Items were then adapted to address more specifically the administrative development of chairpersons and to clearly distinguish administrative development, intended to promote growth as an administrator, from professional development. Items relating to faculty development were added to the instrument to allow investigation of chairpersons' perceptions of and participation in both types of development. These items were adapted from studies by Vavrus et al. (1988) and Boice (1985) cited in Chapter II.

Demographic variables were included to determine characteristics in relation to years of service, department size, college, and training. Some of these items were also adapted from McDade's (1986) study. An item about job title was added to distinguish interim or

acting chairpersons excluded from the population. At the completion of the draft stage, the instrument contained 17 items and was considered ready to submit for review to the panel of experts.

Panel of Experts

Because of the proposed study's focus on higher education administrators and faculty development, a panel composition was sought that would provide expertise in academic administration and faculty development. Three individuals were selected to provide this composition. All were university professors holding doctoral degrees. One expert was a university provost with 20 years of administrative experience, including service as a department chairperson and dean. As provost he represented the ultimate academic authority. One expert had 20 years of experience in faculty and instructional development. A third expert, with 19 years of experience as a department chairperson and academic dean, provided a mediating role between the chairperson level and the senior levels of administration.

In July of 1990 the three panel members were requested in a letter (Appendix B) to serve as experts for the study. As soon as they agreed to serve, they were provided with an instrument containing 17 sample items (Appendix C) and with an evaluation form (Appendix C) requesting their judgments regarding the extent to which the items appropriately operationalized the variables. The panel was asked to rate each item on both its importance and its clarity for respondents. The panel was also encouraged to propose alternative or additional items which could be considered related to the major variables under

investigation, that is, operationalizations which could enhance the information already gleaned from the literature. Two members provided their responses in writing only, while a third was interviewed as well.

Two panel members judged all items presented as acceptable or good in clarity and importance. A number of changes were suggested by the third member, mostly involving clarity of word choice or label. At this member's suggestion, the work "involvement" was changed to "participation" and "college" was changed to "categories of colleges." Labels were also expanded on two items. Another suggestion for improving clarity was that the time period of the last 12 months, used in two items, be changed to the more specific January 1990 to January 1991. This suggestion was adopted but modified so that the time period was June 1989 to June 1990, since the survey was planned for field testing in August 1990 and data collection in fall 1990.

Suggestions regarding format included making the first question on the instrument a rating question that would provide the respondents with an initial question that could be easily answered. It was also suggested that the definition of administrative development found in the survey instructions be emphasized through use of boldface or italic print. These changes were made as suggested. Another format suggestion was to leave room for more comments, but this suggestion was not accepted due to the desire to restrict the instrument to four pages, a length that provides greater ease of response for subjects and also facilitates the printing and mailing processes.

Another format suggestion was to add ratings for all open-ended questions labeled "Other." This suggestion was not accepted because of the difficulty of data analysis on the large number of varying responses likely for an open-ended question. It was also assumed that any respondent taking the time and effort to write open-ended responses would consider his or her answers to be relatively important. An additional format change was made by adding row screening to alternate variables within items including families of variables in order to improve the visibility of each separate variable in the item.

A question regarding reasons for less frequent performance of faculty development roles was judged to be unclear by one member, and it was decided to reevaluate clarity at the end of the pilot study and make appropriate changes at that time.

Another member suggested gathering demographic data on respondents' gender, race, and department name because these questions are frequently asked in similar studies. This suggestion was not accepted regarding gender and race because of insufficient numbers of minority genders and races in the population under investigation. Examination of the population mailing list showed that women made up only 17% of the study population. In 1984, African-Americans made up slightly less than 5% of total faculty ranks in American four-year higher education institutions, while Asians were slightly over 5%, Hispanic Americans less than 2%, and other minorities less than 1% (Fact Book on Higher Education, 1989, p. 173). In addition, information about college solicited on the instrument was judged to be adequate information about academic discipline for the study's purpose; therefore, no

question was added about department name.

Finally, two panel members expressed concern that the underlying philosophy of the study ignored the fact that chairpersons are faculty members as well as administrators. To address this issue, a sentence was added to the survey cover letter emphasizing that the study focused only on the administrative aspect of chairperson responsibilities, not teaching or research.

Upon completing the implementation of changes suggested by the panel of experts, the instrumentation was considered ready for a pilot study.

Pilot Study

The pilot study was conducted in July and August of 1990 with persons currently serving as department chairpersons at Western Michigan University. The university was selected for the pilot study because it is a member of the population under investigation. Western Michigan University has 21,747 students (16,284 undergraduates) (Guide to Four-Year Colleges, 1987).

Eleven chairpersons from the Departments of Accountancy, Anthropology, Art, Black Americana Studies, Counselor Education and Counseling Psychology, Economics, Education and Professional Development, Engineering Technology, English, Mathematics and Statistics, and the School of Music were asked to participate in the pilot study.

The chairpersons' participation in the pilot study was requested in a letter on Western Michigan University letterhead (Appendix D), which informed them that the investigator would call their offices to

determine their willingness to serve and to arrange an appointment to meet with them. Reaching the chairpersons by telephone was difficult due to the summer schedule of the university. Some were not maintaining regular office hours, while others were on vacation. Three chairpersons declined to serve, and a fourth responded affirmatively but returned from vacation too late to participate. The resulting response rate was 64%. The chairpersons who agreed to participate represented both new and experienced administrators, ranging from 1 year to 17 years' experience as chairpersons.

The investigator met individually with the pilot test group members. Each chairperson was given a copy of the revised questionnaire (Appendix E) and asked to complete the instrument in the investigator's presence. This procedure enabled chairpersons to provide feedback regarding the document's clarity and suggest revisions or modifications. The interview technique was successful in allowing the chairpersons to raise questions about items lacking clarity and to provide elaborations on their responses. However, it is possible that completing the instrument in the presence of the investigator may have constrained responses in some cases.

Several chairpersons found a lack of clarity in some questions, and a number of changes were made in wording. The various types of administrative development activities cited were reworded and the word "formal" was also added to refer to types of administrative development activities, to differentiate these from such informal types of development as talking with colleagues.

Wording was also changed to clarify a question focusing on the overall importance of reasons for less active performance of faculty development roles. The wording of categories of frequency of performance of faculty development roles was also changed to respond to chairpersons' concerns that monthly and quarterly did not adequately fit their patterns of activity. "Learning by doing" was added to clarify the meaning of "on the job" training. Confusion about responses to a question regarding current job title led to a change to a forced-option format. In response to chairpersons' questions, an item regarding department size was revised to include two categories of responses, one for full-time faculty and one for part-time faculty and graduate assistants. This caused a change in the eligibility rules, which originally stated that chairpersons of departments with fewer than five faculty members would be excluded. The rule was changed to exclude persons administering fewer than five full- and part-time faculty combined.

Format changes made at this stage included eliminating an open-ended question asking for explanation of the responses "lack of interest" or "lack of benefit" as reasons for less active participation in administrative development. The only chairpersons giving those responses had neglected to answer the open-ended question. Placement of two general rating questions about faculty development roles was shifted to precede the longer questions regarding faculty development. These changes enabled the addition of a final, open-ended question asking chairpersons to comment on their view of serving as a chairperson. This question was added to elicit the kinds of general

comments provided by most of the chairpersons in the pilot study. its addition helped address the concern of one panel of experts member regarding need for more space for comments and also accommodated any insufficiency in the literature serving as the basis for this study.

With the implementation of changes deemed appropriate on the basis of the pilot study results, the instrument was considered ready for the field test.

Field Test

The field test was designed to test the instrumentation and methodology with chairpersons at the University of Wisconsin-Milwaukee, and was conducted in August and September 1990. The University of Wisconsin-Milwaukee was selected as the field test site because of its membership in the population and the fact that, unlike the other institutions in the population, it is part of a state system of universities. Consequently, there was a dubious benefit to aggregating its data with the data of the other eight institutions. The university has 25,930 students (21,535 undergraduates) (Guide to Four-Year Colleges, 1987).

A survey using a mailed questionnaire was conducted with 47 academic department chairpersons at the University of Wisconsin-Milwaukee, excluding one chairperson of an all-graduate department and one chairperson of a military science department. The field test objectives were to test the response rate efficiency of the instrument and the item quality of the variable measures. Chairperson names were obtained from the university's faculty-staff directory requested from

the chairperson of the Department of Educational Psychology.

On August 20, 1990, each member of the population was mailed a copy of the instrumentation, coded so that nonrespondents could be identified, with a cover letter on Western Michigan University letterhead explaining the purpose of the study and requesting the individual's participation (Appendix F). The cover letter's inside address and salutation addressed each individual by name, using a computerized mail-merge program. To eliminate signing each letter separately, the signatures of investigator and dissertation advisor were scanned onto a master copy of the cover letter using a computer scanner.

Twenty-two surveys had been received by the end of the third week, a response rate of 47%. At that time a reminder postcard was sent to the remaining 25 nonrespondents requesting completion and return of the survey within one week. The signature of the investigator was scanned onto the master copy of the postcard using a computer scanner. Four surveys were received in response to the reminder postcard.

A second wave of coded questionnaires and return envelopes was mailed to those who did not respond by the conclusion of the sixth week. A cover letter on Western Michigan University letterhead reminded the individual of the prior mailing, briefly explained the purpose of the study, and requested a response within one week. Ten more surveys were received in response to the second mailing, resulting in an overall total of 36 surveys received, a response rate of 76%.

A 30% random sample of nonrespondents was drawn from those not responding by the conclusion of 10 working days following the mailing of the second reminder notification. Telephone interviews were conducted to answer the following four questions: (1) Was the questionnaire received? (2) Was the questionnaire too long? (3) Did you consider your response unimportant, and if so, why? (4) What was the primary reason that you did not return the questionnaire?

Of those persons reached no one felt the questionnaire was too long or irrelevant. Two nonrespondents indicated they were too busy to respond, while one indicated that he never fills out such surveys. One respondent did not respond because he had left the chairperson position. In addition to these nonrespondents, two others were on academic leave and so did not receive the survey. On the basis of this feedback, it was concluded that the reasons for nonresponse were not a problem with the instrument itself. The study procedure, therefore, was not changed.

Although most respondents had no difficulty completing the questionnaire, the responses to a few items warranted some changes in the study instrument. Because some respondents missed part of Item 2, regarding participation in administrative development activities, the list of activities was reformatted for clarity. In addition, some respondents failed to indicate what number of activities they participated in, so the words "how many" were printed in boldface.

Wording of Item 4, which in the field test instrument asked for response only from those who had been moderately or less active in participation in administrative development, appeared to confuse some

respondents. This item was changed to ask all respondents to rate the importance of factors that prevent participation in administrative development. Because of similar confusion in response to Item 9, regarding faculty development roles performed less often and causes for the less frequent performance, this question was changed to ask about the importance of factors influencing frequency of performance of faculty development roles in general.

Because in several cases those responding to Item 12, about numbers of full- and part-time faculty in the chairperson's department, failed to answer the portion of the question regarding part-time faculty and graduate students, this section was reformatted as a separate question on the instrument.

Upon completion of these changes, the instrument was considered ready for the full survey. Table 2 shows the specifications for the final version of the questionnaire.

Study Procedure

The investigation used a three-wave contact procedure, with a subsidiary study of nonrespondents.

Initial Mailing

Chairperson and department names were obtained by requesting faculty directories from university offices of institutional research. Directories or lists were supplied by all institutions. The study excluded chairpersons of all-graduate departments, military science departments, and departments with fewer than five full- and part-time

Table 2
Specifications for Questionnaire

Variable	Operationalization	Research question	Item number
Degree of importance of administrative development	1 question: Likert scale rating	1,9	1
Participation in administrative development	1 question: 6 forced options (McDade, 1986)	2	2a-f
Comments regarding participation	1 question: open-ended	2	2g
History of participation in administrative development	1 question: Likert scale rating	2,9	3
Factors influencing participation in administrative development	1 question: family of 7 factors (McDade, 1986) Likert scale rating	3	4a-g
Comments regarding factors influencing participation	1 question: open-ended	3	4h
Benefits of participation in administrative development	1 question: family of 8 benefits (McDade, 1986) Likert scale rating	4	5a-h
Comments regarding benefits of administrative development	1 question: open-ended	4	5i
Degree of importance of faculty development role	1 question: Likert scale rating	5,9	6
Percentage of time spent in performance of faculty development role	1 question: Likert scale rating	6,9	7

Table 2--Continued

Variable	Operationalization	Research question	Item number
Frequency of performance of unique faculty development roles	1 question: family of 8 roles (Vavrus et al., 1988) Likert scale rating	6	8a-h
Comments on faculty development roles	1 question: open-ended	6	8i
Factors influencing frequency of performance of faculty development roles	1 question: family of 5 factors (Boice, 1985) Likert scale rating	7	9a-e
Comments on factors influencing frequency of performance	1 question: open-ended	7	9f
Job title	1 question: 1 forced option among 4 responses		10(1-4)
Other job titles	1 question: open-ended		10(5)
Years of service	1 question: family of 3 categories		11
Full-time faculty in department	1 question: 1 forced option among 5 responses		12
Part-time faculty and graduate assistants in department	1 question: 1 forced option among 5 responses		13
College	1 question: 1 forced option among 6 responses (Smart & Elton, 1976)		14(1-6)
Other colleges	1 question: open-ended		14(7)
Career plan	1 question: 1 forced option among 3 responses (McDade, 1986)	8	15

Table 2--Continued

Variable	Operationalization	Research question	Item number
Career goal	1 question: 1 forced option among 5 responses (McDade, 1986)	8	16(1-5)
Other career goals	1 question: open-ended	8	16(6)
Training	1 question: 3 responses		17(1-3)
Other training	1 question: open-ended		17(4)
View of chairperson role	1 question: open-ended		18

faculty. Interim and acting chairpersons were also excluded. On October 14, 1990, 312 members of the population, excluding those at pilot test and field test sites, were mailed a copy of the final version of the instrument (Appendix G) with a cover letter on Western Michigan University letterhead explaining the purpose of the study and requesting participation. The cover letter's inside address and salutation addressed each individual by name. Signatures of investigator and dissertation advisor were scanned onto a master copy of the cover letter by a computer scanner, eliminating the need to sign each one separately. The content of the letter emphasized the importance of the data contributed by the individual and the fact that the survey addressed only the administrative role of chairpersons, not the teaching or research role. The questionnaire was coded so that nonreturns could be identified for reminder notifications. A stamped return

envelope and a postcard for those wishing to receive a summary of results of the study were enclosed with every questionnaire.

Follow-up Procedures

Postcard reminders were mailed to all nonrespondents at the end of the third week following the initial mailing. The postcards requested completion and return of the instrument within one week. The signature of the investigator was scanned in by a computer scanner.

A second wave of coded questionnaires and return envelopes was mailed to those who did not respond by the conclusion of the seventh week. A cover letter on Western Michigan University letterhead reminded the individual of the prior mailing, briefly explained the purpose of the study, and requested a response within one week.

Nonrespondent Study

A systematic study of nonrespondents was planned to help explain why some surveys were not returned. A 10% random sample was drawn from those not responding by the conclusion of 10 working days following the mailing of the second reminder notification, and telephone interviews conducted to ensure that the returns were an adequate representation of the study population. The following four questions were asked in the interview: (1) Was the questionnaire received? (2) Was the questionnaire too long? (3) Did you consider your response unimportant, and if so, why? (4) What was the primary reason that you did not return the questionnaire?

Data Analysis

A code book was designed and chairperson responses coded using the Macintosh SE compatible with Microsoft Word software. Identification numbers were removed from all records before data entry. The data were transferred onto obscan sheets and stored onto the VAX computer for statistical analysis using the Statistical Package for the Social Sciences (SPSS, Inc., 1990) software.

The statistical methods used were chosen to help answer the nine research questions. The research questions were as follows:

1. What is the perception of chairpersons regarding the overall importance of administrative development?
2. How actively have chairpersons participated in administrative development activities?
3. What is the level of importance of factors preventing chairpersons' more active participation in administrative development activities?
4. What is the level of importance of benefits resulting from participation in administrative development activities?
5. What is the perception of chairpersons regarding the overall importance of their role as faculty development promoters?
6. How frequently do chairpersons perform faculty development roles, both overall and in terms of specific unique roles?
7. What is the level of importance of factors influencing the frequency of performance of faculty development roles?

8. Are career plan and career goal related to chairpersons' perceptions of value of and participation in administrative and faculty development?

9. Is there a relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in faculty development?

Questions 1 through 7 elicited information that is essentially descriptive and provided a backdrop for the inferential information elicited by Questions 8 and 9. Question 1, regarding the perception of importance of administrative development, and Questions 3 through 7, regarding the importance of factors preventing more active participation in administrative development, the importance of benefits resulting from administrative development activities, the importance of faculty development, and frequency of performance of faculty development roles, and the importance of factors influencing frequency of performance of faculty development roles, were answered by calculating means and standard deviations to determine the central tendency and variability of the responses. Data for Question 1, about the perception of chairpersons regarding the overall importance of administrative development, provide information about the average importance of administrative development in the views of chairpersons and the degree of variability within the sample.

Data for Question 3, about the level of importance of factors preventing more active participation in administrative development, provide information about the average importance of each of seven variables found in Item 4 of the instrument. Data for Question 4,

about the level of importance of benefits resulting from participation in administrative development activities, provide information about the average importance assigned to each of eight variables found in Item 5 of the instrument.

Data for Question 5, about the perception of chairpersons regarding the overall importance of their role as faculty development promoters, provide information about the average importance of the faculty development role in the views of chairpersons. Data for Question 6, about how frequently chairpersons perform faculty development roles, both overall and in terms of specific unique roles, provide information first about the average percentage of time chairpersons spend performing faculty development roles. These data also provide information about the average frequency with which chairpersons perform each of eight unique faculty development roles found in Item 8 of the instrument. Data for Question 7, about the level of importance of factors influencing frequency of chairpersons' performance of faculty development roles, provide information about the average importance chairpersons assign to each of five factors found in Item 9 of the instrument.

Question 2 asked about how actively chairpersons had participated in administrative development activities. This question was answered by three analyses. Percentage and frequency of response for each category of activity found in Item 2 of the instrument were calculated, along with the number of each activity participated in by each respondent. Finally, the mean and standard deviation were calculated for Item 3, which asked about the chairperson's history of

participation in administrative development. In short, the three sets of analyses provide information on the perception of effort of activity, the objective use of a number of activities by some percentage of the sample, and the intensity of the use of those activities. Taken together, these three views of "participation" enhance understanding of what a chair does. For instance, it may be the case that one activity is widely used (percentage of sample participating), but used infrequently, while others are used heavily by small percentages of the sample. In light of little previous documentation of these activities, it would have been premature to design inferential hypotheses.

Question 8 asked if career plan and career goal are related to chairpersons' perceptions of and participation in administrative and faculty development. As discussed earlier in this chapter, career plan and goal are of interest because those who never planned to be administrators and have no administrative ambitions may view administrative development as less important than do those who planned to serve as administrators and who desire advancement as administrators. McDade's (1986) findings suggest that "unintentional" administrators (those who entered administration relatively late in their careers and never planned an administrative career) view administrative development differently than do "intentional" administrators.

Data from this question addressed four conceptual hypotheses regarding career plan:

1. There is a relationship between a chairperson's perception of importance of administrative development and a chairperson's career plan.

2. There is a relationship between a chairperson's history of participation in administrative development and a chairperson's career plan.

3. There is a relationship between a chairperson's perception of importance of faculty development and a chairperson's career plan.

4. There is a relationship between a chairperson's frequency of performance of faculty development roles and a chairperson's career plan.

Career plan (Item 15) was operationalized as an independent variable with three levels: (1) always planned to be an administrator and pursued as ultimate goal; (2) always a possibility, but not actively pursued; and (3) never considered it until I took my first administrative job. The possible influence of this variable on reported perceptions was tested with an analysis of variance (ANOVA) at the $\alpha = .05$ level of significance. The perceptions of interest, that is, the dependent variable in the analysis, were those variables operationalized as a response to a single item, as follows: (a) overall importance of administrative development (Item 1), (b) history of participation in administrative development (Item 3), (c) overall importance of the faculty development role (Item 6), and (d) overall frequency of performance of faculty development roles (Item 7). Thus, four null hypotheses were tested with respect to the career plan.

1. There will be no difference in the mean responses for perception of importance of administrative development among groups with Career Plan 1, Career Plan 2, and Career Plan 3.

2. There will be no difference in the mean responses for history of participation in administrative development among groups with Career Plan 1, Career Plan 2, and Career Plan 3.

3. There will be no difference in the mean responses for perception of importance of faculty development among groups with Career Plan 1, Career Plan 2, and Career Plan 3.

4. There will be no difference in the mean responses for frequency of performance of faculty development roles among groups with Career Plan 1, Career Plan 2, and Career Plan 3.

Data from this question also addressed four conceptual hypotheses regarding career goal:

1. There is a relationship between a chairperson's perception of importance of administrative development and a chairperson's career goal.

2. There is a relationship between a chairperson's history of participation in administrative development and a chairperson's career goal.

3. There is a relationship between a chairperson's perception of importance of faculty development and a chairperson's career goal.

4. There is a relationship between a chairperson's frequency of performance of faculty development roles and a chairperson's career goal.

To answer this aspect of the research question, career goal (Item 16) was operationalized as an independent variable with five levels: (1) stay in same position, (2) return to faculty, (3) move to similar position, (4) move to higher position, and (5) retire. The possible

influence of this variable on reported perceptions was also tested by performing an ANOVA at the $\alpha = .05$ level of significance. The perceptions of importance and participation, that is, the dependent variable in the analysis, were those variables noted above. Thus, four null hypotheses were also tested with respect to career goal:

1. There is no difference among the mean responses for perception of importance of administrative development for chairpersons with Career Goal 1, Career Goal 2, Career Goal 3, Career Goal 4, and Career Goal 5.

2. There is no difference among the mean responses for history of participation in administrative development for chairpersons with Career Goal 1, Career Goal 2, Career Goal 3, Career Goal 4, and Career Goal 5.

3. There is no difference among the mean responses for perception of importance of faculty development for chairpersons with Career Goal 1, Career Goal 2, Career Goal 3, Career Goal 4, and Career Goal 5.

4. There is no difference among the mean responses for frequency of performance of faculty development roles for chairpersons with Career Goal 1, Career Goal 2, Career Goal 3, Career Goal 4, and Career Goal 5.

For any null hypotheses rejected on the results of the data analysis, the Least Significant Difference (LSD) post hoc analysis was conducted. The data from this question provided information about the influence of chairpersons' career plans and career goals on their administrative development and their faculty development role.

Question 9 asked about a relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in faculty development. As discussed earlier in this chapter, examining these relationships increases knowledge about the degree of congruence between what chairpersons say they value in regard to development and what they say they actually do. In addition, such information helps explain whether chairpersons who actively engage in administrative development activities are also actively engaged in performance of faculty development roles, a direct relationship suggested by Boice's (1986) work, or whether such activities are unrelated. Thus, knowledge about these relationships enhances our understanding of why and how actively chairpersons engage in administrative and faculty development.

Four conceptual hypotheses addressed this question:

1. There is a direct relationship between perception of importance of administrative development and perception of importance of the faculty development role (Items 1 and 6).
2. There is a direct relationship between perception of importance of administrative development and history of participation in administrative development (Items 1 and 3).
3. There is a direct relationship between history of participation in administrative development and overall frequency of performance of the faculty development role (Items 3 and 7).
4. There is a direct relationship between perception of importance of the faculty development role and overall frequency of

performance of the faculty development role (Items 6 and 7).

To answer this question, Pearson correlation coefficients were calculated to test the following null hypotheses:

1. There is a Pearson correlation coefficient of zero or less between perception of importance of administrative development and perception of importance of the faculty development role (Items 1 and 6).
2. There is a Pearson correlation coefficient of zero or less between perception of importance of administrative development and history of participation in administrative development (Items 1 and 3).
3. There is a Pearson correlation coefficient of zero or less between history of participation in administrative development and overall frequency of performance of the faculty development role (Items 3 and 7).
4. There is a Pearson correlation coefficient of zero or less between perception of importance of the faculty development role and overall frequency of performance of the faculty development role (Items 6 and 7).

These data provide information about the direction and strength of relationships between chairpersons' administrative development and their faculty development role. This information increases our understanding of whether chairpersons' views of or level of activity in administrative development may influence their views or performance of faculty development roles.

CHAPTER IV

FINDINGS

Introduction

This chapter begins with a summary of the survey response and the study of nonrespondents. A description of the demographics of the sample follows. Based on data resulting from the study, answers to each of the nine research questions are then addressed.

Survey Response and Nature of Nonrespondents

Survey Response

Response to the initial mailing of the questionnaires ($N = 312$) totaled 186 during a 3-week time period, a 60% rate of response. Postcard reminders were then sent to all nonrespondents. During the following 3 weeks, 20 additional surveys were received. A second mailing of the questionnaire was then sent to 122 nonrespondents, resulting in the receipt of 38 additional surveys. At the time of the second mailing the duplication of one name, an individual who chaired two different departments, was discovered, reducing the population to 311. The total number of surveys received was 234, for a final response rate of 75%.

Of the 234 responses, 25 were eliminated. Nine were judged ineligible because the respondents assumed office as chairpersons too

recently for the time period specified in the survey to be applicable. Four others were ineligible because they did not fit the requirements specified for the study; that is, they were interim or acting chairpersons. One was ineligible because he was the chairperson of a ROTC department; military science programs were also excluded from the study. Two others were ineligible because they were coordinators of programs who did not have administrative responsibility for faculty members in their programs. Two surveys were judged unusable because of incomplete responses to the questions. Seven additional surveys were unusable because they arrived too late to be included in the analysis. The elimination of these 25 surveys resulted in 209 surveys usable for analysis, which exceeded the number of responses (172) required to generalize the findings to the population (Krejcie & Morgan, 1970). A summary of survey returns is shown in Table 3.

Nature of Nonrespondents

A survey of a 10% sample of nonrespondents ($n = 9$) was conducted by telephone 3 weeks following the second questionnaire mailing. The sample was asked: (a) if the questionnaire had been received, (b) if it was considered too long, (c) if the individual felt his or her response would be irrelevant, and (d) the primary reason for not returning the questionnaire.

Three of the nine nonrespondents (33%) said that they never fill out questionnaires, due to time constraints or other factors. A fourth said that he receives too many questionnaires and only completes those in his academic discipline. One nonrespondent did not

Table 3
Survey Returns

Survey category	Frequency	Percentage of sample
Usable surveys	209	89.0
Ineligible because new in office	9	4.0
Ineligible because interim	4	2.0
Ineligible because coordinator	2	0.8
Ineligible because ROTC	1	0.4
Incomplete responses	2	0.8
Arrived too late	7	3.0
Total	234	100.0

return the questionnaire because he was serving in an interim capacity and did not feel it would be appropriate for him to do so. A sixth nonrespondent had retired since the survey was mailed. Three other nonrespondents reported that they still had the survey and would try to fill it out within the next few days. No nonrespondent indicated that either nonreceipt or format of the survey was a factor in lack of response. Except for the person who only completes surveys in his discipline, content was not cited as a factor in nonresponse. Overall, nonresponse was not identified with any specific subgroup, such as institution or academic discipline. Thus, no bias due to selective participation was uncovered in the study of nonrespondents. Table 4

provides a summary of the results of the telephone survey of nonrespondents.

Table 4
Telephone Survey of Nonrespondents

Response	Frequency	Percentage
Did not receive questionnaire	0	0
Questionnaire too long	0	0
Still plan to respond	3	33
No time for completing questionnaires	3	33
Only complete surveys in discipline	1	11
Completion not appropriate due to position	1	11
No longer serving as chairperson	1	11

Demographic Characteristics of the Sample

The importance of the demographic data was that they provided a description of the sample and supported its representation of the population. For the purposes of the study the term "demographic" was extended to include such characteristics as years of service as a faculty member, administrator, or chairperson; size of department; college in which the department was located; and training received for the chairperson position. In addition, information regarding the chairpersons' view of the chairperson role was included in the study, and results are included following the discussion of the standard demographic data.

Data regarding the chairpersons' years of service as faculty members and administrators were useful because they helped provide understanding about the level of experience of chairpersons in the sample. The mean number of years served as a faculty member before becoming an administrator was 12.5, with years of service ranging from 1 to 30, and the standard deviation 6.2. Fifty-nine percent of the sample had 10 or more years of service as a faculty member. Five persons (2%) reported having no experience as a faculty member before becoming an administrator. The mean number of years in another administrative position before becoming a chairperson was 1.9, with a standard deviation of 3.5. Sixty-two percent of the sample had never served in such a position. Regarding years of service as a chairperson, the mean number of years was 5.5, with the standard deviation 4.4. Over 84% of the sample had served fewer than 10 years as a chairperson. Most chairpersons, then, were former faculty who were in their first administrative position.

Since the complexity of the chairperson's administrative role increases with department size, data about department size are also useful for understanding the sample. The number of full-time faculty and part-time faculty and graduate assistants administered by chairpersons in the sample was another category of demographic data collected to describe the sample. Over 60% of the sample reported administering 11 or more full-time faculty members, while 85% reported administering 11 or more part-time faculty and graduate assistants. Thus, the majority of the sample reported administering departments that were moderate to large in size, with 11 or more faculty members

and 11 or more part-time faculty and graduate assistants. Table 5 provides a summary of the data showing numbers and percentages of chairpersons administering five different levels of department size where each type of staff was considered uniquely.

Table 5
Number of Chairpersons in Sample by Size
of Department Administered

Size of department	Faculty administered			
	Full-time		Part-time and graduate assistants	
	<u>n</u>	%	<u>n</u>	%
1-4 individuals	3	1	16	7
5-10 individuals	48	23	37	18
11-20 individuals	75	36	62	30
21-30 individuals	52	25	41	20
30+ individuals	31	15	52	25

The category of college in which the chairpersons' departments were located was another type of demographic data collected to describe the sample, useful to know because academic discipline may be an influence in chairpersons' perceptions of value of and participation in administrative and faculty development. The most frequently represented college in the sample was the college of arts and sciences, reported by 52% of the respondents. Business represented

12% of the sample, education 10%, fine arts 9%, engineering 6%, and health and human services 3%. Colleges of applied science and technology, communication, and physical education and recreation each represented 2% of the sample. Architecture and community and technical colleges represented 1% of the sample. These responses are generally representative of the population studied, with the exception of engineering, which appears to be slightly underrepresented.

The training received for the chairperson role was another category of data collected to describe the sample. Data about training were useful for increasing an understanding of the administrative development opportunities provided chairpersons as they entered their administrative role. Twenty-seven percent of the sample received some form of university orientation as a kind of training. Twenty-eight percent of the sample reported receiving training by the previous chairperson. The most frequent type of training reported was on-the-job training, which was reported by 91% of the sample. Other types of training mentioned in 33 open-ended responses to the training question included no training provided; having a mentor; seminars, workshops, and off-campus training; additional in-house training; receiving help from other chairpersons; working with and consulting with previous chairpersons; reading; and taking educational leadership courses. These responses suggest that many chairpersons are receiving little or no formal training from their institutions.

A final category of demographic data concerned the respondents' view of the chairperson role. These data were also tabulated. This open-ended question on the survey (Item 18) was completed by 96

respondents (46% of the sample). Thirty-eight chairpersons (39% of the group using the open-ended option) provided views of the role that were more descriptive than evaluative in nature. These comments ranged from the need for people skills, the view of the role as a service job, and the need for training, to statements indicating that the individuals perceived themselves as faculty members, not administrators, and that being an effective chair is a matter of innate ability.

Forty-one responses (43%) described a negative view of the role. Some of the specific aspects of the role mentioned in these responses were the excessive paperwork and/or time involved, the lack of adequate compensation, and the isolation of the position between higher administration and faculty. These responses often included the phrase "a thankless job." Finally, 17 persons (18%) expressed a generally positive view, often commenting that the job had been quite rewarding.

Research Questions

The study investigated nine research questions regarding the administrative development of chairpersons and the faculty development role performed by chairpersons.

Importance of Administrative Development

Research Question 1 asked the perception of chairpersons regarding the overall importance of administrative development. The response scale for this item was as follows: 1 = not important, 2 =

less important, 3 = Important, 4 = very important, and 5 = critically important. The mean response for the perception of importance of administrative development was 3.5, between important and very important, with a standard deviation of 0.9. The standard error was 0.1, with the upper limit of the 95% confidence interval at 3.6 and the lower limit at 3.4.

Participation in Administrative Development

Research Question 2, about how actively chairpersons participated in administrative development activities, was first addressed by tabulating the responses to Item 2 of the instrument, regarding frequency of participation between June 1989 and June 1990 in six types of administrative development activities: (1) administrative subgroups of national professional organizations' annual meetings, (2) national administrative conferences, (3) regional administrative conferences, (4) seminars or workshops away from institutions, (5) seminars or workshops in-house, and (6) academic courses in administrative topics. Because a number of chairpersons failed to respond to this question by providing a number, using a check mark or "x" instead, percentages shown for overall participation include those responses as one incidence of participation for the appropriate category.

Responses to Item 2 showed that 70% of the sample attended no administrative subgroups of national professional organizations' annual meetings. One annual meeting was attended by 26%, while the highest number of subgroups of national professional organizations' annual meetings attended, six, was reported by 0.5% of the sample.

No national administrative conferences were attended by 81% of the sample, while 17% attended one such conference and 2% attended two conferences. No regional administrative conferences were attended by 89% of the sample, with 11% attending at least one regional conference and 1% attending two conferences.

No seminars away from the institution were attended by 83% of the sample, while one seminar was attended by 14% of the sample. Two seminars were attended by 1%, and more than two by 2%. In-house seminars were the most popular type of development activity reported. Although 51% of the sample attended no in-house seminars, at least one in-house seminar was attended by 31%. Two were attended by 10%, and more than two by 8%.

An academic course related to administrative development was taken by only 1% of the sample, with 99% reporting they had taken no academic courses. The most frequently mentioned additional types of activities reported in 21 open-ended responses included meetings with other chairpersons, reading, and research on administrative development.

For each of the six major types of administrative development activities investigated in the study, the most frequently reported level of participation was no participation. Only in-house seminars, with 49% participation, appeared to be a relatively popular form of administrative development. Academic courses were the least attended activity. Table 6 summarizes the data for participation in administrative development, showing number of chairpersons attending at least one, two, or more than two activities in 1989-90.

Table 6
Participation in Administrative Development
Activities in Fiscal 1989-90

Type of activity	Total attending at least one activity in 1989-90		Total attending two activities in 1989-90		Total attending more than two activities in 1989-90	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Administrative subgroups	64	31	8	4	2	1
National conferences	39	19	4	2	0	0
Regional conferences	23	11	2	1	0	0
Seminars away	36	17	2	1	4	2
In-house seminars	103	49	21	10	17	8
Academic courses	2	1	0	0	0	0

Another viewpoint from which to examine these results is by participation in number of activities, rather than types. As displayed in Table 7, these findings indicate that 56 (27%) of the respondents participated in no activities. Slightly more, 61 (29%), participated in one activity. Not surprisingly, in-house seminars were the most frequently chosen type of activity (31) by this group of respondents, with administrative subgroups a popular second (19). Forty-one (19%) participated in two activities, 23 (11%) in three, and 14 (7%) in four. Fourteen also participated in five or more activities.

Table 7
Participation in Development Activities
by Number of Activities

Number of development activities reported	Number of respondents	Percentage of sample
None	56	27
One	61	29
Two	41	19
Three	23	11
Four	14	7
Five or more	14	7

Research Question 2 was also answered by calculating the mean response and standard deviation to Item 3, regarding the respondents' perception of their history of participation in administrative development. The response scale for this item was 1 = not active, 2 = less active, 3 = moderately active, 4 = very active, and 5 = extremely active. The mean response for this item was 2.4, between less active and moderately active, with a standard deviation of 1.0. The standard error was 0.1, with the upper limit of the 95% confidence level at 2.5, and the lower limit at 2.3.

The responses to both these questions show that, despite the reported perception that administrative development is important, chairpersons' level of activity in administrative development is relatively low. When participation does occur, it tends to be limited to one time and is likely to be in an in-house seminar. Despite the fact

that the majority of chairpersons in the sample had served less than 10 years in their administrative role, and despite their lack of training for the job, only a small number engaged in a fairly high number and wide variety of development activities. The level of attendance at one activity in a year does suggest, however, that many chairpersons made at least a minimal effort to compensate for the lack of training provided for their administrative role.

Factors Preventing Participation

Research Question 3 asked about the level of importance of factors preventing chairpersons' more active participation in administrative development activities. This question was addressed by calculating means and standard deviations for responses to Item 4 of the instrument, which listed seven factors possibly preventing more active participation. The response scale for this item was as follows: 1 = not important, 2 = less important, 3 = important, 4 = very important, and 5 = critically important.

The factors perceived as most important in preventing more active participation were demands of the job (mean of 3.9) and accessibility of programs (mean of 3.1). The latter response is consistent with the response to Question 2 showing that in-house seminars were attended by 49% of the sample, a far greater rate of participation than was shown for any other kind of activity. Five other factors received similar ratings in terms of importance, with means ranging from 2.5 to 2.8. Two of these appear to be extrinsic factors: cost of program and lack of institutional support, while three are intrinsic: lack of benefit,

lack of interest, and time away from family. Table 8 provides a summary of data regarding factors preventing more active participation, including standard deviations and 95% confidence intervals.

Table 8
Factors Preventing More Active Participation

Factors Preventing More Active Participation	Std. Dev.	Less Important 2	Important 3	Very Important 4
Demands of job	1.2		LL=3.7 \bar{x} =3.9 UL=4.1	
Accessibility of program	1.2	LL=2.9 \bar{x} =3.1 UL=3.3		
Cost of program	1.2	LL=2.6 \bar{x} =2.8 UL=3.0		
Lack of institutional support	1.2	LL=2.5 \bar{x} =2.7 UL=2.9		
Lack of benefit to me	1.3	LL=2.5 \bar{x} =2.7 UL=2.9		
Time away from family	1.2	LL=2.4 \bar{x} =2.6 UL=2.8		
Lack of interest	1.3	LL=2.3 \bar{x} =2.5 UL=2.7		

Note. LL = lower limit of 95% confidence interval. UL = upper limit of 95% confidence interval.

Nineteen open-ended responses cited such additional factors preventing more active participation as lack of knowledge about programs, lack of administrative support, lack of relevant programs, time consumed by teaching and research, lack of motivation, and lack of need.

Job demands, then, were rated as more important than any other factor in preventing more active participation in administrative development. Accessibility of programs was also an important factor, and a number of other factors had some degree of importance.

Benefits of Participation

Research Question 4 asked about the perception of level of importance of benefits resulting from participation in administrative development activities. This question was addressed by calculating the means and standard deviations for responses to Item 5 of the instrument, which included eight possible benefits of administrative development. This question was answered by all respondents, whether or not they had any experience with participation in development activities and regardless of how recent such participation might have been. The response scale for this item was as follows: 1 = not important, 2 = less important, 3 = important, 4 = very important, and 5 = critically important.

The benefits of participation in administrative development activities perceived as most important were increased administrative skills and knowledge (mean of 3.6) and increased administrative competence (mean of 3.5). Development of contacts for problem solving was also perceived as relatively important (mean of 3.4), as were investigation of higher education issues and meeting with higher education experts and leaders (mean of 3.2 for both). Cultivation of career advancement contacts (mean of 2.3) and increased chances for advancement elsewhere (mean of 2.1) were perceived as less important

benefits, while increased chances for advancement in my institution (mean of 1.8) were perceived as not important. The latter appears consistent with responses regarding the issue of lack of institutional support, noted as being an important factor preventing more active participation. Table 9 provides a summary of data regarding perceived benefits of participation in administrative development activities, including standard deviations and 95% confidence intervals.

The only benefit mentioned in open-ended responses was that of networking, cited by three respondents (1% of sample), which is the same as two categories in Question 4: (1) development of contacts for problem-solving and (2) cultivation of career advancement contacts.

Thus, the results suggest that the benefits perceived as more important are intrinsic benefits, that is, those that will enhance the chairpersons' knowledge and ability as related to their jobs. The respondents do not appear to perceive administrative development as having extrinsic benefits that might enhance their careers, whether at their present institutions or elsewhere.

Importance of the Faculty Development Role

Research Question 5 asked about the perception of chairpersons regarding the overall importance of their role as faculty development promoters. The response scale for this item was as follows: 1 = not important, 2 = less important, 3 = important, 4 = very important, and 5 = critically important. The mean response for the perception of importance of the faculty development role was 4.2, between very important and critically important, with a standard deviation of 0.9.

Table 9
Perception of Benefits of Administrative Development

Benefit of Participation in Administrative Development	Std. Dev.	Not Important 1	Less Important 2	Important 3
Increased administrative skills/knowledge	1.0			LL=3.5 \bar{x} =3.6 UL=3.7
Increased administrative competence	1.1			LL=3.4 \bar{x} =3.5 UL=3.6
Development of contacts for problem-solving ideas	1.1			LL=3.2 \bar{x} =3.4 UL=3.6
Investigation of higher education issues	1.0			LL=3.1 \bar{x} =3.2 UL=3.3
Meeting with higher education experts and leaders	1.2			LL=3.1 \bar{x} =3.2 UL=3.3
Cultivation of career advancement contacts	1.1		LL=2.1 \bar{x} =2.3 UL=2.5	
Increased chances for advancement elsewhere	1.1		LL=1.9 \bar{x} =2.1 UL=2.3	
Increased chances for promotion in my institution	.9	LL=1.7 \bar{x} =1.8 UL=1.9		

Note. LL = lower limit of 95% confidence interval. UL = upper limit of 95% confidence interval.

These responses suggest that chairpersons place a high value on the role they perform regarding faculty development. Table 10 shows the mean response for the importance of faculty development, along with the mean response for the importance of administrative development. Standard deviations and 95% confidence intervals are shown as well. Although both are perceived as having some degree of importance, faculty development is clearly viewed as of greater importance.

Table 10
Perception of Importance of Administrative
and Faculty Development

Type of Development	Std. Dev.	Important 3	Very Important 4
Administrative development	.9	LL=3.4 \bar{x} =3.5 UL=3.6	
Faculty development	.9	LL=4.0 \bar{x} =4.2 UL=4.4	

Note. LL = lower limit of 95% confidence interval. UL = upper limit of 95% confidence interval.

Frequency of Performance of Faculty Development Roles

Research Question 6 asked about how frequently chairpersons perform faculty development roles, both overall and in terms of specific unique roles. Question 6 was first addressed by calculating the means and standard deviations for responses to Item 7 of the instrument, regarding percentage of time spent performing various faculty development roles. The response scale for this item was as follows:

1 = less than 5% of time, 2 = 5% of time, 3 = 10% of time, 4 = 15% of time, and 5 = 20% of time. The mean response on the rating scale was 3.6, between 10% of time and 15% of time, or 4 to 6 hours a week, with a standard deviation of 1.1. The lower limit of the 95% confidence interval was at 3.4 and the upper limit at 3.8.

Research Question 6 was also addressed by calculating the means and standard deviations for Item 8 of the instrument, which asked about frequency of performance of eight unique faculty development roles during the period between June 1989 and June 1990. The response scale for this item was as follows: 1 = never, 2 = once a year, 3 = three or four times a year, 4 = one or two times a month, and 5 = once a week.

The faculty development role perceived as performed more frequently was that of assisting faculty in obtaining resources (mean of 4.2). Other roles noted as occurring at least three or four times a year were helping new faculty get started (mean of 3.8), improving faculty research performance and teaching performance (means of 3.5), and advising faculty with personal problems (mean of 3.0). The roles perceived as performed less than three or four times a year were assisting nonproductive faculty (mean of 2.9), assisting negative faculty to become better team players (mean of 2.9), and assisting faculty with time management or other organizational problems (mean of 2.6). Table 11 provides a summary of the data regarding performance of faculty development roles in fiscal 1989-90, including standard deviations and 95% confidence intervals.

Table 11
Frequency of Performance of Unique Faculty
Development Roles in Fiscal 1989-90

Faculty Development Role	Std. Dev.	Once a year 2	3 or 4 times a year 3	1 or 2 times a month 4
Assisting faculty in obtaining resources	.8			LL=4.1 \bar{x} =4.2 UL=4.3
Helping new faculty get started	1.0		LL=3.7 \bar{x} =3.8 UL=3.9	
Improving faculty research performance	1.0		LL=3.4 \bar{x} =3.5 UL=3.6	
Improving faculty teaching performance	.9		LL=3.4 \bar{x} =3.5 UL=3.6	
Advising faculty with personal problems	1.2		LL=2.8 \bar{x} =3.0 UL=3.2	
Assisting nonproductive faculty	1.0	LL=2.8 \bar{x} =2.9 UL=3.0		
Assisting negative faculty to become better team players	1.0	LL=2.8 \bar{x} =2.9 UL=3.0		
Assisting faculty with time management or other organizational problems	1.1	LL=2.4 \bar{x} =2.6 UL=2.8		

Note. LL = lower limit of 95% confidence interval. UL = upper limit of 95% confidence interval.

Only five open-ended responses were provided for this item, including such comments as "faculty must try," "this is my highest priority," and "my faculty don't need."

The responses to these questions show that on the basis of a percentage estimate, chairpersons spent from 4 to 6 hours a week on faculty development, with the emphasis on assisting faculty in obtaining

resources. Helping new faculty get started, improving faculty research and teaching performance, and advising faculty with personal problems all occurred relatively frequently as well.

Factors Influencing Frequency of Performance of Faculty Development Roles

Research Question 7 asked about the level of importance of factors influencing frequency of chairpersons' performance of faculty development roles. This question was addressed by calculating the means and standard deviations for responses regarding the perceived importance of five factors listed in Item 9 of the instrument. The response scale for this item was 1 = not important, 2 = less important, 3 = important, 4 = very important, and 5 = critically important.

None of the factors cited in the instrument were seen as having a high degree of importance in influencing frequency of performance of faculty development roles. The factor perceived as the highest in importance was not having time for the role (mean 2.9). Needing more institutional support for the role was also rated more highly than were other factors (mean of 2.7). Thinking faculty should help themselves was perceived as less important (mean of 2.2). Thinking faculty would not accept the chairperson in that role (mean of 1.9) and not seeing the role as appropriate for the chairperson were perceived as not important (mean of 1.8). Table 12 summarizes the data regarding factors influencing frequency of performance of faculty development roles, including standard deviations and 95% confidence intervals.

Table 12
Factors Influencing Frequency of Performance of
Faculty Development Roles

Factors Influencing Frequency of Performance of Faculty Development Roles	Std. Dev.	Not Important 1	Less Important 2	Important 3
Don't have time for performing the role	1.2		LL=2.7 \bar{X} =2.9 UL=3.1	
Need more institutional support for the role	1.3		LL=2.5 \bar{X} =2.7 UL=2.9	
Think faculty should be able to help themselves	1.1		LL=2.0 \bar{X} =2.2 UL=2.4	
Don't think faculty will accept me in that role	1.1	LL=1.8 \bar{X} =1.9 UL=2.0		
Don't see the role as appropriate for chairperson	1.1	LL=1.6 \bar{X} =1.8 UL=2.0		

Note. LL = lower limit of 95% confidence interval. UL = upper limit of 95% confidence interval.

Additional comments found in 19 open-ended responses included that "the role competes with other roles," "faculty attitude is most important," "deans must insist on this role," and "one must be effective at this role." Three respondents noted that they could not respond to the question because they were so active in this role.

One explanation for these responses may be that chairpersons' frequency of performance of faculty development roles is simply not strongly influenced by outside factors. If this is the case, this suggests that the overall importance chairpersons assign to faculty development may override other considerations. Of the five factors cited in the study, lack of time for performing the role and lack of

adequate institutional support were rated as of higher importance in influencing frequency.

Career Plans and Goals and Administrative and Faculty Development

Research Question 8 asked about the relationship between the career plans and career goals of chairpersons and their perceptions of and participation in administrative and faculty development. McDade's (1986) work suggests a possible relationship. To answer the aspect of this question regarding career plan, career plan (Item 15) was operationalized as an independent variable with three levels: (1) always planned to be an administrator and pursued as an ultimate goal; (2) always a possibility, but not actively pursued; and (3) never considered it until I took my first administrative position.

Data regarding career plan showed that 50% of the sample had never considered becoming an administrator previous to their assuming an administrative position. Another 44% had viewed becoming an administrator as a possibility, but not a goal they had pursued actively. Only 6% of the sample reported that they had always planned to be an administrator and had actively pursued that goal.

The possible influence of this variable on reported perceptions was tested by performing an analysis of variance (ANOVA) at the $\alpha = .05$ level of significance. The perceptions of importance and participation, that is, the dependent variable in the analysis, were those variables operationalized as a response to a single item. These variables were: (a) overall importance of administrative development

(Item 1), (b) history of participation in administrative development (Item 3), (c) overall importance of the faculty development role (Item 6), and (d) overall frequency of performance of faculty development roles (Item 7). Thus, four null hypotheses were tested with respect to career plan.

The first hypothesis tested was that no difference would exist among the mean responses for perception of importance of administrative development for chairpersons with Career Plan 1 (always planned to be an administrator), Career Plan 2 (administrative career always a possibility, but not pursued), and Career Plan 3 (never considered until first administrative position). The ANOVA for the first hypothesis indicated an F probability of .24. Thus, the null hypothesis of no difference among the three groups regarding perception of importance of administrative development could not be rejected. Table 13 summarizes the data for the ANOVA test for Hypothesis 1 regarding career plan.

The second hypothesis tested was that no difference would exist among the mean responses for perception of history of participation in administrative development for chairpersons with Career Plan 1 (always planned to be an administrator), Career Plan 2 (always a possibility, but not pursued), and Career Plan 3 (never considered until first administrative position). The ANOVA for the second hypothesis indicated an F probability of .04. Thus, the null hypothesis of no difference among the three groups regarding history of participation in administrative development could be rejected in favor of the nondirectional alternative that differences did exist among subgroups. The LSD

Table 13

ANOVA Test for Differences Among Career Plan Groups in Perception of Importance of Administrative Development

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	2	1.2	1.4	.24
Within	197	0.8		

Career plan groups	<u>n</u>	Mean score	Standard deviation
Always planned	11	4.0	1.0
Never actively pursued	88	3.5	1.0
Never considered	101	3.5	0.8

procedure was performed and showed a significant difference did exist at the .05 level between Group 1, those who had always planned to be administrators (mean = 3.1), and both Group 2, those for whom administration was always considered a possibility (mean = 2.4), and Group 3 (mean = 2.3), those who had never considered administration until they assumed their first administrative position. Table 14 summarizes the results of the ANOVA test for Hypothesis 2 regarding career plan.

The third hypothesis tested was that no difference would exist among the mean responses for perception of importance of the faculty development role for chairpersons with Career Plan 1 (always planned to be an administrator), Career Plan 2 (always a possibility, but not pursued), and Career Plan 3 (never considered until first administrative position). The ANOVA for the third hypothesis indicated an F

Table 14

ANOVA Test for Differences Among Career Plan Groups in History of Participation in Administrative Development

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	2	3.1	3.3	.04
Within	200	1.0		

Career plan groups	<u>n</u>	Mean score ^a	Standard deviation
1. Always planned	12	3.1	1.1
2. Never actively pursued	89	2.4	1.0
3. Never considered	102	2.4	1.0

^aGroup 1 differs from Groups 2 and 3 at the .05 level.

probability of .6. Thus, the null hypothesis of no difference among the three groups regarding perception of importance of the faculty development role could not be rejected. Table 15 summarizes the results of the ANOVA test for Hypothesis 3 regarding career plan.

The fourth hypothesis tested was that no difference would exist among the mean responses for perception of frequency of performance of the faculty development role for chairpersons with Career Plan 1 (always planned to be an administrator), Career Plan 2 (always a possibility, but not pursued), and Career Plan 3 (never considered until first administrative position). The ANOVA for the fourth hypothesis indicated an F probability of .1. Thus, the null hypothesis of no difference among the three groups regarding frequency of performance

Table 15

ANOVA Test for Differences Among Career Plan Groups in
Perception of Importance of Faculty Development

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	2	0.4	0.5	.6
Within	203	0.8		

Career plan groups	<u>n</u>	Mean score	Standard deviation
Always planned	12	4.2	0.8
Never actively pursued	91	4.1	0.9
Never considered	103	4.2	0.8

of the faculty development role could not be rejected. Table 16 summarizes the results of the ANOVA test for Hypothesis 4 regarding career plan.

Although Group 1, persons who had always planned to become administrators, was smaller than the other groups, thus calling into question the extent to which the possibility of not meeting the normal distribution assumption of ANOVA affected the results, the Bartlett test showed that the assumption regarding homogeneity of variance was satisfied for the tests of all four hypotheses. The results of the ANOVA tests conducted showed that three of the null hypotheses regarding differences among groups of individuals with different career plans were not rejected. However, the hypothesis regarding differences in history of participation in administrative development among

Table 16

ANOVA Test for Differences Among Career Plan Groups in
Frequency of Performance of Faculty Development Roles

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	2	2.7	2.1	.1
Within	197	1.2		

Career plan groups	<u>n</u>	Mean score	Standard deviation
Always planned	12	4.1	0.7
Never actively pursued	87	3.6	1.1
Never considered	101	3.4	1.2

groups with different career plans was supported, with those respondents who had always planned to be administrators showing a greater mean level of participation in administrative development than those without such a plan. Thus, those with an administrative career plan are more likely to put into action the expressed judgment regarding the importance of administrative development.

To answer the aspect of this research question regarding career goal, career goal (Item 16) was operationalized as an independent variable with five levels: (1) stay in same position, (2) return to faculty, (3) move to similar position, (4) move to higher position, and (5) retire.

Data from the study showed 48% of the sample reporting that their career goal was to return to the faculty. An additional 17% of the

sample had the career goal of retirement, with 16% planning to move to a higher position, 13% planning to stay in the same position, and 6% planning to move to a similar position.

The possible influence of this variable on reported perceptions was also tested by performing an ANOVA at the $\alpha = .05$ level of significance. The perceptions of importance and participation, that is, the dependent variable in the analysis, were those variables operationalized as a response to a single item. These variables were (a) overall importance of administrative development (Item 1), (b) history of participation in administrative development (Item 3), (c) overall importance of the faculty development role (Item 6), and (d) overall frequency of performance of faculty development roles (Item 7). Thus, four null hypotheses were tested with respect to career goal.

The first hypothesis tested was that no difference would exist among the mean responses for perception of importance of administrative development for chairpersons with Career Goal 1 (stay in same position), Career Goal 2 (return to faculty), Career Goal 3 (move to similar position), Career Goal 4 (move to higher position), and Career Goal 5 (retire). The ANOVA for the first hypothesis indicated an F probability of .1. Thus, the null hypothesis of no difference among the five groups regarding perception of importance of administrative development could not be rejected. Table 17 summarizes the results of the ANOVA test of Hypothesis 1 regarding career goal.

The second hypothesis tested was that no difference would exist among the mean responses for perception of history of participation in administrative development for chairpersons with Career Goal 1 (stay

Table 17

ANOVA Test for Differences Among Career Goal Groups in Perception of Importance of Administrative Development

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	4	1.5	1.7	.1
Within	178	0.9		

Career goal groups	<u>n</u>	Mean score	Standard deviation
Stay in present position	22	3.4	0.9
Return to faculty	88	3.5	0.9
Move to similar position	12	3.3	1.0
Move to higher administrative position	29	3.9	1.0
Retire	32	3.5	0.9

in same position), Career Goal 2 (return to faculty), Career Goal 3 (move to similar position), Career Goal 4 (move to higher position), and Career Goal 5 (retire). The ANOVA for the second hypothesis indicated an F probability of .0003. Thus, the null hypothesis of no difference among the five groups regarding history of participation in administrative development could be rejected in favor of the nondirectional alternative that a difference did exist between the subgroups regarding history of participation in administrative development. The LSD procedure was performed and found that Group 4 (mean = 3.0), made up of those chairpersons planning to move to a higher position, was

significantly different at the .05 level from Group 2 (mean = 2.1), those planning to return to the faculty, Group 3 (mean = 2.0), those planning to move to similar positions, and Group 5 (mean = 2.5), those planning to retire. Thus, those respondents whose career goal was to move to a higher position reported a greater mean level of activity in their history of administrative development than those whose career goal was to return to the faculty, to move to a similar position, or to retire. Table 18 summarizes the results of the ANOVA test for Hypothesis 2 regarding career goal.

Table 18

ANOVA Test for Differences Among Career Goal Groups in
History of Participation in Administrative Development

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	4	5.1	5.6	.0003
Within	182	0.9		

Career goal groups	<u>n</u>	Mean score ^a	Standard deviation
1. Stay in present position	23	2.5	0.9
2. Return to faculty	89	2.1	0.9
3. Move to similar position	12	2.0	1.0
4. Move to higher adminis- trative position	30	3.0	1.1
5. Retire	33	2.5	0.9

^aGroup 4 differs from Groups 2, 3, and 5 at the .05 level.

The third hypothesis tested was that no difference would exist among the mean responses for perception of importance of the faculty development role for chairpersons with Career Goal 1 (stay in same position), Career Goal 2 (return to faculty), Career Goal 3 (move to similar position), Career Goal 4 (move to higher position), and Career Goal 5 (retire). The ANOVA for the third hypothesis indicated an F probability of .3. Thus, the null hypothesis of no difference among the five groups regarding perception of importance of the faculty development role could not be rejected. Table 19 summarizes the results of the ANOVA test for Hypothesis 3 regarding career goal.

Table 19

ANOVA Test for Differences Among Career Goal Groups in
Perception of Importance of Faculty Development

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	4	1.0	1.3	.3
Within	184	0.8		

Career goal groups	<u>n</u>	Mean score	Standard deviation
Stay in present position	24	4.2	0.9
Return to faculty	90	4.0	1.0
Move to similar position	12	4.2	1.0
Move to higher adminis- trative position	30	4.4	0.7
Retire	33	4.2	0.8

The fourth hypothesis tested was that no difference would exist among the mean responses for perception of frequency of performance of the faculty development role for chairpersons with Career Goal 1 (stay in same position), Career Goal 2 (return to faculty), Career Goal 3 (move to similar position), Career Goal 4 (move to higher position), and Career Goal 5 (retire). The ANOVA for the fourth hypothesis indicated an F probability of .06. Thus, the null hypothesis of no difference among the five groups regarding frequency of performance of the faculty development role could not be rejected. Table 20 summarizes the results of the ANOVA test for Hypothesis 4 regarding career goal.

The Bartlett test showed that the assumption regarding homogeneity of variance was satisfied for the tests of all four hypotheses. The results of the ANOVA tests conducted showed that three of the null hypotheses regarding differences among groups of individuals with different career goals were not rejected. However, one hypothesis, regarding differences in history of participation in administrative development among groups with different career goals, was supported, showing that those whose career goal was to move to a higher position had a greater mean level of participation in administrative development than did those with other career goals.

Relationship Between Administrative Development and Faculty Development

The final research question addressed by the study asked if there was a relationship between chairpersons' perceptions of value of and

Table 20

**ANOVA Test for Differences Among Career Goal Groups in
Frequency of Performance of Faculty Development Roles**

Source	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F Prob.</u>
Between	4	3.0	2.3	.06
Within	181	1.3		

Career goal groups	<u>n</u>	Mean score	Standard deviation
Stay in present position	24	3.9	1.0
Return to faculty	89	3.4	1.2
Move to similar position	12	4.0	1.0
Move to higher adminis- trative position	29	3.9	1.0
Retire	32	3.6	1.1

participation in administrative development and their perceptions of value of and participation in faculty development, as suggested by Boice's (1986) work and discussed in Chapter II. To answer this question, Pearson correlation coefficients (r) were calculated to determine the existence of the relationships described in four hypotheses.

The first hypothesis stated that there would be a direct relationship between chairpersons' perception of the importance of administrative development (IAD) and their perception of the importance of the faculty development (IFD) role. The Pearson correlation coefficient for this relationship was positive and weak ($r = .27$). Thus,

the null hypothesis of a Pearson correlation coefficient of zero or less could be rejected using an alpha level of .05. The percentage of variance accounted for was .07.

The second hypothesis stated that there would be a direct relationship between chairpersons' perception of the importance of administrative development (IAD) and their history of participation in administrative development (PAD). The Pearson correlation coefficient for this relationship was positive and moderate ($r = .45$). Thus, the null hypothesis of a Pearson correlation coefficient of zero or less could be rejected using an alpha level of .05. The percentage of variance accounted for was .2.

The third hypothesis stated that there would be a direct relationship between chairpersons' history of participation in administrative development (PAD) and their frequency of performance of faculty development (PFD) roles. The Pearson correlation coefficient for this relationship was positive and weak ($r = .15$). Thus, the null hypothesis of a Pearson correlation coefficient of zero or less could be rejected using an alpha level of .05. The percentage of variance accounted for was .02.

The fourth hypothesis stated that there would be a direct relationship between chairpersons' perception of the importance of the faculty development (IFD) role and their frequency of performance of faculty development (PFD) roles. The Pearson correlation coefficient for this relationship was positive and moderate ($r = .50$). Thus, the null hypothesis of a Pearson correlation coefficient of zero or less could be rejected using an alpha level of .05. The percentage of

variance accounted for was .25. Table 21 summarizes the data for the Pearson correlation coefficients regarding these four hypotheses.

Table 21
Pearson Correlation Coefficients for Perceptions of
Value of and Participation in Administrative
and Faculty Development

Relationship	<u>r</u>	Percentage of variance
Perception of importance of administrative development and perception of importance of faculty development (IAD and IFD)	.27*	.07
Perception of importance of administrative development and history of participation in administrative development (IAD and PAD)	.45*	.20
History of participation in administrative development and frequency of performance of faculty development roles (PAD and PFD)	.15*	.02
Perception of importance of faculty development role and frequency of performance of faculty development role (IFD and PFD)	.50*	.25

*p < .05.

Thus, the four null hypotheses of no relationship could be rejected, as the data supported the four hypotheses regarding a direct relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in faculty development. The relationship between perception of importance of administrative development (IAD) and

importance of faculty development (IFD), and the relationship between history of participation in administrative development (PAD) and frequency of performance of faculty development (PFD) roles was positive and low.

The relationship between the perception of importance of administrative development (IAD) and history of participation in administrative development (PAD) was positive and moderate, as was the relationship between the perception of importance of the faculty development (IFD) role and the frequency of performance of the faculty development (PFD) role. These findings suggest congruence between what chairpersons say they value and what they say they do.

For both relationships, the degree of correlation between importance and level of activity when considering just one type of development was quite similar (.45 and .50). However, when considering the degree of relationship between the two types of development, whether in degree of importance or level of activity, the correlation was much lower.

Summary of Findings

The final response rate for the study was 75%, with 234 surveys returned. Twenty-five surveys were eliminated due to ineligibility or other factors, leaving a sample of 209.

The term "demographic" was extended for the purposes of the study to include several aspects of the chairperson's job. Fifty-nine percent of the sample had served 10 or more years as a faculty member before becoming an administrator, with over 84% serving less than 10

years as a chairperson. The most frequently reported department size was 11-20 full-time faculty members and 11-20 part-time faculty members and graduate assistants. Most of the sample had received no orientation (73%) or training by the previous chairperson (72%) for their job. Only 6% had always planned to be an administrator, and 48% had the career goal of returning to the faculty.

Data showed that although chairpersons perceived administrative development as important to very important, their history of participation in such activities was less than moderately active. The type of activity most frequently participated in by the sample during fiscal 1989-90 was in-house seminars, attended by 49% of the sample, while the activity least frequently participated in was academic courses, attended by only 1%.

Demands of the job and accessibility of programs were the two factors perceived as important in preventing chairpersons' more active participation in administrative development activities. Other factors were perceived as less important. Increased administrative skills and knowledge and increased administrative competence were perceived as important to very important benefits of administrative development, with development of contacts for problem-solving, investigation of higher education issues, and meeting with higher education experts and leaders also perceived as important. Increased chances for career advancement, whether at home or at another institution, were perceived as not being important benefits. However, since a large percentage of the sample wanted to return to the faculty, this kind of advancement may simply have had no relevance for them.

The study's findings did support one hypothesis about differing participation in administrative development for chairpersons with differing career plans, showing that individuals who had always planned to be administrators participated more actively in administrative development activities. However, three other hypotheses regarding differing perceptions of administrative development, and differing perceptions of and participation in faculty development for chairpersons with differing career plans were not supported. In addition, the hypothesis of differing participation in administrative development for chairpersons with differing career goals was supported, showing that those individuals whose goal was to move to a higher position participated more actively in administrative development than did those with other goals. Three other hypotheses regarding differing perceptions of administrative development, and differing perceptions of and participation in faculty development for chairpersons with differing career goals were not supported.

Finally, the study's findings did support the hypotheses regarding a relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in faculty development.

CHAPTER V

SUMMARY, CONCLUSIONS, AND FUTURE RESEARCH

Introduction

This chapter provides a summary of the study and describes the limitations of the study. Conclusions regarding the study are discussed, followed by recommendations based on the study.

Summary

This study focused on assessing both the perceptions of chairpersons toward administrative and faculty development and their degree of participation in development activities and roles.

A review of the relevant literature revealed that the area of faculty development has been examined and discussed far more than has administrative development. Furthermore, chairpersons, despite their acknowledged importance to the governance of higher education institutions, have been studied far less often than have senior-level administrators. Much of the current literature discusses the importance of administrative development for chairpersons and other administrators, without addressing the question of how chairpersons view the subject or of what kind of participation is actually taking place. In addition, a possible relationship between administrative development and faculty development has been briefly mentioned in the literature but not fully explored.

This study used a survey instrument designed to assess chairpersons' perceptions of and participation in administrative and faculty development. The instrument was mailed to 311 chairpersons serving at eight midwestern public universities classified as Doctorate-Granting Universities I. Of the 234 questionnaires returned (75%), 209 (67%) were deemed usable for analysis.

Administrative Development

The first four research questions addressed in the study concerned chairpersons and administrative development. They were: (1) What is the perception of chairpersons regarding the overall importance of administrative development? (2) How actively have chairpersons participated in administrative development activities? (3) What is the level of importance of factors preventing chairpersons' more active participation in administrative development activities? (4) What is the level of importance of benefits resulting from participation in administrative development activities?

The study's findings show that the importance chairpersons assign to administrative development is relatively high, but that their actual participation in administrative development activities is relatively low. Neither their reported history of participation in activities, nor the number of activities reported for specific development activities during one year reflects a high level of participation.

The factors that appear of most importance in preventing chairpersons from participating more actively are the demands of the job itself and the accessibility of development programs. Cost, lack of

institutional support, lack of benefit, lack of interest, and time away from family are all perceived as less important than these, although all have some degree of importance.

The chairpersons' perceptions about benefits of participation in administrative development show that they rate as more important the intrinsic benefits relating to knowledge and competence gained from the activity, while not valuing career advancement or promotion opportunities that such participation might afford. The chairpersons' perception of lack of institutional support as a factor preventing more participation appears to be consistent with their perception that development activities will not benefit their career success and advancement.

Two factors may influence these results. One is that 48% of the sample plan to return to the faculty. These individuals apparently do not have administrative ambitions, and therefore do not view administrative development activities as offering career advancement advantages. A second possible factor is that institutions may be doing a poor job of communicating any possible benefits to chairpersons from participating in these activities, whether the chairperson wishes to remain in that position or change position. If institutions were strongly encouraging chairpersons to pursue administrative development and communicating that such participation would result in benefits to chairpersons, it seems unlikely that lack of benefit would be an important reason for less active participation. In addition, if institutions were communicating strong encouragement, it seems probable that chairpersons would perceive career advancement as a more

important benefit of administrative development than they do.

Another research question asked if career plan and career goal are related to chairpersons' perceptions of value of and participation in administrative and faculty development. The study's findings show that a chairperson's participation in administrative development will be greater both for those who always planned to be administrators and those who plan to move to a higher position. Thus, it appears that a chairperson's administrative ambitions will influence his or her participation in administrative development activities, with those who have always planned to be administrators and those whose career goal is to move to higher positions participating more actively in administrative development. Although the study's findings show that career plans and goals of chairpersons do influence level of activity in administrative development, they do not appear to influence the perception of the importance of administrative development. In other words, even chairpersons without plans for an administrative career perceive administrative development as important.

A final research question asked if there is a relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in faculty development. The study's findings show that there is a positive and moderate correlation between chairpersons' perception of importance of administrative development and their history of participation in administrative development. Thus, chairpersons who perceive administrative development as more important will also tend to participate more actively in development activities. These

findings show congruence between what chairpersons say they value and what they report they actually do.

Faculty Development

The next three research questions addressed issues concerning chairpersons and faculty development. These were: (5) What is the perception of chairpersons regarding the overall importance of their role as faculty development promoters? (6) How frequently do chairpersons perform faculty development roles, both overall and in terms of specific unique roles? (7) What is the level of importance of factors influencing the frequency of performance of faculty development roles?

The study's findings show that chairpersons value highly their faculty development role, although they spend only 10% to 15% of their time performing the role. The findings also show that the more traditional faculty development roles, such as obtaining resources, helping new faculty get started, and improving teaching and research performance, are those performed most frequently. However, the less traditional, and perhaps more difficult, roles of advising faculty with personal problems, assisting nonproductive faculty, and working with negative faculty are also being performed on a fairly regular basis. These findings regarding both the chairpersons' valuing of the faculty development role and their active involvement in such roles support those of Vavrus et al. (1988).

The findings also showed that lack of time for the role is the only factor of much importance influencing frequency of performance of

faculty development roles. A possible explanation for this response is that chairpersons generally value the faculty development role so highly that there are no factors that they will allow to interfere seriously with their performance of the role. In other words, they are performing the roles about as frequently as they think they should be.

The research question that asked if career plan and career goal are related to chairpersons' perceptions of value of and participation in administrative and faculty development was answered differently for faculty development than for administrative development. The study's findings show no evidence that career plans and goals of chairpersons influence either their perception of the importance of faculty development or their participation in faculty development roles.

The final research question asking about a relationship between chairpersons' perceptions of value of and participation in administrative development and their perceptions of value of and participation in faculty development was answered similarly for both administrative and faculty development. The study's findings show that there is a positive and moderate correlation between chairpersons' perception of importance of faculty development and their frequency of performance of faculty development roles. Thus, chairpersons who perceive faculty development roles as more important tend to spend more time performing those roles. These findings again indicate congruence between what chairpersons say they value and what they report they actually do.

The findings also showed a positive but low correlation between chairpersons' perception of importance of administrative development

and their perception of importance of faculty development. Thus, chairpersons who perceive administrative development as important may also perceive faculty development as important. In addition, a positive and low correlation was shown between chairpersons' history of participation in administrative development and their frequency of performance of faculty development roles. Thus, chairpersons who participate more actively in administrative development may also be more actively involved in performing faculty development roles. These findings suggest support for the hypotheses based on Boice's (1986) study.

Limitations of the Study

One limitation of the study was the limitation inherent in survey research, the possibility of misinterpretation of the questions by the respondents. The limitations also included the fact that it was concerned only with the administrative development of academic department chairpersons, not with that of other division heads, or of other level academic administrators. The study excluded chairpersons of solely graduate departments, military science departments, and departments with fewer than five faculty members. Furthermore, the study was designed to provide information only about department chairpersons in midwestern public universities classified as Doctorate-Granting Universities I. Thus, the findings may not be generalizable to other types of higher education positions or institutions.

Conclusions

A major goal of the study was to obtain descriptive data on the perceptions of and participation in administrative and faculty development of a substantial sample of university chairpersons. The study also sought to explain what factors might affect chairpersons' decision to participate in development activities. These goals were accomplished, and the data provide a base for future investigation into the valuing of and participation in administrative and faculty development by chairpersons.

The evidence from the study supports the view that although chairpersons say they value administrative development to some extent, their level of participation in development activities is fairly low. In contrast, not only do chairpersons report valuing faculty development quite highly, they also frequently perform faculty development roles in their jobs. Thus, it appears that chairpersons may believe that development activities are valuable and worthwhile for others, but not for themselves.

The chairperson's role appears to be a transient position for many, with administration perceived as an onerous task assumed only under duress. The desire to return to the faculty is consistent with the negative view of the chairperson role expressed by a high number of respondents. This negative perception seems to contribute to the low level of participation in administrative development, since chairpersons may not wish to develop themselves in a position for which they hold little regard.

These findings have implications for those responsible for administering chairpersons, especially those who seek to promote administrative development in their institutions. If higher education organizations support the importance and value of administrative development activities as a means of increasing administrative knowledge and competence, it would seem that they must address chairpersons' tendency to view themselves as faculty members serving temporarily as administrators. Chairpersons need to be encouraged to accept the idea that greater participation in administrative development activities will help them perform their jobs more competently and effectively, whether they are serving temporarily or permanently.

Higher education institutions also need to do a better job of communicating the value and importance of the chairperson role, rather than viewing it as a temporary administrative way station for reluctant faculty members. However, the more complex underlying problem of the negative view of administration in higher education is a long standing one, and thus more difficult for institutions to address.

The findings also indicate that among all the various types of development activities, chairpersons are more likely to participate in in-house activities than in any other type; thus, institutions seeking to promote administrative development need to provide such activities on their campuses. However, the findings also suggest that those organizations providing administrative development programs at the regional, state, and national level are doing an inadequate job of publicizing and promoting their offerings. Some chairpersons commented that they had little or no information about what type of

activities might be available. Thus, this is another area where improvement is needed.

Finally, institutions seeking to promote administrative development need to communicate clearly to chairpersons the benefits of participating in such activities. If academic deans and vice presidents support the view that administrative development will improve the leadership of chairpersons, whatever their length of tenure in office, then they need to ensure that benefits of participation in development activities do exist. They also must ensure that chairpersons fully understand what the benefits are, whether they are benefits to their job performance, to their career advancement, or both.

In addition to communicating benefits, institutions must provide the support necessary to enable chairpersons to participate in administrative development, including monetary support for program expenses and travel, and staff support to make time away from the job possible. Unless this institutional support is provided, most chairpersons will be forced to continue a fairly low level of participation in administrative development. Ultimately, providing strong institutional support for such activities is the clearest communication possible of the value and benefits of administrative development.

Areas for Future Research

Because administrative development is important to the quality of leadership in higher education, it is important that further studies be conducted regarding these issues. It is recommended that additional investigations be conducted in other geographic areas with

similar samples of chairpersons. Comparisons could be conducted with these data to determine whether these findings are representative of university chairpersons nationally. Investigations should also be conducted with chairpersons of other types and classifications of higher education institutions.

Because of the importance of academic departments, the effective leadership of academic chairpersons is essential for institutional effectiveness. Increased participation in administrative development activities by chairpersons should lead to improved leadership of academic departments. Studies to evaluate the results of such participation could investigate such factors as staff morale or staff productivity, using these departmental indices of leader effectiveness as dependent variables. Additional studies might also explore the benefits of administrative development perceived by chairpersons and their perceptions about what incentives would induce them to participate more actively in administrative development activities.

Finally, because leaders' negative perceptions of their role are likely to influence their effectiveness, studies might also be conducted to explore the ambivalence and negativity expressed by chairpersons regarding the chairperson role. Such studies might ask chairpersons to evaluate the various characteristics and functions of their jobs and seek to determine if there is an overall negative perception, or if the negative view relates to only a limited number of factors. Increased knowledge about the negative aspects might then enable institutions to devise methods for counteracting these negative views, including ways to increase the value of the administrative role.

APPENDICES

Appendix A

Human Subjects Institutional Review Board Letter Approving Research Protocol

Human Subjects Institutional Review Board



Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: August 1, 1990

To: Mary Ann Bowman

From: Alyce Dickinson, Acting Chair

Re: HSIRB Project Number: 90-07-24

This letter will serve as confirmation that your research protocol, "Chairperson Development and its Relationship to Faculty Development," has been approved under the exempt category of review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

I am serving as the reviewer of this research protocol because Dr. Mary Anne Bunda has declared herself to be ineligible because of conflict of interest.

The Board wishes you success in the pursuit of your research goals.

xc: Mary Anne Bunda, Educational Leadership

Approval Termination: August 1, 1991

Appendix B
Letter of Request to Panel of Experts Members

July 10, 1990

Dear Dr.:

Because of your expert knowledge and understanding of the chairperson's role in higher education, I would like you to serve as a member of the Panel of Experts to review the instrumentation for my doctoral dissertation research in the Educational Leadership Department. By assisting me, you can help make an important contribution to our knowledge regarding the professional development of chairpersons and the chairperson's role in faculty development.

Participating on the Panel should not take a large amount of time, since the draft instrument for which I need your evaluation has only 17 questions and is just four pages long. The instrument is ready for your examination and can be provided to you as soon as your willingness to serve is confirmed. The packet you receive will include the instrument and an evaluation form regarding the instrument. Your written comments will be helpful, or if you would prefer, I would be glad to make an appointment for a brief interview.

I will call you in a few days to determine your response. Your cooperation in this research would be greatly appreciated.

Sincerely,

Mary Ann Bowman
Doctoral Candidate

Mary Anne Bunda
Dissertation Advisor

Appendix C
Sample Instrument Items and Evaluation Form
Submitted to Panel of Experts

SURVEY OF CHAIRPERSON DEVELOPMENT

This survey explores the administrative training and development activities (i.e., activities for one's growth and development *as an administrator*) of academic department chairpersons in midwestern Doctoral I universities. Your name and responses will remain confidential. Please return your survey as soon as possible in the pre-addressed, stamped envelope provided.

Your personal experiences, attitudes, and preferences are important to this study. Please circle the identifying letter or number associated with each answer. Any comments you may wish to add to your responses will be extremely helpful.

1. How many professional administrative development activities did you participate in during the last 12 months?

(Please indicate number for each category.)

- | | |
|--|--|
| <input type="checkbox"/> National institutes | <input type="checkbox"/> Annual administrative conferences |
| <input type="checkbox"/> Annual national conventions | <input type="checkbox"/> Seminars, workshops, meetings |
| <input type="checkbox"/> Academic courses | <input type="checkbox"/> In-house seminars, workshops |

Other _____

2. Since you became a chairperson, how would you describe your history of involvement in administrative development activities?

Extremely Active	Very Active	Moderately Active	Less Active	Not Active
1	2	3	4	5

3. If your answer to question 2 indicates you were not very actively involved in development activities, please indicate the importance of your reasons below. If you were actively involved, please skip questions 3 and 4.

Reason		Critically Important	Very Important	Important	Less Important	Not Important
a. Time away from job	a.	1	2	3	4	5
b. Time away from family	b.	1	2	3	4	5
c. Cost of program	c.	1	2	3	4	5
d. Accessibility of program	d.	1	2	3	4	5
e. Lack of institutional support	e.	1	2	3	4	5
f. Lack of benefit to me	f.	1	2	3	4	5
g. Lack of interest	g.	1	2	3	4	5

Other _____

4. If your response to question 3 indicates that lack of benefit and/or lack of interest are important reasons for your not pursuing an activity, please comment on your answers.

5. What do you perceive as the importance of the following possible benefits from participation in administrative development activities?

Benefit		Critically Important	Very Important	Important	Less Important	Not Important
a. Increased administrative skills/knowledge	a.	1	2	3	4	5
b. Increased administrative competence	b.	1	2	3	4	5
c. Development of contacts for problem solving	c.	1	2	3	4	5
d. Cultivation of career advancement contacts	d.	1	2	3	4	5
e. Increased chances for promotion in my institution	e.	1	2	3	4	5
f. Increased chances for advancement elsewhere	f.	1	2	3	4	5
g. Investigation of higher education issues	g.	1	2	3	4	5
h. Meeting with higher education experts, leaders	h.	1	2	3	4	5

Other _____

6. How do you perceive the overall importance of administrative development for department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
1	2	3	4	5

7. Please indicate how frequently during the last 12 months you performed each of the following faculty development roles:

Role		Weekly	Monthly	Quarterly	Annually	Never
a. Assisting faculty in obtaining resources	a.	1	2	3	4	5
b. Improving faculty research performance	b.	1	2	3	4	5
c. Improving faculty teaching performance	c.	1	2	3	4	5
d. Helping new faculty get started	d.	1	2	3	4	5
e. Advising faculty with personal problems	e.	1	2	3	4	5
f. Motivating stagnant faculty	f.	1	2	3	4	5
g. Assisting negative faculty to become better team members	g.	1	2	3	4	5
h. Assisting faculty with time management, other organizational problems	h.	1	2	3	4	5

i. Other _____

8. For those faculty development roles that you performed less often (quarterly or less), please indicate the importance of each of the following reasons:

Reason		Critically Important	Very Important	Important	Less Important	Not Important
a. Don't have time for performing the role	a.	1	2	3	4	5
b. Don't see the role as appropriate for chairperson	b.	1	2	3	4	5
c. Don't think faculty will accept me in that role	c.	1	2	3	4	5
d. Need more institutional support for the role	c.	1	2	3	4	5
e. Think faculty should be able to help themselves	e.	1	2	3	4	5

f. Other _____

9. Overall, how often do you perform a faculty development role in your job as department chairperson?

Daily	Weekly	Monthly	Quarterly	Annually
1	2	3	4	5

10. How do you perceive the overall importance of the faculty development role of department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
1	2	3	4	5

BACKGROUND INFORMATION

11. What is your current title _____

12. How many years have you served... (*write a number in each blank*).

____ as a faculty member *before* becoming an administrator
 ____ in your present position

13. How large is your department?

a. 5-10 faculty members	c. 21-30 faculty members
b. 11-20 faculty members	d. more than 30 faculty member

14. In what college is your department?

a. Arts and Sciences	e. Fine Arts
b. Business	f. Health and Human Services
c. Education	g. Other _____
d. Engineering	

15. When you began your academic career, did you plan to be an administrator?
 (*Circle one choice*)

a. Always planned to be and pursued as an ultimate goal.
b. Always a possibility, but not actively pursued.
c. Never considered it until I took my first administrative position.

16. What do you see as your next career goal? (*Circle one choice*)

a. Stay in same position.	d. Move to higher position.
b. Return to faculty.	e. Retire.
c. Move to similar position.	f. Other _____

17. What training did you receive when you entered the chairperson position?

a. University orientation	c. On-the-job training
b. Training by previous chairperson	d. Other _____

INSTRUMENT EVALUATION FORM

Please evaluate each item of the instrument. You may also write directly on the instrument.

Question 1

- A. Do you consider the clarity of this item: ☐ good
☐ acceptable
☐ not acceptable
- B. If you consider the clarity not acceptable, please suggest an alternative.
- C. Do you consider this item: ☐ essential
☐ important, but not essential
☐ not important
- D. If you consider this item not important, please suggest an alternative.

Question 2

- A. Do you consider the clarity of this item: ☐ good
☐ acceptable
☐ not acceptable
- B. If you consider the clarity not acceptable, please suggest an alternative.
- C. Do you consider this item: ☐ essential
☐ important, but not essential
☐ not important
- D. If you consider this item not important, please suggest an alternative.

Question 3

- A. Do you consider the clarity of this item: ☐ good
☐ acceptable
☐ not acceptable
- B. If you consider the clarity not acceptable, please suggest an alternative.

- C. Do you consider this item: ☐ essential
 ☐ important, but not essential
 ☐ not important

Question 3 (continued)

- D. If you consider this item not important, please suggest an alternative.

Question 4

- A. Do you consider the clarity of this item: ☐ good
 ☐ acceptable
 ☐ not acceptable
- B. If you consider the clarity not acceptable, please suggest an alternative.

- C. Do you consider this item: ☐ essential
 ☐ important, but not essential
 ☐ not important

- D. If you consider this item not important, please suggest an alternative.

Question 5

- A. Do you consider the clarity of this item: ☐ good
 ☐ acceptable
 ☐ not acceptable
- B. If you consider the clarity not acceptable, please suggest an alternative.

- C. Do you consider this item: ☐ essential
 ☐ important, but not essential
 ☐ not important

- D. If you consider this item not important, please suggest an alternative.

A. Do you consider the clarity of this item: ___ good
 ___ acceptable
 ___ not acceptable

B. If you consider the clarity not acceptable, please suggest an alternative.

C. Do you consider this item: ___ essential
 ___ important, but not essential
 ___ not important

Question 6 (continued)

D. If you consider this item not important, please suggest an alternative.

Question 7

A. Do you consider the clarity of this item: ___ good
 ___ acceptable
 ___ not acceptable

B. If you consider the clarity not acceptable, please suggest an alternative.

C. Do you consider this item: ___ essential
 ___ important, but not essential
 ___ not important

D. If you consider this item not important, please suggest an alternative.

Question 8

A. Do you consider the clarity of this item: ___ good
 ___ acceptable
 ___ not acceptable

B. If you consider the clarity not acceptable, please suggest an alternative.

C. Do you consider this item: ___ essential
 ___ important, but not essential
 ___ not important

D. If you consider this item not important, please suggest an alternative.

Question 9

A. Do you consider the clarity of this item: ___ good
 ___ acceptable
 ___ not acceptable

B. If you consider the clarity not acceptable, please suggest an alternative.

C. Do you consider this item: ___ essential
 ___ important, but not essential
 ___ not important

Question 9 (continued)

D. If you consider this item not important, please suggest an alternative.

Question 10

A. Do you consider the clarity of this item: ___ good
 ___ acceptable
 ___ not acceptable

B. If you consider the clarity not acceptable, please suggest an alternative.

C. Do you consider this item: ___ essential
 ___ important, but not essential
 ___ not important

D. If you consider this item not important, please suggest an alternative.

Background Information Questions 11-17

A. Do you consider the clarity of these items: ___ good
 ___ acceptable
 ___ not acceptable

B. If you consider any items not clear, please indicate which items and suggest alternatives for improved clarity.

- C. Do you consider these items: ☐ essential
 ☐ important, but not essential
 ☐ not important
- D. If you consider any background items not important, please indicate which items are not important and suggest alternatives.

Appendix D
Letter of Request to Pilot Study Members

July 17, 1990

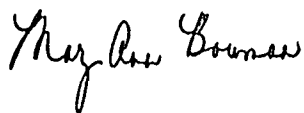
Dear Dr.:

Because of your experience as a chairperson, we would like you to be part of the pilot study to review the instrumentation for Ms. Bowman's doctoral dissertation research in the Educational Leadership Department. By reviewing the materials, you can help make an important contribution to our knowledge about the professional development of chairpersons and the chairperson's role in faculty development.

Participating in the pilot study will not take much time, since the draft instrument has only 17 questions and is just four pages long. For a better understanding of your reactions to the questions, we would like you to complete the instrument in Ms. Bowman's presence and give her your immediate feedback while doing so.

Ms. Bowman will call you Monday, July 23, to determine your willingness to participate and to schedule a meeting with you within the next two weeks, if at all possible. Your cooperation in this research would be greatly appreciated.

Sincerely,



Mary Ann Bowman
Doctoral Candidate



Mary Anne Bunda
Dissertation Advisor

Appendix E
Instrument Submitted to Pilot Study Members

SURVEY OF CHAIRPERSON DEVELOPMENT

This survey explores the administrative training and development activities (i.e., activities for one's growth and development *as an administrator*) of academic department chairpersons. Your name and responses will remain confidential. Please return your completed survey as soon as possible in the pre-addressed, stamped envelope provided. Your personal experiences and views are important to this study, as are any comments you may wish to add to your responses.

1. How do you perceive the overall importance of administrative development for department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
1	2	3	4	5

2. In how many of each of these administrative development activities did you participate from June 1989 to June 1990? *(Please indicate number for each category.)*
- | | |
|---|-----------------------------------|
| ___ National institutes | ___ Seminars, workshops away from |
| ___ Annual national association conventions | institution |
| ___ Annual administrative conferences | ___ In-house seminars, workshops |
| ___ Academic courses | Other _____ |

3. Since you became a chairperson, how would you describe your history of participation in administrative development activities?

Extremely Active	Very Active	Moderately Active	Less Active	Not Active
1	2	3	4	5

4. If your answer to question 3 indicates you have *not* been very actively involved in development activities (response 3, 4, or 5 above), please indicate the importance of your reasons below. If you were actively involved, please skip questions 4 and 5.

Reason for Less Active Involvement	Critically Important	Very Important	Important	Less Important	Not Important
---------------------------------------	-------------------------	-------------------	-----------	-------------------	------------------

a. Demands of job	1	2	3	4	5
b. Time away from family	1	2	3	4	5
c. Cost of program	1	2	3	4	5
d. Accessibility of program	1	2	3	4	5
e. Lack of institutional support	1	2	3	4	5
f. Lack of benefit to me	1	2	3	4	4
g. Lack of interest	1	2	3	4	5

h. Other _____

5. If your response to question 4 indicates that either lack of benefit or lack of interest is an important reason for not pursuing an activity, please explain.

6. What do you perceive as the level of importance of the following possible benefits from participation in administrative development activities?

Benefit of Participation	Critically Important	Very Important	Important	Less Important	Not Important
a. Increased administrative skills/knowledge	1	2	3	4	5
b. Increased administrative competence	1	2	3	4	5
c. Development of contacts for problem solving	1	2	3	4	5
d. Cultivation of career advancement contacts	1	2	3	4	5
e. Increased chances for promotion in my institution	1	2	3	4	5
f. Increased chances for advancement elsewhere	1	2	3	4	5
g. Investigation of higher education issues	1	2	3	4	5
h. Meeting with higher education experts, leaders	1	2	3	4	5
i. Other _____					

7. Please indicate how frequently between June 1989 and June 1990 you performed each of the following faculty development roles:

Faculty Development Role	Weekly	Monthly	Quarterly	Annually	Never
a. Assisting faculty in obtaining resources	1	2	3	4	5
b. Improving faculty research performance	1	2	3	4	5
c. Improving faculty teaching performance	1	2	3	4	5
d. Helping new faculty get started	1	2	3	4	5
e. Advising faculty with personal problems	1	2	3	4	5
f. Assisting non-productive faculty	1	2	3	4	5
g. Assisting negative faculty to become better team players	1	2	3	4	5
h. Assisting faculty with time management or other organizational problems	1	2	3	4	5
i. Other _____					

8. For those faculty development roles that you performed less often (quarterly or less), please indicate the importance of each of the following reasons:

Reason Role Performed Less Often	Critically Important	Very Important	Important	Less Important	Not Important
a. Don't have time for performing the role	1	2	3	4	5
b. Don't see the role as appropriate for chairperson	1	2	3	4	5
c. Don't think faculty will accept me in that role	1	2	3	4	5
d. Need more institutional support for the role	1	2	3	4	5
e. Think faculty should be able to help themselves	1	2	3	4	5
f. Other _____					

9. Overall, how often do you perform a faculty development role in your job as department chairperson?

Daily	Weekly	Monthly	Quarterly	Annually
1	2	3	4	5

10. How do you perceive the overall importance of the faculty development role performed by department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
1	2	3	4	5

BACKGROUND INFORMATION

11. What is your current title _____
12. How many years have you served... (*write a number in each blank*).
 ____ as a faculty member *before* becoming an administrator
 ____ in your present position
13. How large is your department?
 1. 1-4 faculty members 4. 21-30 faculty members
 2. 5-10 faculty members 5. more than 30 faculty member
 3. 11-20 faculty members
14. Which of the following categories of colleges is most like yours?
 1. Arts and Sciences 5. Fine Arts
 2. Business 6. Health and Human Services
 3. Education 7. Other _____
 4. Engineering
15. When you began your academic career, did you plan to be an administrator?
 (*Circle one choice*)
 1. Always planned to be and pursued as an ultimate goal.
 2. Always a possibility, but not actively pursued.
 3. Never considered it until I took my first administrative position.
16. What do you see as your next career goal? (*Circle one choice*)
 1. Stay in same position. 4. Move to higher position.
 2. Return to faculty. 5. Retire.
 3. Move to similar position. 6. Other _____
17. What training did you receive when you entered the chairperson position?
 1. University orientation 3. On-the-job training
 2. Training by previous chairperson 4. Other _____

Appendix F
Cover Letter and Field Test Instrument

August 20, 1990

«Courtesy Title» «FName» «LName», «Job Title»
«Department»
«University»
«City», «State» «Zip»

Dear «Courtesy Title» «LName»:

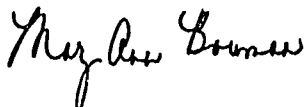
Your response to the enclosed survey will make an important contribution to our knowledge regarding the professional development of chairpersons and the chairperson's role in faculty development. This research addresses only the administrative role of academic chairpersons, not the teaching or research aspects of chairpersons' responsibilities.

Completing the survey should take no more than 15 minutes of your time, and your cooperation will help ensure the success of this work. Your responses will be used for research purposes only and will be treated in a manner ensuring complete anonymity and confidentiality. Questionnaires are numbered for follow-up purposes only.

Please answer all questions as completely as possible and return the survey in the enclosed postage-paid envelope. If you wish to receive a summary of the results of this research, simply indicate this on the separate postcard. To preserve the anonymity of your responses, be sure to mail the postcard separately from the survey.

Your cooperation and assistance in providing this information will be greatly appreciated. Of course, a timely response will be helpful as well. If you have any questions regarding the survey, you may use your BITNET or EduNet connection to reach me at electronic mail address Bowman2@gw.wmich.edu or telephone at 616/345-2740.

Sincerely,



Mary Ann Bowman
Doctoral Candidate



Mary Anne Bunda, Ph.D.
Professor

Data Manage-
ment Number

SURVEY OF CHAIRPERSON DEVELOPMENT

This survey explores the administrative training and development activities (i.e., activities for one's growth and development *as an administrator*) of academic department chairpersons. Your name and responses will remain confidential. Please return your completed survey as soon as possible in the pre-addressed, stamped envelope provided. Your personal experiences and views are important to this study, as are any comments you may wish to add to your responses.

1. How do you perceive the overall importance of administrative development for department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
5	4	3	2	1

2. In how many of each of these formal administrative development activities did you participate from June 1989 to June 1990? (Please indicate number for each category.)

<input type="checkbox"/> Annual meetings of administrative subgroups of national professional organizations <input type="checkbox"/> National administrative conferences <input type="checkbox"/> Regional administrative conferences <input type="checkbox"/> Seminars, workshops away from institution	<input type="checkbox"/> Seminars, workshops in-house <input type="checkbox"/> Academic courses Other _____
---	---

3. Since you became a chairperson, how would you describe your history of participation in administrative development activities?

Extremely Active	Very Active	Moderately Active	Less Active	Not Active
5	4	3	2	1

4. If your answer to Question 3 indicates you have *not* been very actively involved in development activities (response 3, 4, or 5 above), please indicate the importance of your reasons below. If you were actively involved, please skip Question 4.

Reason for Less Active Involvement	Critically Important	Very Important	Important	Less Important	Not Important
a. Demands of job	5	4	3	2	1
b. Time away from family	5	4	3	2	1
c. Cost of program	5	4	3	2	1
d. Accessibility of program	5	4	3	2	1
e. Lack of institutional support	5	4	3	2	1
f. Lack of benefit to me	5	4	3	2	1
g. Lack of interest	5	4	3	2	1

h. Other _____

5. What do you perceive as the level of importance of the following possible benefits from participation in administrative development activities?

Benefit of Participation	Critically Important	Very Important	Important	Less Important	Not Important
a. Increased administrative skills/knowledge	5	4	3	2	1
b. Increased administrative competence	5	4	3	2	1
c. Development of contacts for problem-solving ideas	5	4	3	2	1
d. Cultivation of career advancement contacts	5	4	3	2	1
e. Increased chances for promotion in my institution	5	4	3	2	1
f. Increased chances for advancement elsewhere	5	4	3	2	1
g. Investigation of higher education issues	5	4	3	2	1
h. Meeting with higher education experts and leaders	5	4	3	2	1
i. Other _____					

6. How do you perceive the overall importance of the faculty development role performed by department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
5	4	3	2	1

7. Overall, how often do you perform a faculty development role in your job as department chairperson?

Daily	Once a week	1 or 2 times a month	3 or 4 times a year	Once a year
5	4	3	2	1

8. Please indicate how frequently between June 1989 and June 1990 you performed each of the following faculty development roles:

Faculty Development Role	Once a week	1 or 2 times a month	3 or 4 times a year	Once a year	Never
a. Assisting faculty in obtaining resources	5	4	3	2	1
b. Improving faculty research performance	5	4	3	2	1
c. Improving faculty teaching performance	5	4	3	2	1
d. Helping new faculty get started	5	4	3	2	1
e. Advising faculty with personal problems	5	4	3	2	1
f. Assisting non-productive faculty	5	4	3	2	1
g. Assisting negative faculty to become better team players	5	4	3	2	1
h. Assisting faculty with time management or other organizational problems	5	4	3	2	1

i. Other _____

9. Thinking generally about faculty development roles you performed less often, how important are the following reasons in influencing less frequent performance?

Reason Role Performed Less Often	Critically Important	Very Important	Important	Less Important	Not Important
a. Don't have time for performing the role	5	4	3	2	1
b. Don't see the role as appropriate for chairperson	5	4	3	2	1
c. Don't think faculty will accept me in that role	5	4	3	2	1
d. Need more institutional support for the role	5	4	3	2	1
e. Think faculty should be able to help themselves	5	4	3	2	1

f. Other _____

BACKGROUND INFORMATION

10. What is your job title?
 1. chairperson 3. chair 5. Other _____
 2. chairman 4. head
11. How many years have you served... (*write a number in each blank*).
 _____ as a faculty member *before* becoming an administrator
 _____ in another administrative position in an academic institution
 _____ in your present position as head of an academic department
12. How large is your department? (*Circle one option in each column*)
- | <i>Full-time Faculty</i> | <i>Part-time Faculty and Graduate Assistants</i> |
|---------------------------------|--|
| 1. 1-4 faculty members | 1. 1-4 individuals |
| 2. 5-10 faculty members | 2. 5-10 individuals |
| 3. 11-20 faculty members | 3. 11-20 individuals |
| 4. 21-30 faculty members | 4. 21-30 individuals |
| 5. more than 30 faculty members | 5. more than 30 individuals |
13. Which of the following categories of colleges is most like yours?
 1. Arts and Sciences 4. Engineering 7. Other _____
 2. Business 5. Fine Arts
 3. Education 6. Health and Human Services
14. When you began your academic career, did you plan to be an administrator? (*Circle one option*)
 1. Always planned to be and pursued as an ultimate goal.
 2. Always a possibility, but not actively pursued.
 3. Never considered it until I took my first administrative position.
15. What do you see as your next career goal? (*Circle one option*)
 1. Stay in same position. 4. Move to higher position.
 2. Return to faculty. 5. Retire.
 3. Move to similar position. 6. Other _____
16. What training did you receive when you entered the chairperson position?
 1. University orientation 3. On-the-job training (learning by doing)
 2. Training by previous chairperson 4. Other _____
17. Please use this space to write your observations and comments regarding serving as a chairperson.

Appendix G
Cover Letter and Final Form of Instrument

October 15, 1990

«Courtesy Title» «FName» «LName», «Job Title»
«Department»
«University»
«City», «State» «Zip»

Dear «Courtesy Title» «LName»:

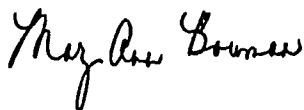
Your response to the enclosed survey will make an important contribution to our knowledge regarding the professional development of chairpersons and the chairperson's role in faculty development. This research addresses only the administrative role of academic chairpersons, not the teaching or research aspects of chairpersons' responsibilities.

Completing the survey should take no more than 15 minutes of your time, and your cooperation will help ensure the success of this work. Your responses will be used for research purposes only and will be treated in a manner ensuring complete anonymity and confidentiality. Questionnaires are numbered for follow-up purposes only.

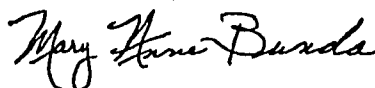
Please answer all questions as completely as possible and return the survey in the enclosed postage-paid envelope. If you wish to receive a summary of the results of this research, simply indicate this on the separate postcard. To preserve the anonymity of your responses, be sure to mail the postcard separately from the survey.

Your cooperation and assistance in providing this information will be greatly appreciated. Of course, a timely response will be helpful as well. If you have any questions regarding the survey, you may use your BITNET or EduNet connection to reach me at electronic mail address Bowman2@gw.wmich.edu or telephone at 616/345-2740.

Sincerely,



Mary Ann Bowman
Doctoral Candidate



Mary Anne Bunda, Ph.D.
Professor
Department of Educational Leadership

Data Manage-
ment Number

SURVEY OF CHAIRPERSON DEVELOPMENT

This survey explores the administrative training and development activities (i.e., **activities for one's growth and development as an administrator**) of academic department chairpersons. Your name and responses will remain confidential. Please return your completed survey as soon as possible in the pre-addressed, stamped envelope provided. Your personal experiences and views are important to this study, as are any comments you may wish to add to your responses.

1. How do you perceive the overall importance of administrative development for department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
5	4	3	2	1

2. In how many of each of these formal administrative development activities did you participate from June 1989 to June 1990? *(Please indicate number for each category)*
- a. ____ Administrative subgroups of national professional organizations' annual meetings
 - b. ____ National administrative conferences
 - c. ____ Regional administrative conferences
 - d. ____ Seminars or workshops away from institution
 - e. ____ Seminars or workshops in-house
 - f. ____ Academic courses in administrative topics
 - g. Other _____

3. Since you became a chairperson, how would you describe your history of participation in administrative development activities?

Extremely Active	Very Active	Moderately Active	Less Active	Not Active
5	4	3	2	1

4. Thinking generally about your involvement in administrative development, how important have the following factors been in preventing more active participation?

Factors Preventing Participation	Critically Important	Very Important	Important	Less Important	Not Important
a. Demands of job	5	4	3	2	1
b. Time away from family	5	4	3	2	1
c. Cost of program	5	4	3	2	1
d. Accessibility of program	5	4	3	2	1
e. Lack of institutional support	5	4	3	2	1
f. Lack of benefit to me	5	4	3	2	1
g. Lack of interest	5	4	3	2	1

h. Other _____

5. What do you perceive as the level of importance of the following possible benefits from participation in administrative development activities?

Benefit of Participation	Critically Important	Very Important	Important	Less Important	Not Important
a. Increased administrative skills/knowledge	5	4	3	2	1
b. Increased administrative competence	5	4	3	2	1
c. Development of contacts for problem-solving ideas	5	4	3	2	1
d. Cultivation of career advancement contacts	5	4	3	2	1
e. Increased chances for promotion in my institution	5	4	3	2	1
f. Increased chances for advancement elsewhere	5	4	3	2	1
g. Investigation of higher education issues	5	4	3	2	1
h. Meeting with higher education experts and leaders	5	4	3	2	1

i. Other _____

6. How do you perceive the overall importance of the faculty development role performed by department chairpersons?

Critically Important	Very Important	Important	Less Important	Not Important
5	4	3	2	1

7. Overall, what percentage of your time do you spend performing various faculty development roles in your job as department chairperson?

20%	15%	10%	5%	Less than 5%
5	4	3	2	1

8. Please indicate how frequently between June 1989 and June 1990 you performed each of the following faculty development roles:

Faculty Development Role	Once a week	1 or 2 times a month	3 or 4 times a year	Once a year	Never
a. Assisting faculty in obtaining resources	5	4	3	2	1
b. Improving faculty research performance	5	4	3	2	1
c. Improving faculty teaching performance	5	4	3	2	1
d. Helping new faculty get started	5	4	3	2	1
e. Advising faculty with personal problems	5	4	3	2	1
f. Assisting non-productive faculty	5	4	3	2	1
g. Assisting negative faculty to become better team players	5	4	3	2	1
h. Assisting faculty with time management or other organizational problems	5	4	3	2	1

i. Other _____

9. Thinking generally about reasons for infrequent performance of faculty development roles, how important are the following reasons in influencing frequency of performance?

Reasons Influencing Frequency	Critically Important	Very Important	Important	Less Important	Not Important
a. Don't have time for performing the role	5	4	3	2	1
b. Don't see the role as appropriate for chairperson	5	4	3	2	1
c. Don't think faculty will accept me in that role	5	4	3	2	1
d. Need more institutional support for the role	5	4	3	2	1
e. Think faculty should be able to help themselves	5	4	3	2	1

f. Other _____

BACKGROUND INFORMATION

10. What is your job title?
 1. chairperson 3. chair 5. Other _____
 2. chairman 4. head
11. How many years have you served... (*write a number in each blank*).
 - _____ as a faculty member *before* becoming an administrator
 - _____ in another administrative position in an academic institution
 - _____ in your present position as head of an academic department
12. How many **full-time faculty** are in your department?
 1. 1-4 faculty members
 2. 5-10 faculty members
 3. 11-20 individuals
 4. 21-30 faculty members
 5. more than 30 faculty members
13. How many **part-time faculty and graduate assistants** are in your department?
 1. 1-4 individuals
 2. 5-10 individuals
 3. 11-20 faculty members
 4. 21-30 individuals
 5. more than 30 individuals
14. Which of the following categories of colleges is most like yours?
 1. Arts and Sciences 5. Fine Arts
 2. Business 6. Health and Human Services
 3. Education 7. Other _____
 4. Engineering
15. When you began your academic career, did you plan to be an administrator? (*Circle one option*)
 1. Always planned to be and pursued as an ultimate goal.
 2. Always a possibility, but not actively pursued.
 3. Never considered it until I took my first administrative position.
16. What do you see as your next career goal? (*Circle one option*)
 1. Stay in same position 4. Move to higher position
 2. Return to faculty 5. Retire
 3. Move to similar position 6. Other _____
17. What training did you receive when you entered the chairperson position? (*Circle all that apply*)
 1. University orientation 3. On-the-job training (learning by doing)
 2. Training by previous chairperson 4. Other _____
18. Please use this space to write your observations regarding serving as a chairperson.

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