

AN EXPLORATORY STUDY OF THE ROLE OF THE ACADEMIC  
DEANSHIP POSITION IN CATHOLIC LIBERAL ARTS  
COLLEGES FOR WOMEN IN PENNSYLVANIA

by Ann Marie Greco'

Thesis presented to the Faculty of  
Education of the University of Ottawa  
as partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy



Ottawa, Canada, 1972

UMI Number: DC53317

### INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

**UMI<sup>®</sup>**

---

UMI Microform DC53317  
Copyright 2011 by ProQuest LLC  
All rights reserved. This microform edition is protected against  
unauthorized copying under Title 17, United States Code.

---

ProQuest LLC  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106-1346

## ACKNOWLEDGEMENTS

This thesis was prepared under the supervision of Professor Virginia M. Keith, Ph.D., of the Faculty of Education, whom the author wishes to especially thank for her encouragement and wise counsel.

The writer also wishes to express her thanks to members of her advisory committee, Dean Lionel P. Desjarlais, Ph.D., and Professor Mary T. Mulcahy, Ph.D., for their invaluable suggestions and continued interest.

To the participants in this study, the presidents and academic deans who gave so willingly of their time and advice during the initial stages of this research, and to the department chairmen and faculty who found time in their busy schedules to cooperate in this study, the author wishes to express her sincere appreciation.

The writer also thanks Mr. Michael McKay for his help with analysis of data programming.

## CURRICULUM STUDIORUM

Ann Marie Greco was born November 25, 1925, in Old Forge, Pennsylvania. She received her Bachelor of Arts degree in Social Studies and English from Marywood College, Scranton, Pennsylvania in 1954. She received the Master of Arts degree in Guidance and Higher Education from The Catholic University of America, Washington, D. C., in 1956. The title of her thesis was A Follow-up Study of Graduates of the College of Arts and Sciences of The Catholic University of America, 1933-1952 Inclusive.

## TABLE OF CONTENTS

| Chapter  | page |
|--|------|
| INTRODUCTION . . . . .   | ix   |
| I.- REVIEW OF THE LITERATURE . . . . .   | 1    |
| 1. Role Theory   | 1    |
| 2. Literature on the Academic Deanship Position  | 19   |
| 3. Statement of the Problem  | 51   |
| II.- RESEARCH DESIGN . . . . .   | 53   |
| 1. Role Theory Model   | 53   |
| 2. Hypotheses  | 58   |
| 3. The Population of the Study   | 62   |
| 4. Development and Validation of Role<br>Definition Inventory  | 63   |
| 5. Methodological Procedures   | 66   |
| 6. Analysis of Data Procedures   | 69   |
| III.- PRESENTATION AND ANALYSIS OF RESULTS . . . . .   | 73   |
| 1. Personal and Professional Characteristics<br>of Participating Deans   | 74   |
| 2. Ideal Expectations of Respondents concern-<br>ing Qualifications for the Role of the<br>Deanship Position                         | 82   |
| 3. Actual and Ideal Expectations of Respondents<br>concerning Functions and Responsibilities<br>of the Role of the Deanship Position | 107  |
| SUMMARY AND CONCLUSIONS . . . . .  | 167  |
| BIBLIOGRAPHY . . . . .   | 180  |
| <br>Appendix   |      |
| 1. PRELIMINARY LETTER TO COLLEGE PRESIDENTS . . . . .  | 192  |
| 2. COVER LETTER TO PRESIDENTS AND DEANS . . . . .  | 194  |
| 3. COVER LETTER TO CHAIRMEN AND FACULTY . . . . .  | 196  |
| 4. GENERAL INSTITUTIONAL INFORMATION SHEET SENT TO<br>PRESIDENTS . . . . .   | 198  |
| 5. FACULTY PERSONAL AND PROFESSIONAL DATA SHEET . . . . .  | 200  |

TABLE OF CONTENTS

v

| Appendix  | page |
|---|------|
| 6. QUESTIONNAIRE FOR ACADEMIC DEANS . . . . .   | 202  |
| 7. ACADEMIC DEANSHIP ROLE INVENTORY . . . . .   | 208  |
| 8. FOLLOW-UP LETTER TO CHAIRMEN AND FACULTY . . . . .   | 226  |
| 9. SECOND FOLLOW-UP LETTER TO CHAIRMEN AND FACULTY  | 228  |
| 10. RESPONSES TO QUESTIONS CONCERNING THE ACADEMIC<br>DEANSHIP ROLE INVENTORY . . . . .   | 230  |
| 11. PERCENTAGE DISTRIBUTION OF RESPONSES TO PART I:<br>QUALIFICATIONS AND PART II: FUNCTIONS . . . . .  | 235  |
| 12. ABSTRACT OF <u>An Exploratory Study of the Role of<br/>the Academic Deanship Position in<br/>Catholic Liberal Arts Colleges for<br/>Women in Pennsylvania</u> . . . . . | 274  |

## LIST OF TABLES

| Table  | page |
|--|------|
| I.- Classification of Responses According to<br>Consensus on Cluster Group 1: Personal<br>Qualifications . . . . .                 | 85   |
| II.- Classification of Responses According to<br>Consensus on Cluster Group 2: Educational<br>Requirements . . . . .               | 88   |
| III.- Classification of Responses According to<br>Consensus on Cluster Group 3: Educational<br>Philosophy . . . . .                | 91   |
| IV.- Classification of Responses According to<br>Consensus on Cluster Group 4: Experience .  | 93   |
| V.- Classification of Responses According to<br>Consensus on Cluster Group 5: Interpersonal<br>Skills . . . . .                    | 95   |
| VI.- Classification of Responses According to<br>Consensus on Cluster Group 6: Participation<br>in Outside Community . . . . .     | 98   |
| VII.- Classification of Responses According to<br>Consensus on Cluster Group 7: Professional<br>Interests . . . . .                | 100  |
| VIII.- Percentage Distribution of Responses to<br>Functions Concerning Faculty Recruitment<br>and Promotional Activities . . . . . | 112  |
| IX.- Percentage Distribution of Responses to<br>Functions Concerning Budget and Physical<br>Facilities . . . . .                   | 121  |
| X.- Percentage Distribution of Responses to<br>Functions Concerning Educational Program . .  | 125  |
| XI.- Percentage Distribution of Responses to<br>Functions Concerning Faculty Schedules . . .                                       | 134  |
| XII.- Percentage Distribution of Responses to<br>Functions Concerning Faculty Needs and<br>Professional Development . . . . .      | 138  |

LIST OF TABLES

vii

| Table   | page |
|---|------|
| XIII.- Percentage Distribution of Responses to<br>Functions Concerning General Administrative<br>Activities . . . . . | 142  |
| XIV.- Percentage Distribution of Responses to<br>Functions Concerning Student Activities . .                          | 146  |
| XV.- Percentage Distribution of Responses to<br>Functions Concerning Educational Policy<br>Activities . . . . .       | 151  |

LIST OF FIGURES

| Figure                         | Page |
|--------------------------------|------|
| 1. Role Theory Model . . . . . | 55   |

## INTRODUCTION

While considerable writing and research have been done on certain aspects of American higher education, very little attention has been given to administrative roles, particularly that of the academic deanship position. The limited number of studies and articles specifically related to the academic deanship position clearly reveals a lack of definitiveness of the role in both its organization and the functions proper to it. The literature makes constant reference to the complexity and ambiguity associated with the dean's role and stresses the conflict arising from this situation.

A major assumption implicit in the research on the deanship role is that lack of a concise definition of the role subverts the efforts and potentiality not only of deans, but of other academic officers and faculty as well, for accomplishment in higher education. Both literary articles and empirical studies point out that a more effective analysis of the deanship role would be profitable for both the dean and other administrators and faculty within the college organization.

Although researchers in higher education reject the notion that the role of the academic deanship position should be excessively standardized, they generally agree, however,

that a concise definition of authority, duties, and responsibilities is necessary before deans can realize their full potential for accomplishment in higher education.

In the studies reported on the deanship role, little or no attention has been given to a theoretical definition of the role. Generally, the role is defined by the occupant of the position, that is, the academic dean. In role theory, the role associated with any given position is defined by expectations held by the person occupying the position and expectations held by reference groups within the same social situation.

The basic assumption of this study, stemming directly from an assumption made by Gould<sup>1</sup> in his study of the academic deanship, is that lack of definitiveness which presently characterizes the role of the academic deanship position is the result of misunderstanding and disagreement on role expectations, not only by the dean, but by higher administrative officers and faculty as well. This study attempts to answer the question: What is the consensus on expectations among deans, presidents, department chairmen, and faculty concerning what are and what should be the proper qualifications for and functions of the role of the academic deanship position?

---

<sup>1</sup> John Wesley Gould, The Academic Deanship, New York, Bureau of Publications, Teachers' College, Columbia University, 1964, p. 101.

Involved in many of the formulations of role concept, according to Gross, Mason, and McEachern, is the assumption that consensus exists on expectations, that is, that there is a clearly defined and agreed upon set of expectations associated with a position.<sup>2</sup> The authors maintain that the empirical complexities of degrees of consensus on role definition make this assumption suspect. This suggests that the conditions under which expectations are learned or taught and who defines them may be quite variable.<sup>3</sup> The authors advance the assumption that the extent to which there is consensus on role definition may be an important dimension affecting the functioning of social systems and, in addition, the degree of consensus among significant role definers, as perceived by the occupant of the position, may be an important variable affecting his behavior.<sup>4</sup>

The primary purpose of this study is to show, within the framework of Brookover's role theory,<sup>5</sup> described in chapter one, the extent of consensus on role expectations of the

---

2 Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, New York, Wiley, 1958, p. 21.

3 Ibid., p. 320-321.

4 Ibid., p. 5.

5 W. B. Brookover, "Research on Teacher and Administrator Roles", The Journal of Educational Sociology, Vol. 29, No. 1, Sept. 1955, p. 2-13.

academic deanship position with a view to obtaining a basis for role definition. No attempt is made to account for the reasons why differences in consensus exist but rather there is an attempt to describe consensus on expectations quantitatively and in terms of direction, either positive or negative which may range from complete agreement to disagreement.

In this study expectations which are evaluative standards applied to the deanship position are studied in terms of expectations with respect to qualifications for and functions of the position.

Because of the diversity of American higher educational institutions, this study is limited to Catholic liberal arts colleges for women in the state of Pennsylvania in order to provide some degree of homogeneity with respect to philosophy and aims, organizational structure, and course of instruction.

Since this study focuses on the role of the academic deanship position, more precise definition of the deanship is necessary because there are all kinds of deans in the academic world, such as deans of faculty, deans of admissions, deans of women, and so on. The academic dean in this study is the major dean of an individual four-year liberal arts college who usually holds the title Dean of the College and has been delegated considerable responsibility for the development and direction of the academic program of the college.

Role definers in this study are limited to four intraorganizational groups which include the academic deans and three major reference groups with whom the dean interacts almost daily and who in turn, shape and affect the role of the dean. The three major reference groups include presidents, department chairmen, and full-time teaching faculty. Only faculty above the rank of lecturer are included since lecturers are considered part-time faculty by the Colleges in this study.

In summary, this study describes and analyzes, within the context of role theory, 1) the areas and extent of consensus among academic deans and the three reference groups on the normative or ideal expectations they hold for the role of the academic deanship position, and 2) the areas and extent of consensus among academic deans and the three reference groups on the actual perceived behavior of the academic deans in performance of the role. Finally, a comparison is made between the actual and ideal expectations for the role of the academic deanship position.

The purpose of this study is twofold: 1) to identify areas where consensus exists with a view to providing a theoretical basis for role definition; and 2) to identify areas where disagreement is generated with a view to modification of these areas by those concerned in the colleges studied which may contribute to a more concise definition

of role.

Chapter one presents a review of the pertinent literature on role theory and refers to studies employing the concepts and structure of role theory, and studies of the academic deanship. The chapter concludes with the statement of the problem. The research design is presented in chapter two. It describes the conceptual role theory model utilized for the study of the deanship role together with the hypotheses deriving from the model. Also included in this chapter is a description of the sample, the inventory used to obtain data, and the methodological and data analysis procedures. In chapter three the results are summarized and analyzed. Finally, a summary of findings and their implications is presented and conclusions are formulated.

## CHAPTER I

### REVIEW OF THE LITERATURE

This chapter is divided into three sections. The first section presents fundamental theoretical conceptualizations of role and role related concepts with the objective of developing a role theory model as a conceptual frame of reference for viewing the role of the academic deanship position in higher education. Literature on the deanship role is presented in section two. Both authoritative opinion articles and empirical studies are reviewed. In addition to providing background on the relevant problems of the deanship position, this section also identifies expectations for the deanship role and establishes a foundation for relationships and comparisons with the data of this study. The last section presents the statement of the problem.

#### 1. Role Theory.

The importance of role theory lies in the fact that it provides a meaningful framework for the study of behavior of individuals in a social system in terms of expectations associated with the position they occupy in that system.

Role theory is, in a sense, an interdisciplinary theory, according to Sarbin,<sup>1</sup> in that its variables are drawn from studies of culture (role), society (position or status), and personality (self).

Among the forerunners of role theory are the late nineteenth century psychologists and social philosophers William James, G. Stanley Hall, James Baldwin, and John Dewey. In the first decade of the twentieth century further contributions were made by sociologists and anthropologists of whom representatives are Charles H. Cooley, W. G. Sumner, and E. A. Ross.

Although contemporary interest in role phenomena has historical roots in the work of these authors, a systematic study of role theory did not emerge until the 1930's. In a study of the nature and history of role theory, Biddle and Thomas explained that:

... the 1930's mark <sup>the</sup> the beginning of contemporary role study inasmuch as it was during these years that a technical role language was first apparent and that systematic study of role phenomena was begun.<sup>2</sup>

---

1 Theodore R. Sarbin, "Role Theory", Handbook of Social Psychology, Vol. I, Gardiner Lindzey, Ed., Mass., Addison-Wesley Publishing Co., 1954, p. 223.

2 Bruce J. Biddle and Edwin J. Thomas, Eds., Role Theory: Concepts and Research, New York, Wiley, 1966, p. 7.

One of the problems central to the conceptualization of role and role related concepts, however, was lack of precise definition. In an extensive survey of the literature in which role concept was used, Neiman and Hughes concluded that:

The concept role is at present still rather vague, nebulous, and non-definitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus.<sup>3</sup>

Similarly, Thomas and Biddle in an analysis of the classificatory concepts of role theory pertaining to behavior, observed that in many cases the same phenomena were frequently given different names:

The concepts of "performance" and "role performance" are the most common terms used for [...] partitioning of behavior, but "role enactment", "role behavior", and "behavior pattern" are also employed in this sense. Most of these terms pertain to overt action [...]. There are many terms used in role theory that apply to prescriptive behavior. The term "role" itself is often used prescriptively, as referring to behaviors that somehow "ought to" or "should" be performed; and "expectations", "role expectations", "standards", "norms", and "rules" are others. Most writers have failed to distinguish the covert from the overt prescription, using one for both.<sup>4</sup>

---

<sup>3</sup> Lionel J. Neiman and James W. Hughes, "The Problem of the Concept of Role - A Re-survey of the Literature", Social Forces, Vol. 30, No. 1, 1951-52, p. 149.

<sup>4</sup> Edwin J. Thomas and Bruce J. Biddle, "Basic Concepts for Classifying the Phenomena of Role", Role Theory: Concepts and Research, p. 26.

Despite the variations in terminology and conceptual classification the real value of role theory is that it provides a meaningful framework for viewing human behavior in social situations.

In the succeeding pages, the theoretical formulations of various authors, representing different disciplines of the social sciences, describe the fundamental concepts of role.

Not until the 1930's did role emerge as a focal concept in the theoretical formulations of social scientists. Among the first to give the notion role a central place in the social sciences was the anthropologist Ralph Linton. His frame of reference for role concept is a total society, in which the concepts of role and status are closely related. According to Linton, culture is the sum total of ideal patterns which control reciprocal behavior among individuals and between the individual and society.<sup>5</sup> These ideal patterns are organized into statuses which Linton explains as a collection of rights and duties which when put into effect by the individual constitute the role.<sup>6</sup> In a later work, Linton further clarified the distinction

---

<sup>5</sup> Ralph Linton, The Study of Man, New York, D. Appleton-Century, 1936, p. 105.

<sup>6</sup> Ibid., p. 113-114.

between status and role. He stated that:

The place in a particular system which a certain individual occupies at a particular time will be referred to as his status with respect to that system [...]. The second term, role, will be used to designate the sum total of the culture patterns (i.e. standards of behavior) associated with a particular status.<sup>7</sup>

He elaborates further by specifying the content of role and describing it as the dynamic aspect of status.

It [role] [...] includes the attitudes, values, and behavior ascribed by the society to any and all persons occupying this status [...]. In so far as it represents overt behavior, a role is the dynamic aspect of a status: What the individual has to do in order to validate his occupation of the status.<sup>8</sup>

Role, in Linton's view, is prescribed by society in that it is defined by the ideal or normative patterns of society, which, in effect, provide the guidelines for the actions of the occupant of the status.

Many contemporary role theorists have been influenced by Linton's formulations of culture, status, and role. In the theoretical formulation of Theodore Newcomb, a social psychologist, the definition of role approximates that of Linton in that both emphasize behavior in terms of ideal or normative expectations. Following Linton, Newcomb defines role as "the ways of behaving which are expected of any

---

<sup>7</sup> Ralph Linton, The Cultural Background of Personality, New York, D. Appleton-Century, 1945, p. 76-77.

<sup>8</sup> Ibid., p. 77.

individual who occupies a certain position..."<sup>9</sup> Newcomb differentiates, however, between normative and actual behavioral expectations by introducing the concept identified as "role behavior" which is used to describe the actual behavior expectations of the individual occupying a certain position.<sup>10</sup>

The theoretical frame of reference for role concept utilized by Talcott Parsons, a sociologist, is the social system. He considers role concept as essential to understanding social action and social structure.

Since a social system is a system of processes of interaction between actors, it is the structure of the relations between the actors as involved in the interactive process which is essentially the structure of the social system. The system is a network of such relationships.<sup>11</sup>

Role, according to Parsons, is the actor's orientation to the situation.

Role [ ... ] is a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context that is integrated with a particular set of value — standards which govern interaction with one or more alters in the appropriate complementary roles.<sup>12</sup>

---

9 Theodore Newcomb, Social Psychology, New York, Dryden Press, 1951, p. 280.

10 Ibid., p. 330.

11 Talcott Parsons, The Social System, New York, Free Press, 1951, p. 25.

12 Ibid., p. 38-39.

Parsons considers participation of an individual actor in a patterned interactive relationship as the most significant unit of the social system. Parsons' explanation of "participation" connotes the locational aspect of role in the social system.

... participation [...] has two principal aspects [...] the positional aspect--that of where the actor in question is "located" in the social system relative to other actors. This is what we will call his status, which is his place in the relationship system considered as a structure, that is a patterned system of parts [...]. The processual aspect--that of what the actor does in his relations with others seen in the context of its functional significance for the social system. It is this which we shall call his role.<sup>13</sup>

The distinction between status and role is, according to Parsons, basically related to that between the two reciprocal perspectives inherent in social interaction.

On the one hand actor is an object of orientation for other actors (and for himself). In so far as this object-significance derives from his position in the social relationships system, it is a status significance. On the other hand, each actor is oriented to other actors. In this capacity he is acting, not serving as an object--that is what we mean by his playing a role.<sup>14</sup>

Other theoretical formulations which use role as a central explanatory concept, focus on the interaction situation, that is, how the person actually behaves in a given

---

13 Ibid., p. 25.

14 Ibid., p. 25.

position as opposed to how he should behave.

Among the theoretical formulations which fall into this category, is that of Kimball Young, a sociologist. Central to Young's conceptualization of role is self in interaction. Young conceives of role as "the pattern or type of behavior which the person [ ... ] builds up in terms of what others expect or demand of him..."<sup>15</sup> Recognizing that role and status have been used almost interchangeably, he differentiated between the two in the following manner:

Closely tied up with role is the status of the individual. The terms role and status have often been used interchangeably in sociology, but there is a difference. Status is the position, the standing, accorded the individual within the group by his fellows [ ... ] The role, in contrast, is what you do or do not do. It is activity, and status is one's resultant place on the prestige scale.<sup>16</sup>

A somewhat similar statement is offered by Newcomb who utilizes self, role and interaction as focal concepts in his theoretical formulation. According to Newcomb:

---

<sup>15</sup> Kimball Young, Personality and Problems of Adjustment, New York, Crofts, 1941, p. 138.

<sup>16</sup> Ibid., p. 138.

Role behavior [...] is both a unit of psychologically determined behavior and a unit in which responses of other people are perceived. It can function in both ways because both overt behavior and the perception of it are functions of the same set of social norms, or shared frames of reference. Social interaction [...] is a process by which individuals notice and respond to others (or to symbols of others) who are actually or potentially noticing or responding to them. The concept with which we handle social behavior must therefore be such as refer both to the behaving organism and the perceiving organism [...]. The individual learns to respond in ways which are not just responses (i.e. not only reflex - action such as sneezing) but which are also preparations for being responded to. This becomes possible when both overt responses and perceptual responses, as observed or as anticipated, are made within the framework of the same role system.<sup>17</sup>

The theoretical formulation of Theodore Sarbin, a psychologist, focuses also on the interaction situation. Sarbin's conceptual framework embraces three broad aspects, namely: 1) role, the unit of culture; 2) position, the unit of society; and 3) self, the unit of personality.<sup>18</sup> Sarbin refers to position as a set of expectations and defines role as a patterned sequence of learned actions or deeds performed by a person in an interaction situation.<sup>19</sup> Role, according to Sarbin, is linked with the position, not with the person who

---

<sup>17</sup> Theodore Newcomb, "Role Behavior in the Study of Individual Personality Groups", Journal of Personality, Vol. 18, No. 3, 1950, p. 288-289.

<sup>18</sup> Sarbin, op. cit., p. 223.

<sup>19</sup> Ibid., p. 223-225.

who is temporarily occupying the position, therefore, role and position are interrelated since position is equivalent to an organized system of role expectations.<sup>20</sup> Self is conceptualized as the internal organization of qualities which develops out of social interaction between the organism and stimulus objects and events.<sup>21</sup>

It is evident from the foregoing that the role concept lacks definitiveness in the social science literature. The usages of role and role related concepts differ in the theoretical formulations proposed by the above mentioned social scientists. Whereas some social scientists such as Linton, view role as the normative patterns of behavior expected of an individual, others, such as Young, focus on the interaction situation and use role to define the actual behavior of the individual in the performance of the role. Moreover, the same phenomena are frequently given different names as already cited by Thomas and Biddle. For example, Newcomb uses role behavior to describe the actual behavior expectations of the individual occupying a certain position whereas Sarbin uses role enactment to explain the same phenomena.

---

20 Ibid., p. 225-226.

21 Ibid., p. 224-238.

Despite the differentiation in definitions, however, most conceptualizations of role include three basic ideas: 1) that individuals in social locations, 2) behaved, 3) with reference to expectations.<sup>22</sup>

In an attempt to clarify the various meanings and usages of role concept, W. B. Brookover,<sup>23</sup> a sociologist, designed a conceptual model showing the relationships among several aspects of role phenomena. Brookover explained that his role theory model was designed to assist in understanding the relationships among status, role, actor, role behavior, self-involvement, and related concepts that have been used in what is broadly known as role research. In discussing his model, Brookover proceeds on the assumption that the total behavior situation involving roles and role-taking is meaningful only in a social interaction situation. The concept role, according to Brookover, involves an actor in relation to others in particular social groups. Within this context, Brookover clarifies the possible concepts involved in role behavior. Following is a summarization of the major concepts

---

<sup>22</sup> Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, New York, Wiley, 1958, p. 17.

<sup>23</sup> W. B. Brookover, "Research on Teacher and Administrator Roles", The Journal of Educational Sociology, Vol. 29, No. 1, Sept. 1955, p. 2-13.

included in Brookover's conceptual scheme.<sup>24</sup>

The first concept is identified as general status expectations which refer to expectations which various groups hold for any occupant in a broadly defined position in a social system. The general status expectations describe the groups' definition of normative behavior for any person occupying a broadly defined position such as teacher or administrator. Each set of general status expectations refers to a particular relevant group or person or significant other in the social situation. The set of expectations of each group may vary. For example, the general expectations for the teacher status may be different among a group of teachers from what it is among a group of students.

Evolving from the general status expectations is a second concept identified as status in situation. This concept refers to a group's expectations of any person occupying a status in a particular situation. These expectations may vary somewhat from the general status expectations. For example, the expectations which students hold for history teachers in school X may be different from the expectations they hold for teachers in general.

A third concept is identified as role which refers to a group's expectations of a particular actor in particular

---

<sup>24</sup> Ibid., p. 2-13.

situations. This involves a further modification of the groups' "status in situation" expectations when applied to a particular actor, Mary Jones, who assumes the particular position of history teacher in school X. As the group interacts with Mary Jones, the history teacher, it may modify its expectations of her in a particular situation. Thus the specific expectations are varied in interaction with different actors in the particular position and situation.

The fourth concept refers to the occupant of the position or the actor, who comes into a particular social situation bringing with him a set of previous experiences, certain drives, and perceptions related to this or similar statuses. It is the meaning of the situation for him. The actor's experience, needs, perceptions and meanings, however, are constantly changing in new behavioral situations.

The fifth concept is identified as self-improvement. This concept is defined as the actor's self-image as he projects himself into the particular status. It includes his anticipation of need satisfaction, rewards, punishment and related phenomena as he occupies the status in situation.

The sixth concept related to role is the actor's definition of others' role expectations of him as he occupies a particular status in the group. The actor's definition of others' expectations may vary with his own needs or perceptions as well as with his self-involvement in the status.

A final concept relates to the actor's behavior in interaction with members of the particular group involved in the role-defining situation. This refers to the actor's behavior as he takes the role within the group. According to Brookover, behavior in interaction is not fixed or static but is always in process and may involve, therefore, continuous redefinition of both the role expectations and the actor's perception of them as interaction between the actor and others occur.

In sum, the concept role, as already mentioned, involves an actor in relation to others in particular social situations. The importance of Brookover's conceptual scheme is that it demonstrates the above mentioned relationship. His role theory model provides a meaningful framework for the study of roles since it not only takes into account the possible concepts of role behavior but also demonstrates the interrelationships of these concepts which are basic for understanding total behavior in a social interaction situation. Brookover distinguishes among three different levels of expectations and his model indicates that these expectations may vary among the different groups of role definers. His model precludes the assumption that all groups of role definers have similar sets of role expectations, particularly with reference to the normative or ideal. Brookover's model demonstrates that neither the actor or the various groups of

role definers within the same social system may have clearly defined role expectations. The design of his model allows the researcher to describe and analyze different levels of role expectations both within and among the different groups of role definers which in turn, identifies the areas where expectations of both the actor and the role defining groups are in agreement and where they differ. It seemed reasonable to assume that such knowledge would provide a better understanding of the role by both the actor and those groups involved in the role defining situation.

For the purposes of the present study, which is concerned with analyzing the role of the academic deanship position in higher education, Brookover's conceptual scheme seemed to be most appropriate. Not only does his model take into account the system of interrelationships which shape and affect a role but it also provides a framework for theoretical definition of role.

The basic assumption of the present study is that lack of definitiveness which presently characterizes the role of the deanship position is the result of misunderstanding and disagreement on role expectations not only by deans, but higher administrative officers and faculty as well. Hence, the primary purpose of this study is to describe and analyze within the context of role theory, the system of interrelationships which shape and affect the role of the academic

deanship position. This study attempts to determine the extent of consensus on role expectations for the deanship position with a view to obtaining a basis for role definition.

Brookover's role theory model, which lends itself readily to the purposes of the present study, is utilized in modified form to analyze the role of the academic deanship position in higher education.

An examination of research on the deanship role produced no study to the writer's knowledge, within the framework of role theory. The literature revealed, however, a multiplicity of studies employing the concepts of role for the study of human relationships in various industrial, military and educational organizations. Many of these studies centered around teacher and administrator roles in elementary and secondary school situations. Such studies dealt with limited aspects of role in that they were directed toward particular expectations of a particular group.

The most comprehensive research in role analysis, and one to which this study is more directly related, is the Harvard study by Gross, Mason, and McEachern.<sup>25</sup> In addition to reexamining the many conceptualizations of role and certain postulates embedded in them, the authors reported the outcome of an empirical inquiry whose major focus was the

---

<sup>25</sup> Gross, et al., op. cit.

role of the school superintendency. The primary purpose of the empirical inquiry was to test theoretically derived hypotheses involving expectations for and the behavior of occupants of positions in social systems. Analyses reported in the book explored the problems of consensus on role definition, conformity to expectations, and role conflict resolution.

The relevancy of the Gross, Mason, and McEachern research for the purposes of the present study is the contention, shared also by Brookover, that consensus on role definition cannot be assumed particularly with reference to normative expectations.

The importance of role consensus as a useful variable for role definition has been largely ignored in theoretic inquiry. In an extensive examination of the social science literature the authors discovered that many existent conceptualizations of role and role conflict precluded or placed limitations on the examination of degrees of role consensus and the resolution of role conflict.

Not only had there been little systematic research on this problem, but slight attention had been directed to the theoretical implications of differential degrees of consensus on role definition for the functioning of social systems, the behavior of individuals, or the cultural organization of society. It became apparent that the postulate of role consensus, involved in many formulations of the role concept, was one of the reasons these problems had been neglected.<sup>26</sup>

---

26 Ibid., p. 4.

In the study of superintendents and school board members' expectations, the authors demonstrated the importance of role consensus as a useful variable in the analysis of social behavior. The assumption advanced by the authors stated that the extent to which there is consensus on role definition may be an important dimension affecting the functioning of social systems, whether they are total societies or subsystems within them, and in addition, the degree of consensus among significant role definers as perceived by an actor may be an important variable affecting his behavior.<sup>27</sup>

In light of this assumption which was supported by their empirical findings the authors questioned those theoretical formulations which involved the assumption that there is role consensus on role definition, that is, that there is a clearly defined and agreed upon set of expectations applied to the incumbents of particular social positions. The authors asserted that:

The empirical complexities of degrees of consensus on role definition that we have examined in this book make this assumption suspect. This suggests that the conditions under which expectations are learned or taught and who defined them may be quite variable. Data from our interviews with superintendents and school board members supports this contention [...]. The assumption that there is consensus on role definition on the basis of which socialization takes place is untenable for the occupational position we studied.<sup>28</sup>

---

27 Ibid., p. 5.

28 Ibid., p. 320-321.

The major purpose of the Gross, Mason, and McEachern work was "an attempt to forge a closer link between theoretical and empirical analysis concerned with the study of roles".<sup>29</sup> In a summary observation based on their research experience, the authors suggested that the basic set of role concepts which evolved from their explorations in role analysis,

... may be useful for the analysis of problems at several different levels - at the level of individual behavior (for example, the resolution of role conflict), at the level of group behavior (for example, a group's conformity to a set of expectations), and at the cultural level (for example, consensus on role definitions).<sup>30</sup>

## 2. Literature on the Academic Deanship Position.

The first part of this section reviews writings in the field of higher education which identify some of the relevant factors contributing to the complexity and ambiguity of the deanship position and which emphasize the need for proper definition. Reviewed in the last part of this section are both articles and empirical studies which deal with qualifications and functions of the role and provide information for determining expectations for the role of the deanship position.

---

29 Ibid., p. 3.

30 Ibid., p. 326.

a) Factors contributing to the complexity and ambiguity of the deanship position.- In the seventeenth and eighteenth centuries, when American higher education was in its infancy, the deanship position was nonexistent. At that time, when colleges were comparatively small, the president handled all academic matters.

In late nineteenth century, as colleges expanded and became more complex, the president was obliged to delegate some of the routine functions of his office. For this purpose, additional administrative offices were created, chief among which was the academic deanship.

Although there is much speculation as to the reasons for creation of the deanship position, writers in the field of higher education generally hold that the position was established in many institutions to aid the president.

Over the years, and particularly since World War II, external demands made upon American colleges and universities, considerably changed the roles of both president and dean. The president found himself increasingly engaged in external affairs, which in effect forced him to delegate more academic responsibilities to the dean. As a result of these additional responsibilities, the dean's role underwent marked change:

The dean, concerned primarily with internal affairs, began to perform functions which were once the sole prerogative of the president - but with a difference: There was still a president, and the dean, no longer occupied only with the supervision of students and their records, began to be burdened with persistent problems of faculty personnel and budget as well as most of the administrative chores which had been unloaded by the president a half century or more before.<sup>31</sup>

In his analysis of the deanship position in liberal arts colleges, Gerald E. Dupont, former dean and president, observed that:

The conditions (external demands) which forced the president to transfer some of his functions to the dean seem to have worked also to transfer some of the original functions of the dean to other officers. Rare is the college of over five hundred students today which does not have a position such as registrar, a dean of men, a guidance officer, and perhaps a director of admissions, in addition to the academic dean.<sup>32</sup>

The multiplication and subdivision of offices, necessary and logical though they were, unfortunately were not often accompanied by a proper definition of the functions or duties of each.<sup>33</sup>

In Dupont's view, lack of definition is one of the reasons for the absence in many colleges of the driving unity

---

31 John Wesley Gould, The Academic Deanship, New York, Bureau of Publications, Teachers College, Columbia University, 1964, p. 6.

32 Gerald E. Dupont, "The Dean and His Office", The Academic Deanship in American Colleges and Universities, Arthur J. Dibden, Ed., Carbondale, Southern Illinois University Press, 1968, p. 9.

33 Ibid., p. 9.

of purpose and effort which characterizes well organized institutions of all kinds. He further cautioned that:

Where functions, responsibilities, and dependency are not clearly defined, there are bound to be overlapping duties and clashes of policy, even among the best-intentioned and best disposed officers.<sup>34</sup>

In sum, since the creation of the first academic deanship position at Harvard in 1870,<sup>35</sup> the role of the academic dean has not only become more complex, but has also become more ambiguous.

Writing in 1933, McGinnis noted that although the deanship position had become generally recognized, there was still no unanimity of opinion as to what the dean's functions and relationships should be.<sup>36</sup> In the author's viewpoint, the many and varied functions and relationships of deans depended largely upon the size and organization of the institution and the manner of election to office.<sup>37</sup> In describing the qualifications of deans, McGinnis stated that they should be of a more technical nature and within this context he delineated the following qualifications:

---

34 Ibid., p. 9-10.

35 John S. Brubacher and Willis Rudy, Higher Education in Transition, New York, Harper & Row, 1958, p. 334.

36 F. A. McGinnis, "The Dean and His Duties", Journal of Higher Education, Vol. 4, No. 4, April 1933, p. 191.

37 Ibid., p. 191.

The dean should be a student of modern educational problems of all kinds [...]. He must record and digest all significant data concerning the work of his college; he must know the problems of financial administration as involved in budgetary procedures and have all-round executive ability.<sup>38</sup>

Almost two decades later, in a critique of the deanship office in liberal arts colleges, Earl J. McGrath, formerly United States Commissioner of Education and academic dean, posed the question "What are the activities that should be going on in the main tent (i.e. dean's office)"?<sup>39</sup> McGrath asserted that following World War II, changes occurring in higher education forced deans to be more concerned with activities peripheral to their office and as a result deans were ceasing to be intellectual leaders. According to McGrath, the dean is increasingly devoting his time and energies to managerial duties, public-relations activities, and the minutiae of routine administration which divert his attention from what is, or what should be, going on in his office.<sup>40</sup> In his discussion, McGrath proposed that if deans are to be effective educational leaders, they should be principally occupied with three major functions: 1) the ends

---

38 Ibid., p. 196.

39 Earl J. McGrath, "The Office of the Academic Dean", The Administration of Higher Institutions Under Changing Conditions, Norman Burns, Ed., Chicago, The University of Chicago Press, 1947, p. 42.

40 Ibid., p. 41-42.

and means of education (ideally, a dean should have achieved some distinction as a scholar to effectively discharge this duty); 2) the selection of faculty; and 3) preparing the budget.<sup>41</sup> As to the peripheral activities of the office, the author points to the administrative structure and states that the fundamental principle in organizing the dean's office should be decentralization, therefore, the peripheral activities should be transferred to other offices.<sup>42</sup> McGrath argued that only if deans are freed from routine administrative duties, and only if they have an abiding interest in the intellectual aspects of administration, can colleges be responsive and vital institutions in American life.<sup>43</sup>

Logan Wilson, in a penetrating analysis of academic administration in higher education supports the view that organizational structure is a major factor contributing to the ambivalence of administrative roles. A major assumption advanced by the author is that the effective operation of a college may flounder for want of proper social organization.<sup>44</sup> Wilson stated that the average institution of higher learning

---

<sup>41</sup> Ibid., p. 43-47.

<sup>42</sup> Ibid., p. 48.

<sup>43</sup> Ibid., p. 49.

<sup>44</sup> Logan Wilson, "Academic Administration: Its Abuses and Uses", American Association of University Professors Bulletin, Vol. 41, No. 4, Winter 1955, p. 687.

can show, through organizational charts and various documentations, how the institution is regulated in theory, but what appears on the surface to be a pronounced pyramid is, in fact, a loosely defined maze of authority. Wilson maintained that:

As a result of faulty social structure, collegiate administration often gets caught in difficulties not of its own making. A central problem to be coped with structurally, therefore, is the distribution of responsibility and authority.<sup>45</sup>

Litchfield, in a somewhat similar view, stated that organizational shortcomings in academic administration lead to confusion in roles. The author argued that changes in the size and complexity of the American university have not been accompanied by a corresponding redefinition of the responsibilities of the administration in conducting its affairs and this results in a confusion of roles within the institution.<sup>46</sup> The problems of role definition are legion, according to Litchfield, but stem, in some instances, from a competition for power which tends to divide institutions arbitrarily into artificially rigid categories.<sup>47</sup> The author explained, however, that the problem is not to define

---

<sup>45</sup> Ibid., p. 688.

<sup>46</sup> Edward H. Litchfield, "Organization in Large American Universities", Journal of Higher Education, Vol. 30, No. 9, December 1959, p. 501.

<sup>47</sup> Ibid., p. 502.

powers but roles and functions and advocated that an adequate definition of role permits all parts of the institution to participate in an integrated administrative process, and this in turn, leads to a concept of institutional totality which makes the university something more than a collection of isolated parts.<sup>48</sup>

A specific factor within the administrative structure which has contributed to complexity and ambiguity is, what Corson in his 1960 study on Governance of Colleges and Universities described as "the unique dualism in organizational structure"<sup>49</sup> in American institutions of higher education. Corson stated that most American colleges and universities distributed the work of "deciding" and "doing" according to conventional scalar arrangements. The scalar principle, similar to the hierarchical form in organizations, has been defined as "the grading of duties, not according to different functions but according to degrees of authority and corresponding responsibility".<sup>50</sup> Paralleling this scalar organization which includes presidents, deans, and other administrative

---

<sup>48</sup> Ibid., p. 502-503.

<sup>49</sup> John J. Corson, Governance of Colleges and Universities, New York, McGraw-Hill, 1960, p. 43.

<sup>50</sup> James D. Mooney, The Principles of Organization, New York, Harper & Bros., 1947, as quoted by John J. Corson in Governance of Colleges and Universities, p. 43.

officers, are the faculty governing bodies. Corson explained that much of the authority of governing boards had been simultaneously delegated to the administrative hierarchy (scalar organization) and the faculty governing bodies, but the delegations made to these parallel organizational structures lacked clear cut patterns.<sup>51</sup> Where there are no clear guide lines, overlapping and conflict tend to result. In Corson's view, much authority has been delegated to the president in practically all institutions, and as the size of the institution increases, the delegation to administrative officers and to deans and department chairmen tends to be greater. Yet there is little evidence that a carefully thought-out design underlies the delegation pattern that obtains. Rather, prevailing organizational arrangements suggest that the existing patterns of delegated authority have been established to meet specific situations in particular institutions or to reflect the strengths and weaknesses of individuals in various echelons.<sup>52</sup> In assessing informational sources about the role played by academic deans in the governance of higher educational institutions, Corson noted that no definitive picture of the role of the dean in the governance of a modern institution could be put together from the several available

---

51 Corson, op. cit., p. 45-46.

52 Ibid., p. 45.

sources. He suggested that:

As institutions grow and the demands upon the president increase in number and complexity, the role of the dean is likely to be modified materially. Hence there is an especial need for effective analysis of the evolving role of the dean as a college or university expands in size and function.<sup>53</sup>

Approaching the problem from the relational aspect between deans and presidents, Louis B. Mayhew, former President of the association for Higher Education, identified and analyzed several sources of difficulty of the deanship position. Among the difficulties cited by the author are 1) the differing self-images of president and dean not at all shared by the other which, Mayhew contends, is destructive of faculty morale and institutional effectiveness; 2) the lack of knowledge and specific training of both presidents and deans for the task of collegiate administration resulting in both failure to understand the intricate relationships bound to an administrative position and difficulty in clarifying their own duties and relating them to those of other officers. Part of this lack of knowledge, in Mayhew's view, is due to lack of research data and theory about higher educational administration; 3) the short tenure of deans which is generally five to seven years, yet the number of years judged necessary for effective planning is ten; and 4) the ambivalence

---

<sup>53</sup> Ibid., p. 193.

of the dean's position which the author attributes to the ambiguity of the collegiate organizational structure in which the dean occupies both a line and staff relationship.<sup>54</sup>

With regard to the latter difficulty, Mayhew explained that as adviser to the president on academic and faculty affairs, the dean is a staff officer and as such has no decision-making power; however, the dean, acting as the president's substitute, has been granted some line authority.<sup>55</sup> Mayhew referred to this role as one between the president and the department heads. The dilemma presented by this situation, according to Mayhew, is that in any organization, staff and line functions are hard to blend and in higher educational administration the matter is further complicated in that few people are aware as to when the line and when the staff role should obtain.<sup>56</sup> The complexity of the situation is further compounded by the traditional conflict existing between faculty and administration. In his analysis, Mayhew observed that:

---

<sup>54</sup> Lewis B. Mayhew, "Shared Responsibility of the President and the Dean", The Academic Deanship in American Colleges and Universities, Arthur J. Dibdon, Ed., Carbondale, Southern Illinois University Press, 1968, p. 94-98.

<sup>55</sup> Ibid., p. 94-95.

<sup>56</sup> Ibid., p. 95.

Professors in a sense represent the medieval tradition of the university as a community of self regulating scholars while the president represents the church or military tradition of unitary control directed toward social change. The dean is injected into this conflict situation with no clear guidelines to govern his conduct. As an appointee of the president he is clearly of the administrative side. Yet he in all likelihood has come from many years of service in the professoriate and shares many of its sentiments. Further, any conflict, whether latent or manifest, is tension creating, and tension does not allow for fullest cooperation and sharing of confidence and responsibility.<sup>57</sup>

The author categorically stated that the position should be so clearly defined that each understands the role of the other while the faculty is also current as to their respective responsibilities.<sup>58</sup>

Similarly, William C. DeVane, Dean of Yale College from 1938 to 1963, illustrated the dilemma of the deanship position. In describing the dean's position and the potential conflict accruing from this situation, DeVane explained that:

As for dean's duties, they were never precisely defined [...]. Generally, the man defined the job by his interests. In most cases he holds his office [...]. on appointment by the president, and in that sense is the president's man. At the same time, he is usually drawn from the faculty and most often remains the faculty representative in the hierarchy of the administration. And it is this ambiguous position that is sometimes the source of his acute distress, as he tries to maintain concord between an impetuous president and a recalcitrant faculty.<sup>59</sup>

---

57 Ibid., p. 95.

58 Ibid., p. 101.

59 William C. DeVane, "The Role of the Dean of the College", The Academic Deanship in American Colleges and Universities, p. 243.

While it is evident that many writers agree on the need for definition there are others who argue that the role cannot be defined clearly. Francis H. Horn, university president and former dean, stated that a clear definition of a dean's duties and responsibilities vis-à-vis the president is perhaps impossible to arrive at for a number of reasons, namely: 1) the diversity of institutions and their administrative organizations; 2) the human factor, that is, effectiveness of the relationship between presidents and deans depends ultimately upon who the people are; and 3) lack of theory, that is, theoretically, it is difficult to know what the dean's duties should be because in spite of increasing attention to the theory and practice of administration, a generally accepted canon of administrative practice is not yet available.<sup>60</sup>

The author is quick to point out, however, that although these factors may hinder a clear definition of the dean's role, this does not deny that it is desirable to try to draw up the best possible statement of duties and responsibilities.

In a study of the leadership function of the academic deanship in both public and private institutions of higher

---

<sup>60</sup> Francis H. Horn, "The Dean and the President", The Academic Deanship in American Colleges and Universities, p. 104-105.

education published in 1964, John Wesley Gould reported that the constant demand for attention to endless detail sapped the dean's energy and subverted his will to provide leadership.<sup>61</sup> Emphasizing the need to provide effective leadership as the problems of higher education multiply, Gould wrote:

The dean is likely to be called on more than ever before to provide leadership in these changing times. He will have to scuttle administrative chores and turn his full gaze on the task of welding college philosophy, objectives, and personnel into an organism responsive to the highest calling of which man is capable.<sup>62</sup>

According to Gould, further research is needed to help the academic dean accommodate himself and his institution to the coming crisis. The need for a study of the deanship role within the context of role theory is implied in Gould's suggestions for further study:

... studies might be made of the role of the academic dean of a given college as perceived by the president, the dean himself, the department chairmen, and members of the faculty. It is hoped that such studies might reveal the places where disagreement and misunderstanding are generated, with implications for remedial action in the colleges studied and in others as well.<sup>63</sup>

The problem for this study derives in large part from the foregoing suggestion.

---

61 Gould, op. cit., p. 10.

62 Ibid., p. 101.

63 Ibid., p. 101.

In 1966, Professor of Higher Education, Raymond C. Gibson, in a paper presented at the Institute of Higher Education conference on administrative leadership, agreed that delineation of administrative functions was of crucial importance for contemporary higher educational leaders. The author pointed out that the first function of central administration is to provide leadership for the academic program.<sup>64</sup> Gibson noted, however, that in most cases central administration tended to isolate itself from teaching, learning, and educational leadership and became more concerned with the means of education such as buildings, budgets, growth, and multiversities. Gibson maintained that:

We have developed a career group of professional managers almost completely divorced from all aspects of college or university life that deserves to exist. [...] America moves too far in the direction of campus unity directed by cheerleaders and clever public relations schemes rather than self-directed pursuit of intellectual excellence.<sup>65</sup>

Referring to the vital need for research to classify administrative functions in higher education, Gibson concluded that:

---

<sup>64</sup> Raymond C. Gibson, "The Challenge of Leadership", Administrative Team Leadership in Concept and Practice, Conwell A. Anderson, Ed., Administrative Team Leadership Conference, Institute of Higher Education, University of Georgia, 1966, p. 6.

<sup>65</sup> Ibid., p. 25.

Classification and delineation of functions of administration were of little consequence as long as one man was responsible for the total central administration, but classification is now indispensable to the division of work and consequent employment of specialists in large institutions.<sup>66</sup>

Although the foregoing writers make constant reference to the need for a more effective analysis of the deanship role, it is interesting to note that the current literature on the deanship role is practically non-existent. Mayhew, in reviewing the literature of higher education noted that the literature describing the duties and characteristics of administrators in higher education was relatively sparse. He wrote that:

In the 1930's, a rather comprehensive literature about academic deans appeared, and in the 1950's much was written about counselors and deans of students, but the present period has not been productive.<sup>67</sup>

It is evident from the foregoing that many factors contribute to the complexity and ambiguity of the deanship role. Further, it is recognized that lack of concise definition of the deanship role tends to subvert the effort and potentiality not only of deans, but of higher academic administrative officers and faculty as well, for accomplishment in higher education. Most of these authors agree that a more

---

66 Ibid., p. 5-6.

67 Louis B. Mayhew, The Literature of Higher Education 1971, San Francisco, American Association for Higher Education, Jossey-Bass, 1971, p. 9-10.

effective analysis of the deanship role would be profitable for both the dean and others, particularly in these changing times which place greater demands and burdens on institutions of higher education.

b) Qualifications and Functions.- Although the role of the academic deanship position has been the subject of many studies, the literature revealed no study which researched the problem within the framework of role theory. Generally in the empirical studies reported, the role is described solely from the viewpoint of the dean. Mayhew noted that "the literature of higher education proceeds without particular reference to theory".<sup>68</sup> In a search of the literature for sociological bases for education, Mayhew found that most of the writings were "reflective techniques which are not based on any substantial amount of systematic research or theoretical formulation".<sup>69</sup>

In addition to empirical studies, the role of the dean is described and analyzed in articles written by prominent administrators and academicians in higher education. These articles are concerned primarily with functions to be performed by the dean and the qualifications needed for the position.

---

68 Ibid., p. 26.

69 Ibid., p. 26.

One of the earliest studies which attempted to define the functions and responsibilities of the academic dean was conducted by Reeves, et al., in 1929. The study, based on data from thirty-five liberal arts colleges affiliated with the Methodist Episcopal Church, revealed a wide variation in the range of duties performed by administrative officers. With regard to academic deans, the authors abstracted the functions most frequently assigned to the office of the dean.

1. To direct the educational activities of the college.
2. To act as chief adviser of the president in matters of college policy, particularly in academic affairs.
3. To formulate educational policies and to present them to the president and faculty for consideration.
4. To direct attention of faculty members to changing educational thought and practice, particularly as they affect higher education.
5. To transmit to the president the budget recommendations for academic activities, after details have been worked out with department heads.
6. To make reports relating to the work of the college.
7. To supervise curriculums, courses, and methods of instruction.
8. To co-operate with heads of departments in the nomination of new members for the teaching staff, and to make suggestions to the president regarding

the promotion, demotion, or dismissal of members of the faculty.

9. To assist in the recruiting of students.
10. To classify students and assign them to classes.
11. To study the progress and academic welfare of students.
12. To serve as chief disciplinary officer of the college.
13. To represent the college at meetings of educational associations.<sup>70</sup>

Although the authors maintained that the exact assignment of duties among the various administrative officers was relatively unimportant, they stated that it was imperative that each person in the administrative staff should know exactly for what duties he and every other officer of the college are responsible. Failure to define clearly the duties expected of each officer is very likely to lead to confusion and inefficiency.<sup>71</sup> The authors proposed that the list of duties expected of each officer be reduced to writing in order to avoid undesirable overlappings and to assure that each of the necessary administrative duties is clearly understood to be within the province of some responsible officer.<sup>72</sup>

---

70 Floyd W. Reeves, John Dale Russell, et al., The Liberal Arts College, Chicago, The University of Chicago Press, 1932, p. 87.

71 Ibid., p. 89.

72 Ibid., p. 89.

Milner's study,<sup>73</sup> published in 1936, explored the functions of the academic dean in one hundred small liberal arts colleges with an annual enrollment of from two hundred to six hundred students. Data were obtained by means of a questionnaire. Out of a total of sixty functions listed in the questionnaire, the twenty most frequently assigned to the dean were:

1. To interview students on all academic matters.
2. To advise failing students.
3. To correspond with parents on all matters of student welfare.
4. To give counsel on all academic problems.
5. To grant permission for changes of courses of study.
6. To supervise the college curriculum.
7. To excuse class absences.
8. To grant permission for extra hours.
9. To supervise all discipline.
10. To interview applicants for admission.
11. To give general advice on all college policies.
12. To help estimate the teaching ability of faculty members.
13. To make annual reports upon the academic work of the college.
14. To estimate the constructive influence of the faculty members on campus life.
15. To recommend all changes in curriculum.
16. With heads of departments to make all changes in courses.
17. To improve instruction.
18. To determine entrance requirements for transfer students.
19. To give social guidance to freshmen.
20. To coordinate and improve the grading system.<sup>74</sup>

---

73 Clyde A. Milner, The Dean of the Small College, Boston, Christopher Publishing House, 1936, p. 1-151.

74 Ibid., p. 96-97.

The functions which deans considered chief responsibilities and for which they believed they should have greater responsibility included numbers one to six and eleven to seventeen inclusively.

Milner concluded that:

The official duties of the dean are not clearly defined and no uniformity of practice is observable. [...] Unifying and organizing the work now being performed by the dean would greatly increase his efficiency and give the college a more effective leader.<sup>75</sup>

Higgins conducted a study in 1946 at the request of the American Conference of Academic Deans for the purpose of determining the functions of the academic deanship. Of the 404 questionnaires sent to deans, 161 were completed and returned.<sup>76</sup> Only summary conclusions were reported since the questionnaires required explanations and expressions of opinion rather than "yes" or "no" replies.

With reference to personal and professional characteristics of the 161 deans participating in the study, Higgins<sup>77</sup> reported that over two-thirds were above age forty and had served in the position from one to ten years. Almost three-fourths entered the position with the doctorate. The majority

---

75 Ibid., p. 108-109.

76 Ruth L. Higgins, "The Functions of the Academic Dean", Association of American Colleges Bulletin, Vol. 33, May 1947, p. 393.

77 Ibid., p. 393-394.

had teaching experience prior to taking the office and more than one-third had had some form of administrative experience. Almost all deans were selected for the position by the president with approval of the board of trustees.

Findings of the study revealed that most of the functions listed were shared with the president, faculty, or specific committees. For example, the dean directed the educational program but in determining educational policies, the dean shared this responsibility with the president, the faculty policy or curriculum committee or the faculty in general. With reference to faculty selection, promotion, and dismissal, the dean cooperated with department chairmen. With reference to student matters the dean acted as coordinator of the guidance program.

Higgins concluded that the academic dean does not always have well-defined authority since his functions overlap on the work of the registrar, faculty advisers, faculty committees and the social deans.<sup>78</sup>

A study on the functions of the dean in Catholic Colleges for men in the United States was conducted by Finnegan<sup>79</sup>

---

<sup>78</sup> Ibid., p. 399.

<sup>79</sup> Darrell F. X. Finnegan, The Function of the Academic Dean in American Catholic Higher Education, unpublished doctoral dissertation, Washington, D.C., The Catholic University of America Press, 1951, p. v-120.

in 1951. Of the sixty-eight Catholic colleges for men in existence at the time, thirty-four were selected for the study on the basis of size, geographical distribution, religious control, and academic accreditation. It was not clear which types of colleges were included, such as liberal arts, junior colleges, and so on. Enrollments ranged from five hundred to five thousand. The purpose of the study was to discover common practices in the functioning of the dean's office in an effort to develop principles of higher administration. No attempt was made to evaluate the various practices or to analyze the distribution of administrative functions. Data were obtained by means of a checklist consisting of 193 functions of the dean which were divided into four general areas, referring to relations of the dean with 1) administrators, 2) instructional staff, 3) students, and 4) curriculum. The Checklist, requiring "yes" or "no" responses, was completed by deans in personal interviews conducted by the author.

Findings of the study suggested that the deans had similar functions regardless of the size of the college.

Among the common practices found for the majority of deans were: 1) recommendation to the president of all proposals concerning promotion, dismissal, and transfer of staff members and the same policy was pursued by less than half the deans in the appointment of new faculty; 2) approval of such

matters as assignment of teachers within a department, requirements for departmental majors or minors, and the addition of new courses; and 3) delegation of supervision of instruction, (which is generally considered a major function of the dean's office) to the department heads.

The common practice in the area of student personnel functions was one of delegation to other staff members. In the matter of student grades and student failures, however, the dean personally took charge.

Finnegan concluded that "the Catholic colleges were in accord with the common practices in other institutions of higher learning".<sup>80</sup>

In 1954, Haas<sup>81</sup> conducted a study of the academic deanship in American teachers' colleges with an annual enrollment ranging from less than six hundred to more than twelve hundred with a view to discovering pertinent facts concerning the qualifications of those occupying the position, the functions they performed, and the functions they considered to be desirable practice. No theoretical rationale is presented in the study. Data were obtained from an eight-page questionnaire sent to 182 colleges. The study was based on

---

<sup>80</sup> Ibid., p. 89.

<sup>81</sup> Leonard C. Haas, The Academic Dean in American Teachers Colleges, unpublished doctoral dissertation, University of Minnesota, 1954, p. ii-210.

responses of 115 academic deans. Duties were classified according to their relationship to the president and governing board, the faculty, the improvement of instruction, the curriculum, and students.

With reference to qualifications and preparation, Haas<sup>82</sup> found that the person occupying the position was on the average forty-eight years of age, had served an average of five years in the position, and was a member of the faculty in his institution ten years prior to assuming the deanship position. The majority of deans possessed an earned doctorate, had had prior teaching experience but little administrative experience, were members of four professional organizations and had at least one publication. In the majority of colleges the dean was appointed to the position by the president.

With reference to functions performed, the study revealed that most deans were primarily concerned with student personnel services, curriculum and faculty supervision.<sup>83</sup> The functions considered most important, in an order of frequency ranging from eighty-seven percent to seven percent, were: 1) faculty supervision; 2) curriculum; 3) student personnel; 4) committee services; 5) research; 6) teaching; 7)

---

82 Ibid., p. 73-101.

83 Ibid., p. 121-147.

public service; and 8) miscellaneous.<sup>84</sup>

It was difficult to excerpt the "functions" or "practices" recommended by deans as desirable, because in some cases the recommendation concerned a specific function and in others it concerned a specific technique employed to carry out the function. It appeared, however, that the functions deans considered desirable were those relating to 1) recruitment and promotion of faculty; 2) faculty supervision and improvement of instruction; and 3) curriculum development. Apparently these functions were associated more often with the larger rather than the smaller colleges. One of the implications of the findings referred to a shift of emphasis in functions. According to Haas:

Although most academic deans were primarily concerned with student personnel, curriculum, and faculty supervision, future deans may look forward to some decrease in duties associated with student personnel services (primarily because separate officers are being appointed to handle this) but to a substantial increase in duties associated with faculty supervision and the improvement of instruction if recommendations of the deans are brought to fruition.<sup>85</sup>

A workshop on the functions and qualifications of the dean in Catholic institutions of higher education was conducted at The Catholic University of America in 1956.

---

84 Ibid., p. 153.

85 Ibid., p. 177.

Nine topics relating to the deanship position were presented by various participants. On qualifications and training, Dupont<sup>86</sup> advocated formal course work, particularly courses in college administration, and professional training, in the nature of an apprenticeship, for prospective deans.

Pointing to the increased duties and complexity of the dean's office, Baker<sup>87</sup> and McKeough<sup>88</sup> supported the notion that the student personnel function should either be separated from the dean's office or the responsibilities of the function reduced. Kelley<sup>89</sup> supported the view that the primary responsibility of the dean is the faculty:

---

86 Gerald E. Dupont, "General Qualifications of the Dean and His Professional Training", Functions of the Dean of Studies in Higher Education, Roy J. Deferrari, Ed., Washington, D. C., The Catholic University of America Press, 1957, p. 15-33. (The Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, The Catholic University of America, Washington, D. C. 1956)

87 M. Imogene Baker, "The Dean and Personnel Affairs", Functions of the Dean of Studies in Higher Education, p. 51-64.

88 Michael J. McKeough, "The Dean and the Student Body", Functions of the Dean of Studies in Higher Education, p. 65-74.

89 William F. Kelley, "The Dean and the Faculty", Functions of the Dean of Studies in Higher Education, p. 88-101.

The faculty is the college, and the care and nurture of the faculty are the dean's particular prerogative and his primary responsibility [...]. Whatever other duties may be suggested for the dean [...], the most important is the gradual development of the best possible faculty for helping attain the objectives of his college.<sup>90</sup>

The author suggests that the deanship position is not an ambivalent one but rather "was created to bridge or link" the faculty and the administration. He asserted that:

He [the dean] cannot set himself up as a quasi labor-leader champion of the instructional staff. Nor can he assume superior, aloof role of management as if something divorced from the rest of the institution. [...] The morale of the institution will very largely depend upon the skill which he exercises in his favored position in interpreting the administration for the faculty and in narrowing the distance between the classroom personnel and those in the front office.<sup>91</sup>

Corson,<sup>92</sup> in a study published in 1960, explored the role of the academic dean in the governance of American colleges and universities in the late 1950's. In chapter four, Corson identifies six types of deans and examines the role of four types, namely: 1) deans of arts and science colleges, including separate liberal arts colleges; 2) deans of professional schools and colleges; 3) deans of graduate studies; and 4) deans of evening and extension divisions.<sup>93</sup> In

---

90 Ibid., p. 88.

91 Ibid., p. 90.

92 Corson, op. cit., p. 72.

93 Ibid., p. 73.

assessing the role of the dean of arts and sciences Corson found that in none of the fifteen institutions studied was the dean of arts and sciences held responsible for formulating financial, building, or public relations programs or for the accomplishment of such programs. In smaller institutions, much of the dean's time is devoted to handling student affairs while in larger institutions he is customarily relieved of many or most of his responsibilities for student affairs. With regard to selection, promotion and fixing compensation of faculty, the dean's role in the smaller college is as assistant to the president but in assessing the capabilities of the faculty and in recruiting able instructors, the dean plays a constructive role.

Corson offered the following reasons for the limitations of the dean's role:

The deans' responsibilities for leading faculty in reexamination of curricula [...] tend to be small. Pragmatically the extent of his responsibilities is a consequence of (1) the time the president has left over after attending to fund raising, public relations, and administrative affairs: and (2) the nature of the president's personal interests [...]. More often than not in the small colleges the president manifests an inherent interest in educational programming and clings to the control of this function. Because the educational program consumes a major part of the colleges' budget, the president controls most curricular and faculty decisions and markedly limits the role played by the dean.<sup>94</sup>

---

<sup>94</sup> Ibid., p. 76.

According to Corson it is impossible to identify the role of the dean, it is possible only to describe the functions performed, in each of the major areas of decision making by deans of each type in institutions of various sizes. The major areas of decision making proposed by Corson include 1) educational programming; 2) faculty selection, promotion and development; 3) student affairs; 4) finances; 5) development of physical facilities; and 6) public and alumni relations.<sup>95</sup> In the present study, the classification of functions of the deanship role derives from that proposed by Corson.

Mobberley and Wicke<sup>96</sup> in a 1962 publication discussed the role of the academic dean in small liberal arts colleges and emphasized the importance of the dean's relationships with administrators, faculty, students and board of trustees. They suggested five major areas of responsibilities in which the dean may make his best contribution. These are summarized under the following headings: 1) objectives and campus tone; 2) personnel; 3) curriculum; 4) student welfare; and 5) institutional research. The last section of the book consists of specific questions concerning specific activities for

---

<sup>95</sup> Ibid., p. 74-75.

<sup>96</sup> David G. Mobberley and Myron F. Wicke, The Deanship of the Liberal Arts College, Nashville, Board of Education, The Methodist Church, 1962, p. 1-72.

which the dean should be responsible. The publication is in the nature of a practical guide in which general areas are described. It does not appear to offer any further clarification of the deanship role than now exists.

One of the later studies of the deanship, focusing on the leadership function of the dean, was published by Gould<sup>97</sup> in 1964. The study was restricted to public and private liberal arts colleges with enrollments ranging from 425 to 22,500. Roman Catholic institutions were not included. Data for the questionnaire used in the study were based on insights gained from interviews with twelve academic deans who were selected on the basis of being the most frequently named by over one hundred college presidents. Questionnaires were mailed to a sample of 268 academic deans in fifty states with a response from almost two-thirds of the sample (166 deans in forty-nine states). Data were tabulated and analyzed by size and type of institution and length of service of academic deans.

The findings, in brief, showed that seventy-one percent of the deans had no experience in the academic deanship office when first appointed and only in one-third of the cases did their faculties have a voice in their appointment; almost all deans considered experience or a profession to be

---

97 Gould, op. cit.

an essential condition for becoming a dean and half believed that apprenticeship in the dean's office was desirable. Responsibilities reported by deans as most demanding of their time and skill, in order of descending importance, were: 1) faculty relations and morale; 2) recruitment of faculty; 3) curriculum; 4) budget work, promotion, evaluation of personnel; and 5) committee work.<sup>98</sup>

One of the most relevant findings was the leadership image projected by deans. Some deans saw themselves as parliamentarians, others as catalysts, and still others as executive officers of the faculty.

In the remarks of the academic deans who participated in the study, there was unmistakable evidence, according to Gould, that a goodly number of deans looked with ambivalence on their leadership opportunity.

A number of deans readily assent to the contention that a dean is frequently called upon to be much more than a mediator or diplomat, that in fact he must be [...] a leader. Yet these same deans argue [...] that their role prescription calls above all for a measure of patience which makes energetic leadership next to impossible, which in fact calls for persuasiveness more than decisiveness, and for ability to sense consensus more than zeal to champion change. The positions are not mutually exclusive [...] but sentiment appears to lean heavily toward catalytic and away from authoritarian action. Whether this ambivalence is rooted more in the nature of academic administration than in the personality of the dean is a moot question.<sup>99</sup>

---

98 Ibid., p. 27.

99 Ibid., p. 70.

### 3. Statement of the Problem.

This chapter presented a review of the pertinent literature on role theory, and refers to research employing the concepts and structure of role theory and studies and articles concerned with the role of the academic deanship position.

The importance of role theory for the study of behavior in social systems, in terms of expectations associated with a position, has been demonstrated in the preceding pages.

Theoretically, the role associated with any given position or status is defined by expectations held by the person (actor) occupying the position and by expectations held by related groups (reference groups) in other positions in the same social system. In this study, expectations are studied in terms of expectations for qualifications and functions of the deanship position. Both normative (ideal) and behavior (actual) expectations, as perceived by the actor and reference groups, are studied.

Literature on the academic deanship revealed that the role of the deanship position is characterized by both complexity and ambiguity. This is generally attributed to lack of definitiveness of the role in both its organization and the functions proper to it. Most writers stressed the

need and importance of concise definition before deans and faculty can realize their full potential for accomplishment in higher education.

Contemporary research on the role of the deanship position is relatively sparse. In the studies reported, no attention has been given to a theoretical definition of the role. In all the studies examined, the role is described solely by deans.

The basic assumption of this study is that lack of definitiveness which presently characterizes the role of the deanship position is the result of misunderstanding and disagreement on role expectations, not only by deans, but higher administrative officers and faculty as well. Hence, the primary purpose of this study is to describe and analyze, within the context of role theory, the expectations of deans, presidents, department chairmen, and faculty concerning the role of the academic dean. The study attempts to determine the extent of consensus on role expectations for the deanship position with a view to obtaining the basis for role definition.

The conceptual role model utilized for the study of the deanship role and the hypotheses evolving from the model are presented in the following chapter. Also presented are the instruments used to obtain the data and the methodological and data analysis procedures.

## CHAPTER II

### RESEARCH DESIGN

The major objective of the study is to examine areas of consensus and lack of consensus on role expectations reported by academic deans and reference groups within the college community in an attempt to obtain a basis for role definition of the academic deanship position.

This chapter outlines the research procedures used in the investigation of the problem. The chapter is divided into six sections: 1) the role theory used and the model which conceptualizes the system of interrelationships involved in role; 2) the hypotheses; 3) a description of the study population; 4) development and validation of the inventory used in the collection of data; 5) methodological procedures which include preliminary interviews, distribution and return of the inventory, and follow-up interviews; and 6) the procedures employed for analysis of data.

#### 1. Role Theory Model.

As described in chapter one, the importance of role theory lies in the fact that it provides a meaningful framework for the study of behavior of individuals in a social system in terms of expectations associated with the position which they occupy in that system.

For the purposes of this study, role expectations for the academic deanship position are asked in terms of the qualifications and the functions and responsibilities generally associated with the position.

The role theory model used as a framework of analysis in this study was adapted from Brookover.<sup>1</sup> The model, presented in Figure 1, serves to clarify the major concepts of role theory.

In the conceptualization of role theory, two basic assumptions are advanced: 1) behavior is meaningful only in a social interaction situation; 2) the concept of role involves an actor in relation to others in particular social groups. It is within this context that the various concepts of role are examined in the model.

The model illustrates the system of expectations by showing the relationship among several aspects of role phenomena.

On the left-hand side of the model the first circle, A, identifies the actor as he enters the situation. The actor brings with him previous experiences, personality needs, and perceptions relevant to the situation. For the purpose of this study, this involves the actor's preparation

---

<sup>1</sup> W. B. Brookover, "Research on Teacher and Administrative Roles", The Journal of Educational Sociology, Vol. 29, No. 1, September 1955, p. 2-13.

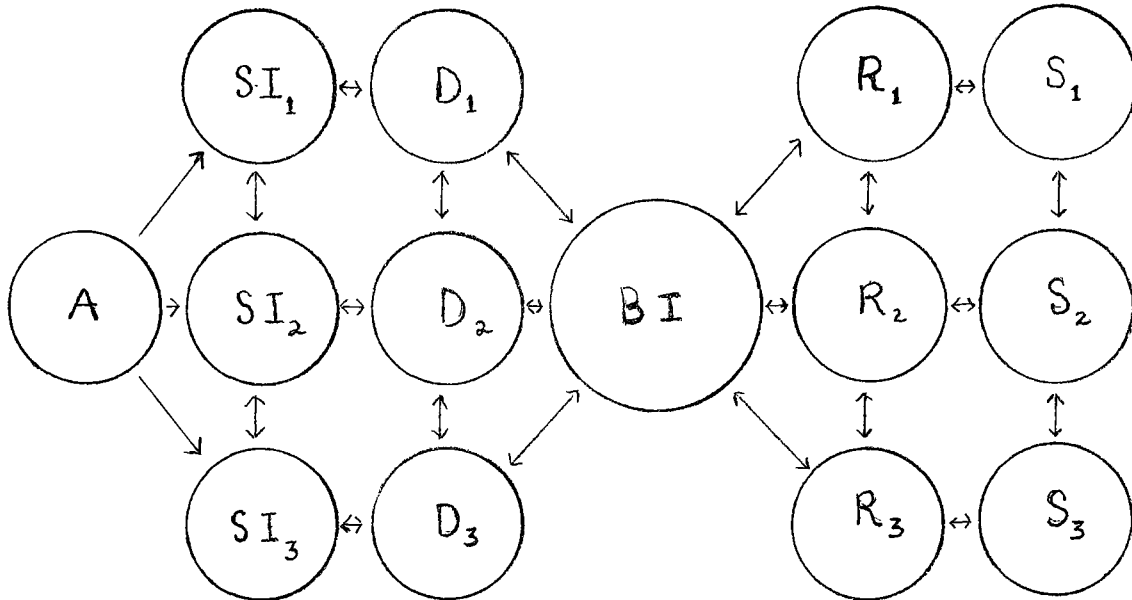


Figure 1.- Role Theory Model

A = Actor (Academic Dean), as he enters the situation, with his previous experience in related situations, personality needs, and meaning of the situation for him.

SI = Self-involvement--actor's image of expectations as he projects himself into the role. This represents the ideal expectations of the academic dean.

D = Actor's definition of what he thinks others expect of him in the role. This represents the actual expectations of the academic dean.

BI = Actor's behavior in interaction with others which continually redefines R and D.

R = Role--others' actual expectations of actor in a particular situation, that is, academic deanship position. (R<sub>1</sub> = presidents; R<sub>2</sub> = department chairmen; R<sub>3</sub> = faculty).

S = Status in situation--others' ideal expectations of any actor in particular situation, that is, academic deanship. (S<sub>1</sub> = presidents; S<sub>2</sub> = department chairmen; S<sub>3</sub> = faculty).

and experience and the meaning of the situation for him as he assumes the academic deanship position.

The concept identified as SI, represented by the first set of circles on the left-hand side of the model, refers to the actor's image of expectations as he projects himself into the role. Applied to this study, SI represents the actor's ideal expectations of what he thinks the qualifications and the functions and responsibilities should be.

The concept labeled D in the model refers to the actor's definition of R, that is, what he thinks others expect of him in the role. In this study D represents the actual expectations perceived by the actor as held for him by others ( $R_1$ ,  $R_2$ ,  $R_3$ ) as he participates in the role. The actual expectations are determined by the behavior of the actor as he interacts with the three reference groups.

The right hand side of the model represents the reference groups or role definers, that is, those groups within the institution with whom the actor comes into contact almost daily in the performance of his role. The concept S identifies status in situation. This concept represents the reference groups' ideal expectations of any person occupying a status (position) in a particular situation. As indicated in the model, the three reference groups,  $S_1$ ,  $S_2$ ,  $S_3$ , may have different status expectations. In this study, the three circles on the extreme right represent the ideal

expectations of the reference groups concerning qualifications and the functions and responsibilities of the academic deanship position.

The second set of circles from the right in the model, identified as R or role, represents the groups' expectations of a particular actor in particular situations. This is a modification of S expectations (ideal) when applied to the particular actor in a particular situation. R expectations are varied in interaction with a particular actor in a particular position and situation. Applied to this study, R, therefore, represents the actual role expectations of the reference groups concerning the functions and responsibilities of the academic deanship position.

The concept BI, in the central circle of the model, refers to the actor's behavior in interaction with members of the particular group involved in the role defining situation. The actor's behavior in interaction with others continually redefines D and R.

In sum, the model illustrates the relationship between actual and ideal expectations held by the actor (academic dean) and relevant others (president, chairman, faculty) in a social situation.

## 2. Hypotheses.

The basic assumption of this study is that the lack of definitiveness which presently characterizes the role of the academic dean is the result of misunderstanding and disagreement of role expectations held by academic deans and relevant others within the academic community.

It is further assumed that a more definitive picture of the academic dean's role could be obtained by identifying and comparing the areas and degrees of consensus on both ideal and actual expectations held by deans, presidents, chairmen, and faculty within the college community.

To test these assumptions, within the framework of role theory, the following hypotheses were formulated:

1. There is less consensus on ideal expectations for qualifications among groups than there is within groups.
2. There is greater consensus on ideal expectations than on actual expectations for functions among all groups.
3. There is greater consensus on actual expectations for functions between academic deans and presidents than there is between deans and department chairmen or faculty.

The following sub-hypothesis referring to expectations for functions was formulated to further test the foregoing assumptions:

1. The closer the reference groups are to the deanship position the greater the degree of consensus on actual expectations.

When hypothesis one is applied to the model, consensus on ideal expectations for qualifications among groups is shown by an overlap of the  $SI_{1,2,3}$  circles with the  $S_{1,2,3}$  circles. The overlap indicates the degree of consensus. The same procedure is followed when the second hypothesis is applied to the model in order to show consensus on ideal expectations for functions of the deanship position.

In the third hypothesis which states that there is greater consensus on actual expectations between deans and presidents than there is between deans and department chairmen and faculty, the measure of actual expectations is defined by the interaction of the actor ( $D_{1,2,3}$ ) with the three reference groups ( $R_{1,2,3}$ ). When the third hypothesis is applied to the model the overlap between  $D_{1,2,3}$  and  $R_{1,2,3}$  indicates the degree of consensus. Small overlap between  $D_{1,2,3}$  and  $R_{1,2,3}$  suggests little interaction and implies a low degree of consensus. Similar procedures are followed for the sub-hypothesis.

Each of the above mentioned hypotheses is based on certain assumptions implicit in the literature and the role theory model utilized in this study. With respect to the first hypothesis it is assumed that there will be less consensus on ideal role expectations among groups than within groups. Theoretically, normative or ideal expectations are more frequently attached to the position than to the specific

behavior the actor might be expected to perform in a particular position. It is a commonly held assumption, therefore, that ideal expectations are generally defined with a high degree of consensus by all groups in the role defining situation. The literature suggests, however, that consensus on role expectations cannot be assumed, particularly with reference to the normative expectations. The conceptual role theory model used in this study indicates that the different groups of role definers may not have clearly defined ideal role expectations. Moreover it is assumed that members of the same professional group share a commonality of professional interests and responsibilities which tend to influence their perceptions of the deanship role. It seems reasonable to expect therefore that consensus on ideal expectations will be greater within groups than among groups.

The rationale for the second hypothesis is based on the theoretical assumption that the activities or functions of positions are common in all situations in which the position occurs, therefore, ideal expectations for these activities should show more consensus when compared to actual expectations which refer to the behavior utilized to carry out these activities. According to the conceptual model used in this study, the actual expectations are determined by the behavior of the actor as he interacts with the three reference groups. The actor's behavior in interaction with others

continually redefines the actual expectations of both the actor and the three reference groups. Since actual expectations are varied in interaction, it is expected that there will be less consensus on these expectations than on the ideal among all groups in the role defining situation.

With respect to the third hypothesis, it seems reasonable to infer that there is greater consensus on actual expectations between deans and presidents than there is between deans and chairmen or faculty since it is implicitly recognized that there is an interconnectedness which characterizes the relationship between the presidential and deanship positions. As a member of the collegiate administrative hierarchy, the dean works closely with the president in the educational direction of the college and usually acts as chief academic adviser to the president. Moreover the dean, in the absence of the president from the campus, generally assumes presidential responsibilities. Theoretically, the more involvement occurring between the actor and the reference groups, the more likely they will influence each other's expectations. It seems reasonable to conclude, therefore, that more agreement will exist between deans and presidents than between deans and chairmen or faculty, on actual role expectations, for the deanship position.

The underlying rationale for the sub-hypothesis is somewhat similar to that offered for the third hypothesis.

If the professional groups are closer to the deanship position in the collegiate organizational structure, it seems more likely that they will be in agreement on actual expectations since they presumably are more knowledgeable and more involved in carrying out the activities necessary to achieve institutional objectives. Thus, agreement on actual expectations of deans, presidents, and chairmen will be higher in comparison to the actual expectations of faculty.

### 3. The Population of the Study.

The population for the study includes all Catholic liberal arts colleges for women in Pennsylvania.<sup>2</sup> These colleges are accredited<sup>3</sup> or recognized candidates for accreditation by the Middle States Association of Colleges and Secondary Schools. Among the thirteen Catholic liberal arts colleges for women in Pennsylvania, only one lacked accreditation. Since this college was recently established, it did not meet the time requirement of the accrediting association but was included in the study since it was a recognized candidate for accreditation. At the time of the study this

---

<sup>2</sup> Colleges and Universities in Pennsylvania, Commonwealth of Pennsylvania, Department of Public Instruction, Bureau of Institutional Studies and Services, Harrisburg, 1967, p. 1-179.

<sup>3</sup> Education Directory, 1968-1969: Part 3, Higher Education, U. S. Dept. of HEW, Office of Education, Superintendent of Documents, Washington, D. C., 1968, 457 p.

college had not been granted accreditation.

Subjects of the population included all presidents, academic deans, department chairmen, and full-time faculty members. According to the college administrators, full-time faculty are those above the academic rank of lecturer.

Full-time student enrollment in the thirteen colleges ranged from 111 to 1400 students and the undergraduate full-time teaching faculty ranged from a total of nineteen to ninety-five.

#### 4. Development and Validation of Role Definition Inventory.

The instrument used to obtain data is a thirteen page inventory (see Appendix 7) developed during the summer of 1970. The inventory is designed to identify consensus on role expectations for the academic deanship position from responses of the study population. Items for the inventory were devised and selected after examination of college documents and the research literature, particularly the studies of Corson<sup>4</sup> and Gould;<sup>5</sup> informal discussions with academic deans and other administrators and faculty in higher

---

<sup>4</sup> John J. Corson, Governance of Colleges and Universities, New York, McGraw-Hill, 1960, v-209 p.

<sup>5</sup> John Wesley Gould, The Academic Deanship, The Institute of Higher Education, New York, Bureau of Publications, Teachers' College, Columbia University Press, 1964, ix-116 p.

education; and from the writer's own experience in administration of higher education including that of academic dean.

The inventory is divided into two parts. Part I consists of thirty-five items arranged under the heading of "Qualifications". The items are descriptive of personal characteristics, education, experience, and interpersonal skills. Responses to the items are arranged on a four point scale ranging from "always necessary" to "not necessary". The items are presented as expectations for qualifications for the academic deanship position requirements.

Part II of the inventory consists of twenty-four activities arranged under the major heading of "Functions and Responsibilities". These items cover the major types of activities characteristic of those functions which are generally associated with the role of the academic deanship position. Both general and specific activities are included in the twenty-four items. Nine statements are listed under each of the twenty-four activities. Eight of these statements are descriptive procedures and the ninth is open-ended to allow the respondent to write in a procedure if those listed do not apply.

Respondents were asked to answer according to what they perceived to be the actual procedure followed in their respective colleges and what they thought the procedure should be ideally. Responses were considered to be

expectations held by respondents for the functions associated with the role of the academic deanship position.

In addition to the role inventory, a four page questionnaire (See Appendix 6) was developed to obtain personal and professional data on each of the thirteen academic deans who participated in the study. The questionnaire was incorporated with the inventory mailed to academic deans. The information obtained from the questionnaire presents an overview of the characteristics of the participating deans.

In order to check the face validity of the inventory, it was submitted in August 1970, to a six-member panel of Canadian university administrators and faculty, one of whom was a former member of the research team of the Commission for the Study of Catholic Higher Education in Canada. Irrelevant and self-evident items were deleted, ambiguous items were reworded and three suggested relevant items were incorporated.

The corrected inventory was submitted to a seven-member panel of American college administrators and faculty in September-October, 1970. Few changes were recommended. Suggestions offered concerned arrangement of items and instructions for respondents.

In December, 1970, the final form of the inventory was administered to a pilot group of college administrators and faculty to check the accuracy of interpretation of what

the inventory measured and to determine the amount of time required for completion. No errors were detected in interpretation. The inventory was completed by all members of the group within a thirty to thirty-five minute period.

#### 5. Methodological Procedures.

a) Preliminary interviews.- The following procedure was used prior to initiating the study. In mid-January 1971, the writer sent a letter to each of the thirteen presidents of the research population. The letter briefly explained the purpose of the research and requested a personal interview. An immediate response was received from eleven presidents who expressed interest in the research and confirmed the dates requested for interviews. Of the remaining two presidents, one was unable to schedule an interview on the date requested but contacted the writer by telephone at which time the interview was conducted. In the remaining case, the writer was unable to arrange an interview and the academic dean was interviewed in lieu of the president.

Interviews were carried out over a two month period beginning in late January, 1971. The interviews were designed with the following objectives in mind: first, to obtain the personal cooperation of each president and to obtain permission to conduct the study at each of the colleges in the study; second, to obtain the necessary preliminary data

required for the study; and finally, to meet personally the academic deans and secure their cooperation.

Among other factors discussed during the interviews were the role inventory and procedures for collection of data. A number of valuable suggestions were offered by presidents which greatly facilitated procedures used in the study. Necessary data supplied by presidents included faculty lists, administrative charts, faculty handbook and college catalog. The writer was able to meet with nine of the academic deans. The remaining four deans were contacted by letter, telephone, or through the president who acted as intermediary. All deans consented to participate in the study.

b) Distribution and Return of Inventory.- Following each college visit with presidents, the inventories, together with a cover letter (see Appendices 2 and 3) were mailed to the presidents, academic deans, chairmen, and faculty. Two weeks later a follow-up letter (see Appendix 8) was mailed to those subjects who had not responded, requesting return of the inventory. In the following two weeks, a second inventory with cover letter (see Appendix 9) was mailed to subjects who had not responded to the follow-up request.

There was a final return of approximately ninety-two percent from presidents and a one hundred percent response from academic deans. Of the 183 chairmen eligible to answer, 127 (69.39 percent) responded and of the 461 faculty eligible, 296 (64.21 percent) responded.

c) Follow-up Interviews.- Return visits with presidents and academic deans were carried out in late spring of 1971. The purpose of the return visits was to obtain reactions of presidents, academic deans, and available chairmen and faculty to the inventory. The following general questions, designed to initiate reaction, were asked during the interview:

1. Does the Academic Deanship Role Inventory adequately cover the major functions and responsibilities of the academic dean's office?
2. Is there anything unique about the academic deanship position at your college which is not covered in the inventory?
3. What suggestions can you offer toward improvement of the inventory?

The interviews, which ranged from approximately one to three hours, were informal, in an attempt to establish rapport. The questions were asked in conversational tone during the interview. In the following pages, a summary of reactions to the questions proposed in the interviews is presented.

With reference to the first question, reactions were generally favorable. Responses indicated that the inventory adequately covered the major functions and responsibilities of the academic dean's office. Characteristic responses of presidents, deans, and faculty are presented in Appendix 10.

The second question asked whether there was anything unique about the deanship position in the particular college which was not covered in the inventory. Unique features described by the respondents were minimal. Some respondents pointed out that any unique feature of the deanship position in their respective colleges was taken care of by the "other" category listed in the inventory. These reactions are reflected in the statements presented in Appendix 10.

The third question asked in the interview sought suggestions toward improvement of the inventory. Typical comments, which focused on format and additions to the inventory, are presented in Appendix 10.

A few individuals pointed out that they experienced some personal difficulty in answering the inventory. These comments are presented in Appendix 10.

#### 6. Analysis of Data Procedures.

The research design warranted division of the study population into the following four groups: 1) presidents; 2) academic deans; 3) department chairmen; and 4) faculty.

Data obtained from Parts I and II of the inventory are analyzed in terms of the actual and ideal expectation responses of the four groups. In order to identify the areas of consensus or agreement, the areas showing low consensus or a tendency toward disagreement, and lack of consensus or

disagreement, data are reported in percentages and comparisons made.

Of the four response categories listed in Part I of the inventory, under qualifications for the academic deanship position, the first two categories, "always necessary" and "usually necessary" respectively, represent positive consensus. The last two categories, "seldom necessary" and "not necessary" respectively, represent negative consensus.

To determine the direction of consensus, that is positive or negative, among the percentage distribution of responses for each qualification listed in Part I of the inventory, the classification proposed by Gross is used.

An eighty percent cut-off was arbitrarily chosen to identify high consensus or agreement on qualification expectations among and within the groups on the four choices listed in Part I of the inventory. Following is the classification proposed by Gross:<sup>6</sup>

1. Perfect Consensus (100%) - when all responses to an item occur in any one response category.
2. High Consensus (80-100%) a. when all responses occur in only two adjacent response categories (negative or positive).

---

<sup>6</sup> Neal Gross, Ward S. Mason, and Alexander McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, New York, Wiley, 1958, p. 104-114.

- b. when responses are distributed over four response categories but 80% or more of the responses occur in two adjacent response categories (negative or positive)
- 3. Low Consensus (below 80%)- when distribution of responses occurs in each of the four response categories but no one response category exceeds 79%.
- 4. No Consensus
  - a. when responses are distributed between two completely contradictory response categories.
  - b. when responses are distributed with equal frequency in each of the four response categories.

Part II of the inventory consists of twenty-four functions associated with the deanship position. Nine response categories or statements, one of which is open-ended, are listed under each of the twenty-four functions. Respondents were asked to answer according to what they perceived to be the actual procedure followed in their respective colleges and what they thought the procedure should be ideally. Since the nine statements offer a greater number of choices than Part I of the inventory, it seemed logical that the percentage distribution of responses would be more widely dispersed. Proportionately, therefore, it is expected that a response of approximately thirty-five percent constitutes the basis for agreement on actual and ideal expectations.

Responses of all groups to each expectation item are reported in percentages. A comparative analysis of the amount and direction of consensus and disagreement on both actual and ideal expectations is then made both among and within the groups reporting. These results are used to test the hypotheses within the framework of the role theory model already described.

The foregoing pages described the research instruments and procedures used in the investigation of the problem. In the following chapter, responses of the study population are presented and analyzed.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF RESULTS

This chapter deals with the personal and professional characteristics of the academic deans participating in this study and the amount and direction of consensus and disagreement on expectations of deans, presidents, department chairmen and faculty concerning the qualifications for and functions of the role of the academic deanship position. Data obtained are presented under the following headings:

1. Personal and professional characteristics of participating deans.
2. Ideal expectations of deans, presidents, chairmen, and faculty concerning qualifications for the role of the academic deanship position.
3. Actual and ideal expectations of deans, presidents, chairmen, and faculty concerning functions and responsibilities of the role of the academic deanship position.

Data presented under headings two and three are used to test the previously stated hypotheses within the context of the role theory model already described.

The chapter concludes with a summary of the major findings and their implications.

### 1. Personal and Professional Characteristics of Participating Deans.

The data reported in this section are based on responses of deans to the four-page questionnaire (see Appendix 6).

The academic deanship position in Catholic liberal arts colleges for women in Pennsylvania is held predominantly by women. Of the thirteen deanship positions, only one is held by a male. Eleven of the thirteen deans are members of a religious order and two are laymen. In view of the historical fact that the colleges under study were founded by women's religious orders and are presently conducted by members of these orders, it is not unusual to find this administrative post assumed generally by a member of the order.

Ages of the deans in this study ranged from thirty-one to over fifty. Four of the deans were in the fifties while seven were between forty-one and fifty, and only two were in the thirty-one to forty age range.

The official titles of the deans occupying the position revealed slight variation. The majority of deans (10 of 13) hold the title of "academic dean". Two hold the title of "vice-president for academic affairs" and one the title of "academic vice-president and dean of instruction". The scope of activities of these titles varies. In one case the

title constitutes a dual function, that of vice-president and that of the deanship, and in another case the title represents a change in name only from "academic dean" to "vice-president" with no corresponding increase in duties, while in a third case, the title reflects a wider scope of responsibilities of which the deanship constitutes the major portion.

Almost half of the deans (6 of 13) reported that they hold titles in addition to that of "academic dean". The wide scope of activities in which these deans engage is reflected in titles such as "coordinator of freshman advisory program", "class moderator", and "department chairman".

Most of the deans reporting served a relatively short period of time in their present positions. The number of years served ranged from less than one year to twenty years. Eleven of the 13 deans reporting served five years or less with a mean tenure of 2.4 and only two served more than five years. These data indicate a recent and considerable turnover in the deanship position which suggests that the relatively short period of time served may not provide sufficient time to learn the intricacies and complexities of the office. According to Mayhew,<sup>1</sup> the mean tenure for

---

<sup>1</sup> Lewis B. Mayhew, "Shared Responsibility of the President and the Dean", The Academic Deanship in American Colleges and Universities, Arthur J. Dibden, Ed., Carbondale, Southern Illinois University Press, 1968, p. 96.

academic deans has been put at from five to seven years and in view of the fact that tenure for at least ten years is judged necessary for effective planning, a major source of difficulty is presented. Similarly, the average number of years the dean worked with the president in office was 3.4 years with the exception of one who served with the president in office for only two months.

Data revealed that the dean chairs from one to five committees averaging 2.4, and in addition, holds membership on from one to twelve committees, averaging 4.2. Nine of the thirteen deans chair the curriculum committee and seven chair the committee on academic standing. Considerably fewer deans (4 of 13) chair the committee on educational policy. A few deans also reported chairing committees not listed in the questionnaire. These included the calendar and catalogue committees and the college council.

With reference to educational background of the deans, nine had the doctoral degree and four the master's. Approximately three-fourths (10 of 13) had been appointed to the deanship position from the faculty or administrative ranks of the college in which they currently serve as dean.

All of the deans had had professional experience in institutions other than those in which they now serve. More than two-thirds (9 of 13) had had teaching or administrative experience in Catholic elementary or secondary schools and

approximately one-third (4 of 13) had had teaching or administrative experience in colleges or universities.

With reference to formal course work in administration of higher education and professional training for the position, only two deans had taken course work in higher education administration while six reported professional training in the nature of conferences, seminars, institutes for academic deans, workshops for college administration, and internship year. A few deans reported experience as dean of students and department chairman, as professional training. Although the majority of deans (10 of 13) did not consider formal course work in administration of higher education necessary preparation for the deanship position, most of them (11 of 13) were in favor of professional training as a pre-requisite.

Responses to questions fifteen, sixteen, and seventeen in the questionnaire reflect the professional activities in which deans are involved. The number of professional organizations with which deans are affiliated ranges from one to ten. Responses indicated that the deans hold membership in an average of five organizations and attend the annual meeting of at least four of these organizations. Of the ten organizations listed in question fifteen, the only one to which all deans belong is the American Conference of Academic Deans and over two-thirds of these deans (9 of 13) attend

the annual meeting of this organization. None of the deans currently holds office in the organizations listed.

Whether deans are informed regarding the literature of higher education is revealed in the responses to question sixteen. Data show that deans generally find time to read from two to twelve periodicals, averaging 5.5. Periodicals most often read by over half the deans, listed here in rank order, are: 1) American Council on Education publications; 2) American Association of University Professors Bulletin; 3) Liberal Arts; 4) Journal of Higher Education; and 5) Educational Record. Among the periodicals least often read are Harvard Educational Review and Phi Delta Kappan. Periodicals not read by any of the deans include Administrative Science Quarterly and Peabody Journal of Education.

With reference to research and publication activities, responses to question seventeen revealed that more than half the deans were involved in some type of research. Of the thirteen deans reporting, nine had undertaken institutional self studies and of these nine, seven also produced research in either their areas of academic specialization or on the deanship office. The remaining three deans reported research in their respective areas of academic specialization only, and one dean reported no involvement in research. As to publication activities, most of the deans (10 of 13) had no publications to their credit. Publications reported by

three of the deans were concerned with research on institutional self studies, curriculum, and academic specialization.

Almost two-thirds (8 of 13) of the deans in this study still teach from three to six semester hours. Academic rank is held by all but three deans who reported that the policy of academic rank for administrators had not been adopted in their respective institutions.

With reference to method of appointment to the deanship position, responses indicated that appointments of more than half of the deans (7 of 13) were made by the president and confirmed by the Board of Trustees. In only four colleges were deans appointed after presidential consultation with either faculty, other administrators, or search committees. In one college the dean was appointed by religious superiors and in another the dean was appointed by the superior general of the religious community in consultation with the president.

Question twenty-one asked the deans to rank ten activities which they considered most time consuming in the performance of their functions. They were requested to rank these activities by number, in order of greatest to least amount of time consumed (1 = greatest amount of time consumed). According to the responses (based on twelve of thirteen deans responding), activities ranked from first to fifth place, according to time consumed, were, in descending order:

1. curriculum work
2. administrative tasks
3. committee work
4. student counseling
5. supervision and development of faculty.

Responses to supervision and development of faculty were equally divided with half of the deans ranking it first to fifth and the remaining half ranking it sixth to tenth. All of the responses, however, fell between the fourth and ninth rank. The activities ranked from sixth to tenth place were:

6. recruiting faculty
7. admission of students
8. extra-institutional affairs
9. preparation and administration of budget
10. enforcing academic regulations and student discipline.

Question twenty-two asked deans to rank ten activities which they considered to be major responsibilities of the academic dean's office. These activities are referred to in the literature as functions generally associated with the deanship position. Deans were asked to rank these activities by number, in order of most to least important (1 = most important). The activities ranked from first to fifth place by the thirteen deans, were, in descending order of importance:

1. educational programming
2. faculty relations and morale
3. advising the president
4. committee work
5. recruitment of faculty.

Activities ranked from sixth to tenth were in descending order:

6. student relations
7. routine administrative tasks
8. budget
9. recruitment and admission of students
10. community and alumnae relations.

As reflected in the foregoing list, probably the most important responsibilities are educational programming and faculty relationships which deans recognize as major responsibilities of the position. The ranking of activities according to time consumed however, suggests that deans tend to be more involved with "peripheral" activities such as routine administrative tasks and less involved in faculty relationships.

The majority of deans ranked preparation and administration of the budget from sixth to tenth place both according to time consumed and as a major responsibility of the deanship office. Although the literature supports the notion that budget should be a primary function of the deanship office, the responses indicated that deans tend to be less involved in budgetary matters.

That deans are very much involved in student counseling is reflected in the first to fifth ranking according to time consumed. In the ranking of activities which they considered major responsibilities of the office, the majority of deans ranked activities concerning students from sixth to tenth place. According to the literature, deans tend to be more involved with student activities in smaller than in

larger colleges.

2. Ideal Expectations of Respondents concerning  
Qualifications for the Role  
of the Deanship Position.

Subjects were asked to indicate the importance of each of the thirty-five expectation items listed in Part I of the inventory by checking one of the four response categories. The first two categories, labeled "always necessary" and "usually necessary" respectively, represent positive consensus. The last two categories, labeled "seldom necessary" and "not necessary" respectively, represent negative consensus.

A response of eighty percent or above occurring in the positive response categories, on any expectation item, indicated high positive consensus and in the negative categories, indicated high negative consensus. The positive responses were considered necessary qualifications for the deanship position and the negative responses as unnecessary qualifications.<sup>2</sup>

Although all subjects were asked to respond to all items, in some cases, some items were not answered. It was assumed that this was due to error or because the subject felt he was not capable of responding.

---

<sup>2</sup> See Chapter II, p. 70, for description of criteria.

The responses of the subjects to the qualification items in Part I of the inventory comprised the data with which to determine the amount and direction of consensus on ideal expectations among all the groups. These items were designed to cover the qualifications most commonly attached to the deanship position. The qualification items were asked as expectations for position requirements. Responses comprise the data with which to test the first hypothesis.

As indicated in Concept S in the model, this refers to all the groups' expectations of any person occupying a status (position) in a particular situation. These responses were considered to be the ideal expectations since they apply directly to the position. The concept identified as SI in the model refers to the actor's image of expectations. Applied to this study, SI represents the dean's ideal expectations of what he thinks the qualifications or functions should be.

Theoretically, the ideal expectations are more frequently attached to the position than to specific behavior the actor might be expected to perform in a particular position. Although one would expect to find some consensus on ideal expectations since these are generally attached to the position, the literature suggests that there would be differences among groups of role definers.

To facilitate analysis of responses and enhance clarity, qualification items are classified according to similarity and arranged in the following cluster groups:

| <u>Cluster Groups</u>      | <u>Similarity of Qualifications</u>             |
|----------------------------|---|
| 1. 1-2-3-4-5               | Personal  |
| 2. 6-7-8-9-10              | Educational                                     |
| 3. 11-12-13                | Educational philosophy                          |
| 4. 14-15-16-17-18-35       | Experience                                      |
| 5. 19-20-21-22-23-24-32-34 | Interpersonal skills                            |
| 6. 25-26-27-33             | Participation in extra-institutional activities |
| 7. 28-29-30-31             | Professional interests and activities           |

In the succeeding tables, the following symbols are used to indicate amount and direction of consensus:

- P+ = perfect positive consensus
- P- = perfect negative consensus
- H+ = high positive consensus
- H- = high negative consensus
- L = low consensus
- N = no consensus

The total percentage distribution of responses on each of the thirty-five qualification items is presented in appendix 11.

Table I presents classification of responses concerning personal qualifications. An analysis of the responses exhibited three markedly different distribution patterns. One pattern was characterized by a high negative response among the ten (83.33 percent) presidents on both items one and two which refer to the age qualification. A similar response was indicated on item two by deans (84.62 percent)

Table I.- Classification of Responses According to Consensus  
on Cluster Group 1: Personal Qualifications.

| Qualification<br>Item                          | RESPONSES  |       |          |         |
|--|------------|-------|----------|---------|
|  | Presidents | Deans | Chairmen | Faculty |
| 1. 40 years of age or<br>under                 | H-         | L     | L        | L       |
| 2. Over 40 years of age                        | H-         | H-    | L        | H-      |
| 3. Roman Catholic                              | L          | L     | L        | L       |
| 4. Member of Roman Catholic<br>Religious Order | N          | L     | L        | H-      |
| 5. Female                                      | N          | L     | L        | L       |

and faculty (85.46 percent) which was in agreement with the presidents' response. The distribution of responses to items one and two suggests that among presidents age is not relevant as a qualification for the deanship position. Deans and faculty, however, were more definite on the "over 40 age" qualification than on the "under 40 age" qualification in that their responses, which were all above eighty percent, indicated that the "over 40 age" qualification was "seldom" or "not necessary". All responses, however, on both items one and two, tend toward the negative direction which suggests that age may not be a relevant qualification for the deanship position.

The second pattern was characterized by a low consensus response among all groups reporting on item three, "Roman Catholic". Responses were almost equally distributed over the four response categories. Apparent uncertainty existed among all groups as to whether or not the "Roman Catholic" qualification was necessary for the deanship position in Catholic liberal arts colleges for women in Pennsylvania.

On item four, regarding membership in a Roman Catholic religious order, consensus varied considerably. Among presidents, consensus was lacking since their responses were distributed between two completely contradictory response categories. Five (41.56 percent) presidents reported this

qualification as "usually necessary" and seven (58.33 percent) reported it as "not necessary". Among deans and chairmen a low consensus response existed. Only faculty, whose responses indicated a high negative consensus, were in agreement that membership in a Roman Catholic religious order was "seldom" or "unnecessary" as a qualification for the deanship position. A somewhat similar pattern emerged on item five.

It is interesting to note also, the diverse pattern on the five qualification items in the president group and the converse pattern on the five items in the chairmen group. Responses of chairmen to all items concerning personal qualifications indicated low agreement.

In sum, expectation responses for personal qualifications generally revealed low consensus among all groups which tends to support the hypothesis.

The pattern which emerged from responses to the educational requirements generally showed high positive consensus with reference to degree requirements among each of the four groups reporting but some disagreement existed concerning academic study for the position. Data are presented in Table II.

Item six, the "Ph.D. degree or equivalent" was considered "always" or "usually necessary" by ten (83.24 percent) of the presidents, eleven (84.62 percent) deans, 110 (86.61 percent) chairmen and 236 or approximately eighty

Table II.- Classification of Responses According to Consensus on Cluster Group 2: Educational Requirements.

| Qualification<br>Item   | RESPONSES  |       |          |         |
|---|------------|-------|----------|---------|
|   | Presidents | Deans | Chairmen | Faculty |
| 6. Ph.D. degree or<br>equivalent                                      | H+         | H+    | H+       | H+      |
| 7. Master's degree  | H+         | H+    | L        | H+      |
| 8. Bachelor's degree  | L          | H+    | L        | H+      |
| 9. Academic Study in<br>History and Philosophy<br>of higher education | H+         | L     | L        | L       |
| 10. Academic study in<br>administration of<br>higher education        | H+         | L     | H+       | H+      |

percent (79.73 percent) of the faculty. A somewhat similar pattern emerged on item seven, "Master's degree". The low consensus response of chairmen on items seven "Master's degree", and eight "Bachelor's degree", appeared to be in contradiction to their high consensus response on item six, "Ph.D. degree". This presumed discrepancy may be accounted for by one of the following two assumptions. First, it may be accounted for by the progression of the academic degree scale. It is implicitly recognized that in the academic degree scale, the Bachelor and Master degrees are requirements for the Ph.D. degree. In some of the cases, where chairmen selected the Ph.D. degree as "always necessary", they failed to respond to the succeeding two items, Master's and Bachelor's degree. As a result, the number in the "no answer" column increased considerably among chairmen on items seven and eight. A similar pattern was exhibited in the presidents' responses to item eight with a proportionate increase in the "no answer" column (see Appendix 11). The omission of answers on items seven and eight and the corresponding increase in the "no answer" column would imply that the Master and Bachelor degrees were considered as pre-requisite.

The second assumption is that the Master and Bachelor degrees would not suffice as qualifications. Only the Ph.D. degree would be considered as a qualification. In the responses some subjects who selected the Ph.D. degree as

"always necessary" indicated that the succeeding two items, seven and eight, were not relevant.

Expectations of presidents concerning item nine, "Academic study in the history and philosophy of higher education" diverged considerably from those of deans, chairmen and faculty. Almost all presidents (91.67 percent) agreed that this qualification was "always" or "usually necessary". In comparison, the percentage response among deans (69.23 percent), chairmen (68.50 percent) and faculty (77.03 percent) revealed a lower degree of consensus which indicates a tendency toward disagreement with the president group.

On item ten, the low consensus response among academic deans was at variance with presidents, chairmen, and faculty who considered academic study in administration of higher education a necessary qualification for the academic deanship position. In sum, distribution of responses to items nine and ten reflects a tendency toward disagreement both among and within groups reporting. To the extent that among groups there are differences in expectations on some of the qualification items in the educational classification, the hypothesis is supported.

Table III presents the distribution of responses to cluster items eleven, twelve, and thirteen which refer to educational philosophy. As is evidenced from the data shown in Table III, responses of the four groups showed positive

Table III.- Classification of Responses According to Consensus on Cluster Group 3: Educational Philosophy.

| Qualification<br>Item  | RESPONSES  |       |          |         |
|--|------------|-------|----------|---------|
|  | Presidents | Deans | Chairmen | Faculty |
| 11. An understanding of the philosophy and aims of a Catholic liberal arts college | P+         | P+    | H+       | H+      |
| 12. An understanding of the philosophy and aims of the liberal arts colleges       | H+         | H+    | H+       | H+      |
| 13. Commitment to the philosophy and aims of the liberal arts college              | H+         | H+    | H+       | H+      |

patterns of consensus for each of the three items. Distribution of responses showed that over ninety percent of the responses of each group occurred in the "always" or "usually necessary" categories. Among presidents and deans, a perfect positive consensus (one hundred percent) existed since the total number of responses of each group occurred in the "always necessary" category. The first part of the hypothesis, concerned with less consensus among groups, received no support. The extraordinary amount of agreement suggests considerable uniformity of expectation among all groups concerning educational philosophy. These data, therefore, are interpreted as ideal qualifications for the deanship position.

The distribution of responses on the experience qualifications are presented in Table IV. On items fourteen "Professional training for the deanship position" and thirty-five, "Selection of dean from the faculty or administrative ranks of the college he serves", low consensus existed within and among each group reporting. Responses of chairmen and faculty on item thirty-five occurred with almost equal frequency in both the positive and negative categories. The only item which reflected high consensus among the four groups was item eighteen "College teaching experience". All groups agreed that college teaching was a requisite for the position. High consensus existed also on item fifteen among presidents who considered administrative experience in higher

Table IV.- Classification of Responses According to  
Consensus on Cluster Group 4: Experience.

| Qualification<br>Item  | RESPONSES  |       |          |         |
|--|------------|-------|----------|---------|
|  | Presidents | Deans | Chairmen | Faculty |
| 14. Professional Training for Academic Deanship position                       | L          | L     | L        | L       |
| 15. Administrative Experience in higher education                              | H+         | L     | L        | L       |
| 16. Previous experience as Academic Dean                                       | L          | L     | H-       | H-      |
| 17. Administrative experience in business or industry                          | L          | H-    | L        | L       |
| 18. College teaching experience  | H+         | H+    | H+       | H+      |
| 35. Selected from the faculty or administrative ranks of the college he serves | L          | L     | L        | L       |

education a necessary qualification, but among deans, chairmen and faculty, a low consensus prevailed. On item sixteen, both chairmen and faculty agreed that previous experience as academic dean was not essential for the position, but among presidents and deans, consensus was low. A high negative consensus response was found among deans on item seventeen, "administrative experience in business or industry". All responses of the thirteen deans on item seventeen occurred in the "seldom" or "not necessary" categories whereas the distribution responses of presidents, chairmen, and faculty revealed a low consensus.

It is interesting to note the similarity of the consensus patterns existing between chairmen and faculty on the total number of experience qualifications in contrast to the diversity of patterns existing between deans and presidents.

In general, expectation responses for experience qualifications revealed low consensus among all groups and within groups. Differences among the groups suggest support of the hypothesis while differences within the groups suggests lack of support.

The importance of interpersonal skill qualifications for the deanship position is reflected in the positive distribution pattern presented in Table V.

Among presidents, perfect consensus (one hundred percent) existed on items nineteen, twenty, twenty-three,

Table V.- Classification of Responses According to  
Consensus on Cluster Group 5: Interpersonal Skills.

| Qualification<br>Item   | RESPONSES  |       |          |         |
|---|------------|-------|----------|---------|
|   | Presidents | Deans | Chairmen | Faculty |
| 19. Willingness to entertain new ideas  | P+         | P+    | H+       | H+      |
| 20. Ability to communicate effectively with both academic and outside communities   | P+         | H+    | H+       | H+      |
| 21. Ability to reconcile divergent views, within the academic community, concerning accomplishments of college objectives | H+         | H+    | H+       | H+      |
| 22. An able parliamentarian   | H+         | H+    | H+       | H+      |
| 23. Proficiency in public speaking  | P+         | H+    | H+       | H+      |
| 24. An innovator and originator of educational experimentation  | H+         | H+    | H+       | H+      |
| 32. Give evidence of leadership on issues which affect policies and objectives of the college                             | P+         | H+    | H+       | H+      |
| 34. Ability to delegate responsibility  | H+         | P+    | H+       | H+      |

and thirty-two. All responses to these items, with the exception of item twenty-three, occurred in the "always necessary" category. All responses to item twenty-three occurred in the "usually necessary" category.

Within the deanship group, perfect consensus existed on only two items, nineteen and thirty-four.

On item twenty-one, among presidents, almost perfect consensus existed in that the total percentage of responses equaled one hundred percent but the responses were distributed between the two positive response categories. A similar pattern obtained for deans on items twenty-one, twenty-three, and thirty-two. Among chairmen, this pattern occurred only on item thirty-four.

On item twenty-two, the percentage distribution of responses ranged from approximately eighty percent (79.53 percent) among chairmen to approximately ninety-two percent (91.67 percent) among presidents. The range for item twenty-four was eighty-one percent (81.42 percent) among faculty to ninety-two percent (91.31 percent) for deans.

In general, all groups reported that interpersonal skills were essential requisites for the deanship position. The hypothesis in this classification, therefore, lacked support.

Analysis of responses on the cluster six items showed different distribution patterns. Data are presented

in Table VI.

On item twenty-five "represent views of college to outside community" there was a one hundred percent positive consensus among presidents. These responses, however, were almost equally distributed between the two positive response categories. Distribution of responses of the academic deans, chairmen, and faculty showed a similar pattern although a one hundred percent consensus was not achieved.

Analysis of the response distribution on item twenty-six "actively participate in regional and civic groups", showed a tendency toward disagreement among the responses of each group. Distribution of responses occurred in all four response categories and the percentage of responses in each category was below eighty percent.

Responses to item twenty-seven "interested and involved in local, state, and national concerns" showed high positive consensus among the academic deans (84.62 percent) and approximately eighty percent (79.53 percent) of the chairmen. The percentage distribution of responses among presidents and faculty on item twenty-seven revealed low consensus which indicated a tendency toward disagreement.

The distribution of responses to item thirty-three "take a definite position on issues which affect the outside community" revealed a pronounced difference among presidents. Of the twelve presidents reporting, six (fifty percent)

Table VI.- Classification of Responses According to Consensus on Cluster Group 6: Participation in Outside Community.

| Qualification<br>Items  | RESPONSES  |       |          |         |
|---|------------|-------|----------|---------|
|   | Presidents | Deans | Chairmen | Faculty |
| 25. Represent views of college to outside community                       | H+         | H+    | H+       | H+      |
| 26. Actively participate in regional and civic groups                     | L          | L     | L        | L       |
| 27. Interested and involved in local, state, and national concerns        | L          | H+    | H+       | L       |
| 33. Take a definite position on issues which affect the outside community | N          | L     | L        | L       |

regarded this qualification as "always" or "usually necessary" and six (fifty percent) considered it as "seldom" or "not necessary". Among the remaining groups reporting, there was a tendency toward disagreement as indicated by the low consensus distribution. In general, responses showed differences among all groups on all items, except item twenty-five, which lends support to the hypothesis.

Table VII presents the distribution patterns on qualifications concerning professional interests.

Almost all members of the groups reporting agreed that items twenty-eight, thirty, and thirty-one are "always" or "usually necessary" requirements for the deanship position.

The low consensus response on item twenty-nine "engaged in research and/or publication", indicated that there was little agreement among and within groups as to whether research and publication was an essential qualification for the deanship position. Among presidents, opinion was almost evenly divided with five or 41.67 percent reporting it as "always" or "usually necessary" and seven or 58.33 percent reporting it as "seldom" or "not necessary". Similarly, 38.52 percent of faculty considered this qualification "always" or "usually necessary" and 59.46 percent considered it "seldom" or "not necessary". As for deans and chairmen, they also failed to agree. 61.54 percent of deans regarded this qualification as "always" or "usually necessary" while 66.14

Table VII.- Classification of Responses According to  
Consensus on Cluster Group 7: Professional Interests.

| Qualification<br>Items  | RESPONSES  |       |          |         |
|---|------------|-------|----------|---------|
|   | Presidents | Deans | Chairmen | Faculty |
| 28. Actively participate<br>in professional organ-<br>izations and programs | H+         | H+    | H+       | H+      |
| 29. Engaged in research<br>and/or publication                               | L          | L     | L        | L       |
| 30. Scholar in an academic<br>discipline                                    | H+         | H+    | H+       | L       |
| 31. Informed on current<br>trends and issues in<br>higher education         | H+         | H+    | H+       | H+      |

percent of the chairmen reporting considered it "seldom" or "not necessary". With the exception of the research and publication qualification, the data provided no support of the hypothesis.

Summary of Findings on Qualification Expectations.- Data obtained from responses to Part I of the inventory provided a basis for comparison of the amount and direction of consensus and disagreement on qualification expectations held by academic deans, presidents, chairmen, and faculty, for the role of the academic deanship position.

The responses of these four groups to the thirty-five qualification items refer to ideal expectations for positional requirements and comprise the data with which the first hypothesis can be tested.

Data revealed that in certain classifications consensus is high among and within all groups on all items but in others consensus is low and in some classifications certain reference groups agree and others do not.

On sixteen of thirty-five or 45.71 percent of the qualification items the distribution of responses revealed high positive consensus among deans, presidents, chairmen, and faculty. On nineteen of thirty-five or 54.29 percent of the qualification items, distribution of responses revealed low consensus or no consensus among groups.

With respect to consensus within groups, there was more agreement than among groups. Distribution of responses revealed that presidents agree on twenty-three of thirty-five or 65.71 percent of qualification items, deans and faculty on twenty-two of thirty-five or 62.84 percent and chairmen, twenty of thirty-five or 57.14 percent.

To the extent that there is greater consensus within groups than among groups, the hypothesis is supported.

With reference to the classifications of expectations in which high consensus predominated analysis of responses indicated that less than half of the qualification items were considered paramount for the deanship position by the four subject groups in this study. High positive consensus existed within and among the four subject groups on these items which focused primarily on degree requirements, educational philosophy, college teaching experience, interpersonal skills, and professional activities. All of these qualifications were reported as "always" or "usually necessary". Ideally, all groups agree on the following specific qualifications:

6. Ph.D. degree or equivalent
11. An understanding of the philosophy and aims of a Catholic liberal arts college
12. An understanding of the philosophy and aims of the liberal arts college
13. Commitment to the philosophy and aims of the liberal arts college

18. College teaching experience
19. Willing to entertain new ideas
20. Ability to communicate effectively with both academic and outside communities
21. Ability to reconcile divergent views, within the the academic community, concerning accomplishment of college objectives
22. An able parliamentarian
23. Proficiency in public speaking
24. An innovator and originator of educational experimentation
25. Represent views of the college to the outside community
28. Actively participate in professional organizations and programs
31. Informed on current trends and issues in higher education
32. Give evidence of leadership on issues which affect policies and objectives of the college
34. Ability to delegate responsibility.

On over half the items, distribution of responses showed low consensus which suggests a tendency toward disagreement among groups of role definers. Low consensus existed on items dealing with personal, educational, experience, community participation, and professional interests qualifications.

Analysis of responses to the thirty-five qualification items revealed some interesting patterns. With reference to personal qualifications, presidents considered the

age qualification for the deanship position unimportant, but the low consensus response of deans, chairmen and faculty on the "over 40 age" qualification indicated some disagreement with the president group. On the "under age 40" qualification, however, deans and faculty who were in agreement with the president group, considered this qualification unnecessary but the low consensus responses of chairmen indicated some disagreement. Although responses were characterized by both high and low consensus, the majority of responses tended toward the negative category which suggests that age is not relevant for the deanship position. It was surprising to find that responses to religious qualifications reflected little agreement among all groups particularly in view of the commonly held assumption that the nature of the institution generally influences positional requirements. Similarly, responses regarding the sex qualification showed little agreement. It is interesting to note that the deanship position in the colleges participating in the present study is held predominantly by women who are members of a religious order.

With respect to educational requirements, almost all deans and members of reference groups considered the Ph.D. degree essential for the deanship position, but some disagreement existed among groups concerning the need for academic study in the history and philosophy of higher education.

While presidents advocated study in the history and philosophy of higher education, the low consensus responses of deans, chairmen, and faculty indicated a tendency toward disagreement with the president group. On the need for academic study in administration of higher education deans and reference groups tend to differ. Apparently presidents, chairmen, and faculty have an awareness of the complexity of the administrative process in higher education and recognize the need for academic study in administration of higher education.

Qualifications concerning educational philosophy were reported as essential requirements for the deanship position. Evidently, the nature of the institution, in this instance, influences the position.

Almost all members of the subject groups considered college teaching experience paramount for the position. Distribution of responses to the remaining experience qualifications varied. The low consensus response of all groups concerning professional training for the position and selection of the dean from faculty or administrative ranks of the college he serves, reflected uncertainty. Administrative experience in higher education was considered a prerequisite by presidents but the remaining three groups were undecided. Deans regarded experience in business or industry unnecessary while presidents, chairmen and faculty tended to disagree.

With reference to previous experience as academic dean, chairmen and faculty viewed this as unnecessary and among presidents and deans a low consensus response resulted.

That the dean's first concern is with people in the academic community is evidenced by the fact that all groups considered interpersonal skills essential requirements for the position. According to expectation responses, the deanship candidate should be able to communicate effectively, mediate divergent views, afford leadership with regard to policy and objectives of the college, and delegate responsibility. Moreover, the dean should be proficient in public speaking and an innovator in educational experimentation.

There was some disagreement on whether the dean should participate in extra-institutional groups or take a definite position on issues which affect the outside community. All groups agreed, however, that the dean should represent the views of the college to the community.

Interestingly, there was little agreement whether the dean should be engaged in research and publication but all groups agreed that the dean should participate in professional organizations, and be informed on current trends in higher education, and all but faculty agreed that the dean should be a scholar in an academic discipline.

In conclusion, the results of this investigation indicate that there tends to be less consensus among groups

than within groups on ideal qualification expectations for the role of the academic deanship position.

3. Actual and Ideal Expectations of Respondents Concerning Functions and Responsibilities of the Role of the Deanship Position.

Responses to Part II of the inventory are analyzed to show degrees of consensus between actual and ideal expectations among the four groups of role definers concerning functions and responsibilities associated with the deanship position.

Part II of the inventory consists of twenty-four activities characteristic of the functions generally associated with the role of the deanship position. Of the nine statements listed under each of the twenty-four activities, eight are descriptive procedures and the ninth ("other") is open-ended to allow the respondent to write in another procedure if those listed do not apply. Respondents were asked to answer according to what they perceived to be the actual procedure followed in their respective institutions and what they thought the procedure should be ideally. Responses of all groups are reported in percentages. As already explained in chapter two, a response of approximately thirty-five percent or above occurring on any one of the nine statements indicates consensus or agreement with respect to actual or ideal expectations for functions of the deanship position.

The total percentage distribution of responses of each group to each of the twenty-four functions is presented in Appendix 11. Percentages reported are based on the total number of subjects in the study population. Although all subjects were able to respond to both the actual and ideal procedures, in some cases neither procedure was checked. It was assumed that this was due to error or because the subject felt he was not capable of responding. Such cases are listed under the "no answer" column in Appendix 11. Similarly, some subjects responded to the ideal procedure but failed to check the actual procedure. In these cases, it was indicated by the subjects that either they were not sufficiently knowledgeable concerning the actual procedure or the policy regarding the particular procedure had not yet been formulated in their respective institutions. These responses are listed under the "actual unknown" column in Appendix 11.

Responses to the actual and ideal procedures listed in Part II of the inventory comprise the data used to test hypotheses two, and three, and the sub-hypothesis. As already mentioned in chapter two, the second hypothesis, based on the theoretical assumption that the activities or functions of positions are common in all situations in which the position occurs, predicts that the ideal expectations for these activities will show more consensus among the four groups of role definers when compared to their actual

expectations. According to the role theory model, the concept S refers to the groups' expectations of any actor occupying a status or position in a particular situation, that is, the deanship position in a Catholic liberal arts college for women. This concept represents the groups' (presidents, chairmen, faculty) ideal expectations since they apply directly to the position. The concept SI in the model refers to the actor's image of expectations and as applied to this study, SI represents the actor's (academic deans) ideal expectations of what he thinks the activities or functions should be. With respect to actual expectations, these are determined, theoretically, by the behavior of the actor as he interacts with the three reference groups. As depicted in the model, the concept D represents the actual expectations perceived by the actor as held for him by others ( $R_1, R_2, R_3$ ) as he participates in the role. The concept identified as R or role, represents the groups' actual expectations of a particular actor in particular situations. The actor's behavior in interaction with the reference groups continually redefines the actual expectations of both the actor and the three reference groups. It is expected, therefore, that actual expectations, which are varied in interaction, will show less consensus than the ideal expectations, which theoretically, are attached to the position.

The third hypothesis predicts that there will be greater consensus on actual expectations between deans and presidents than between deans and department chairmen or faculty. It is implicitly recognized that there is an interconnectedness that characterizes the relationship between the presidential and deanship positions. Theoretically, the more involvement occurring between the actor and the reference groups, the more likely they will influence each other's expectations. It is assumed, therefore, that there should be greater similarity in the expectations of these two groups.

The underlying rationale for the sub-hypothesis, concerned with greater consensus on actual expectations when the reference groups (presidents and chairmen) are closer to the deanship in the organizations structure, is basically similar to that offered for the third hypothesis. Chairmen are generally recognized as semi-administrators and assumedly more knowledgeable and more involved in carrying out the activities necessary to achieve institutional objectives. It is assumed, therefore, that the actual expectations expressed by deans, presidents and chairmen will reflect greater consensus when compared to those expressed by faculty.

In order to facilitate analysis and enhance clarity, two procedures are followed in presenting the data: 1) the activities presented in the succeeding tables are grouped, in some instances, according to similarity of functions and

not necessarily in the order in which they appear in the inventory; and 2) since respondents were asked to select one of nine statements from both the actual and ideal columns, it was expected that the distribution of responses would be widely dispersed, therefore, only the highest percentage response of each group occurring in the ideal and the actual columns, is reported in the succeeding tables.

Table VIII presents the percentage distribution of responses for Functions A, B, C, and D which refer to faculty recruitment and promotional activities.

According to the literature, one of the primary responsibilities of the dean is to identify, select, and develop the best possible faculty to assist in attaining the objectives of the institution. According to the ideal expectation responses of presidents, deans, and faculty to Function A, the primary responsibility for recruitment of new faculty should be apportioned among the dean, chairman, and appropriate faculty committee. Expectation responses of deans (53.85%) and presidents (50.00%) are relatively high when compared to those of faculty (29.39 percent). Although some faculty were in agreement with deans and presidents, the total percentage distribution response of the faculty group indicated no real consensus since responses were widely dispersed over the nine statements (see Appendix 11). These data reflect inconsistent expectations within the faculty

Table VIII.- Percentage\* Distribution of Responses to Functions Concerning Faculty Recruitment and Promotional Activities.

|            | ACTIVITIES                              |       |           |                                   |   |           |
|------------|---|-------|-----------|-----------------------------------|---|-----------|
|            | A<br>Recruit and Appoint<br>New Faculty |       |           | B<br>Rank and Salary<br>Promotion |   |           |
|            | Actual                                  | %     | Ideal     | Actual                            | % | Ideal     |
| Presidents | 66.67                                   | (5)** | 50.00 (7) | 25.00 (5,7)                       |   | 58.33 (7) |
| Deans      | 76.92                                   | (5)   | 53.85 (7) | 23.08 (5,6,7)                     |   | 53.85 (7) |
| Chairmen   | 41.73                                   | (5)   | 38.58 (5) | 20.47 (5)                         |   | 44.09 (7) |
| Faculty    | 35.47                                   | (5)   | 29.39 (7) | 16.89 (5)                         |   | 34.46 (7) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- Activity A
5. Dean, in consultation with the Department Chairman, recruits and interviews faculty and recommends appointment to the President.
  7. Dean, in consultation with both Department Chairman and appropriate faculty committee, recruits and interviews faculty and recommends appointment to the President.

- Activity B
5. Dean, in consultation with Department Chairman, recommends all promotions to President.
  6. Dean, in consultation with appropriate faculty committee, recommends all promotions to President.
  7. Dean, in consultation with Department Chairman and appropriate faculty committee, recommends all promotions to President.

Table VIII Continued.- Percentage\* Distribution of Responses to Functions Concerning Faculty Recruitment and Promotional Activities.

|            | ACTIVITIES               |       |           |                               |     |           |
|------------|--------------------------|-------|-----------|-------------------------------|-----|-----------|
|            | C<br>Tenure<br>Promotion |       |           | D<br>Selection of<br>Chairmen |     |           |
|            | Actual                   | %     | Ideal     | Actual                        | %   | Ideal     |
| Presidents | 33.33                    | (7)** | 66.67 (7) | 66.67                         | (9) | 58.33 (9) |
| Deans      | 23.08                    | (5,7) | 30.77 (7) | 38.46                         | (5) | 30.77 (9) |
| Chairmen   | 18.90                    | (7)   | 40.94 (7) | 31.50                         | (1) | 23.62 (6) |
| Faculty    | 16.89                    | (4)   | 35.14 (7) | 26.01                         | (1) | 28.04 (6) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- | Activity C   | Activity D   |
|--|--|
| 4. Appropriate faculty committee is responsible for making recommendations to the President.                             | 1. Selection made at discretion of President.                                  |
| 5. Dean, in consultation with Department Chairman, makes recommendation to President.                                    | 5. Dean, in consultation with President, determines selection.                 |
| 7. Dean, in consultation with Department Chairman and appropriate faculty committee, makes recommendations to President. | 6. Dean consults with members of departmental faculty before making selection. |
|  | 9. Other (please specify).   |

group and suggest a need for clarification. Ideal expectation responses of chairmen to Function A were at variance with deans, presidents and faculty. Approximately thirty-nine percent of the chairmen reported that only the dean and chairman should be responsible for this function. Regarding appointment of new faculty, all groups agreed that this responsibility should, ideally, rest with the president.

Analysis of actual expectation responses to Function A revealed considerable agreement as evidenced in Table VIII. All groups selected the same statement and the percentage response for each group was better than thirty-five percent. According to the majority of deans and presidents, 76.92 percent and 66.67 percent respectively, the dean and department chairmen assume responsibility for recruiting and interviewing faculty. Of a similar opinion were approximately forty-two percent of the chairmen and slightly more than thirty-five percent of the faculty. The responsibility for appointing faculty, however, rests with the president and apparently is contingent upon the recommendation of both the dean and the chairmen.

Analysis of responses to Function A also revealed that although all groups were in accord on the actual procedure, the expectations expressed by deans and presidents reflected greater consensus than those expressed by chairmen and faculty.

In general, the responsibility for Function A is delegated to the dean and chairman in actual practice but ideally, the responsibility for this function should be performed not only by deans and chairmen but also by a faculty committee. From the viewpoint of chairmen, however, this function is and should be a responsibility of the dean and chairman only.

In relating the data on Function A to the hypotheses, the following conclusions may be drawn:

1) To the extent that consensus on ideal expectations was less than consensus on actual expectations among all groups, the second hypothesis lacked support.

2) To the extent that consensus on actual expectations was greater between deans and presidents, than between deans and chairmen or faculty, the third hypothesis received support.

3) To the extent that consensus on actual expectations was greater between deans and only one of the two reference groups closest to the deanship, the sub-hypothesis received only partial support.

In sum, analysis of data on Function A revealed that there is greater consensus among groups on actual expectations than on ideal expectations. With reference to ideal expectations, the data indicated that differences exist both within and among groups.

The highest percentage of responses of all groups to Function B concerning promotion in rank and salary, occurred on statement seven in the ideal column. The expectation responses of all groups showed considerable consensus as illustrated in Table VIII. Ideally, all groups agreed that the dean, chairman, and the appropriate faculty committee, should share the responsibility for recommending promotions to the president. In actual practice, however, expectation responses of all groups varied considerably. Fifty percent of the presidents' responses were equally distributed between statement five and seven while for deans, the majority of responses (69.24 percent) occurred with equal frequency on statements five, six, and seven. Responses of chairmen and faculty showed some similarity in that both groups selected the fifth statement (dean and chairman perform this function), but no real consensus existed as indicated by the low percentage response. In general, the variance of opinion on actual expectation responses reflects considerable uncertainty among the groups of role definers.

In relating the data on Function B to the hypotheses, the second hypothesis received support to the extent that consensus on ideal expectations was greater among all groups than consensus on actual expectations. With respect to the third hypothesis and the sub-hypothesis, the data suggest lack of support.

In sum, the extreme variation reflected in expectation responses on the actual procedure suggests that either the policies for promotion in rank and salary are not clearly formulated which could generate disagreement or the policy may not be clearly communicated to the groups of role definers which could lead to misunderstanding.

Ideal expectations for Function C concerning appointment of faculty to tenure revealed consensus on choice of statement as well as consensus on percentage responses. Ideally all groups agreed that tenure appointments should be recommended to the president by the dean, the chairman, and the appropriate faculty committee. Presidents, chairmen, and faculty groups showed more agreement than deans. Percentage distribution of responses revealed an appreciable difference between presidents and deans with 66.67 percent and 30.77 percent respectively.

Actual expectations for Function C revealed considerable variation among all groups. Three deans (23.08 percent) reported that they and the department chairmen recommended tenure appointments to the president and another three deans (23.08 percent) reported that they shared this function with department chairmen and the appropriate faculty committee. Responses of the remaining deans were distributed among the other seven statements. Expectation responses of presidents (33.33 percent) and chairmen (18.90 percent) showed similarity

in choice of statement but the low percentages approximated that of deans. Approximately seventeen percent of the faculty, the highest percentage on any one statement, reported that the appropriate faculty committee assumed the responsibility for tenure recommendations to the president. The overall pattern shows little agreement both among and within groups.

On the basis of the data obtained from responses to Function C, the second hypothesis receives support to the extent that consensus on ideal expectations was higher when compared to actual expectations. With respect to the third hypothesis and the sub-hypothesis, the difference on actual expectations among and within groups suggested little support.

Data on Function D, regarding selection of department chairmen, showed differences in ideal expectations of both presidents and deans. Over half of the presidents and one-fourth of the deans did not check any of the eight descriptive statements but described their own perceptions in the space provided under number nine "other". Of the seven presidents (58.33 percent) who selected the "other" category, three or twenty-five percent reported that ideally the dean and/or department faculty should be consulted but the final selection should be made by the president; two or 16.67 percent of the presidents considered this a joint responsibility of the dean and the president in that both should have equal

responsibility for the final selection; and one or 8.33 percent said that the dean should consult departmental faculty but the final selection should rest with the dean, and the remaining president stated that this function should be the responsibility of the departmental faculty and the president. Of the four deans (30.77 percent) who selected the "other" category, three or 23.08 percent stated that prior to selection of the chairman by the president, the dean and/or the departmental faculty should be consulted and one dean or 7.69 percent said that this function should be handled by the president and the departmental faculty. Responses of chairmen and faculty revealed little agreement, 23.62 percent and 28.04 percent respectively, but showed a degree of consensus in that both groups indicated that the dean should select the chairman but should first consult with departmental faculty.

With respect to the actual procedure, a somewhat similar pattern obtained. Considerable variation of opinion occurred among all groups. Although a higher percentage of presidents (66.67 percent) selected the "other" category in the actual column, the amount of agreement in this percentage (66.67 percent) was 33.33 percent. The actual expectation responses of presidents reveal a striking similarity to their ideal expectation responses. There was considerably more consensus on actual expectations among deans (38.46 percent) who reported that selection of department chairmen is a joint

responsibility of the dean and the president. No real consensus was reflected in the low percentage response of chairmen (31.50 percent) or faculty (26.01 percent) but both reported that selection of department chairmen is made at the discretion of the president.

In sum, the overall pattern for Function D shows considerable variation of responses among and within all groups which suggests that neither the dean nor the three reference groups have clearly defined role expectations. The exception to the foregoing is the deanship group whose actual expectations reflect a fair amount of consensus within the group. With respect to the hypotheses, the data suggest lack of support.

The distribution of responses on Function E and F which refer to budget and development of physical facilities, is presented in Table IX. With reference to Function E, determination of the educational budget, the data revealed appreciable differences regarding responsibility for the function as well as a low percentage response among groups on both actual and ideal expectations. Of the four presidents (33.33 percent) who selected the "other" category, two indicated that they did not think the determination of the educational budget should be a function of the deanship office but rather responsibility should be delegated to the department chairman for preparation and presentation of the budget and

Table IX.- Percentage\* Distribution of Responses to Functions Concerning Budget and Physical Facilities.

|            | ACTIVITIES                                  |       |       |  |       |       |
|------------|---|-------|-------|--|-------|-------|
|            | E<br>Determination of<br>Educational Budget |       |       | F<br>Use and Development of<br>Physical Facilities |       |       |
|            | Actual                                      | %     | Ideal | Actual   | %     | Ideal |
| Presidents | 33.33                                       | (9)** | 33.33 | 41.67  | (9)   | 50.00 |
| Deans      | 30.77                                       | (1,8) | 33.46 | 30.77  | (1,9) | 30.77 |
| Chairmen   | 29.92                                       | (4)   | 25.20 | 23.62  | (1)   | 39.37 |
| Faculty    | 23.38                                       | (4)   | 19.93 | 25.34  | (1)   | 42.91 |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- | Activity E   | Activity F  |
|--|---|
| 1. President assumes final responsibility.   | 1. This is entirely the responsibility of the President.                                |
| 4. Department Chairman prepares budget and submits to President for review.                        | 7. This is a joint responsibility of Dean, President and appropriate faculty committee. |
| 7. Dean prepares budget in consultation with Department Chairman and Budget Committee.             | 9. Other (please specify).  |
| 8. Dean participates as member of Budget Committee which is responsible for preparation of budget. |   |
| 9. Other (please specify).   |   |

to the business manager and the president for review and/or final disposition. Of the remaining two presidents, one stated that the dean should have a hand in preparing the budget by participating as a member of the budget committee but the president should have the final responsibility, and one stated that the dean should consult with the department chairman and the budget committee but the final responsibility for this function should be assumed by the dean. According to the ideal expectations of deans, approximately thirty-nine percent reported that the dean should participate in budgetary matters through membership on the budget committee but from the viewpoint of chairmen (25.20 percent), the budget should be prepared by the chairman and submitted to the president for review. No real consensus was indicated in the ideal expectation responses of faculty on Function E.

A somewhat similar pattern obtained for the actual expectation responses among all groups reporting. As is evidenced in Table IX, variations of expectations are reflected in the statements selected and the low percentage response of each group. The only degree of consensus suggested is the similarity of statements selected by chairmen and faculty who reported that the educational budget was a responsibility of the chairman and the president.

In general, the data reveal considerable variation in expectation responses both among and within groups and

imply that in educational budgetary matters (which, according to the literature, should be a primary function of the deanship office) the dean has little authority. With respect to the hypotheses, the data suggest lack of support.

With regard to ideal expectations concerning the use and development of physical facilities (Function F), the statement most often selected by presidents (50.00 percent) and deans (30.77 percent) was the ninth "other" (Table IX). Of the fifty percent, analysis of the responses showed that for 33.33 percent of the presidents, this function should be the responsibility of a combination of one or more officials such as the development officer, dean of administration, business manager, treasurer, academic vice-president, and president; and 16.67 percent of the presidents thought the dean should participate as a member of the administrative committee which should have the final disposition for this function. Slightly more than twenty-three percent (23.08 percent) of the deans did not think this should be a function of the deanship office while 7.69 percent reported that the dean should have membership on the committee responsible for these matters. Although there was no real consensus on this function the data show a degree of consensus between deans and presidents in view of the fact that the majority of those reporting did not think this should be a function of the deanship office. Ideal expectations expressed by

chairmen and faculty reflected a greater degree of consensus than those expressed by presidents and deans. Slightly more than thirty-nine percent of the chairmen and almost forty-three percent of the faculty reported that the use and development of physical facilities should be a joint responsibility of the dean, president and appropriate faculty committee.

Actual expectations of all groups revealed notable variations. These variations are reflected in the statements selected by each group and low percentage response to the statements. Although the percentage response for presidents (41.67 percent) is relatively high, analysis of their responses (written in the category "other") showed little consensus.

In general, analysis of data revealed different degrees of consensus both among and within groups regarding ideal expectations for use and development of physical facilities. With respect to the hypotheses, the only apparent consensus was reflected in the ideal expectations of the chairmen and faculty groups. To this extent, the second hypothesis is partially supported. In general, the data suggest little support for the hypotheses.

Table X presents the distribution of responses to Functions G, H, K, and R which refer to the educational program. On Function G, the revision and development of

Table X.- Percentage\* Distribution of Responses to Functions  
Concerning Educational Program.

|            | ACTIVITIES                                  |       |       |  |     |       |     |
|------------|---|-------|-------|--|-----|-------|-----|
|            | G<br>Curriculum Revision<br>and Development |       |       | H<br>Departmental Course<br>Requirements |     |       |     |
|            | Actual                                      | %     | Ideal | Actual                                   | %   | Ideal |     |
| Presidents | 50.00                                       | (7)** | 50.00 | 33.33                                    | (3) | 33.33 | (7) |
| Deans      | 38.46                                       | (8)   | 46.15 | 38.46                                    | (7) | 53.85 | (7) |
| Chairmen   | 37.80                                       | (8)   | 41.73 | 46.46                                    | (3) | 31.50 | (3) |
| Faculty    | 30.74                                       | (8)   | 34.12 | 31.76                                    | (3) | 25.00 | (7) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- Activity G
7. Dean plans revision and development in consultation with Department Chairmen and appropriate faculty committee.
  8. Dean participates as member of appropriate faculty committee which is responsible for revision and development of curriculum.

- Activity H
3. Determined by Department Chairman.
  7. Determined by Dean, in consultation with Department Chairman and appropriate faculty committee.

Table X Continued.- Percentage\* Distribution of Responses to Functions Concerning Educational Program.

|            | ACTIVITIES                                |         |             |                            |       |           |
|------------|---|---------|-------------|----------------------------|-------|-----------|
|            | K<br>Evaluation of Faculty<br>Performance |         |             | R<br>Textbook<br>Selection |       |           |
|            | Actual                                    | %       | Ideal       | Actual                     | %     | Ideal     |
| Presidents | 33.33                                     | (9)**   | 41.67 (7,9) | 50.00                      | (4,8) | 58.00 (4) |
| Deans      | 23.08                                     | (3,5,8) | 30.77 (7,8) | 53.85                      | (4)   | 53.85 (8) |
| Chairmen   | 31.50                                     | (5)     | 26.77 (5)   | 59.84                      | (8)   | 55.91 (8) |
| Faculty    | 33.11                                     | (5)     | 29.05 (7)   | 65.88                      | (8)   | 71.96 (8) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- | Activity K   | Activity R   |
|--|--|
| 3. Evaluation is generally left up to the Department Chairman.   | 4. Department Chairman confers with faculty members of his department concerning selection of texts. |
| 5. Dean accepts judgement of Department Chairman as to quality of faculty performance.                                       | 8. Faculty exercise independent judgement concerning textbook selection.                             |
| 7. Dean accepts judgement of Department Chairman and appropriate faculty committee as to the quality of faculty performance. |  |
| 8. Dean participates as member of appropriate faculty committee which is responsible for evaluation.                         |  |
| 9. Other (please specify).   |  |

curriculum, ideal expectations of presidents and deans are similar but differ from those of chairmen and faculty who also expressed similar expectations. Almost the same percentage of responses from presidents (50.00 percent) and deans (46.15 percent) indicated that the dean should plan revision and development of the curriculum in consultation with chairmen and a faculty committee. Both chairmen (41.73 percent) and faculty (34.12 percent) reported that the appropriate faculty committee, on which the dean holds membership, should be responsible for the curriculum function. While both the chairmen and faculty groups were in agreement, consensus was less for the faculty group as indicated by the percentage response. With regard to the actual procedure for the curriculum function, presidents' expectations differed from those of deans. Fifty percent of the presidents report this function as being performed by deans in consultation with chairmen and the appropriate faculty committee while more than thirty-eight percent of the deans indicated that this function is performed by the appropriate faculty committee and the dean's involvement is limited to membership on that committee. Chairmen and faculty were of a similar opinion with deans, but the percentage responses indicated greater agreement between deans and chairmen than between deans and faculty.

It is interesting to note the similarity and agreement between the actual and ideal expectations as reflected in the statement selected and the percentage response within each of the three reference groups of presidents, chairmen and faculty with respect to Function G. Within the deanship group, however, the actual expectations differ from the ideal.

In sum, ideal expectations of presidents and deans not only differed from chairmen and faculty but reflected greater consensus. The actual expectation responses revealed greater consensus between deans and chairmen than between deans and presidents. The actual expectations of faculty, although similar to deans and chairmen, revealed much less consensus as indicated by the low percentage response. In general, the data suggest partial support for the sub-hypothesis to the extent that consensus on actual expectations was greater between deans and only one of the two reference groups closest to the deanship position, but little support was provided for the second and third hypotheses.

Distribution of responses on Function H (Table X), concerning departmental course requirements, revealed some variation on both actual and ideal expectations. Approximately fifty-four percent of the deans, slightly more than thirty-three percent of the presidents, and only twenty-five percent of the faculty reported that ideally, the responsibility for determining course requirements should be handled

by the dean in consultation with the department chairman and the appropriate faculty committee. Approximately thirty-two percent of the chairmen thought this should be solely a function of the chairman. Although ideal expectations of presidents, deans, and faculty were similar, the low percentage response suggested far less consensus among presidents and faculty than among deans.

In actual practice, the responsibility for determining departmental course requirements rests with the department chairman according to 33.33 percent of the presidents, 46.46 percent of the chairmen and 31.76 percent of the faculty. The percentage response of chairmen indicates relatively high consensus which suggest that their actual expectations are more clearly defined than those of presidents and faculty. As for deans, approximately thirty-nine percent reported that they share this responsibility with the department chairman and the appropriate faculty committee.

In sum, the data indicated little consensus on ideal expectations among all groups, the one exception being the deanship group. On actual expectations, deans were at variance with the three reference groups. Within the dean and chairmen groups, however, agreement was much higher than within the president and faculty groups. The similarity between the actual and ideal expectations as well as the high consensus response of the deans suggests that their

expectations are more clearly defined than those of three reference groups. This also suggests, however, that the dean's perception of expectations may not be consistent with those held for him by the reference groups. With reference to the hypotheses, the data, which revealed little consensus among groups on both actual and ideal expectations, provided little support.

For Function K, evaluation of faculty performance, ideal expectations revealed little agreement among and within groups (Table X). Opinion among presidents appeared to be almost equally divided. The five or 41.67 percent who selected statement seven reported that the dean should accept the judgement of the department chairman and the appropriate faculty committee as to the quality of faculty performance while another five or 41.67 percent wrote in their comments under number nine "other". Of the four presidents who commented, two indicated that the dean and the department chairman should be responsible, one reported that the dean should assume final responsibility, and one stated that students should evaluate faculty performance. As is evidenced from the foregoing analysis, the presidents who selected the seventh statement were in agreement whereas those who selected the ninth "other", lacked agreement. When relating these data to the second hypothesis, therefore, consensus is based on the 41.67 percent of those presidents who selected

the seventh statement. Ideal expectation responses of chairmen and faculty varied and the low percentage response indicated lack of agreement within each group.

With respect to actual procedures regarding evaluation of faculty performance, expectations of deans and presidents diverged considerably as Table X indicates. Actual expectations of approximately thirty-two percent of the chairmen and slightly more than thirty-three percent of the faculty were similar but the low percentage response reflected little consensus within and among these groups.

In sum, the overall pattern reveals considerable variability in actual and ideal expectations among groups and lack of consensus within groups which suggests that the expectations of the four groups are not clearly defined with regard to evaluation of faculty performance. With respect to the hypotheses, the data provide little support.

Analysis of responses regarding textbook selection (Function R, Table X) revealed greater consensus on ideal than on actual expectations. The great majority of faculty (71.96 percent) and more than fifty percent of chairmen (55.91 percent) and deans (53.85 percent) reported that, ideally, faculty should exercise independent judgement concerning textbook selection. According to presidents (fifty-eight percent), however, texts should be selected after the chairman confers with members of his departmental

faculty.

In actual practice, more than sixty-six percent of the faculty and almost sixty percent of the department chairmen reported that textbook selection is determined by faculty while approximately fifty-four percent of the deans indicated that the department chairman confers with faculty members of his department concerning selection of textbooks. Among presidents, consensus was lacking since their responses to Function R occurred with equal frequency on statement four and seven. Fifty percent of the presidents reported that the chairman confers with members of his departmental faculty concerning textbook selection and fifty percent indicated that faculty were responsible for determining selection of texts.

The overall pattern for ideal expectations on Function R, was characterized by high consensus among groups with the one exception of the president group. Consensus was high, however, within each of the four groups on ideal expectations. Regarding actual procedures, expectations of deans differed from those of the three reference groups. Expectations of chairmen and faculty were similar and reflected considerable consensus. The similarity of the distribution patterns between chairmen and faculty on both the actual and ideal procedures suggests considerable agreement and clarity in their expectations for function R, textbook selection.

On the basis of these data the second hypothesis, concerned with greater consensus on ideal than actual expectations among groups, is supported to the extent that consensus is higher on ideal expectations among deans, chairmen, and faculty. With respect to the third hypothesis and the sub-hypothesis, concerning consensus on actual expectations between the dean and the reference groups, differences between the dean and the three reference groups suggest lack of support.

Distribution of responses to Functions I and J, concerning faculty schedules, is presented in Table XI. With respect to Function I, faculty course loads, which refers to number of teaching hours and extra-curricular assignments, analysis of data showed that ideal expectations among groups varied considerably. Ideally, the dean should, according to fifty percent of the presidents, consult with department chairmen concerning faculty course loads, but according to almost thirty-nine percent of the deans, faculty course loads should be governed by policies established by the appropriate faculty committee on which the dean holds membership, and from the viewpoint of chairmen and faculty, approximately twenty-seven percent and twenty-four percent respectively, course loads should be determined by the dean in consultation with the department chairman and the individual departmental faculty member.

Table XI.- Percentage\* Distribution of Responses to Functions Concerning Faculty Schedules.

|            | ACTIVITIES                   |       |           |                                      |     |             |
|------------|------------------------------|-------|-----------|--------------------------------------|-----|-------------|
|            | I<br>Faculty Course<br>Loads |       |           | J<br>Faculty Teaching<br>Assignments |     |             |
|            | Actual                       | %     | Ideal     | Actual                               | %   | Ideal       |
| Presidents | 41.67                        | (5)** | 50.00 (5) | 50.00                                | (4) | 58.33 (4)   |
| Deans      | 38.46                        | (5)   | 38.46 (8) | 38.46                                | (4) | 30.77 (4,7) |
| Chairmen   | 18.90                        | (4)   | 27.03 (7) | 48.82                                | (4) | 48.03 (4)   |
| Faculty    | 17.23                        | (4)   | 23.62 (7) | 38.51                                | (4) | 47.97 (4)   |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

Activity I and J

4. Determined by Department Chairman in consultation with each departmental faculty.
5. Determined by Dean in consultation with Department Chairman.
7. Determined by Dean in consultation with Department Chairman and each departmental faculty.
8. Course loads are governed by policies determined by the appropriate faculty committee of which Dean is a member.

With regard to actual procedures, expectations expressed by deans and presidents not only differ from those expressed by chairmen and faculty, but reflect greater consensus as well. Approximately forty-two percent of the presidents and slightly more than thirty-eight percent of the deans reported that in actual practice the dean consults with department chairmen concerning faculty course loads and approximately nineteen percent of the chairmen and slightly more than seventeen percent of the faculty indicated that this function is performed by the department chairman in consultation with each departmental faculty member.

In general, the overall pattern reflects lack of agreement among groups on ideal expectations for Function I but shows relatively high agreement between presidents' and deans' expectations regarding the actual procedure. The overall pattern for chairmen and faculty suggests little agreement both within and among these groups on actual and ideal expectations for Function I.

In relating these data to the hypotheses, the differences in ideal expectations among groups suggest lack of support for the second hypothesis. With reference to the third hypothesis, the data provided support to the extent that consensus was greater between presidents' and deans' actual expectations than between deans and chairmen or faculty. The sub-hypothesis received partial support to the extent

that consensus on actual expectations was greater between the dean and only one of the two reference groups closest to the deanship.

Expectation responses to Function J (Table XI), concerning faculty teaching assignments, reflected high agreement and similarity on both actual and ideal procedures. From the viewpoints of presidents (58.33 percent), chairmen (48.03 percent) and faculty (47.97 percent), teaching assignments should be determined by department chairmen in consultation with each departmental faculty member. The percentage response of deans concerning this function was notably low. As indicated in Table XI, responses of approximately sixty-two percent of the deans were distributed with equal frequency on statements four and seven. Of these approximately sixty-two percent, half were in accord with the viewpoints of presidents, chairmen and faculty while the other half who selected the seventh statement indicated that ideally, the dean should be involved in this function along with the department chairmen and departmental faculty. Actual expectations among and within groups revealed slightly more consensus than the ideal. All groups reported that, in actual practice, the department chairman, in consultation with departmental faculty, determines faculty teaching assignments.

In general, the data imply that faculty teaching assignments is not a responsibility of the dean's office in actual practice and ideally should not be the dean's responsibility. Although the actual expectations of the deans are in conformity with those of the three reference groups, the ideal expectations are not.

With respect to the hypotheses, the data suggest little support for the second hypothesis although consensus on ideal expectations was relatively high, it did not appreciably exceed consensus on actual expectations. As to the remaining hypotheses, the data provided little support even though the expectations expressed by the four groups were similar, the differences in the percentage response of deans and presidents were notably greater than the differences between presidents and chairmen while the percentage response of deans and faculty were almost identical.

Table XII presents the distribution of responses to Functions L and M which refer to faculty needs and professional development. For Function L, faculty needs, ideal expectations were similar in that all groups selected the same statement but the percentage distribution response revealed considerable differences. The highest percentage response occurred among presidents (58.33 percent) and deans (46.15 percent). Among chairmen (29.92 percent) and faculty (32.77 percent) the percentage response was considerably lower. All

Table XII.- Percentage\* Distribution of Responses to Functions Concerning Faculty Needs and Professional Development.

|            | ACTIVITIES         |       |           |   |     |           |
|------------|--------------------|-------|-----------|---|-----|-----------|
|            | L<br>Faculty Needs |       |           | M<br>Morale and Professional<br>Development |     |           |
|            | Actual             | %     | Ideal     | Actual                                      | %   | Ideal     |
| Presidents | 50.00              | (7)** | 58.33 (7) | 41.67                                       | (8) | 50.00 (8) |
| Deans      | 38.46              | (7)   | 46.15 (7) | 38.46                                       | (8) | 69.23 (8) |
| Chairmen   | 20.47              | (9)   | 29.92 (7) | 24.41                                       | (8) | 45.52 (8) |
| Faculty    | 20.61              | (3)   | 32.77 (7) | 16.55                                       | (8) | 42.91 (8) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- Activity L
3. Responsibility of the Department Chairman.
  7. Joint responsibility of Dean and Department Chairman.
  9. Other (please specify).

- Activity M
8. Joint responsibility of President, Dean, and Department Chairman.

agreed, however, that the dean and the department chairman should be responsible for faculty needs.

As to actual procedures, expectations of deans and presidents were not only similar but consensus was high among and within both groups. The actual expectations of both these groups were in conformity with their ideal expectations. Among chairmen and faculty, actual expectations were not only dissimilar but a low percentage response prevailed.

The overall pattern shows greater consensus on both actual and ideal expectations within and among presidents and deans than within and among chairmen and faculty. To the extent that consensus is greater on ideal than actual expectations, the second hypothesis received support and to the extent that consensus is greater between deans and presidents, the third hypothesis is supported. As to the sub-hypothesis the data provided only partial support because, of the two reference groups closest to the deanship, consensus existed between deans and presidents only.

The inconsistencies reflected between the actual expectations expressed by chairmen and faculty and those expressed by presidents and deans on Functions L and M, suggest the need for clarification on role definition regarding these two areas.

As is evidenced from the data shown in Table XII, responses of the four groups to Function M, morale and professional development of faculty showed similarity of expectations for both the actual and ideal procedures. Distribution of responses of ideal expectations showed that over sixty-nine percent of the deans and fifty percent of the presidents reported that the president, dean, and department chairman should have equal responsibility for this function. Among chairmen (45.52 percent) and faculty (42.91 percent) the percentage response was slightly lower but expectations of both groups were similar to those of presidents.

Although the actual expectations of all groups reporting were similar to the ideal, the percentage responses among groups reflected considerable differences. Only presidents and deans were relatively high in agreement with 41.67 percent and 38.46 percent respectively in comparison to chairmen and faculty with 24.41 percent and 16.55 percent respectively. The low percentage response of chairmen and faculty indicates little agreement and uncertainty among and within these two groups of role definers.

In sum, analysis of data revealed greater consensus on ideal than actual expectations among all groups for Function M. To the extent that consensus was higher on ideal than actual expectations, the second hypothesis received support. With reference to the third hypothesis,

greater consensus on actual expectations existed between deans and presidents than between deans and chairmen or faculty and to this extent the hypothesis received support. With respect to the sub-hypothesis, the data show that of the two groups (presidents and chairmen) closest to the deanship in the collegiate organizational structure, greater consensus existed between deans and presidents only and to this extent the sub-hypothesis received partial support. The inconsistencies reflected between the actual expectations expressed by chairmen and faculty and those expressed by presidents and deans on both Functions L and M, suggest the need for clarification among groups on role definition regarding these two functions.

Table XIII presents distribution of responses concerning general administrative activities (Functions N, O, Q) of the deanship office. Analysis of responses to Function N, regarding the college public relations program, showed far more agreement on ideal than actual expectations. According to deans (46.15 percent), chairmen (34.65 percent) and faculty (42.57 percent) the formulation of the college public relations program should be a joint responsibility of the dean, chairmen, and the faculty and the implementation of the program should be the responsibility of the public relations department. According to approximately forty-two percent of the presidents who elected to write in their comments under

Table XIII.- Percentage\* Distribution of Responses to Functions Concerning General Administrative Activities.

|            | ACTIVITIES                       |           |                           |           |                               |           |
|------------|----------------------------------|-----------|---------------------------|-----------|-------------------------------|-----------|
|            | N<br>Public Relations<br>Program |           | O<br>Academic<br>Calendar |           | Q<br>Planning<br>Registration |           |
|            | Actual                           | Ideal     | Actual                    | Ideal     | Actual                        | Ideal     |
| Presidents | 41.67 (9)**                      | 41.67 (9) | 25.00 (2,6)               | 33.33 (6) | 58.33 (9)                     | 58.33 (9) |
| Deans      | 38.46 (1)                        | 46.15 (8) | 38.46 (6)                 | 38.46 (6) | 69.23 (9)                     | 61.54 (9) |
| Chairmen   | 22.05 (1)                        | 34.65 (8) | 25.20 (2)                 | 22.05 (6) | 53.54 (9)                     | 40.16 (9) |
| Faculty    | 26.01 (4)                        | 42.57 (8) | 23.31 (2)                 | 22.64 (6) | 52.36 (9)                     | 38.51 (9) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- |  |   |  |
|--|---|--|
| <p>Activity N</p> <p>1. President formulates program and transmits to Public Relations Department for implementation.</p> <p>4. Formulation and implementation of the program is entirely the responsibility of the Public Relations Department.</p> <p>8. Program is formulated by Dean, Department Chairmen, and faculty and implemented by the Public Relations Department.</p> <p>9. Other (please specify).</p> | <p>Activity O</p> <p>6. Dean confers with appropriate faculty committee in planning the calendar.</p> <p>2. Chiefly the responsibility of the Dean.</p> | <p>Activity Q</p> <p>9. Other (please specify)</p> |
|--|---|--|

number nine "other", 33.33 percent reported that the dean should have a hand in the public relations program and 8.33 percent stated that this function should be the responsibility of the president and the public relations department.

A similar pattern obtained for presidents regarding actual expectations for Function N. The overall pattern for actual expectations showed disagreement among all groups. The only consensus indicated on actual expectations was within the deanship group who reported that the president assumes the responsibility for formulating the public relations program and the implementation is left to the public relations department.

On the basis of these data, the second hypothesis is supported to the extent that there is greater consensus among groups on ideal than actual expectations. With respect to the two remaining hypotheses, the data suggested lack of support.

Responses to Function O (Academic Calendar, Table XIII), revealed similarity in ideal expectations to the extent that the four groups of role definers checked the same statement. All groups reported that the dean should confer with the appropriate faculty committee in planning the academic calendar. The percentage responses, however, were relatively low among presidents (33.33 percent), chairmen (22.05 percent) and faculty (22.64 percent) when compared

with the deanship group (38.46 percent). A similar pattern obtained on actual expectations with respect to percentage differences but variations also occurred in the choice of statements.

In general, the data showed greater consensus on actual and ideal expectations of deans than those of the three reference groups. The data suggest little support for the hypotheses.

Expectations for Function Q, planning registration, revealed similarity in selection of statement (number nine, "other") and a high percentage response for each group with reference to the actual and ideal procedures. As is evidenced from the data in Table XIII, the ideal expectations expressed by deans (61.54 percent) and presidents (58.33 percent) reflected greater consensus than those expressed by chairmen (40.16 percent) and faculty (38.51 percent). Analysis of comments made by each of the four groups regarding Function Q revealed that the overwhelming majority of chairmen and faculty thought the registrar should be solely responsible for planning registration while the majority of presidents and deans thought this function should be a joint responsibility of the dean and registrar. With respect to the actual procedures, expectations of the four groups reflected a similar pattern.

On the basis of these data the second hypothesis lacked support to the extent that consensus was quantitatively greater on actual than the ideal expectations. With respect to the third hypothesis, the data provided support to the extent that consensus on actual expectations is greater between deans and presidents than between deans and chairmen or faculty. As to the sub-hypothesis, the data provided support to the extent that greater consensus on actual expectations exists between deans and those reference groups (presidents and deans) closest to the deanship.

Distribution of responses to Functions P, S, T, and U, relating to student activities, are presented in Table XIV. On Function P, admission of students, all groups were in agreement that this responsibility is actually, and should be, ideally, assumed by the appropriate faculty committee of which the dean is a member. As is evidenced from the data presented in Table XIV, the percentage response within each group, excepting faculty, is identical in both the actual and ideal columns. The highest percentage response occurred within the deanship group (84.62 percent) while for presidents (66.67 percent) the percentage response was considerably lower and for chairmen (44.88 percent) and faculty (46.62 percent ideal and 39.86 percent actual) the percentage responses were lowest.

Table XIV.- Percentage\* Distribution of Responses to Functions Concerning Student Activities.

|            | ACTIVITIES                    |       |           |  |       |           |
|------------|-------------------------------|-------|-----------|--|-------|-----------|
|            | P<br>Admission of<br>Students |       |           | S<br>Academic Probation<br>and Dismissal |       |           |
|            | Actual                        | %     | Ideal     | Actual                                   | %     | Ideal     |
| Presidents | 66.67                         | (8)** | 66.67 (8) | 33.33                                    | (4,8) | 41.67 (8) |
| Deans      | 84.62                         | (8)   | 84.62 (8) | 38.46                                    | (8)   | 46.15 (8) |
| Chairmen   | 44.88                         | (8)   | 44.88 (8) | 22.83                                    | (8)   | 24.41 (8) |
| Faculty    | 39.86                         | (8)   | 46.62 (8) | 19.93                                    | (2)   | 25.34 (8) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

Activity P  
8. Dean participates as member of appropriate faculty committee which is responsible for determining admission.

Activity S  
2. This is entirely the decision of the Dean.  
4. These matters are determined by Department Chairmen.  
8. Dean participates as member of appropriate faculty committee which determines these matters.

Table XIV Continued.- Percentage\* Distribution of Responses to Functions Concerning Student Activities.

|            | ACTIVITIES                               |       |           |                             |     |           |
|------------|--|-------|-----------|-----------------------------|-----|-----------|
|            | T<br>Enforcement Academic<br>Regulations |       |           | U<br>Academic<br>Counseling |     |           |
|            | Actual                                   | %     | Ideal     | Actual                      | %   | Ideal     |
| Presidents | 41.67                                    | (5)** | 41.67 (5) | 33.33                       | (8) | 33.33 (8) |
| Deans      | 23.08                                    | (2,5) | 30.77 (7) | 30.77                       | (8) | 61.54 (8) |
| Chairmen   | 19.69                                    | (2)   | 21.26 (7) | 31.50                       | (8) | 42.52 (8) |
| Faculty    | 30.41                                    | (2)   | 21.28 (8) | 31.08                       | (8) | 50.68 (8) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- |  |  |
|--|--|
| <p style="text-align: center;">Activity T</p> <p>2. These matters are handled entirely by the Dean.</p> <p>5. These matters are handled by the Dean with the assistance from Department Chairmen.</p> <p>7. Dean is assisted in these matters by Department Chairmen and appropriate faculty committee.</p> <p>8. Dean participates as member of appropriate faculty committee which is responsible for these matters.</p> | <p style="text-align: center;">Activity U</p> <p>8. This responsibility is shared by Dean, Department Chairmen, and faculty.</p> |
|--|--|

On the basis of these data the second hypothesis is supported to the extent that slightly more consensus is reflected in ideal than actual expectations among all groups. The third hypothesis is supported to the extent that more consensus is reflected in the actual expectations of deans and presidents than deans and chairmen or faculty. The data also provide support for the sub-hypothesis to the extent that there is greater consensus on actual expectations between the dean and only one of the two reference groups (presidents) closest to the deanship position.

Expectations for Function S (Table XIV), academic probation and dismissal of students, indicated slightly more consensus on the ideal than actual procedure. Although all groups indicated that ideally, the dean should participate as a member of the appropriate faculty committee responsible for these matters, consensus was far less among chairmen (24.41 percent) and faculty (25.34 percent) than among presidents (41.67 percent) and deans (46.15 percent). Considerable variability is reflected in the actual expectations of presidents, chairmen and faculty, and the percentage responses indicate slight agreement within and among these groups. The only consensus exhibited is among the deanship group (38.46 percent) whose actual expectations are in conformity with their ideal expectations.

With respect to the hypotheses, the data suggest support of the second hypothesis to the extent that more consensus was reflected in the ideal than actual expectations among groups. As to the third hypothesis and the sub-hypothesis, the data suggest lack of support.

The response patterns to Function T (Table XIV), enforcement of student academic regulations, revealed considerable variation. From the viewpoint of presidents (41.67 percent), these matters should be handled by the dean with assistance from the department chairmen, while according to deans (30.77 percent) and chairmen (21.26 percent) these matters should be within the province of deans, chairmen and the appropriate faculty committee. According to faculty (21.28 percent), the appropriate faculty committee should be responsible for these matters, but the dean should participate by holding membership on this committee.

In actual practice, presidents (41.67 percent) reported that these matters are handled by the dean and chairmen. Responses of deans, chairmen, and faculty revealed less consensus on actual expectations with respect to enforcement of student academic regulations.

As is evidenced from these data, expectations of all groups, except the president group, indicate lack of consensus both within and among the three groups of role definers for Function T.

Responses to Function U (Table XIV), academic counseling of students, revealed similarity in both actual and ideal expectations but consensus varied. All groups reported that ideally, deans, department chairmen, and faculty should share the responsibility for academic counseling of students. The highest consensus was among the deanship group (61.54 percent), while consensus among faculty (50.68 percent) and chairmen (42.52 percent) was relatively high when compared with presidents (33.33 percent). Similar expectations were expressed with respect to the actual procedure, however, consensus was far less as indicated by the percentage response which ranged from 30.77 percent for deans to 33.33 percent for presidents.

On the basis of these data, the second hypothesis is supported to the extent that consensus on ideal expectations is greater than that on actual expectations. With respect to the two remaining hypotheses, the data indicate little support in that consensus on actual expectations, both among and within groups, is relatively low which suggests uncertainty and the need for clarification of expectations with respect to this function.

The last three functions (V, W, X) are related to the dean's responsibility for formulation, decision, and implementation of educational policies. Data are presented in Table XV. The overall pattern of expectation responses to

Table XV.- Percentage\* Distribution of Responses to Functions  
Concerning Educational Policy Activities.

|            | ACTIVITIES                 |             |                          |           |                               |           |
|------------|----------------------------|-------------|--------------------------|-----------|-------------------------------|-----------|
|            | V<br>Policy<br>Formulation |             | W<br>Policy<br>Decisions |           | X<br>Policy<br>Implementation |           |
|            | Actual                     | Ideal       | Actual                   | Ideal     | Actual                        | Ideal     |
| Presidents | 33.33 (4,7)**              | 33.33 (7)   | 41.67 (9)                | 41.67 (9) | 50.00 (6)                     | 50.00 (6) |
| Deans      | 23.08 (7,8)                | 30.77 (6,8) | 30.77 (7)                | 38.46 (9) | 61.54 (6)                     | 53.85 (6) |
| Chairmen   | 22.05 (8)                  | 32.28 (8)   | 22.83 (8)                | 29.92 (8) | 22.83 (6)                     | 25.98 (8) |
| Faculty    | 21.62 (8)                  | 29.05 (8)   | 19.59 (8)                | 30.74 (8) | 25.68 (6)                     | 26.01 (8) |

\* Only highest percentage response is reported for each group. See Appendix 11 for total percentage distribution of responses.

\*\* Numbers in parentheses refer to one of the nine statements selected by each of the four groups reporting. The nine statements for each activity are presented in Appendix 7. The selected statements in the above table are as follows:

- | Activity V  | Activity W  | Activity X  |
|---|---|---|
| 4. Formulated by appropriate faculty committee and presented to President, Dean, and Faculty for consideration.   | 7. Made by Dean in consultation with Department Chairmen and appropriate faculty committee. | 6. Implemented by Dean and Department Chairmen.   |
| 6. Formulated by Dean and Department Chairmen and presented to President and Faculty for consideration.   | 8. Dean participates as member of appropriate faculty committee, in making decision.        | 8. Dean participates as member of appropriate faculty committee which is responsible for implementing decision. |
| 7. Formulated by Dean and appropriate faculty committee and presented to President and Faculty for consideration.                                       | 9. Other (please specify).  |   |
| 8. Dean participates as member of appropriate faculty committee which formulates policies and presents them to President and Faculty for consideration. |   |   |

Function V, the formulation of educational policies, is characterized by lack of agreement in both the actual and ideal columns as evidenced in Table XV. Ideal expectations of deans varied considerably. This variation is reflected in the responses of approximately thirty-one percent of the deans who selected statement six (dean and department chairmen should formulate policy), and another thirty-one percent who selected the eighth statement (committee should formulate policy but dean serves as a member of the committee). Slightly more than thirty-three percent of the presidents reported that this responsibility should be shared between the dean and the appropriate faculty committee, while slightly more than thirty-two percent of chairmen and only about twenty-nine percent of faculty thought the dean should participate as a member of the appropriate faculty charged with the responsibility for this function. A somewhat similar pattern obtained with respect to actual expectations. As to the hypotheses, the data provided no support in that expectations varied widely and low consensus predominated.

As is evidenced from these data the diversity reflected in the groups' expectations suggests the need for role clarification with respect to this particular function.

Regarding the allocation of responsibility for educational policy decisions (Function W, Table XV) among the academic administration and faculty, analysis of data revealed

that the dean has little authority in this area. According to the ideal expectations of presidents (41.67 percent) educational policy decisions should be made by the president (with approval of the Board of Trustees) upon recommendation of the general faculty or the appropriate college committee charged with the responsibility for formulating educational policies. Approximately two thirds of the nearly thirty-nine percent of the deans reporting indicated that the dean should participate as a committee member in decision making and the remaining third indicated that the president should make decisions in these matters. Almost thirty percent of the chairmen and approximately thirty-one percent of the faculty indicated that the dean should participate as a member of the appropriate faculty committee in making educational policy decisions.

In actual practice, according to approximately forty-two percent of the presidents, decisions on educational policy are a function of the president's office. Almost thirty-one percent of the deans reported that educational policy decisions are made by the dean in consultation with both chairmen and the appropriate faculty committee. According to more than twenty-two percent of the chairmen and approximately twenty percent of the faculty, educational policy decisions are a function of the appropriate faculty committee on which the dean holds membership.

As is evidenced from these data, the ideal expectations of presidents and deans are similar and reflect greater consensus than those of chairmen and faculty. Although chairmen and faculty expectations are similar they differ from those of presidents and deans. With respect to actual expectations, they not only differed among groups but showed lack of consensus (except the president group) within and among as indicated by the low percentage response. With respect to the hypotheses, the data indicated little support in that consensus is low within and among groups.

Expectations for the last function, the implementation of policy decisions (Function X, Table XIV), revealed considerably more consensus among deans and presidents than among chairmen and faculty. Fifty percent of the presidents and approximately fifty-four percent of the deans indicated that this function should be the responsibility of the dean and department chairmen. Ideal expectations of chairmen and faculty, 25.98 percent and 26.01 percent respectively, differ from those of presidents and deans in that the former two groups consider this function the responsibility of the appropriate faculty committee on which the dean holds membership. Although the pattern of responses of the actual procedure shows similarity in expectations among groups, the expectations of presidents (50.00 percent) and deans (61.54 percent) reflect greater consensus than those of chairmen

(22.83 percent) and faculty (25.68 percent).

In sum, the overall pattern of responses to Function X, indicates greater consensus among and within deans and presidents than chairmen and faculty. On the basis of these data, the second hypothesis lacked support in that less consensus existed on ideal than actual expectations. With respect to the third hypothesis, the data provided support to the extent that there is greater consensus on actual expectations between deans and presidents than between deans and chairmen or faculty. As to the sub-hypothesis, which predicted greater consensus on actual expectations when the reference groups (presidents and chairmen) are closer to the deanship position, the data provided only partial support since only the expectations of deans and presidents showed any degree of consensus.

Summary of Findings on Expectations for Functions.- Data obtained from responses to Part II of the inventory provided the basis for comparison of the amount of consensus between actual and ideal expectations for functions of the deanship role, among and within presidents, deans, department chairmen and faculty. The expectation responses of these four groups comprised the data used to test the second and third hypotheses and the sub-hypothesis. The variability in expectations reflects the degree of consensus on role expectations.

Analysis of data revealed that the hypotheses seem to be supported with respect to some functions for the deanship position, since consensus on expectations is high among and within all groups, but on other functions the support is very low and on some functions, certain reference groups agree and others do not.

The second hypothesis, concerning greater consensus on ideal than actual expectations is supported to the extent that among groups there is considerable agreement on approximately ten of twenty-four or approximately forty-two percent of the functions. These functions relate to activities concerned with faculty promotion in rank, salary, and tenure; faculty needs, morale and professional development; student activities; textbook selection; use and development of physical facilities; and the college public relations program. For most of these functions, according to the respondents, the responsibility should, ideally, be shared by the dean and the reference groups, particularly with reference to activities dealing with faculty promotions. The only function in which the dean should not be involved is that dealing with textbook selection. Faculty should exercise independent judgement concerning selection of texts according to deans, chairmen and faculty. Presidents, however, tend to disagree in that they indicated that the department chairmen should confer with each departmental faculty member concerning this

matter.

In sum, these data suggest that ideal role expectations for the above mentioned functions are clearly defined as evidenced by the degree of consensus in responses of the four groups of role definers. Responsibility for these functions, however, should be of a consultative nature, that is, the dean's responsibility should approximate that of the reference groups.

On fourteen of twenty-four or slightly more than fifty-eight percent of the functions, patterns of ideal expectation responses were characterized by lack of agreement among all groups and on certain functions, the expectations of certain reference groups reflected agreement but others failed to agree.

Functions which reflected lack of agreement on ideal role expectations, are: 1) selection of department chairmen; 2) educational budget; 3) departmental course requirements; 4) faculty course loads; 5) evaluation of faculty performance; 6) enforcement of student academic regulations; 7) formulation of educational policy; and 8) educational policy decisions. Responses of the four groups of role definers reflected extreme variability and generally low consensus. For the function of chairmen selection, role expectation of all groups lacked clarity. In matters pertaining to the educational budget, consensus within deans was high. In reporting their

ideal expectations, deans assigned to themselves a participatory role, in that their participation should be limited to membership on the appropriate faculty committee responsible for this function. Expectations of presidents and chairmen, which reflected low consensus, differed from those of deans. Both of these groups considered the educational budget a function of presidents and chairmen. In matters pertaining to departmental course requirements some similarity existed but consensus was generally low. The only consensus reflected was within the deanship group who reported that they should be involved in determining course requirements. Deans' expectations, however, diverged from those of chairmen who viewed this as their responsibility. With respect to faculty course loads and evaluation of faculty performance, consensus was lacking among groups and expectations reflected uncertainty. Consensus on expectations regarding enforcement of student academic regulations, was low. The only consensus was within the president group who reported that deans should be more involved than deans themselves believe they should be. With regard to formulation of and decision in educational policy, which is suggested in the literature as a primary function of the deanship office, expectations varied considerably. Deans' expectations concerning educational policy decisions reflected uncertainty as evidenced by the extreme variability in their responses

while presidents indicated that the authority to make decisions should be reserved for presidents. Faculty, whose responses reflected low consensus, viewed this as a faculty committee function.

On some functions certain reference groups' ideal expectations were in agreement but others were not. These functions related to activities concerning, 1) recruitment and appointment of new faculty, 2) revision and development of curriculum, 3) faculty teaching assignments, 4) academic calendar, 5) planning registration, and 6) implementation of educational policy decisions. Ideal expectation responses, regarding recruitment and appointment of new faculty, revealed that deans, presidents and faculty viewed this as shared function among deans, chairmen and faculty but chairmen responses indicated that this function should be handled by themselves and deans. All agree however that presidents should have the responsibility for appointment of new faculty. With respect to curriculum activities, perceptions of deans and presidents were similar but differed from those of chairmen and faculty who considered the curriculum function a responsibility of the faculty. Traditionally, this function has been exercised by faculty. Ideal expectations of deans concerning faculty teaching assignments reflected uncertainty as evidenced by the variability in their responses but presidents, chairmen and faculty indicated that they

should perform this function. A similarity in expectations existed among groups regarding the academic calendar but consensus was low with the one exception of deans who indicated that this function should be consultative or shared with the appropriate faculty committee. Expectations regarding registration matters, revealed that deans and presidents were in agreement and viewed this function as one which should be shared by the dean and registrar but chairmen and faculty reported that the registrar should be solely responsible. According to presidents and deans, the implementation of educational policy decisions should be the function of the dean and chairmen, however, chairmen and faculty consider this to be a function of the appropriate faculty committee in which the dean participates by holding membership.

As is evidenced from the data presented, ideal role expectations on the above mentioned functions reflected considerable variability in the responses of the four groups of role definers. On some functions, expectations reflected uncertainty and vagueness as evidenced by the low consensus response, while on others, consensus was relatively high among certain groups of role definers but differed from other groups.

As explained in Brookover's conceptual role theory schema, the actor and the groups of role definers may not

have clearly defined role expectations. It was hypothesized that ideal expectations for functions would reveal more consensus than actual expectations since these functions theoretically, are common in all situations in which the position occurs. Although some variability was expected among the sets of role expectations, the extreme variability and low consensus on expectations among and within the four groups of role definers reflect lack of clarification of role expectations for the deanship position. When expectations, which theoretically define the position, lack clarity, misunderstanding and disagreement may result which in turn may affect the behavior of the actor in interaction with the reference groups. As evidenced by the data, lack of definition on ideal expectations among deans and the three reference groups suggests that even the ideal role has not been agreed upon. The extreme variation in the sets of expectations of the different groups of role definers clearly indicates the need for clarification and modification with reference to these functions if the dean is to perform the role with any degree of certainty.

Responses to actual expectations comprise the data used to test the third hypothesis and the sub-hypothesis. The third hypothesis stated that there is greater consensus on actual than ideal expectations between deans and presidents than between deans and chairmen or faculty. It is implicitly

recognized that there is an interconnectedness which characterizes the relationship between the deanship and presidential positions. Theoretically, the more involvement occurring between the actor and the reference groups, the more likely they will influence each other's expectations. Similarly, the sub-hypothesis is based on the assumption that the professional groups closest to the deanship position in the collegiate organizational structure are more knowledgeable and involved in carrying out the activities necessary to achieve institutional goals. Since chairmen as well as presidents are closer to the deanship position in the organizational structure it seems reasonable to assume that actual expectations among deans, presidents and chairmen will show higher consensus when compared to those of faculty. According to the conceptual model used in this study, the actual expectations are determined by the behavior of the actor in interaction with the three reference groups. The concept labeled D in the model refers to the actor's definition of R, that is, what he thinks others expect of him in the role. Applied to this study, D represents the actual expectations perceived by the actor as held for him by others ( $R_1, R_2, R_3$ ) as he participates in the role. The agreement between the actor's definition (actual expectations) and the role expectations of the reference groups ( $R_1, R_2, R_3$ ) depends upon clarity of communication which the actor has with others.

The concept R, identified as role, represents the groups' expectations of a particular actor in particular situations. R expectations (actual) are a modification of S expectations (ideal or normative) when applied to a particular actor in particular situations and are varied in interaction with the actors.

Analysis of actual expectation responses revealed that consensus among groups was high on only three (12.50 percent) of the twenty-four functions. These functions dealt with 1) recruitment and appointment of new faculty, 2) faculty teaching assignments, and 3) admission of students. Responsibility for recruitment of faculty is shared by the dean and the chairmen, while faculty teaching assignments is a function of chairmen and departmental faculty, and admission of students is a collective responsibility in that this function is assumed by the appropriate faculty committee of which the dean is a member.

Consensus on the three functions described above suggests that actual role expectations of the four groups of role definers are generally clearly defined. With respect to the third hypothesis, concerning greater consensus on actual expectations between deans and presidents than between deans and chairmen or faculty, the data provided support regarding the above mentioned functions dealing with recruitment of faculty and admission of students. Similarly, the

data on these two functions provided partial support for the sub-hypothesis to the extent that consensus on actual expectations existed between deans and presidents but was lacking between deans and chairmen.

For the remaining twenty-one (87.50 percent) functions, analysis of data revealed that actual role expectations among and within groups varied considerably. The third hypothesis is supported on Functions I, L, M, Q, and X since there was higher agreement between deans and presidents than between deans and chairmen. With respect to the sub-hypothesis, data provided full support on Function G, and only partial support on Functions I, L, M, Q, and X.

In actual practice, functions dealing with faculty rank, salary and tenure promotions, selection of department chairmen, budgetary matters, and development of physical facilities suggested considerable overlapping and disagreement as to who is responsible for these functions. Expectations for departmental course requirements lack clarity. Approximately thirty-nine percent of the deans reported that they consult with department chairmen concerning course requirements but considerably more deans (approximately fifty-nine percent) would like to be more involved in this function as evidenced from their responses to ideal procedures. More than forty-six percent of the chairmen reported that they assume this function in actual practice. With respect to

evaluation of faculty performance, expectations varied considerably which suggests little interaction and involvement of the dean with the three reference groups. Variability in expectations for this function may be accounted for by the fact that a clear cut or effective policy for faculty evaluation has not yet been formulated in many colleges. According to the comments of some respondents, evaluation of faculty performance is based on student perceptions but professional evaluation is lacking.

Expectations of deans and presidents regarding faculty morale and professional development were similar and reflected high consensus but those of chairmen and faculty reflected low consensus, which suggests uncertainty in these matters. According to the comments of some respondents, the maintenance of faculty morale received little attention.

Deans and presidents were in agreement also on matters dealing with faculty course loads, faculty needs, planning registration, and implementation of educational policy decisions. With the exception of the last named function, the actual expectations of chairmen and faculty were similar but differed from those of presidents and deans.

In sum, the expectations of the four groups of role definers concerning what is and what should be the proper functions of the role of the academic deanship position indicate that there tends to be more disagreement than

agreement on both the actual and ideal functions of the deanship position.

## SUMMARY AND CONCLUSIONS

The purpose of this study was to examine within the context of role theory, the extent of consensus on ideal and actual role expectations held by presidents, academic deans, department chairmen, and faculty, for the academic deanship position in Catholic liberal arts colleges for women in Pennsylvania with a view to obtaining a theoretical basis for role definition.

A major assumption, implicit in the literature of higher education on the deanship role, was that lack of concise definition of the role subverts the efforts and potentiality, not only of deans, but of other academic officers and faculty as well for accomplishment in higher education. Central to this study was the assumption that lack of definitiveness which presently characterizes the role of the academic deanship position is the result of misunderstanding and disagreement on role expectations, not only by deans but higher academic administrative officers and faculty as well.

In the literature of higher education, the academic deanship role was described and analyzed by many writers but little or no attention was given to a theoretical definition of the role. Of the limited number of empirical studies reported on the deanship position, the role was generally defined by the person occupying the position. Implicit in role

theory is the assumption that the role associated with any given position is defined by expectations held by the actor, that is, the person occupying the position, as well as expectations held by relevant groups within the same social system. In this study, the role definers were limited to four intraorganizational groups which included those persons serving in the deanship positions, as well as three relevant reference groups, namely, presidents, department chairmen, and faculty.

A commonly held assumption is that role expectations are generally defined with a high degree of consensus by all groups in the role defining situation. The literature suggests, however, that consensus on role expectations cannot be assumed, particularly with reference to normative or ideal expectations. The design of the conceptual role theory model used in this study, which was adapted from Brookover's role theory model, allowed the researcher to describe and analyze the different levels of expectations both within and among different groups of role definers and to identify the areas where expectations of both the actor and the three reference groups were in agreement and where they differed.

Expectations were studied in terms of qualifications for and functions of the role of the academic deanship positions. These expectations were determined by responses of

the four groups of role definers to the Academic Deanship Inventory designed for this study by the researcher.

In addition to the Inventory, a four-page questionnaire was completed by the academic deans. The data obtained from the questionnaire provided a brief description of the personal and professional characteristics of the participating deans. These characteristics were described in Chapter III.

To test the above mentioned assumptions, three major hypotheses and a sub-hypothesis, which evolved from the role theory model used in this study, were formulated. Part I of the inventory, which consisted of thirty-five qualification items, referred to ideal qualification expectations for positional requirements. Responses to Part I of the inventory comprised the data used to test the first hypothesis which stated that consensus on ideal expectations for qualifications would be greater within than among the four groups of role definers. Analysis of expectation responses showed considerably more consensus within groups than among groups regarding qualifications for the role of the deanship position. Distribution of responses revealed that presidents agreed on approximately sixty-six percent of the thirty-five qualification items, deans and faculty on approximately sixty-three percent, and chairmen, on slightly more than fifty-four percent. By contrast, consensus among groups

decreased considerably.

Analysis of expectation responses indicated that less than half (45.71 percent) of the qualification items were considered paramount for the deanship position by the four groups of role definers. The qualifications considered necessary for this position focused primarily on degree requirements, educational philosophy, college teaching experience, interpersonal skills, and professional activities. Expectation responses on half (54.29 percent) the qualification items reflected low consensus or no consensus which suggested a tendency toward disagreement among the groups of role definers. These items centered about the following qualifications: personal, educational, experience, community participation, and professional interests. To the extent that consensus within groups was greater than among groups, the hypothesis received support.

Theoretically, ideal expectations apply directly to the position and as such should reflect greater consensus among groups of role definers. Although some variation in perceptions of ideal expectations among groups was expected, the high degree of variability and low consensus on expectation responses reflected uncertainty with respect to qualifications for the deanship position.

Responses to Part II of the inventory were analyzed to show degrees of consensus between actual and ideal

expectations among the four groups of role definers concerning functions and responsibilities associated with the deanship position. Expectation responses to the twenty-four functions comprised the data used to test the second and third hypotheses and the sub-hypothesis.

The second hypothesis stated that among groups, consensus on ideal expectations for functions of the deanship position would be greater than consensus on actual expectations. Theoretically, ideal expectations are common in all situations in which the position occurs. It seemed reasonable to conclude, therefore, that consensus on ideal expectations would be greater than on actual expectations since these are determined by the occupant of the position in interaction with the three reference groups. Analysis of ideal expectation responses revealed that consensus among groups was high on approximately forty-two percent of the twenty-four functions while on actual expectation responses consensus was high on only three or approximately thirteen percent of the functions. Ideally, the four groups of role definers agreed on functions related to activities concerned with faculty promotion in rank, salary, and tenure; faculty needs; faculty morale and professional development; student activities; textbook selection; use and development of physical facilities; and the college public relations program. The responsibility for most of these functions, according to

the respondents, should, ideally, be shared by the dean and the three reference groups, particularly those functions relating to faculty promotions. In sum, these data suggested that ideal role expectations for the above mentioned functions were clearly defined as evidenced by the high consensus response of the four groups of role definers. The responsibility for these functions, however, should be of a participative nature, that is, the dean's responsibility should approximate that of the reference groups. The three functions which showed high consensus on actual expectations dealt with recruitment and appointment of new faculty, faculty teaching assignments, and admission of students. Recruitment of faculty was considered a shared responsibility of the dean and chairmen, according to the respondents, while faculty teaching assignments was assumed by chairmen and departmental faculty, and admission of students was considered a committee function with the dean's involvement limited to participation as a member of the committee. In sum, these data provided support for the second hypothesis to the extent that consensus on ideal expectations for functions among groups was greater than consensus on actual expectations.

Theoretically, ideal expectations should reflect more consensus among groups of role definers than actual expectations since the ideal expectations are common in all

situations in which the position occurs. In assessing ideal expectations only, the data of this study indicated that among groups, ideal expectations for functions of the deanship position reflected more disagreement than agreement on over half the expectation items.

Differences in expectations among groups of role definers concerning what deans should do as top-ranking academic administrative officers suggest that even the ideal role has not been agreed upon. When expectations, which theoretically define the role, lack clarity, misconceptions result which in turn may affect the behavior of the actor in interaction with the reference groups. Lack of definition on consensus both within and among groups may hinder the actor's performance of the role.

The third hypothesis stated that consensus on actual expectations between deans and presidents would be greater than between deans and department chairmen or faculty. Theoretically, the more involvement occurring between the occupant of the position and the reference groups the more likely they will influence each other's expectations. Further, it is implicitly recognized that there is an interconnectedness which characterizes the deanship and presidential positions. Similarly, the sub-hypothesis was based on the assumption that the professional groups closest to the deanship position in the collegiate organizational

structure would be more knowledgeable and involved in carrying out the activities necessary to achieve institutional goals. Since chairmen, as well as presidents, are closer to the deanship position in the organizational structure it seemed reasonable to assume that actual expectations of deans when compared to those of presidents and chairmen would reveal higher consensus than a comparison between the actual expectations of deans and faculty.

With reference to the third hypothesis, the data provided support to the extent that there was more consensus between deans and presidents than between deans and chairmen on seven or slightly more than one-fourth of the functions. Five of the seven functions focused primarily on faculty matters. According to deans and presidents, the dean and chairmen had equal responsibility for functions concerning recruitment of faculty, faculty course loads, faculty needs, faculty morale and professional development, and implementation of educational policy decisions. As to the remaining two functions, the dean and registrar had responsibility for planning registration while admission of students was a responsibility of the appropriate faculty committee in which the dean had a participative role.

With respect to the sub-hypothesis, the data provided only partial support regarding the above mentioned functions, since only the expectations of deans and presidents showed

any degree of consensus. The data provided full support for the sub-hypothesis on the curriculum function, however, since actual expectations of deans, presidents and chairmen were in agreement.

Generally, ideal expectations among groups were more clearly defined than actual expectations concerning qualifications for and functions of the role of the academic deanship position. The fact, however, that on over half of the qualification items and functions there was considerable variability on both actual and ideal expectations among the four groups of role definers indicated a tendency toward disagreement and misunderstanding on role expectations for the deanship position. The variability in responses reflected the differences in the way the groups defined the role with reference to qualifications and functions. Theoretically, differences may be attributable to two factors: 1) some expectations were unknown; and 2) expectations were not clearly communicated by either the actor or the reference groups.

In sum, the expectations of the four groups of role definers indicated that there tends to be more disagreement than agreement with reference to what is and what should be the proper qualifications for and functions of the role of the academic deanship position.

Although the literature of higher education suggests that deans should have primary responsibility for the administrative functions generally associated with the deanship position, the findings of this investigation indicated that the dean has limited responsibility for such functions.

As evidenced by the data, the dean's involvement is limited to a participative or shared role. Expectation responses indicated that on certain functions, the responsibility, which in many cases might be considered the role of the dean, is and should be assumed by other academic administrators, and/or faculty.

From the viewpoint of faculty, generally, the dean's role is and should be limited to committee membership, which implies a lessening of the dean's authority with respect to certain functions. Chairmen generally regard the dean's role as one shared with their group primarily. In certain functions the dean has no involvement. Apparently chairmen should and do deal directly with the president or academic officers other than the dean. As a group, the deans themselves are more inclined toward a participative or shared role in exercising the responsibilities evolving from the functions of the deanship office. On the basis of these findings, one might infer that the leadership function of the deanship office and the authority inherent in the deanship office are considerably lessened.

On the majority of functions, no core of agreement existed. Uncertainty was reflected in the expectations of all groups which clearly indicates the ambiguity of the role and the need for clarification in those areas where uncertainty exists.

The fact that the majority of deans' expectations reflect uncertainty implies that they themselves are unsure of their functions and responsibilities. Perhaps this is one reason why deans function within a shared or participative framework. Some college deans indicated during the course of this study the need for more clearly defined guidelines concerning the functions and responsibilities of the deanship office. The results of this investigation clearly pose some important questions. If the deanship is moving toward a participative role, as suggested by the findings of this study, then the question appears to be, what is the logical place for the deanship position in the scheme of administration? If the dean has no major responsibilities, and if the dean's responsibilities are limited to a shared or participative role, then perhaps the dean has a role to play indirectly, possibly as a mediator. Since no core of agreement exists on the majority of functions, the need for a mediator is evidenced by the indefiniteness of actual expectations with respect to functions, particularly within the chairmen group. The above inference is supported to some

degree by the role definers in that there was fairly strong agreement that qualifications dealing with interpersonal skills were pre-requisites for the deanship position. The evident implication is that the role definers view the role of the dean as a mediator.

A final question that arises is, can differences be mediated? The reasons why differences exist among expectations for the deanship position have not been answered by the results of this investigation. Perhaps a study on reasons why differences exist on expectations would provide information which might answer this question with some degree of clarity and provide useful information toward further clarification of the role.

Since the findings of this investigation cannot be generalized beyond the population of this study, similar studies could be conducted on different types of institutions of higher education or similar types of institution in different geographical locations and a comparison made of findings.

It might be meaningful to study the deanship role from the viewpoint of students, particularly since students are becoming increasingly involved in governance of higher educational institutions.

The results of this investigation clearly indicate the need to examine the areas identified in which

misunderstanding and disagreement exist. If the deanship role is to be performed with any degree of certainty it is essential that both the dean and the groups of role definers be knowledgeable concerning what are and what should be the qualifications for and the major functions of the deanship position.

## BIBLIOGRAPHY

Anderson, Conwell A., Ed., Administrative Team Leadership in Concept and Practice, Administrative Team Leadership Conference, Athens, Institute of Higher Education, University of Georgia, 1966, 58 p.

Papers presented at the Conference of the Institute of Higher Education of the University of Georgia make up the major portion of this publication. Participants included presidents, academic deans and business officers. The conference focused on the need for administrative team leadership in higher education as a consequence of the increasing responsibilities placed upon colleges and universities. Particularly pertinent to this research was the exploration of the relationships of the academic deans to college-wide budgets. The need for mutual responsibility among administrators regarding this function was stressed. It was concluded that the success of team leadership depended on the president more than any other administrative official. The paper by Gibson was of particular relevance to this study.

Baker, M. Imogene, "The Dean and Personnel Affairs", Functions of the Dean of Studies in Higher Education, Roy J. Deferrari, Ed., Washington, D. C., The Catholic University of America Press, 1957, p. 51-64. (The Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, The Catholic University of America, Washington, D. C., 1956.)

Supported the notion that the dean was ceasing to be an intellectual leader. Proposed that the burden of the student personnel function be separated from the deanship office in order to provide time and freedom for the dean to function in the capacity of intellectual leader.

Biddle, Bruce J., and Edwin J. Thomas, Eds., Role Theory: Concepts and Research, New York, Wiley, 1966, xiv-453 p.

A systematic introduction to role theory and role problems. The first two sections, written by the editors, present an analysis of the nature and history of role theory and the conceptual structure covering the basic concepts of role theory. The remaining sections contain selections on contemporary role theory and research written by prominent behavioral scientists. Also included is an extensive bibliography which primarily favors theoretical and empirical contributions. A useful reference for theory, research, and bibliography on the many subjects of role theory.

Brookover, W. B., "Research on Teacher and Administrative Roles", Journal of Educational Sociology, Vol. 29, No. 1, 1955, p. 2-13.

The author presents a conceptual role theory model showing the relationships among several concepts of role phenomena that have been used in what is broadly known as role research. The author's role theory model provides a meaningful framework for the study of roles since it not only takes into account the possible concepts of role behavior but also demonstrates the interrelationships of these concepts which are basic for understanding total behavior in a social interaction situation. A modification of Brookover's role theory model was used by this researcher for the study of the role of the academic deanship position.

Brubacher, John S., and Willis Rudy, Higher Education in Transition, New York, Harper & Row, 1958, p. vii-529.

Traces the development of higher education in the United States from colonial times to the twentieth century. The essential theme is that the great expansion of higher education, beginning at mid-twentieth century, necessitated a reassessment of established interpretations of higher education. In treating of the organization and administration of higher education the authors stated that the foundations laid down in colonial times remained basically unchanged in the twentieth century. Increases in size of educational institutions in the twentieth century, however, brought modifications in the organization and administration but did not affect essentials. Among the modifications discussed are those dealing with the changes and increases in academic personnel in administration including reference to the creation and evolution of the deanship office. The discussion of academic administration provided useful background information for this research.

Burns, Gerald P., Ed., Administrators in Higher Education: Their Functions and Coordination, New York, Harper and Row, 1962, xii-236 p.

A collection of authoritative opinion articles on college and university administration. Both philosophical and pragmatic viewpoints are presented. The first group of chapters provides a general overview of higher education and the second group presents a specific detailed treatment of individual administrative functions including those of the academic dean. The unifying viewpoint expressed in this publication is that administration exists for the purpose of "facilitating, enabling, and operating the total program" of the higher educational institutions. Provided valuable information for this study.

Burns, Norman, Ed., The Administration of Higher Institutions Under Changing Conditions, Chicago, University of Chicago Press, 1947, v-91 p.

A collection of papers presented by prominent academic administrators at the 1947 Annual Institute for Administrative Officers of Higher Institutions. The central theme revolved about the changing structure of higher education and a reaffirmation of sound principles of administration. The paper by McGrath on the deanship position was particularly relevant to this study.

Corson, John J., Governance of Colleges and Universities, New York, McGraw-Hill, 1960, v-209 p.

A study concerned with the decision making process in colleges and universities. Part of chapter four examines the role of academic deans in fifteen colleges of arts and sciences. The author assesses the part in governance of the dean by describing the function performed in six major areas of decision making: educational programming; faculty selection, promotion and development; student affairs; finance; development of physical facilities; and public and alumni relations. Corson found that none of the deans in the fifteen institutions studied were held responsible for formulating or accomplishing financial, building, or public relations programs. A useful and perceptive analysis of governance in higher education. Particularly relevant to this study were the six major areas of decision making proposed by the author. The classification of functions of the deanship role used in the Academic Deanship Inventory developed for this study by the researcher derives in large part from the categories of decision making proposed by Corson.

Deferrari, Roy J., Ed., Functions of the Dean of Studies in Higher Education, Washington, D. C., The Catholic University of America Press, 1957, vi-143 p. (The Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, The Catholic University of America, Washington, D. C., 1956.)

This work is the result of the workshop conducted at The Catholic University of America in June, 1956. The report emphasized the functions of the dean in Catholic institutions of higher learning. The main topics, presented by various participants, included: 1) functions of the dean and his office; 2) general qualifications and professional training of the dean; 3) curriculum and the dean; 4) personnel affairs and the dean, 5) the dean and the student body; 6) the dean's reports and office forms; 7) the dean and the registrar; 8) the dean and the faculty; and 9) the dean and the president. This report provided useful material for this research by identifying some of the relevant qualifications of and functions for the deanship position.

DeVane, William C., "The Role of the Dean of the College", The Academic Deanship in American Colleges and Universities, Arthur J. Dibden, Ed., Carbondale, Southern Illinois University Press, 1968, p. 241-252.

This article focuses on the dilemma of the deanship position. It describes the ambiguity and complexity of the deanship position and the potential conflict arising from this situation. In the collegiate organization, in the view of the author, the dean occupies a delicate position between the president and the faculty. The author concludes that the dean must maintain his own independence and integrity if he is to perform effectively. Good analysis of the problem.

Dibden, Arthur J., Ed., The Academic Deanship in American Colleges and Universities, Carbondale, Illinois, Southern Illinois University Press, 1968, xii-269 p.

A collection of papers on the academic deanship which considers the problems of the deanship from varying points of view. Contributors included persons prominent in American higher education, many of whom were former deans. The book explores the relationships which shape and affect the responsibilities of the academic deanship position. Provides a useful source book not only for administrators in higher education but also for graduate students interested in research of administrative roles in higher education.

Dressel, Paul L., and Sally B. Pratt, The World of Higher Education: An Annotated Guide to the Major Literature, San Francisco, Jossey-Bass, 1971, xv-238 p.

An annotated bibliography of the major literature of higher education. The author reviews research relevant to decision-making about higher education problems. The general areas covered include institutional research as a field of activity; governance, administration, and management; students; faculty and staff; curriculum and instruction; research methodology; and related bibliographies and other reference materials. A valuable aid to the researcher in locating useful materials in most major areas of concern in higher education.

Dupont, Gerald E., "General Qualifications of the Dean and His Professional Training", Functions of the Dean of Studies in Higher Education, Roy J. Deferrari, Ed., Washington, D. C., The Catholic University of America Press, 1957, p. 15-33. (The Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, The Catholic University of America, Washington, D. C., 1956.)

Paper presented at The Catholic University Workshop on the Deanship position in 1956. Capacity for work, patience

and prudence were considered absolutely indispensable qualifications for the deanship position by the author. Recommended training for prospective deans included formal course work in college administration and an apprenticeship program. Important to this study in that it helps to identify some of the relevant qualifications for the deanship position.

-----, "The Dean and His Office", The Academic Deanship in American Colleges and Universities, Arthur J. Dibden, Ed., Carbondale, Southern Illinois University Press, 1968, p. 4-27.

The central thesis of this article is that the deanship office lacks uniformity in its organization and in the definition of its functions. The author cautions that where functions and responsibilities are not clearly defined, there are bound to be overlapping duties and clashes of policy even among the best-intentioned administrative officers which could weaken the unity of purpose and effort which characterizes well organized institutions. A useful and perceptive analysis.

Education Directory, 1968-1969: Part 3, Higher Education, U. S. Department of Health, Education and Welfare, Office of Education, Superintendent of Documents, Washington, D. C., 1968, 457 p.

Contains a listing of institutions of higher education in the United States and pertinent information about each institution. One of the source materials used in this study to obtain information concerning accreditation, enrollments, types of institutions and other essential data.

Finnegan, Darrell F. X., The Function of the Academic Dean in American Catholic Higher Education, Unpublished doctoral dissertation, Washington, D. C., The Catholic University of America Press, 1951, p. v-120.

One of the few empirical studies on the functions of academic deanship position in Catholic higher education.

The study investigated common practices in the functioning of the dean's office in an effort to develop principles of higher administration. Findings suggested that functions and practices in Catholic colleges were similar to those in other institutions of higher education.

Gibson, Raymond C., "The Challenge of Leadership", Administrative Team Leadership in Concept and Practice, Conwell A. Anderson, Ed., Administrative Team Leadership Conference, Institute of Higher Education, University of Georgia, 1966, p. 3-12.

Supports the notion that delineation of administrative functions is of crucial importance for contemporary higher educational leaders. The first function of central administration, in the view of the author, is to provide leadership for the academic program.

Gould, John Wesley, The Academic Deanship, New York, Teachers' College Press, Columbia University, 1964, ix-116 p.

A study of the leadership functions of the academic dean in both private and public institutions of higher education. The study, based on questionnaire and interview responses of one hundred and eighty academic deans, includes duties of the academic dean, factors affecting his role, his relationship to the president and department chairmen; and problems the dean must face as faculty leader and administrator. An important finding was the leadership image projected by deans, which was that of caretaker rather than educational leader. The author asserted that constant demand for attention to endless detail sapped the dean's energy and subverted his will to provide leadership. The basic assumption and problem for this study derived in large part from the author's conclusions and suggestions for further research.

Gross, Neal, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, New York, Wiley, 1958, xiv-379 p.

The most comprehensive research in role analysis which reexamined the many conceptualizations of role and certain postulates embedded in them. Also included the report of an empirical inquiry whose major focus was the role of the school superintendency. A basic set of role concepts which evolved from their explorations in role analysis was also presented. Especially relevant to this thesis was the authors' assumption, which was supported by their empirical findings, that consensus on role definition cannot be assumed. Chapter seven, which was devoted to macroscopic role consensus analysis, was also relevant to this study.

Haas, Leonard C., The Academic Dean in American Teachers Colleges, Unpublished doctoral dissertation, University of Minnesota, 1954, xii-210 p.

Study of the academic deanship in one hundred and fifteen American teachers' colleges with a view to discovering pertinent facts concerning qualifications, functions performed, and functions considered desirable practice by those occupying the positions. The study was based on responses of academic deans to an eight-page questionnaire. Findings revealed that most deans were primarily concerned with student personnel services, curriculum, and faculty supervision.

Higgins, Ruth L., "The Functions of the Academic Dean", Association of American Colleges Bulletin, Vol. 33, May, 1947, p. 393-399.

Report of a study initiated at the request of new deans of the American Conference of Academic Deans. Results indicated that the dean does not always have well-defined authority since the functions of his office overlap on the work of other administrative officers and faculty.

Horn, Francis H., "The Dean and the President", The Academic Deanship in American Colleges and Universities, Arthur J. Dibden, Ed., Carbondale, Illinois, Southern Illinois University Press, 1968, p. 104-119.

This article focuses on the conflicts which may arise in the administrative structure of the university particularly with reference to the relationship between the dean and the president. Suggests the need to draw up the best possible statement of duties and responsibilities of the deanship role.

Kelley, William F., "The Dean and the Faculty", Functions of the Dean of Studies in Higher Education, Roy J. Deferrari, Ed., Washington, D. C., The Catholic University of America Press, 1957, p. 88-101. (The Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, The Catholic University of America, Washington, D. C., 1956.)

Supported the view that the primary responsibility of the dean is the faculty. A perceptive analysis of the dean's relationships with the faculty which provided valuable background for this study.

Linton, Ralph, The Study of Man, New York, D. Appleton-Century, 1936, vii-503 p.

Among the first works to set forth a systematic study of role theory. The author's formulations of culture, status, and role have influenced many contemporary role theorists. Approaching role theory from an anthropological viewpoint, the author presents a unitary conception of role within the framework of a total society. Accordingly, role is viewed in terms of ideal cultural patterns, that is, the normative or prescriptive patterns of behavior of the occupant of a position in a social structure. This book provided essential background for understanding the evolution and refinement of role theory.

-----, The Cultural Background of Personality, New York, D. Appleton-Century, 1945, xix-157 p.

Publication stemming from a series of lectures on the general subject of the interrelations of culture, society, and the individual presented at Swarthmore College in 1943. In this work, the author further clarified the distinction between status and role (described in his earlier work in 1936) by specifying the content of role as culturally determined and describing it as the dynamic aspect of status.

Litchfield, Edward H., "Organization in Large American Universities: The Administration", Journal of Higher Education, Vol. 30, No. 9, December, 1959, p. 489-504.

A brief but perceptive analysis of organizational shortcomings in academic administration in large American universities. Discusses nine major shortcomings including "confusion of roles within the institution" and the "failure to train for university administration". Emphasized the need for role definition and advocated preparation for those who intend to administer institutions of higher education.

Mayhew, Lewis B., "Shared Responsibility of the President and the Dean", The Academic Deanship in American Colleges and Universities, Arthur J. Dibden, Ed., Carbondale, Southern Illinois University Press, 1968, p. 91-103.

Identifies and analyzes several sources of difficulty of the deanship position. The author contends that among the difficulties is the differing self images of president and dean, not at all shared by the other, which may be destructive of faculty morale and institutional effectiveness. Provided valuable insights into the dean's relationships with the president.

-----, The Literature of Higher Education, 1971, San Francisco, Jossey-Bass, 1971, xii-162 p.

The author assesses and evaluates the most significant books published in the field of higher education during 1970. A discussion of trends in the literature from 1965 to 1970 is presented in chapter one. The author's analyses provides penetrating insights into what is happening in American colleges and universities today. A valuable resource for the researcher in higher education.

McGinnis, F. A., "The Dean and His Duties", Journal of Higher Education, Vol. 4, No. 4, April 1933, p. 191-196.

An early article on the deanship position which describes methods of appointing deans, their relationships with other academic officers and faculty and the obligations of their office. Very informative.

McGrath, Earl J., "The Office of the Academic Dean", The Administration of Higher Institutions Under Changing Conditions, Norman Burns, Ed., Chicago, The University of Chicago Press, 1947, v-91 p.

A critique of the deanship office in liberal arts colleges. The author argued that deans are more concerned with activities peripheral to their office rather than with major functions of that office. The author asserted that if deans are to be effective educational leaders, they should be principally occupied with three major functions: 1) the ends and means of education; 2) the selection of faculty; and 3) preparing the budget.

McKeough, Michael J., "The Dean and the Student Body", Functions of the Dean of Studies in Higher Education, Roy J. Deferrari, Ed., Washington, D. C., The Catholic University of America Press, 1957, p. 65-74. (The Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, The Catholic University of America, Washington, D. C., 1956.)

Proposed that the dean's responsibilities for the student personnel function be reduced so that the dean could devote time to responsibilities that lie in the area of faculty improvement, program building, self-studies, and scholarship. Good analysis of one of the many problems of the deanship position.

Milner, Clyde A., The Dean of the Small College, Boston, The Christopher Publishing House, 1936, 1-151 p.

A survey of the office of the dean as it was administered in one hundred small liberal arts colleges in the United States in the early 1930's. Results of the study indicated that the official duties of the dean were not clearly defined and no uniformity of practice was observed.

Mobberley, David G., and Myron F. Wicke, The Deanship of the Liberal Arts College, Nashville, Board of Education, The Methodist Church, 1962, 72 p.

Discusses the role of the academic dean in small liberal arts colleges and emphasizes the importance of the dean's relationships with administrators, faculty, students and trustees. Suggests five major areas of responsibility in which the dean may make his best contribution. Specific questions, concerning specific activities for which the dean should be responsible, are presented in the last section of the book.

Neiman, Lionel J., and James W. Hughes, "The Problem of the Concept of Role--A Re-survey of the Literature", Social Forces, Vol. 30, No. 1, 1951-52, p. 141-149.

In this article the authors survey the literature in which role concept was used. The survey covered a period of approximately fifty years, from 1900 to 1950. The article concludes with the generalization that role concept was vague, nebulous and non-definitive.

Newcomb, Theodore, "Role Behavior in the Study of Individual Personality Groups", Journal of Personality, Vol. 18, No. 3, 1950, p. 273-289.

The central thesis of this article is that role behavior represents the best method of observation from which conclusions can be drawn both about individual personality and about groups. Major emphasis is placed on the interaction situation, that is, the self-other context, for the study of personality and group behavior. Presents a definitive explanation of the role behavior concept.

-----, Social Psychology, New York, Dryden Press, 1950, xi-690 p.

The author defines role within a social-psychological framework in an attempt to bridge the gap between the sociological and the psychological view of role concept. Self, role, and interaction are employed as focal concepts in the author's theoretical formulation. The section describing social norms and roles provided essential information for understanding role theory.

Parsons, Talcott, The Social System, New York, The Free Press, 1951, xviii-575 p.

This book presents the main outlines of a conceptual scheme for the analysis of social systems within the action frame of reference. The role concept, which is central to the conceptual scheme, is considered essential to understanding social action and social structure. Chapter two provides essentials for understanding the different units of the social system which is described as "a system of processes of interaction between actors".

Pennsylvania, Department of Public Instruction, Colleges and Universities in Pennsylvania, Harrisburg, 1967, v-178 p.

This book was designed as a direct service to those seeking admission to Pennsylvania institutions of higher education. Descriptive information about each institution is presented in one page summaries. This publication provided essential data concerning the colleges participating in this study.

Reeves, Floyd W., John Dale Russell, H. C. Gregg, A. J. Brumbaugh, and L. E. Blauch, The Liberal Arts College, Chicago, University of Chicago Press, 1932, xxxv-715 p.

One of the earliest studies which attempted to define the functions and responsibilities of the academic dean. The study, based on data from thirty-five colleges revealed a wide variation in the range of duties performed by administrative officers. The authors found that the duties expected of academic officers were not clearly defined.

Sarbin, Theodore R., "Role Theory", in Handbook of Social Psychology, Vol. I, Gardiner Lindzey, Ed., Cambridge, Mass., Addison-Wesley Publishing Co., 1954, p. 223-258.

Views role theory as an interdisciplinary theory in that its variables are drawn from studies of culture (role), society (position) and personality (self). The author's conceptual framework emphasizes the self-role-interaction scheme of human conduct. Asserting that the conception of role is insufficient to account for complex social-psychological behavior, the author proposes the concept of self as a coordinate. A definitive treatment of the basic concepts of role theory.

Thomas, Edwin J., and Bruce J. Biddle, "Basic Concepts for Classifying the Phenomena of Role", Role Theory: Concepts and Research, Bruce J. Biddle and Edwin J. Thomas, Eds., New York, Wiley, 1966, p. 23-45.

This is the title for chapter two of the publication edited by the authors. This chapter presents an analysis of the various components of role theory.

Wilson, Logan, "Academic Administration: Its Abuses and Uses", American Association of University Professors Bulletin, Vol. 41, Winter 1955, No. 4, p. 684-692.

Penetrating analysis of academic administration in higher education. Supports the view that organizational structure is a major factor contributing to the ambivalence of administrative roles.

Young, Kimball, Personality and Problems of Adjustment, New York, F. S. Crofts and Company, 1941, x-868 p.

In this publication the author examines and interprets the "factors which go into the making of the person as he adapts himself to the social world around him". Using role as a central explanatory concept for behavior, the author's conceptualization of role emphasizes self in interaction with other human beings. Provided helpful information concerning the use of the self-concept in role theory.

APPENDIX 1

PRELIMINARY LETTER TO COLLEGE PRESIDENTS

## PRELIMINARY LETTER TO COLLEGE PRESIDENTS

Box 845  
Department of Social Sciences  
Marywood College  
Scranton, Pennsylvania 18509  
January 1971

Dear

Many administrators-scholars in higher education today point out that the academic deanship position clearly reveals a lack of definitiveness of the role, in both its organization and the functions proper to it, which tends to subvert the efforts and potentialities of both administrators and faculty for full accomplishment in higher education.

As former Acting Academic Dean at Marywood College, a Catholic liberal arts college for women, and as a present member of the Marywood Faculty, I have a special interest in this phase of higher education.

As my doctoral dissertation study, I am seeking to obtain a more effective analysis of the system of interrelationships existing between the academic dean and others within the college community, which shape and affect the role of the academic dean in Catholic liberal arts colleges for women in Pennsylvania.

The purpose of this letter is to request an interview with you prior to initiating the study. I realize that there are many demands upon your time but your experience as an administrator in Catholic higher education will be of great value to this study.

At present I am engaged in full-time teaching at Marywood which allows little flexibility in my schedule. If possible, therefore, I would like to request an appointment with you for Thursday morning, January 28 or February 4.

I would appreciate your consideration of my request.

Looking forward to your reply, I am,

Sincerely yours,

Miss Ann Marie Greco  
Marywood College

amg/sh

APPENDIX 2

COVER LETTER TO PRESIDENTS AND DEANS

COVER LETTER TO PRESIDENTS AND DEANS

Box 845  
Marywood College  
Scranton, Pennsylvania 18509  
February 24, 1971

Dear

Enclosed is the Academic Dean Role Inventory which I discussed with you during my visit on February 11th.

A self-addressed, stamped envelope is enclosed to facilitate your return of the Inventory. Your replies will be kept in strictest confidence.

I sincerely appreciate your interest and cooperation in making this study possible.

Sincerely yours,

Miss Ann Marie Greco

amg/sh

APPENDIX 3

COVER LETTER TO CHAIRMEN AND FACULTY

## COVER LETTER TO CHAIRMEN AND FACULTY

Box 845  
Department of Social Sciences  
Marywood College  
Scranton, Pennsylvania 18509

Dear Faculty Member:

Today many scholars in higher education make constant reference to the complexity and ambiguity associated with the academic dean's role and the conflict accruing from this situation.

The enclosed Role Inventory seeks to gain some insight into the problem. Your experience as a member of the faculty will greatly contribute toward this end.

At a recent meeting with your President, I obtained permission to conduct this doctoral dissertation study at your College.

As a former Academic Dean at Marywood College and as a present member of the Marywood College Faculty, I am acutely aware of the demands upon your time. In order to ensure success of this doctoral project, however, it is important to obtain responses from experienced individuals in the academic community. In a pre-test of the Inventory approximately thirty-five minutes were required for completion. I would deeply appreciate your cooperation in making this study possible.

Enclosed is a self-addressed, stamped envelope to facilitate your return of the Inventory. Your replies will be held in strictest confidence.

Sincerely yours,

Miss Ann Marie Grego  
Marywood College

APPENDIX 4

GENERAL INSTITUTIONAL INFORMATION SHEET  
SENT TO PRESIDENTS

GENERAL INSTITUTIONAL INFORMATION SHEET  
SENT TO PRESIDENTS

1. Name of Institution \_\_\_\_\_
2. Number of years as President in present institution  
\_\_\_\_\_
3. Location \_\_\_\_\_
4. Year of Founding \_\_\_\_\_
5. Name of Religious Order Which Owns/Administers  
Institution \_\_\_\_\_
6. Full-Time Student Enrollment \_\_\_\_\_
7. Number of Full-Time Faculty  
Religious \_\_\_\_\_  
Lay \_\_\_\_\_
8. Number of Departments \_\_\_\_\_
9. Number of Department Chairmen  
Religious \_\_\_\_\_  
Lay \_\_\_\_\_

APPENDIX 5

FACULTY PERSONAL AND PROFESSIONAL DATA SHEET

## FACULTY PERSONAL AND PROFESSIONAL DATA SHEET

PRELIMINARY INFORMATION

## FACULTY PERSONAL AND PROFESSIONAL DATA

1. Name of College \_\_\_\_\_
2. Your Name \_\_\_\_\_
3. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
4. Are you a member of a religious order? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Present Position: Department Chairman \_\_\_\_\_  
Full-Time Teaching Faculty Member \_\_\_\_\_
6. Name of Academic Department \_\_\_\_\_
7. Academic Rank \_\_\_\_\_
8. Do you hold tenure? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Number of years at present College \_\_\_\_\_
10. Number of years you have worked with the Academic Dean  
now in office \_\_\_\_\_

PLEASE BE ASSURED THAT YOUR REPLIES WILL BE HELD IN  
STRICTEST CONFIDENCE.

APPENDIX 6

QUESTIONNAIRE FOR ACADEMIC DEANS

## QUESTIONNAIRE FOR ACADEMIC DEANS

## PRELIMINARY INFORMATION

## 1. Sex

\_\_\_\_\_ a. Male                      \_\_\_\_\_ b. Female

## 2. Age

\_\_\_\_\_ a. Under 30 years                      \_\_\_\_\_ c. 41-50  
 \_\_\_\_\_ b. 31-40                                      \_\_\_\_\_ d. Over 50

## 3. Member of religious order

\_\_\_\_\_ a. Yes                      \_\_\_\_\_ b. No

## 4. Official title of your present position

\_\_\_\_\_ a. Academic Dean  
 \_\_\_\_\_ b. Dean of the College  
 \_\_\_\_\_ c. Dean of the Undergraduate College  
 \_\_\_\_\_ d. Other (please specify) \_\_\_\_\_

## 5. Number of years in academic deanship position at present college

\_\_\_\_\_ a. Under 1 yr.                      \_\_\_\_\_ e. 4 years                      \_\_\_\_\_ i. 16-20 yrs.  
 \_\_\_\_\_ b. 1 year                                      \_\_\_\_\_ f. 5 years                      \_\_\_\_\_ j. 21-25 yrs.  
 \_\_\_\_\_ c. 2 years                                      \_\_\_\_\_ g. 6-10 yrs.                      \_\_\_\_\_ k. 26-30 yrs.  
 \_\_\_\_\_ d. 3 years                                      \_\_\_\_\_ h. 11-15 yrs.

## 6. Number of years you have worked with the President now in office. \_\_\_\_\_

## 7. Which of the following committees do you presently chair?

\_\_\_\_\_ a. Committee on Educational Policy  
 \_\_\_\_\_ b. Committee on Promotions and Tenure  
 \_\_\_\_\_ c. Committee on Curriculum  
 \_\_\_\_\_ d. Committee on Academic Standing  
 \_\_\_\_\_ e. Committee on Honors and Awards  
 \_\_\_\_\_ f. Committee on Admissions  
 \_\_\_\_\_ g. Other (please specify) \_\_\_\_\_

## 8. In addition to the committees you chair, please list the number of college committees on which you hold membership.

\_\_\_\_\_

9. Please list any additional titles you hold in your present position. (Do not include those listed in #4 and #7 above)

a. \_\_\_\_\_ c. \_\_\_\_\_  
 b. \_\_\_\_\_ d. \_\_\_\_\_

10. Have you been employed at present College prior to your appointment as Dean?

\_\_\_\_\_ a. Yes \_\_\_\_\_ b. No

If yes, please complete the following item:

| <u>Position</u>           | <u>Number of Years</u> |
|---------------------------|------------------------|
| a. Teaching faculty       | _____                  |
| b. Department Chairman    | _____                  |
| c. Administrator          | _____                  |
| d. Other (please specify) | _____                  |

11. Highest degree earned and areas of specialization

| <u>Degree</u>             | <u>Year</u><br><u>Granted</u> | <u>Major Field</u><br><u>of Study</u> | <u>Minor Field</u><br><u>of Study</u> |
|---------------------------|-------------------------------|---------------------------------------|---------------------------------------|
| a. Ph.D.                  | _____                         | _____                                 | _____                                 |
| b. M.A.                   | _____                         | _____                                 | _____                                 |
| c. B.A.                   | _____                         | _____                                 | _____                                 |
| d. Other (please specify) | _____                         | _____                                 | _____                                 |

12. Have you taken any formal courses in administration of higher education?

\_\_\_\_\_ a. Yes \_\_\_\_\_ b. No

If yes, please indicate the number of credits. \_\_\_\_\_

In your judgement, is formal course work in administration of higher education necessary as preparation for the deanship position?

\_\_\_\_\_ a. Yes \_\_\_\_\_ b. No

13. Have you had any professional training for the academic deanship position?

\_\_\_\_\_ a. Yes \_\_\_\_\_ b. No

If yes, please specify. \_\_\_\_\_



16. Since your appointment as academic dean, which of the following periodicals do you generally find time to read?

- |   |  |
|---|--|
| <u>      </u> a. <u>Administrative Science Quarterly</u>              | <u>      </u> i. <u>Harvard Educational Review</u>                         |
| <u>      </u> b. <u>American Association of University Professors</u> | <u>      </u> j. <u>Improving College and University Teaching</u>          |
| <u>      </u> c. <u>American Council on Education Publications</u>    | <u>      </u> k. <u>Journal of Higher Education</u>                        |
| <u>      </u> d. <u>Association of American Colleges Bulletin</u>     | <u>      </u> l. <u>Liberal Arts</u>                                       |
| <u>      </u> e. <u>Catholic Educational Review</u>                   | <u>      </u> m. <u>National Catholic Educational Association Bulletin</u> |
| <u>      </u> f. <u>Catholic Educator</u>                             | <u>      </u> n. <u>Peabody Journal of Education</u>                       |
| <u>      </u> g. <u>Change</u>  | <u>      </u> o. <u>Phi Delta Kappan</u>                                   |
| <u>      </u> h. <u>Educational Record</u>                            | <u>      </u> p. <u>School and Society</u>                                 |

17. Research and publication activities you have undertaken since your appointment as Academic Dean.

|   | <u>Yes</u>    | <u>No</u>     | <u>Year Published</u> |
|---|---------------|---------------|-----------------------|
| a. Research in your field of specialization | <u>      </u> | <u>      </u> | <u>      </u>         |
| b. Research relating to your office         | <u>      </u> | <u>      </u> | <u>      </u>         |
| c. Institutional Self-Studies               | <u>      </u> | <u>      </u> | <u>      </u>         |
| d. Other (please specify)                   | <u>      </u> | <u>      </u> | <u>      </u>         |
| <u>      </u>                               | <u>      </u> | <u>      </u> | <u>      </u>         |

18. If you are currently teaching courses at your College, please complete the following item:

| Subject Area     | No. of Semester Hours | No. of Sections | Under-Grad.   | Graduate      |
|------------------|-----------------------|-----------------|---------------|---------------|
| a. <u>      </u> | <u>      </u>         | <u>      </u>   | <u>      </u> | <u>      </u> |
| b. <u>      </u> | <u>      </u>         | <u>      </u>   | <u>      </u> | <u>      </u> |
| c. <u>      </u> | <u>      </u>         | <u>      </u>   | <u>      </u> | <u>      </u> |

19. What is your current academic rank?

- |   |
|---|
| <u>      </u> a. Professor                            |
| <u>      </u> b. Associate Professor                  |
| <u>      </u> c. Assistant Professor                  |
| <u>      </u> d. Instructor                           |
| <u>      </u> e. Lecturer                             |
| <u>      </u> f. Other (please specify) <u>      </u> |

20. How is the academic dean selected in your College?

- a. Appointed by President and confirmed by Board of Trustees  
 b. Appointed by President after consultation with other administrative officers  
 c. Appointed by President after consultation with faculty  
 d. Elected by faculty  
 e. Other (please specify) \_\_\_\_\_

21. In your judgement, which of the following activities do you find most time consuming in the performance of your functions? Please rank, by number, in order of greatest to least amount of time consumed (1 = greatest amount of time consumed).

- Administrative Tasks (e.g. scheduling, preparation of catalog, calendar, record keeping, etc.)  
 Admission of Students  
 Committee Work  
 Curriculum Work  
 Enforcing Academic Regulations and Student Discipline  
 Extra-Institutional Affairs (speaking engagements, professional meetings, etc.)  
 Preparation and Administration of Budget  
 Recruiting Faculty  
 Student Counseling  
 Supervision and Development of Faculty

22. In your judgement, which of the following do you consider to be the major responsibilities of the academic dean's office? Please rank, by number, in order of most to least important. (1 = most important)

- |  |   |
|--|---|
| <input type="checkbox"/> Advising the President          | <input type="checkbox"/> Faculty Relations and Morale               |
| <input type="checkbox"/> Budget                          | <input type="checkbox"/> Recruitment of Faculty                     |
| <input type="checkbox"/> Committee Work                  | <input type="checkbox"/> Recruitment and Admission of Students      |
| <input type="checkbox"/> Community and Alumnae Relations | <input type="checkbox"/> Routine Adm. Tasks (e.g. scheduling, etc.) |
| <input type="checkbox"/> Educational Programming         | <input type="checkbox"/> Student Relations                          |

APPENDIX 7

ACADEMIC DEANSHIP ROLE INVENTORY

## ACADEMIC DEANSHIP ROLE INVENTORY

PART I QUALIFICATIONS FOR THE POSITION OF ACADEMIC DEAN IN  
A CATHOLIC LIBERAL ARTS UNDERGRADUATE COLLEGE FOR WOMEN

INSTRUCTIONS: If you were assigned the task of selecting an individual for the position of academic dean in a Catholic liberal arts undergraduate college for women, which of the following qualifications would you consider to be necessary or unnecessary for the position?

For each qualification given, please indicate the importance of each by checking ONE of the four responses listed.

| QUALIFICATIONS   | (1)<br>always<br>necessary | (2)<br>usually<br>necessary | (3)<br>seldom<br>necessary | (4)<br>not<br>necessary |
|--|----------------------------|-----------------------------|----------------------------|-------------------------|
| 1. 40 years of age or under  | _____                      | _____                       | _____                      | _____                   |
| 2. Over 40 years of age  | _____                      | _____                       | _____                      | _____                   |
| 3. Roman Catholic  | _____                      | _____                       | _____                      | _____                   |
| 4. Member of Roman Catholic religious order  | _____                      | _____                       | _____                      | _____                   |
| 5. Female  | _____                      | _____                       | _____                      | _____                   |
| 6. Ph.D. degree or equivalent  | _____                      | _____                       | _____                      | _____                   |
| 7. Master's degree   | _____                      | _____                       | _____                      | _____                   |
| 8. Bachelor's degree   | _____                      | _____                       | _____                      | _____                   |
| 9. Academic study in the history and philosophy of higher education                | _____                      | _____                       | _____                      | _____                   |
| 10. Academic study in administration of higher education                           | _____                      | _____                       | _____                      | _____                   |
| 11. An understanding of the philosophy and aims of a Catholic liberal arts college | _____                      | _____                       | _____                      | _____                   |
| 12. An understanding of the philosophy and aims of the liberal arts college        | _____                      | _____                       | _____                      | _____                   |
| 13. Commitment to the philosophy and aims of the liberal arts college              | _____                      | _____                       | _____                      | _____                   |

---

 QUALIFICATIONS (CONTINUED)
 

---

|     |  |       |       |       |       |
|-----|--|-------|-------|-------|-------|
| 14. | Professional training for the academic deanship position   | _____ | _____ | _____ | _____ |
| 15. | Administrative experience in higher education  | _____ | _____ | _____ | _____ |
| 16. | Previous experience as academic dean   | _____ | _____ | _____ | _____ |
| 17. | Administrative experience in business or industry  | _____ | _____ | _____ | _____ |
| 18. | College teaching experience  | _____ | _____ | _____ | _____ |
| 19. | Willing to entertain new ideas   | _____ | _____ | _____ | _____ |
| 20. | Ability to communicate effectively with both academic and outside communities  | _____ | _____ | _____ | _____ |
| 21. | Ability to reconcile divergent views, within the academic community, concerning accomplishment of college objectives | _____ | _____ | _____ | _____ |
| 22. | An able parliamentarian  | _____ | _____ | _____ | _____ |
| 23. | Proficiency in public speaking   | _____ | _____ | _____ | _____ |
| 24. | An innovator and originator of educational experimentation   | _____ | _____ | _____ | _____ |
| 25. | Represent views of the college to the outside community  | _____ | _____ | _____ | _____ |
| 26. | Actively participate in regional and civic groups  | _____ | _____ | _____ | _____ |
| 27. | Interested and involved in local, state, and national concerns   | _____ | _____ | _____ | _____ |
| 28. | Actively participate in professional organizations and programs  | _____ | _____ | _____ | _____ |
| 29. | Engaged in research and/or publication   | _____ | _____ | _____ | _____ |
| 30. | Scholar in an academic discipline  | _____ | _____ | _____ | _____ |
| 31. | Informed on current trends and issues in higher education  | _____ | _____ | _____ | _____ |
| 32. | Give evidence of leadership on issues which affect policies and objectives of the college                            | _____ | _____ | _____ | _____ |
| 33. | Take a definite position on issues which affect the outside community  | _____ | _____ | _____ | _____ |
| 34. | Ability to delegate responsibility   | _____ | _____ | _____ | _____ |
| 35. | Selected from the faculty or administrative ranks of the college he serves   | _____ | _____ | _____ | _____ |

PART II FUNCTIONS AND RESPONSIBILITIES OF ACADEMIC DEANSHIP  
POSITION IN A CATHOLIC LIBERAL ARTS UNDERGRADUATE  
COLLEGE FOR WOMEN

INSTRUCTIONS: Listed below are various activities concerning functions and responsibilities generally associated with the position of the Academic Dean.

Please check only one of the nine statements which best describes the actual procedure which now exists in your institution and check only one of the nine statements which you perceive to be the ideal procedure.

Should you determine that the same statement applies both to the ACTUAL and the IDEAL, please indicate by placing a check in both the ACTUAL and the IDEAL columns.

If none of the eight statements describes either the ACTUAL or the IDEAL procedure, then please complete statement nine, checking the appropriate column.

---

| ACTIVITIES | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|------------|---------------------|--------------------|
|------------|---------------------|--------------------|

---

A. RECRUITMENT AND APPOINTMENT OF NEW FACULTY

- |   |       |       |
|---|-------|-------|
| 1. This is the sole responsibility of the President.  | _____ | _____ |
| 2. Dean recruits and interviews faculty and recommends appointment to the President.  | _____ | _____ |
| 3. Department Chairman recruits and interviews faculty and recommends appointment to the President.   | _____ | _____ |
| 4. The appropriate faculty committee is responsible for recruiting and interviewing faculty and recommending them to the President for appointment. | _____ | _____ |
| 5. Dean, in consultation with the Department Chairman, recruits and interviews faculty and recommends appointment to the President.                 | _____ | _____ |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| 6. Dean, in consultation with the appropriate faculty committee, recruits and interviews faculty and recommends appointment to the President.  | _____               | _____              |
| 7. Dean, in consultation with both Department Chairman and appropriate faculty committee, recruits and interviews faculty and recommends appointment to the President.                                     | _____               | _____              |
| 8. Dean acts in a participatory role as a member of the appropriate faculty committee which is responsible for recruiting and interviewing faculty and recommending them to the President for appointment. | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <b>B. <u>PROMOTION OF FACULTY IN RANK AND SALARY</u></b>   |                     |                    |
| 1. This is solely a responsibility of the President.   | _____               | _____              |
| 2. Dean recommends all promotions to President.  | _____               | _____              |
| 3. Department Chairman is responsible for making recommendations to President.   | _____               | _____              |
| 4. Appropriate faculty committee is responsible for making recommendations to President.   | _____               | _____              |
| 5. Dean, in consultation with Department Chairman, recommends all promotions to President.   | _____               | _____              |
| 6. Dean, in consultation with appropriate faculty committee, recommends all promotions to President.   | _____               | _____              |
| 7. Dean, in consultation with Department Chairman and appropriate faculty committee, recommends all promotions to President.   | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which makes recommendations to President.  | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| <u>C. APPOINTMENT OF FACULTY TO TENURE</u>   |                     |                    |
| 1. Granted solely at the discretion of the President.  | _____               | _____              |
| 2. Dean recommends tenure appointments to President.   | _____               | _____              |
| 3. Department Chairman is responsible for making recommendations to the President.                                       | _____               | _____              |
| 4. Appropriate faculty committee is responsible for making recommendations to the President.                             | _____               | _____              |
| 5. Dean, in consultation with Department Chairman, makes recommendation to President.                                    | _____               | _____              |
| 6. Dean, in consultation with appropriate faculty committee, makes recommendations to President.                         | _____               | _____              |
| 7. Dean, in consultation with Department Chairman and appropriate faculty committee, makes recommendations to President. | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which makes recommendations to President.                | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <u>D. SELECTION OF DEPARTMENT CHAIRMEN</u>   |                     |                    |
| 1. Selection made at discretion of President.  | _____               | _____              |
| 2. Dean is entirely responsible for selection.   | _____               | _____              |
| 3. Members of departmental faculty are responsible for selection.  | _____               | _____              |
| 4. Appropriate faculty committee determines selection.   | _____               | _____              |
| 5. Dean, in consultation with President, determines selection.   | _____               | _____              |
| 6. Dean consults with members of departmental faculty before making selection.   | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| 7. Dean, in consultation with appropriate faculty committee, determines selection.                 | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which determines selection.        | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <u>E. DETERMINATION OF EDUCATIONAL BUDGET</u>  |                     |                    |
| 1. President assumes final responsibility.   | _____               | _____              |
| 2. Dean assumes final responsibility for determining educational budget.                           | _____               | _____              |
| 3. Department Chairman prepares budget and submits to the Dean for review.                         | _____               | _____              |
| 4. Department Chairman prepares budget and submits to President for review.                        | _____               | _____              |
| 5. Responsibility of the Budget Committee.   | _____               | _____              |
| 6. Dean prepares budget in consultation with Budget Committee.                                     | _____               | _____              |
| 7. Dean prepares budget in consultation with Department Chairman and Budget Committee.             | _____               | _____              |
| 8. Dean participates as member of Budget Committee which is responsible for preparation of budget. | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <u>F. USE AND DEVELOPMENT OF PHYSICAL FACILITIES</u>   |                     |                    |
| 1. This is entirely the responsibility of the President.   | _____               | _____              |
| 2. This is entirely the responsibility of the Dean.  | _____               | _____              |
| 3. This is entirely the responsibility of the appropriate faculty committee.                       | _____               | _____              |
| 4. This is a joint responsibility of the Dean and President.                                       | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| 5. This is a joint responsibility of the Dean and appropriate faculty committee.   | _____               | _____              |
| 6. This is a joint responsibility of the President and appropriate faculty committee.  | _____               | _____              |
| 7. This is a joint responsibility of Dean, President and appropriate faculty committee.  | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which is responsible for use and development of physical facilities. | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <b>G. REVISION AND DEVELOPMENT OF CURRICULUM</b>   |                     |                    |
| 1. Responsibility of the President.  | _____               | _____              |
| 2. Responsibility of the Dean.   | _____               | _____              |
| 3. Department Chairmen are responsible for revision and development.   | _____               | _____              |
| 4. Appropriate faculty committee is responsible for revision and development.  | _____               | _____              |
| 5. Dean plans revision and development in consultation with Department Chairmen.   | _____               | _____              |
| 6. Dean plans revision and development in consultation with appropriate faculty committee.   | _____               | _____              |
| 7. Dean plans revision and development in consultation with Department Chairmen and appropriate faculty committee.                   | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which is responsible for revision and development of curriculum.     | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |

| ACTIVITIES  | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|---|---------------------|--------------------|
| <u>H. DEPARTMENTAL COURSE REQUIREMENTS</u>  |                     |                    |
| 1. Determined by President.   | _____               | _____              |
| 2. Determined by Dean.  | _____               | _____              |
| 3. Determined by Department Chairman.   | _____               | _____              |
| 4. Determined by appropriate faculty committee.   | _____               | _____              |
| 5. Determined by Dean, in consultation with Department Chairman.  | _____               | _____              |
| 6. Determined by Dean, in consultation with appropriate faculty committee.  | _____               | _____              |
| 7. Determined by Dean, in consultation with Department Chairman and appropriate faculty committee.                  | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which determines requirements.                      | _____               | _____              |
| 9. Other (please specify) _____   | _____               | _____              |
| <u>I. FACULTY COURSE LOADS</u> (Number of teaching hours and extra-curricular assignments)                          |                     |                    |
| 1. Determined by President.   | _____               | _____              |
| 2. Determined by Dean.  | _____               | _____              |
| 3. Determined by Department Chairman.   | _____               | _____              |
| 4. Determined by Department Chairman in consultation with each departmental faculty.                                | _____               | _____              |
| 5. Determined by Dean in consultation with Department Chairman.   | _____               | _____              |
| 6. Determined by Dean in consultation with departmental faculty.  | _____               | _____              |
| 7. Determined by Dean in consultation with Department Chairman and each departmental faculty.                       | _____               | _____              |
| 8. Course loads are governed by policies determined by the appropriate faculty committee of which Dean is a member. | _____               | _____              |
| 9. Other (please specify) _____   | _____               | _____              |
| _____   | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| <u>J. FACULTY TEACHING ASSIGNMENTS</u>   |                     |                    |
| 1. Determined by President.  | _____               | _____              |
| 2. Determined by Dean.   | _____               | _____              |
| 3. Determined by Department Chairman.  | _____               | _____              |
| 4. Determined by Department Chairman in consultation with departmental faculty.  | _____               | _____              |
| 5. Determined by Dean in consultation with Department Chairman.  | _____               | _____              |
| 6. Determined by Dean in consultation with departmental faculty.   | _____               | _____              |
| 7. Determined by Dean in consultation with Department Chairman and departmental faculty.                                     | _____               | _____              |
| 8. Teaching assignments are governed by policies determined by the appropriate faculty committee of which Dean is a member.  | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <u>K. EVALUATION OF FACULTY PERFORMANCE</u>  |                     |                    |
| 1. This is primarily a responsibility of the President.  | _____               | _____              |
| 2. Dean assumes sole responsibility for evaluation.  | _____               | _____              |
| 3. Evaluation is generally left up to the Department Chairman.   | _____               | _____              |
| 4. Evaluation is generally left up to the appropriate faculty committee.   | _____               | _____              |
| 5. Dean accepts judgement of Department Chairman as to quality of faculty performance.                                       | _____               | _____              |
| 6. Dean accepts judgement of appropriate faculty committee as to the quality of faculty performance.                         | _____               | _____              |
| 7. Dean accepts judgement of Department Chairman and appropriate faculty committee as to the quality of faculty performance. | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which is responsible for evaluation.                         | _____               | _____              |

| ACTIVITIES  | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|---|---------------------|--------------------|
| 9. Other (please specify) _____<br>_____  | _____               | _____              |
| L. <u>FACULTY NEEDS</u> (e.g. office space, adjustment in teaching schedules, orientation, etc.)  |                     |                    |
| 1. Responsibility of the President.   | _____               | _____              |
| 2. Responsibility of the Dean.  | _____               | _____              |
| 3. Responsibility of the Department Chairman.   | _____               | _____              |
| 4. Responsibility of the appropriate faculty committee.   | _____               | _____              |
| 5. Joint responsibility of President and Dean.  | _____               | _____              |
| 6. Joint responsibility of President and Department Chairman.   | _____               | _____              |
| 7. Joint responsibility of Dean and Department Chairman.  | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which is responsible for faculty needs.   | _____               | _____              |
| 9. Other (please specify) _____<br>_____  | _____               | _____              |
| M. <u>MAINTAINING FACULTY MORALE AND PROFESSIONAL DEVELOPMENT</u> (e.g., advising faculty; encouraging research, both academic and institutional; consulting with faculty on important academic issues, etc.) |                     |                    |
| 1. Primary responsibility of the President.   | _____               | _____              |
| 2. Primary responsibility of the Dean.  | _____               | _____              |
| 3. Primary responsibility of the Department Chairman.   | _____               | _____              |
| 4. Primary responsibility of the appropriate faculty committee.   | _____               | _____              |
| 5. Responsibility shared by President and Dean.   | _____               | _____              |
| 6. Responsibility shared by Dean and Department Chairman.   | _____               | _____              |
| 7. Responsibility shared by Dean and appropriate faculty committee.   | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| 8. Joint responsibility of President,<br>Dean, and Department Chairman.  | _____               | _____              |
| 9. Other (please specify) _____<br>_____   | _____               | _____              |
| <u>N. COLLEGE PUBLIC RELATIONS PROGRAM</u>   |                     |                    |
| 1. President formulates program and<br>transmits to Public Relations De-<br>partment for implementation.   | _____               | _____              |
| 2. Dean formulates program and trans-<br>mits to Public Relations Department<br>for implementation.  | _____               | _____              |
| 3. Department Chairmen formulate pro-<br>gram in consultation with the Public<br>Relations Department.   | _____               | _____              |
| 4. Formulation and implementation of<br>the program is entirely the re-<br>sponsibility of the Public Rela-<br>tions Department.                         | _____               | _____              |
| 5. Dean formulates program in con-<br>sultation with Department Chair-<br>men and transmits to Public Re-<br>lations Department for implementa-<br>tion. | _____               | _____              |
| 6. Dean formulates program in con-<br>sultation with Public Relations<br>Department.   | _____               | _____              |
| 7. Dean formulates program in con-<br>sultation with Department Chair-<br>men and Public Relations Depart-<br>ment.                                      | _____               | _____              |
| 8. Program is formulated by Dean,<br>Department Chairmen, and faculty<br>and implemented by the Public<br>Relations Department.                          | _____               | _____              |
| 9. Other (please specify) _____<br>_____   | _____               | _____              |
| <u>O. ACADEMIC CALENDAR</u>  |                     |                    |
| 1. This is chiefly the responsibility<br>of the President.   | _____               | _____              |
| 2. Chiefly the responsibility of the<br>Dean.  | _____               | _____              |

| ACTIVITIES  | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|---|---------------------|--------------------|
| 3. Chiefly the responsibility of the Department Chairmen.   | _____               | _____              |
| 4. Chiefly the responsibility of the appropriate faculty committee.   | _____               | _____              |
| 5. Dean confers with Department Chairmen in planning the calendar.  | _____               | _____              |
| 6. Dean confers with appropriate faculty committee in planning the calendar.                                    | _____               | _____              |
| 7. Dean confers with Department Chairmen and appropriate faculty committee in planning the calendar.            | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which is responsible for planning the calendar. | _____               | _____              |
| 9. Other (please specify) _____   | _____               | _____              |
| <u>P. ADMISSION OF STUDENTS</u>   |                     |                    |
| 1. Determined by President.   | _____               | _____              |
| 2. Determined by Dean.  | _____               | _____              |
| 3. Determined by Department Chairman.   | _____               | _____              |
| 4. Determined by appropriate faculty committee.   | _____               | _____              |
| 5. Determined by Dean in consultation with Department Chairman.   | _____               | _____              |
| 6. Determined by Dean in consultation with appropriate faculty committee.                                       | _____               | _____              |
| 7. Determined by Dean in consultation with Department Chairman and appropriate faculty committee.               | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which is responsible for determining admission. | _____               | _____              |
| 9. Other (please specify) _____   | _____               | _____              |
| <u>Q. PLANNING REGISTRATION</u> (e.g., assignment of classrooms, class time, class size, etc.)                  |                     |                    |
| 1. Dean is responsible for overall planning of registration.  | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| 2. This is a responsibility of Dean and President.   | _____               | _____              |
| 3. This is a responsibility of Department Chairman.  | _____               | _____              |
| 4. This is a responsibility of appropriate faculty committee.  | _____               | _____              |
| 5. This is a joint responsibility of Dean and Department Chairman.                                   | _____               | _____              |
| 6. This is a joint responsibility of Dean and appropriate faculty committee.                         | _____               | _____              |
| 7. This is a joint responsibility of Department Chairman and appropriate faculty committee.          | _____               | _____              |
| 8. Faculty committee, of which Dean is member, is responsible for overall planning of registration.  | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <b>R. <u>TEXTBOOK SELECTION</u></b>  |                     |                    |
| 1. Appropriate texts for all courses are approved by the President.                                  | _____               | _____              |
| 2. Appropriate texts for all courses are approved by the Dean.                                       | _____               | _____              |
| 3. Department Chairman decides on textbook selection for courses in his department.                  | _____               | _____              |
| 4. Department Chairman confers with faculty members of his department concerning selection of texts. | _____               | _____              |
| 5. Dean confers with Department Chairman concerning textbook selection.                              | _____               | _____              |
| 6. Dean confers with individual faculty members concerning textbook selection.                       | _____               | _____              |
| 7. Dean confers with Department Chairman and departmental faculty concerning textbook selection.     | _____               | _____              |
| 8. Faculty exercise independent judgment concerning textbook selection.                              | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| <b>S. <u>ACADEMIC PROBATION AND DISMISSAL OF STUDENTS</u></b>  |                     |                    |
| 1. This is entirely the decision of the President.   | _____               | _____              |
| 2. This is entirely the decision of the Dean.  | _____               | _____              |
| 3. This is entirely the decision of the appropriate faculty committee.   | _____               | _____              |
| 4. These matters are determined by Department Chairmen.  | _____               | _____              |
| 5. These matters are decided by Dean in consultation with Department Chairmen.                                   | _____               | _____              |
| 6. These matters are decided by Dean in consultation with appropriate faculty committee.                         | _____               | _____              |
| 7. These matters are decided by Dean in consultation with Department Chairmen and appropriate faculty committee. | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which determines these matters.                  | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <b>T. <u>ENFORCEMENT OF STUDENT ACADEMIC REGULATIONS</u> (e.g. cut system; cheating, etc.)</b>                   |                     |                    |
| 1. These matters are handled entirely by the President.  | _____               | _____              |
| 2. These matters are handled entirely by the Dean.   | _____               | _____              |
| 3. These matters are handled by the appropriate faculty committee.   | _____               | _____              |
| 4. These matters are handled by the Department Chairmen.   | _____               | _____              |
| 5. These matters are handled by the Dean with the assistance from Department Chairmen.                           | _____               | _____              |
| 6. These matters are handled by the Dean with assistance from appropriate faculty committee.                     | _____               | _____              |
| 7. Dean is assisted in these matters by Department Chairmen and appropriate faculty committee.                   | _____               | _____              |

| ACTIVITIES   | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|--|---------------------|--------------------|
| 8. Dean participates as member of appropriate faculty committee which is responsible for these matters.  | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <u>U. ACADEMIC COUNSELING OF STUDENTS</u> (course needs, academic progress, etc.)  |                     |                    |
| 1. President assumes primary responsibility.   | _____               | _____              |
| 2. Dean assumes primary responsibility for student counseling.   | _____               | _____              |
| 3. Department Chairman assumes primary responsibility.   | _____               | _____              |
| 4. Students' academic adviser assumes primary responsibility.  | _____               | _____              |
| 5. This is a responsibility of both Dean and President.  | _____               | _____              |
| 6. This is a responsibility of both Dean and Department Chairman.  | _____               | _____              |
| 7. This responsibility is shared by Dean and students' academic adviser.   | _____               | _____              |
| 8. This responsibility is shared by Dean, Department Chairmen, and faculty.  | _____               | _____              |
| 9. Other (please specify) _____  | _____               | _____              |
| <u>V. FORMULATION OF EDUCATIONAL POLICIES</u> (e.g., creation of new academic departments; fundamental change in traditional grading system, etc.) |                     |                    |
| 1. Formulated by President and presented to Dean and Faculty for consideration.  | _____               | _____              |
| 2. Formulated by Dean and presented to President and Faculty for consideration.  | _____               | _____              |
| 3. Formulated by Dean and President and presented to Faculty for consideration.  | _____               | _____              |
| 4. Formulated by appropriate faculty committee and presented to President, Dean, and Faculty for consideration.                                    | _____               | _____              |

| ACTIVITIES  | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|---|---------------------|--------------------|
| 5. Formulated by Department Chairmen and presented to President, Dean, and Faculty for consideration.   | _____               | _____              |
| 6. Formulated by Dean and Department Chairmen and presented to President and Faculty for consideration.   | _____               | _____              |
| 7. Formulated by Dean and appropriate faculty committee and presented to President and Faculty for consideration.                                       | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which formulates policies and presents them to President and Faculty for consideration. | _____               | _____              |
| 9. Other (please specify) _____   | _____               | _____              |
| <u>W. EDUCATIONAL POLICY DECISIONS</u> (e.g., creation of new departments, etc.)  |                     |                    |
| 1. Made by President.   | _____               | _____              |
| 2. Made by Dean.  | _____               | _____              |
| 3. Made by Department Chairman.   | _____               | _____              |
| 4. Made by appropriate faculty committee.   | _____               | _____              |
| 5. Made by Dean in consultation with Department Chairmen.   | _____               | _____              |
| 6. Made by Dean in consultation with appropriate faculty committee.   | _____               | _____              |
| 7. Made by Dean in consultation with Department Chairmen and appropriate faculty committee.   | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee, in making decision.  | _____               | _____              |
| 9. Other (please specify) _____   | _____               | _____              |
| <u>X. IMPLEMENTATION (COMMUNICATION AND FOLLOW-UP) OF EDUCATIONAL POLICY DECISIONS</u>  |                     |                    |
| 1. Entirely the responsibility of the President.  | _____               | _____              |

| ACTIVITIES  | ACTUAL<br>PROCEDURE | IDEAL<br>PROCEDURE |
|---|---------------------|--------------------|
| 2. Entirely the responsibility of the Dean.   | _____               | _____              |
| 3. Entirely the responsibility of the Department Chairmen.  | _____               | _____              |
| 4. Entirely the responsibility of the appropriate faculty committee.  | _____               | _____              |
| 5. Implemented by Dean and President.   | _____               | _____              |
| 6. Implemented by Dean and Department Chairmen.   | _____               | _____              |
| 7. Implemented by Dean and appropriate faculty committee.   | _____               | _____              |
| 8. Dean participates as member of appropriate faculty committee which is responsible for implementing decision. | _____               | _____              |
| 9. Other (please specify) _____   | _____               | _____              |

APPENDIX 8

FOLLOW-UP LETTER TO CHAIRMEN AND FACULTY

## FOLLOW-UP LETTER TO CHAIRMEN AND FACULTY

Box 845  
Marywood College  
Scranton, Pennsylvania 18509

Dear Colleague:

Recently I requested your participation in a doctoral study I have undertaken concerning the role of the Academic Dean in Catholic Liberal Arts Colleges for Women in Pennsylvania.

The success of this study depends upon a high percentage of returns from faculty. Although the response has been gratifying, it is crucial that each faculty member respond to the Academic Deanship Role Inventory which was mailed to you recently.

As a colleague, I am sure that you would be interested in contributing toward clarification of the problems of higher education.

As a faculty member, I fully realize the many demands upon your time. I would be deeply appreciative, however, if you could find the time to respond to the Inventory before the end of April.

If you have need of another copy of the Inventory, please let me know and I shall be happy to send one immediately.

Should you have returned the Inventory within the past few days, please disregard this reminder and please know that I am most grateful for your immediate attention.

I would sincerely appreciate your cooperation in making this study possible.

Sincerely yours,

Ann Marie Greco

APPENDIX 9

SECOND FOLLOW-UP LETTER TO CHAIRMEN AND FACULTY

## SECOND FOLLOW-UP LETTER TO CHAIRMEN AND FACULTY

MARYWOOD COLLEGE  
Scranton, Pa. 18509

Dear Colleague:

I would sincerely appreciate your participation in the doctoral study I am conducting on the Academic Deanship in Catholic Liberal Arts Colleges for Women.

Enclosed is another Inventory. May I prevail upon you to complete and return the Inventory as soon as possible?

As you know, a high percentage of returns is crucial to the success of this study.

I realize that this time of the academic year is most demanding upon your time. I would be most grateful however, if you could find the time to participate since all data for the study must be based upon the current academic year.

Sincerely yours,

Ann Marie Greco

APPENDIX 10

RESPONSES TO QUESTIONS CONCERNING  
THE ACADEMIC DEANSHIP ROLE INVENTORY

RESPONSES TO QUESTIONS CONCERNING  
THE ACADEMIC DEANSHIP ROLE INVENTORY

Responses to Question 1: Does the Academic Deanship Role Inventory adequately cover the major functions and responsibilities of the academic dean's office?

"The functions and responsibilities were adequately covered. I checked the College Handbook and College By-Laws against the Inventory and found that the coverage of the functions and responsibilities were comprehensively covered. Also, you have given an option by including 'other'. Very, very, comprehensive. We found that our people had a similar reaction."

"Good format, comprehensive, well-thought out, logical and orderly, not too long. I'm impressed with the completeness of the thing. It (inventory) is helpful for the future. The ideal should suggest better ways of doing things."

"I had a favorable reaction to the inventory. Functions are adequately covered. It gave every possible combination from very authoritative to democratic and also gave an 'other' category."

"A searching inventory. One has to reflect on some of the items."

"It (inventory) would be helpful to new deans."

"It (inventory) covers many of the areas of responsibilities and hit on the most important. Generally, however, there are variations in different colleges. It (inventory) is not complicated."

"The functions are adequately covered. Not all possible combinations are included but 'other' takes care of it. It is clear cut and not complex."

"It is well structured, well thought out. There is procedure set up in it. Many alternatives are given. This is good procedure."

"The format focused attention on main ideas, important words. It helped limit ambiguity. One didn't get lost. It is very detailed, specific, comprehensive and the only way the academic deanship can be evaluated because it is so complex. The inventory is a good instrument for self-evaluation."

"I found it difficult to select one answer only. Often a combination of answers equated the actual. It adequately covers the functions and responsibilities. Generally, there was a positive reaction to the inventory. I would like a copy of the results. It would help in preparation for a case study on governance in colleges."

"Good inventory ... thorough ... Most of the areas covered are those I would have been interested in as a new dean."

"Your study came at a time when the administration was focusing on roles. The inventory brought the faculty to focus on the administrative role of the academic dean. Faculty were conscientious and interested in answering the inventory and checked with me on the role of the dean. You have incorporated many questions I had as dean myself. Many things were asked in the inventory which were asked in the Dean's meeting. Many of the items in the inventory focused on things which are critical in colleges today. This type of study serves the purpose of making us focus on roles. The inventory considers every possible facet of the dean's responsibilities and includes every one in the community, administrators, faculty, and students. Responses indirectly define other administrative roles."

"Well structured, excellently covered, but had to read it thoroughly which took a period of days. The faculty may not be knowledgeable about the ideal because it is a young faculty. No area is uncovered in functions and responsibilities of the academic dean. This study has value. Just to enumerate the functions and responsibilities is valuable. I have never read it in such a succinct order as in the inventory. It is important as a profile. It gives direction to the dean, for example, to use faculty and chairmen to make decisions; to assist the president, to give leverage to the president. Here is a study to show this."

"No hang-ups... easy to follow, ... to read ... enjoyed completing it. I'm not knowledgeable regarding the 'actual' procedures since I've been at the College only two years but it is easy to respond to the ideal since it is based on one's own perception."

"No outstanding ambiguity. It is arranged on a continuum from conservative to liberal and based on broad perception."

"Well organized, comprehensive, well done."

"Well constructed, all-inclusive ... covered all areas of governance. I didn't feel in any way that they were loaded questions. This is often the case in some questionnaires. Actually, I enjoyed completing it."

"It was general, to the point, and appropriate. I went through it without any trouble."

"It covers all functions well. I have no criticisms and wouldn't change it in any way. The worth is one's filling it out to find out who does what in the college."

Responses to Question 2: Is there anything unique about the academic deanship position at your college which is not covered in the inventory?

"There is nothing unique or different at our college. All aspects are covered in every detail in the inventory."

"The one unique feature of our Academic Deanship which did not receive mention in your inventory is that the Dean selects all part-time faculty members and signs their contracts herself. This seems to be the only different feature of our structure from those contained in your inventory."

"The uniqueness of our College is that we have a vice-president for academic affairs who plans and coordinates all academics on every level. At first reading the inventory appeared to be ambiguous because of the vice-president position but the 'other' category resolved it."

"The uniqueness of the College is taken care of by the 'other' category. In most cases one of the categories did fit."

"Our College has a committee structure. The College Council, however, makes decisions in educational policy. Since the Council includes the total administration and faculty, it is therefore not interpreted as 'the appropriate faculty committee' as listed in the inventory. You should have an additional statement in the inventory to account for this since the Council operates at a different level than committees."

"The uniqueness of our College is that the Dean, in the absence of the President, takes over the functions of

the President whereas in other colleges it is the vice-president for academic affairs."

Responses to Question 3: What suggestions can you offer toward improvement of the inventory?

"It's a good inventory but I have one criticism. You should number the blanks which would require less time to complete."

"Some minor areas are not covered. For example, the 'appointment of faculty to tenure' should have an addition such as 'then recommend to the Board of Trustees'."

"You should include more items concerning the Dean's relationship to students. The Dean must have her pulse on the college and this is best known through the students."

Comments concerning difficulty in responding to the inventory:

"The inventory became increasingly difficult to answer, especially Part II. The actual is the ideal. If there is a failure of the actual then this is due to the human element. I can see the ideal as distinct from the actual when the college is changing and growing."

"Since I newly assumed the deanship, I'm a bit concerned as to whether my responses are accurate, however, I have definite ideas on the ideal."

"The inventory takes longer than thirty-five minutes to complete because I'm not knowledgeable about the actual procedures. One must give the actual more thought. I usually check the faculty handbook for this information."

APPENDIX 11

PERCENTAGE DISTRIBUTION OF RESPONSES TO PART I:  
QUALIFICATIONS AND PART II: FUNCTIONS

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 1. "40 years of age or under"

| Groups     | (1) |      | RESPONSE CATEGORIES |       |    |       | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|------|---------------------|-------|----|-------|-----------|-------|-------|------|-----|-----|
|            | N   | %    | N                   | %     | N  | %     | N         | %     | N     | %    |     |     |
| Presidents |     |      | 2                   | 16.67 |    |       | 10        | 83.33 |       |      | 12  | 100 |
| Deans      | 1   | 7.69 | 3                   | 23.08 | 1  | 7.69  | 8         | 61.54 |       |      | 13  | 100 |
| Chairmen   | 5   | 3.93 | 28                  | 22.05 | 14 | 11.03 | 76        | 59.84 | 4     | 3.15 | 127 | 100 |
| Faculty    | 5   | 1.69 | 66                  | 22.29 | 36 | 12.17 | 175       | 59.12 | 14    | 4.73 | 296 | 100 |

Percentage Distribution of Responses on Item 2. "Over 40 years of age"

|            |   |      |    |       |    |       |     |       |    |      |     |     |
|------------|---|------|----|-------|----|-------|-----|-------|----|------|-----|-----|
| Presidents |   |      | 2  | 16.67 | 1  | 8.33  | 9   | 75.00 |    |      | 12  | 100 |
| Deans      |   |      | 2  | 15.38 | 2  | 15.38 | 9   | 69.24 |    |      | 13  | 100 |
| Chairmen   | 4 | 3.15 | 20 | 15.75 | 22 | 17.32 | 76  | 59.84 | 5  | 3.94 | 127 | 100 |
| Faculty    | 1 | 0.34 | 32 | 10.81 | 44 | 14.86 | 209 | 70.61 | 10 | 3.38 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 3. "Roman Catholic"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |      | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----|------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N  | %    | N         | %     | N     | %    |     |     |
| Presidents | 1   | 8.33  | 4                   | 33.33 |    |      | 7         | 58.34 |       |      | 12  | 100 |
| Deans      | 2   | 15.38 | 7                   | 53.84 |    |      | 4         | 30.78 |       |      | 13  | 100 |
| Chairmen   | 18  | 14.17 | 41                  | 32.28 | 6  | 4.73 | 59        | 46.46 | 3     | 2.36 | 127 | 100 |
| Faculty    | 45  | 15.20 | 77                  | 26.01 | 14 | 4.73 | 150       | 50.68 | 10    | 3.38 | 296 | 100 |

Percentage Distribution of Responses on Item 4.  
"Member of Roman Catholic Religious Order"

|            |    |      |    |       |    |       |     |       |   |      |     |     |
|------------|----|------|----|-------|----|-------|-----|-------|---|------|-----|-----|
| Presidents |    |      | 5  | 41.67 |    |       | 7   | 58.33 |   |      | 12  | 100 |
| Deans      |    |      | 3  | 23.08 | 2  | 15.38 | 8   | 61.54 |   |      | 13  | 100 |
| Chairmen   | 9  | 7.09 | 20 | 15.75 | 5  | 3.93  | 92  | 72.44 | 1 | 0.79 | 127 | 100 |
| Faculty    | 10 | 3.38 | 37 | 12.50 | 26 | 8.78  | 217 | 73.31 | 6 | 2.03 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 5. "Female"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |      | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----|------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N  | %    | N         | %     | N     | %    |     |     |
| Presidents |     |       | 5                   | 41.67 |    |      | 7         | 58.33 |       |      | 12  | 100 |
| Deans      | 1   | 7.69  | 4                   | 30.78 | 1  | 7.69 | 7         | 53.84 |       |      | 13  | 100 |
| Chairmen   | 19  | 14.96 | 31                  | 24.41 | 5  | 3.94 | 70        | 55.12 | 2     | 1.57 | 127 | 100 |
| Faculty    | 33  | 11.15 | 74                  | 25.00 | 20 | 6.76 | 162       | 54.73 | 7     | 2.36 | 296 | 100 |

Percentage Distribution of Responses on Item 6. "Ph.D. Degree or Equivalent"

|            |    |       |     |       |    |      |    |       |   |      |     |     |
|------------|----|-------|-----|-------|----|------|----|-------|---|------|-----|-----|
| Presidents | 6  | 50.00 | 4   | 33.34 | 1  | 8.33 | 1  | 8.33  |   |      | 12  | 100 |
| Deans      | 8  | 61.54 | 3   | 23.08 |    |      | 1  | 7.69  | 1 | 7.69 | 13  | 100 |
| Chairmen   | 51 | 40.16 | 59  | 46.45 | 5  | 3.94 | 8  | 6.30  | 4 | 3.15 | 127 | 100 |
| Faculty    | 93 | 31.42 | 143 | 48.31 | 16 | 5.41 | 38 | 12.84 | 6 | 2.02 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 7. "Master's Degree"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |   |      | NO ANSWER |       | TOTAL |       |     |     |
|------------|-----|-------|---------------------|-------|---|------|-----------|-------|-------|-------|-----|-----|
|            | N   | %     | N                   | %     | N | %    | N         | %     | N     | %     |     |     |
| Presidents | 9   | 75.00 | 1                   | 8.33  |   |      | 2         | 16.67 | 12    | 100   |     |     |
| Deans      | 10  | 76.93 | 1                   | 7.69  |   |      | 1         | 7.69  | 13    | 100   |     |     |
| Chairmen   | 85  | 66.93 | 13                  | 10.24 | 2 | 1.57 | 5         | 3.94  | 22    | 17.32 | 127 | 100 |
| Faculty    | 204 | 68.92 | 44                  | 14.87 | 4 | 1.35 | 12        | 4.05  | 32    | 10.81 | 296 | 100 |

Percentage Distribution of Responses on Item 8. "Bachelor's Degree"

|            |     |       |    |       |   |      |   |      |    |       |     |     |
|------------|-----|-------|----|-------|---|------|---|------|----|-------|-----|-----|
| Presidents | 8   | 66.67 | 1  | 8.33  |   |      |   |      | 3  | 25.00 | 12  | 100 |
| Deans      | 10  | 76.93 | 1  | 7.69  |   |      | 1 | 7.69 | 1  | 7.69  | 13  | 100 |
| Chairmen   | 79  | 62.21 | 18 | 14.17 | 5 | 3.94 | 3 | 2.36 | 22 | 17.32 | 127 | 100 |
| Faculty    | 212 | 71.62 | 39 | 13.18 | 7 | 2.36 | 9 | 3.04 | 29 | 9.80  | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 9.  
 "Academic Study in the History and Philosophy of Higher Education"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |       | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----|-------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N  | %     | N         | %     | N     | %    |     |     |
| Presidents | 2   | 16.67 | 9                   | 75.00 | 1  | 8.33  |           |       | 12    | 100  |     |     |
| Deans      |     |       | 9                   | 69.23 | 1  | 7.69  | 3         | 23.08 | 13    | 100  |     |     |
| Chairmen   | 26  | 20.47 | 61                  | 48.03 | 18 | 14.17 | 17        | 13.39 | 5     | 3.94 | 127 | 100 |
| Faculty    | 79  | 26.69 | 149                 | 50.34 | 42 | 14.19 | 23        | 7.77  | 3     | 1.01 | 296 | 100 |

Percentage Distribution of Responses on Item 10.  
 "Academic Study in Administration of Higher Education"

|            |    |       |     |       |    |       |    |       |    |      |     |     |
|------------|----|-------|-----|-------|----|-------|----|-------|----|------|-----|-----|
| Presidents | 2  | 16.67 | 9   | 75.00 | 1  | 8.33  |    |       | 12 | 100  |     |     |
| Deans      |    |       | 9   | 69.23 | 2  | 15.39 | 2  | 15.38 | 13 | 100  |     |     |
| Chairmen   | 43 | 33.86 | 60  | 47.24 | 9  | 7.09  | 10 | 7.87  | 5  | 3.94 | 127 | 100 |
| Faculty    | 99 | 33.45 | 146 | 49.32 | 25 | 8.45  | 18 | 6.08  | 8  | 2.70 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 11.  
 "An Understanding of the Philosophy and Aims of a Catholic Liberal Arts College"

| Groups     | (1) |        | RESPONSE CATEGORIES |       |   |      | NO ANSWER |      | TOTAL |      |     |     |
|------------|-----|--------|---------------------|-------|---|------|-----------|------|-------|------|-----|-----|
|            | N   | %      | N                   | %     | N | %    | N         | %    | N     | %    |     |     |
| Presidents | 12  | 100.00 |                     |       |   |      |           |      | 12    | 100  |     |     |
| Deans      | 13  | 100.00 |                     |       |   |      |           |      | 13    | 100  |     |     |
| Chairmen   | 103 | 81.10  | 21                  | 16.54 |   |      | 2         | 1.57 | 1     | 0.79 | 127 | 100 |
| Faculty    | 236 | 79.73  | 43                  | 14.53 | 5 | 1.69 | 9         | 3.04 | 3     | 1.01 | 296 | 100 |

Percentage Distribution of Responses on Item 12.  
 "An Understanding of the Philosophy and Aims of the Liberal Arts College"

|            |     |       |    |       |   |      |   |      |      |      |     |     |
|------------|-----|-------|----|-------|---|------|---|------|------|------|-----|-----|
| Presidents | 11  | 91.67 |    |       |   |      |   | 1    | 8.33 | 12   | 100 |     |
| Deans      | 12  | 92.31 |    |       |   |      |   | 1    | 7.69 | 13   | 100 |     |
| Chairmen   | 110 | 86.62 | 12 | 9.45  |   |      | 2 | 1.57 | 3    | 2.36 | 127 | 100 |
| Faculty    | 257 | 86.82 | 32 | 10.81 | 2 | 0.68 |   |      | 5    | 1.69 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 13.  
 "Commitment to the Philosophy and Aims of the Liberal Arts College"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |   |      | NO ANSWER |      | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|---|------|-----------|------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N | %    | N         | %    | N     | %    |     |     |
| Presidents | 11  | 91.67 |                     |       |   |      |           | 1    | 8.33  | 12   | 100 |     |
| Deans      | 12  | 92.31 | 1                   | 7.69  |   |      |           |      |       | 13   | 100 |     |
| Chairmen   | 94  | 74.02 | 29                  | 22.83 | 1 | 0.79 | 3         | 2.36 |       | 127  | 100 |     |
| Faculty    | 228 | 77.03 | 54                  | 18.24 | 9 | 3.04 | 3         | 1.01 | 2     | 0.68 | 296 | 100 |

Percentage Distribution of Responses on Item 14.  
 "Professional Training for the Academic Deanship Position"

|            |    |       |     |       |    |       |    |       |   |      |     |     |
|------------|----|-------|-----|-------|----|-------|----|-------|---|------|-----|-----|
| Presidents | 1  | 8.33  | 6   | 50.00 | 4  | 33.34 | 1  | 8.33  |   | 12   | 100 |     |
| Deans      | 1  | 7.69  | 9   | 69.23 | 3  | 23.08 |    |       |   | 13   | 100 |     |
| Chairmen   | 28 | 22.05 | 64  | 50.39 | 21 | 16.54 | 14 | 11.02 |   | 127  | 100 |     |
| Faculty    | 65 | 21.96 | 145 | 48.99 | 56 | 18.92 | 26 | 8.78  | 4 | 1.35 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 15.  
"Administrative Experience in Higher Education"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |       | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----|-------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N  | %     | N         | %     | N     | %    |     |     |
| Presidents | 1   | 8.34  | 9                   | 75.00 | 1  | 8.33  | 1         | 8.33  |       |      | 12  | 100 |
| Deans      |     |       | 10                  | 76.92 | 1  | 7.69  | 2         | 15.39 |       |      | 13  | 100 |
| Chairmen   | 19  | 14.96 | 65                  | 51.18 | 16 | 12.60 | 26        | 20.47 | 1     | 0.79 | 127 | 100 |
| Faculty    | 53  | 17.91 | 151                 | 51.01 | 47 | 15.88 | 40        | 13.51 | 5     | 1.69 | 296 | 100 |

Percentage Distribution of Responses on Item 16.  
"Previous Experience as Academic Dean"

|            |   |      |    |       |     |       |     |       |    |      |     |     |
|------------|---|------|----|-------|-----|-------|-----|-------|----|------|-----|-----|
| Presidents |   |      | 3  | 25.00 | 3   | 25.00 | 6   | 50.00 |    |      | 12  | 100 |
| Deans      |   |      | 4  | 30.77 | 4   | 30.77 | 5   | 38.46 |    |      | 13  | 100 |
| Chairmen   |   |      | 16 | 12.60 | 42  | 33.07 | 67  | 52.76 | 2  | 1.57 | 127 | 100 |
| Faculty    | 2 | 0.68 | 42 | 14.19 | 101 | 34.12 | 141 | 47.63 | 10 | 3.38 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 17.  
"Administrative Experience in Business or Industry"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |       | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----|-------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N  | %     | N         | %     | N     | %    |     |     |
| Presidents | 1   | 8.33  | 2                   | 16.67 | 3  | 25.00 | 6         | 50.00 |       |      | 12  | 100 |
| Deans      |     |       |                     |       | 5  | 38.46 | 8         | 61.54 |       |      | 13  | 100 |
| Chairmen   | 16  | 12.60 | 15                  | 11.81 | 29 | 22.84 | 65        | 51.18 | 2     | 1.57 | 127 | 100 |
| Faculty    | 33  | 11.15 | 40                  | 13.51 | 85 | 28.72 | 133       | 44.93 | 5     | 1.69 | 296 | 100 |

Percentage Distribution of Responses on Item 18.  
"College Teaching Experience"

|            |     |       |    |       |   |      |   |      |   |      |     |     |
|------------|-----|-------|----|-------|---|------|---|------|---|------|-----|-----|
| Presidents | 7   | 58.33 | 5  | 41.67 |   |      |   |      |   |      | 12  | 100 |
| Deans      | 8   | 61.54 | 5  | 38.46 |   |      |   |      |   |      | 13  | 100 |
| Chairmen   | 83  | 65.35 | 40 | 31.50 | 1 | 0.79 | 3 | 2.36 |   |      | 127 | 100 |
| Faculty    | 196 | 66.22 | 92 | 31.08 | 1 | 0.34 | 4 | 1.35 | 3 | 1.01 | 296 | 100 |

APPENDIX 11

244

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 19.  
 "Willing to Entertain New Ideas"

| Groups     | (1) |        | RESPONSE CATEGORIES |      |   |   | NO ANSWER |      | TOTAL |     |
|------------|-----|--------|---------------------|------|---|---|-----------|------|-------|-----|
|            | N   | %      | N                   | %    | N | % | N         | %    | N     | %   |
| Presidents | 12  | 100.00 |                     |      |   |   |           |      | 12    | 100 |
| Deans      | 13  | 100.00 |                     |      |   |   |           |      | 13    | 100 |
| Chairmen   | 114 | 89.76  | 11                  | 8.66 |   |   | 2         | 1.58 | 127   | 100 |
| Faculty    | 274 | 92.57  | 17                  | 5.74 |   |   | 5         | 1.69 | 296   | 100 |

Percentage Distribution of Responses on Item 20.  
 "Ability to Communicate Effectively with Both Academic and Outside Communities"

|            |     |        |    |      |  |  |   |      |     |     |
|------------|-----|--------|----|------|--|--|---|------|-----|-----|
| Presidents | 12  | 100.00 |    |      |  |  |   |      | 12  | 100 |
| Deans      | 11  | 84.62  | 1  | 7.69 |  |  | 1 | 7.69 | 13  | 100 |
| Chairmen   | 113 | 88.98  | 11 | 8.66 |  |  | 3 | 2.36 | 127 | 100 |
| Faculty    | 266 | 89.86  | 25 | 8.45 |  |  | 5 | 1.69 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 21.  
 "Ability to reconcile Divergent Views, within the Academic Community,  
 Concerning Accomplishment of College Objectives"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |   |      | NO ANSWER |      | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|---|------|-----------|------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N | %    | N         | %    | N     | %    |     |     |
| Presidents | 11  | 91.67 | 1                   | 8.33  |   |      |           |      | 12    | 100  |     |     |
| Deans      | 12  | 92.31 | 1                   | 7.69  |   |      |           |      | 13    | 100  |     |     |
| Chairmen   | 103 | 81.10 | 20                  | 15.75 |   |      | 1         | 0.79 | 3     | 2.36 | 127 | 100 |
| Faculty    | 248 | 83.78 | 40                  | 13.51 | 2 | 0.68 |           |      | 6     | 2.03 | 296 | 100 |

Percentage Distribution of Responses on Item 22. "An Able Parliamentarian"

|            |     |       |     |       |    |       |    |      |   |      |     |     |
|------------|-----|-------|-----|-------|----|-------|----|------|---|------|-----|-----|
| Presidents | 5   | 41.67 | 6   | 50.00 | 1  | 8.33  |    |      |   |      | 12  | 100 |
| Deans      | 2   | 15.38 | 9   | 69.23 | 2  | 15.39 |    |      |   |      | 13  | 100 |
| Chairmen   | 46  | 36.22 | 55  | 43.31 | 14 | 11.02 | 10 | 7.88 | 2 | 1.57 | 127 | 100 |
| Faculty    | 111 | 37.50 | 128 | 43.24 | 35 | 11.83 | 17 | 5.74 | 5 | 1.69 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 23.  
"Proficiency in Public Speaking"

| Groups     | (1) |       | RESPONSE CATEGORIES |        |    |      | NO ANSWER |      | TOTAL |      |     |     |
|------------|-----|-------|---------------------|--------|----|------|-----------|------|-------|------|-----|-----|
|            | N   | %     | N                   | %      | N  | %    | N         | %    | N     | %    |     |     |
| Presidents |     |       | 12                  | 100.00 |    |      |           |      | 12    | 100  |     |     |
| Deans      | 2   | 15.38 | 11                  | 84.62  |    |      |           |      | 13    | 100  |     |     |
| Chairmen   | 45  | 35.43 | 70                  | 55.12  | 7  | 5.51 | 5         | 3.94 | 127   | 100  |     |     |
| Faculty    | 102 | 34.46 | 170                 | 57.43  | 15 | 5.07 | 7         | 2.36 | 2     | 0.68 | 296 | 100 |

Percentage Distribution of Responses on Item 24.  
"An Innovator and Originator of Educational Experimentation"

|            |    |       |     |       |    |       |    |      |   |      |     |     |
|------------|----|-------|-----|-------|----|-------|----|------|---|------|-----|-----|
| Presidents | 3  | 25.00 | 7   | 58.33 | 2  | 16.67 |    |      |   |      | 12  | 100 |
| Deans      | 4  | 30.77 | 8   | 61.54 | 1  | 7.69  |    |      |   |      | 13  | 100 |
| Chairmen   | 49 | 38.58 | 63  | 49.61 | 7  | 5.51  | 8  | 6.30 |   |      | 127 | 100 |
| Faculty    | 98 | 33.11 | 143 | 48.31 | 39 | 13.18 | 11 | 3.72 | 5 | 1.68 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 25.  
"Represent Views of College to Outside Community"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |       | NO ANSWER |      | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----|-------|-----------|------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N  | %     | N         | %    | N     | %    |     |     |
| Presidents | 5   | 41.67 | 7                   | 58.33 |    |       |           |      | 12    | 100  |     |     |
| Deans      | 7   | 53.85 | 4                   | 30.77 | 2  | 15.38 |           |      | 13    | 100  |     |     |
| Chairmen   | 77  | 60.63 | 44                  | 34.65 | 3  | 2.36  | 2         | 1.57 | 1     | 0.79 | 127 | 100 |
| Faculty    | 169 | 57.09 | 109                 | 36.83 | 13 | 4.39  | 3         | 1.01 | 2     | 0.68 | 296 | 100 |

Percentage Distribution of Responses on Item 26.  
"Actively Participate in Regional and Civic Groups"

|            |    |       |     |       |    |       |    |       |   |      |     |     |
|------------|----|-------|-----|-------|----|-------|----|-------|---|------|-----|-----|
| Presidents | 3  | 25.00 | 6   | 50.00 | 1  | 8.33  | 2  | 16.67 |   |      | 12  | 100 |
| Deans      | 2  | 15.38 | 7   | 53.85 | 3  | 23.08 | 1  | 7.69  |   |      | 13  | 100 |
| Chairmen   | 31 | 24.41 | 61  | 48.03 | 22 | 17.32 | 12 | 9.45  | 1 | 0.79 | 127 | 100 |
| Faculty    | 54 | 18.24 | 155 | 52.36 | 65 | 21.96 | 20 | 6.76  | 2 | 0.68 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 27.  
 "Interested and Involved in Local, State, and National Concerns"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |       | (4) |      | NO ANSWER |      | TOTAL |     |
|------------|-----|-------|---------------------|-------|----|-------|-----|------|-----------|------|-------|-----|
|            | N   | %     | N                   | %     | N  | %     | N   | %    | N         | %    | N     | %   |
| Presidents | 4   | 33.33 | 5                   | 41.67 | 2  | 16.67 | 1   | 8.33 |           |      | 12    | 100 |
| Deans      | 4   | 30.77 | 7                   | 53.85 | 2  | 15.38 |     |      |           |      | 13    | 100 |
| Chairmen   | 38  | 29.92 | 63                  | 49.61 | 16 | 12.60 | 8   | 6.30 | 2         | 1.57 | 127   | 100 |
| Faculty    | 82  | 27.70 | 147                 | 49.67 | 48 | 16.22 | 14  | 4.73 | 5         | 1.68 | 296   | 100 |

Percentage Distribution of Responses on Item 28.  
 "Actively Participate in Professional Organizations and Programs"

|            |     |       |     |       |    |      |    |      |   |      |     |     |
|------------|-----|-------|-----|-------|----|------|----|------|---|------|-----|-----|
| Presidents | 5   | 41.67 | 7   | 58.33 |    |      |    |      |   |      | 12  | 100 |
| Deans      | 7   | 53.85 | 5   | 38.46 | 1  | 7.69 |    |      |   |      | 13  | 100 |
| Chairmen   | 67  | 52.76 | 45  | 35.43 | 10 | 7.87 | 5  | 3.94 |   |      | 127 | 100 |
| Faculty    | 134 | 45.27 | 124 | 41.89 | 22 | 7.43 | 13 | 4.39 | 3 | 1.02 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 29.  
"Engaged in Research and/or Publication"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |     |       | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|-----|-------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N   | %     | N         | %     | N     | %    |     |     |
| Presidents | 2   | 16.67 | 3                   | 25.00 | 4   | 33.33 | 3         | 25.00 |       |      | 12  | 100 |
| Deans      |     |       | 8                   | 61.54 | 3   | 23.08 | 2         | 15.38 |       |      | 13  | 100 |
| Chairmen   | 5   | 3.94  | 37                  | 29.13 | 52  | 40.94 | 32        | 25.20 | 1     | 0.79 | 127 | 100 |
| Faculty    | 16  | 5.41  | 98                  | 33.11 | 105 | 35.47 | 71        | 23.99 | 6     | 2.02 | 296 | 100 |

Percentage Distribution of Responses on Item 30.  
"Scholar in an Academic Discipline"

|            |    |       |     |       |    |       |    |       |   |      |     |     |
|------------|----|-------|-----|-------|----|-------|----|-------|---|------|-----|-----|
| Presidents | 6  | 50.00 | 5   | 41.67 |    |       | 1  | 8.33  |   |      | 12  | 100 |
| Deans      | 7  | 53.85 | 5   | 38.46 |    |       | 1  | 7.69  |   |      | 13  | 100 |
| Chairmen   | 53 | 41.73 | 54  | 42.52 | 11 | 8.66  | 8  | 6.30  | 1 | 0.79 | 127 | 100 |
| Faculty    | 86 | 29.06 | 133 | 44.93 | 38 | 12.84 | 32 | 10.81 | 7 | 2.36 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 31.  
 "Informed on Current Trends and Issues in Higher Education"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |   |      | NO ANSWER |      | TOTAL |     |
|------------|-----|-------|---------------------|-------|---|------|-----------|------|-------|-----|
|            | N   | %     | N                   | %     | N | %    | N         | %    | N     | %   |
| Presidents | 10  | 83.33 | 2                   | 16.67 |   |      |           |      | 12    | 100 |
| Deans      | 11  | 84.62 | 2                   | 15.38 |   |      |           |      | 13    | 100 |
| Chairmen   | 116 | 91.34 | 8                   | 6.30  |   |      | 3         | 2.36 | 127   | 100 |
| Faculty    | 253 | 85.47 | 40                  | 13.51 | 1 | 0.34 | 2         | 0.68 | 296   | 100 |

Percentage Distribution of Responses on Item 32.  
 "Give Evidence of Leadership on Issues which Affect Policies  
 and Objectives of the College"

|            |     |        |    |       |   |      |   |      |     |     |
|------------|-----|--------|----|-------|---|------|---|------|-----|-----|
| Presidents | 12  | 100.00 |    |       |   |      |   |      | 12  | 100 |
| Deans      | 11  | 84.62  | 2  | 15.38 |   |      |   |      | 13  | 100 |
| Chairmen   | 115 | 90.55  | 10 | 7.88  | 2 | 1.57 |   |      | 127 | 100 |
| Faculty    | 253 | 85.47  | 37 | 12.50 | 2 | 0.68 | 2 | 0.68 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 33.  
 "Take a Definite Position on Issues which Affect the Outside Community"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |    |       | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----|-------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | N                   | %     | N  | %     | N         | %     | N     | %    |     |     |
| Presidents | 2   | 16.67 | 4                   | 33.33 | 3  | 25.00 | 3         | 25.00 | 12    | 100  |     |     |
| Deans      | 2   | 15.38 | 6                   | 46.16 | 3  | 23.08 | 2         | 15.38 | 13    | 100  |     |     |
| Chairmen   | 34  | 26.77 | 48                  | 37.80 | 29 | 22.83 | 15        | 11.81 | 1     | 0.79 | 127 | 100 |
| Faculty    | 73  | 24.66 | 121                 | 40.88 | 68 | 22.97 | 25        | 8.45  | 9     | 3.04 | 296 | 100 |

Percentage Distribution of Responses on Item 34.  
 "Ability to Delegate Responsibility"

|            |     |        |    |       |  |  |   |      |     |      |     |     |
|------------|-----|--------|----|-------|--|--|---|------|-----|------|-----|-----|
| Presidents | 9   | 75.00  | 2  | 16.67 |  |  | 1 | 8.33 | 12  | 100  |     |     |
| Deans      | 13  | 100.00 |    |       |  |  |   |      | 13  | 100  |     |     |
| Chairmen   | 110 | 86.61  | 17 | 13.39 |  |  |   |      | 127 | 100  |     |     |
| Faculty    | 246 | 83.11  | 45 | 15.20 |  |  | 1 | 0.34 | 4   | 1.35 | 296 | 100 |

PART I: QUALIFICATIONS

Percentage Distribution of Responses on Item 35.  
 "Selected from the Faculty or Administrative Ranks of the College he Serves"

| Groups     | (1) |       | RESPONSE CATEGORIES |       |          |       | NO ANSWER |       | TOTAL |      |     |     |
|------------|-----|-------|---------------------|-------|----------|-------|-----------|-------|-------|------|-----|-----|
|            | N   | %     | (2)<br>N            | %     | (3)<br>N | %     | (4)<br>N  | %     | N     | %    |     |     |
| Presidents |     |       | 3                   | 25.00 | 5        | 41.67 | 4         | 33.33 |       |      | 12  | 100 |
| Deans      |     |       | 4                   | 30.77 | 4        | 30.77 | 5         | 38.46 |       |      | 13  | 100 |
| Chairmen   | 14  | 11.03 | 47                  | 37.01 | 29       | 22.83 | 37        | 29.13 |       |      | 127 | 100 |
| Faculty    | 26  | 8.78  | 103                 | 34.80 | 68       | 22.97 | 94        | 31.76 | 5     | 1.69 | 296 | 100 |

PART II: FUNCTIONS

Distribution of Expectation Responses of Presidents Concerning Functions  
of the Academic Deanship Position N=12

| ACTIVITIES                                    | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |      |       |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|------|-------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|
|   |                        | 1                   | 2    | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |
| A. Recruitment and Appointment of New Faculty | Actual                 | N                   |      |       |       | 8     |       | 2     |       | 2     |                        |                   |
|   | %                      |                     |      |       |       | 66.67 |       | 16.67 |       | 16.67 |                        |                   |
| Ideal   | N                      |                     |      |       | 4     |       | 6     | 1     | 1     |       |                        |                   |
|   | %                      |                     |      |       | 33.33 |       | 50.00 | 8.33  | 8.33  |       |                        |                   |
| B. Promotion of Faculty in Rank and Salary    | Actual                 | N                   | 1    |       | 1     | 3     | 1     | 3     | 1     | 2     |                        |                   |
|   | %                      |                     | 8.33 |       | 8.33  | 25.00 | 8.33  | 25.00 | 8.33  | 16.67 |                        |                   |
| Ideal   | N                      |                     |      |       | 1     | 2     |       | 7     | 1     | 1     |                        |                   |
|   | %                      |                     |      |       | 8.33  | 16.67 |       | 58.33 | 8.33  | 8.33  |                        |                   |
| C. Appointment of Faculty to Tenure           | Actual                 | N                   |      |       | 1     | 3     |       | 4     |       | 3     | 1                      |                   |
|   | %                      |                     |      |       | 8.33  | 25.00 |       | 33.33 |       | 25.00 | 8.33                   |                   |
| Ideal   | N                      |                     | 1    |       | 1     | 1     |       | 8     |       | 1     |                        |                   |
|   | %                      |                     | 8.33 |       | 8.33  | 8.33  |       | 66.67 |       | 8.33  |                        |                   |
| D. Selection of Department Chairmen           | Actual                 | N                   | 1    |       |       | 2     |       | 1     |       | 8     |                        |                   |
|   | %                      |                     | 8.33 |       |       | 16.67 |       | 8.33  |       | 66.67 |                        |                   |
| Ideal   | N                      |                     |      | 1     | 1     | 2     |       | 1     |       | 7     |                        |                   |
|   | %                      |                     |      | 8.33  | 8.33  | 16.67 |       | 8.33  |       | 58.33 |                        |                   |
| E. Determination of Educational Budget        | Actual                 | N                   |      | 1     | 3     | 2     |       | 1     | 1     | 4     |                        |                   |
|   | %                      |                     |      | 8.33  | 25.00 | 16.67 |       | 8.33  | 8.33  | 33.33 |                        |                   |
| Ideal   | N                      |                     |      | 2     | 2     |       |       | 2     | 2     | 4     |                        |                   |
|   | %                      |                     |      | 16.67 |       | 16.67 |       | 16.67 | 16.67 | 33.33 |                        |                   |

PART II: FUNCTIONS

Distribution of Expectation Responses of Presidents Concerning Functions  
of the Academic Deanship Position N=12

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|
|   |                        | 1                   | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |
| F. Use and Develop-<br>ment of Physical<br>Facilities | Actual                 | N                   | 3     |       | 1     |       |       | 3     |       | 5     |                        |                   |
|   | %                      |                     | 25.00 |       | 8.33  |       |       | 25.00 |       | 41.67 |                        |                   |
| Ideal   | N                      |                     |       |       | 1     |       |       | 5     |       | 6     |                        |                   |
|   | %                      |                     |       |       | 8.33  |       |       | 41.67 |       | 50.00 |                        |                   |
| G. Revision and<br>Development of<br>Curriculum       | Actual                 | N                   |       |       | 1     |       | 2     | 6     | 3     |       |                        |                   |
|   | %                      |                     |       |       | 8.33  |       | 16.67 | 50.00 | 25.00 |       |                        |                   |
| Ideal   | N                      |                     |       |       | 1     |       | 3     | 6     | 2     |       |                        |                   |
|   | %                      |                     |       |       | 8.33  |       | 25.00 | 50.00 | 16.67 |       |                        |                   |
| H. Departmental<br>Course<br>Requirements             | Actual                 | N                   |       | 4     |       | 3     |       | 3     | 1     | 1     |                        |                   |
|   | %                      |                     |       | 33.33 |       | 25.00 |       | 25.00 | 8.33  | 8.33  |                        |                   |
| Ideal   | N                      |                     |       | 3     |       | 2     |       | 4     | 2     | 1     |                        |                   |
|   | %                      |                     |       | 25.00 |       | 16.67 |       | 33.33 | 16.67 | 8.33  |                        |                   |
| I. Faculty Course<br>Loads                            | Actual                 | N                   |       | 1     | 2     | 5     |       | 1     | 1     | 2     |                        |                   |
|   | %                      |                     |       | 8.33  | 16.67 | 41.67 |       | 8.33  | 8.33  | 16.67 |                        |                   |
| Ideal   | N                      |                     |       |       |       | 6     |       | 3     | 2     | 1     |                        |                   |
|   | %                      |                     |       |       |       | 50.00 |       | 25.00 | 16.67 | 8.33  |                        |                   |
| J. Faculty Teaching<br>Assignments                    | Actual                 | N                   |       | 1     | 6     | 4     |       | 1     |       |       |                        |                   |
|   | %                      |                     |       | 8.33  | 50.00 | 33.33 |       | 8.33  |       |       |                        |                   |
| Ideal   | N                      |                     |       |       | 7     | 2     |       | 1     | 2     |       |                        |                   |
|   | %                      |                     |       |       | 58.33 | 16.67 |       | 8.33  | 16.67 |       |                        |                   |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Presidents Concerning Functions  
of the Academic Deanship Position N=12

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |      |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |  |
|---|------------------------|---------------------|-------|-------|------|-------|-------|-------|-------|-------|------------------------|-------------------|--|
|   |                        | 1                   | 2     | 3     | 4    | 5     | 6     | 7     | 8     | 9     |                        |                   |  |
| K. Evaluation of<br>Faculty<br>Performance                            | Actual                 | N                   |       | 2     | 3    | 1     | 2     |       |       |       |                        | 4                 |  |
|   | %                      |                     | 16.67 | 25.00 | 8.33 | 16.67 |       |       |       |       |                        | 33.33             |  |
| Ideal   | N                      |                     |       |       |      | 2     |       |       |       |       |                        | 5                 |  |
|   | %                      |                     |       |       |      | 16.67 |       |       | 41.67 |       |                        | 41.67             |  |
| L. Faculty Needs  | Actual                 | N                   |       | 1     |      |       | 3     |       | 6     |       |                        | 2                 |  |
|   | %                      |                     |       | 8.33  |      |       | 25.00 |       | 50.00 |       |                        | 16.67             |  |
| Ideal   | N                      |                     |       | 1     |      |       | 3     |       | 7     |       |                        | 1                 |  |
|   | %                      |                     |       | 8.33  |      |       | 25.00 |       | 58.33 |       |                        | 8.33              |  |
| M. Maintaining Fa-<br>culty Morale and<br>Professional<br>Development | Actual                 | N                   |       | 2     | 1    |       | 1     | 2     |       | 5     |                        | 1                 |  |
|   | %                      |                     |       | 16.67 | 8.33 |       | 8.33  | 16.67 |       | 41.67 |                        | 8.33              |  |
| Ideal   | N                      |                     |       |       | 1    |       |       | 5     |       | 6     |                        |                   |  |
|   | %                      |                     |       |       | 8.33 |       |       | 41.67 |       | 50.00 |                        |                   |  |
| N. College Public<br>Relations<br>Program                             | Actual                 | N                   | 2     |       |      | 3     |       |       |       | 2     |                        | 5                 |  |
|   | %                      |                     | 16.67 |       |      | 25.00 |       |       |       | 16.67 |                        | 41.67             |  |
| Ideal   | N                      |                     | 2     |       |      | 1     |       | 1     |       | 3     |                        | 5                 |  |
|   | %                      |                     | 16.67 |       |      | 8.33  |       | 8.33  |       | 25.00 |                        | 41.67             |  |
| O. Academic<br>Calendar   | Actual                 | N                   |       | 3     |      | 1     | 1     | 3     | 1     | 2     |                        | 1                 |  |
|   | %                      |                     |       | 25.00 |      | 8.33  | 8.33  | 25.00 | 8.33  | 16.67 |                        | 8.33              |  |
| Ideal   | N                      |                     |       | 2     |      |       | 2     | 4     | 1     | 2     |                        | 1                 |  |
|   | %                      |                     |       | 16.67 |      |       | 16.67 | 33.33 | 8.33  | 16.67 |                        | 8.33              |  |

PART II: FUNCTIONS

Distribution of Expectation Responses of Presidents Concerning Functions  
of the Academic Deanship Position N=12

| ACTIVITIES                                      | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|
|   |                        | 1                   | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |
| P. Admission of Students                        | Actual                 | N                   |       |       | 1     |       | 1     | 1     | 8     | 1     |                        |                   |
|   | %                      |                     |       |       | 8.33  |       | 8.33  | 8.33  | 66.67 | 8.33  |                        |                   |
|   | Ideal                  | N                   |       |       | 1     |       | 1     | 1     | 8     | 1     |                        |                   |
|   | %                      |                     |       |       | 8.33  |       | 8.33  | 8.33  | 66.67 | 8.33  |                        |                   |
| Q. Planning Registration                        | Actual                 | N                   | 3     |       |       | 1     |       |       | 1     | 7     |                        |                   |
|   | %                      |                     | 25.00 |       |       | 8.33  |       |       | 8.33  | 58.33 |                        |                   |
|   | Ideal                  | N                   | 2     |       |       | 1     |       |       | 2     | 7     |                        |                   |
|   | %                      |                     | 16.67 |       |       | 8.33  |       |       | 16.67 | 58.33 |                        |                   |
| R. Textbook Selection                           | Actual                 | N                   |       |       | 6     |       |       |       | 6     |       |                        |                   |
|   | %                      |                     |       |       | 50.00 |       |       |       | 50.00 |       |                        |                   |
|   | Ideal                  | N                   |       |       | 7     |       |       |       | 5     |       |                        |                   |
|   | %                      |                     |       |       | 58.33 |       |       |       | 41.67 |       |                        |                   |
| S. Academic Probation and Dismissal of Students | Actual                 | N                   |       | 1     |       | 1     | 4     | 2     | 4     |       |                        |                   |
|   | %                      |                     |       | 8.33  |       | 8.33  | 33.33 | 16.67 | 33.33 |       |                        |                   |
|   | Ideal                  | N                   |       |       |       | 1     | 3     | 3     | 5     |       |                        |                   |
|   | %                      |                     |       |       |       | 8.33  | 25.00 | 25.00 | 41.67 |       |                        |                   |
| T. Enforcement of Student Academic Regulations  | Actual                 | N                   |       | 2     |       | 5     | 2     |       |       | 3     |                        |                   |
|   | %                      |                     |       | 16.67 |       | 41.67 | 16.67 |       |       | 25.00 |                        |                   |
|   | Ideal                  | N                   |       |       |       | 5     | 3     | 1     |       | 3     |                        |                   |
|   | %                      |                     |       |       |       | 41.67 | 25.00 | 8.33  |       | 25.00 |                        |                   |

PART II: FUNCTIONS

Distribution of Expectation Responses of Presidents Concerning Functions  
of the Academic Deanship Position N=12

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |      |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|-------|-------|-------|------|-------|-------|-------|-------|------------------------|-------------------|
|   |                        | 1                   | 2     | 3     | 4     | 5    | 6     | 7     | 8     | 9     |                        |                   |
| U. Academic Counsel-<br>ing of Students   | Actual N               |                     | 1     |       | 3     |      | 1     | 3     | 4     |       |                        |                   |
|   |                        | %                   | 8.33  |       | 25.00 |      | 8.33  | 25.00 | 33.33 |       |                        |                   |
|   | Ideal N                |                     |       | 1     | 5     |      |       | 2     | 4     |       |                        |                   |
|   |                        | %                   |       | 8.33  | 41.67 |      |       | 16.67 | 33.33 |       |                        |                   |
| V. Formulation of<br>Educational<br>Policies  | Actual N               |                     |       | 2     | 4     |      |       | 4     | 1     | 1     |                        |                   |
|   |                        | %                   |       | 16.67 | 33.33 |      |       | 33.33 | 8.33  | 8.33  |                        |                   |
|   | Ideal N                |                     | 1     | 1     | 3     | 1    |       | 4     | 2     |       |                        |                   |
|   |                        | %                   | 8.33  | 8.33  | 25.00 | 8.33 |       | 33.33 | 16.67 |       |                        |                   |
| W. Educational<br>Policy<br>Decisions   | Actual N               |                     | 1     |       | 1     | 1    |       | 2     | 2     | 5     |                        |                   |
|   |                        | %                   | 8.33  |       | 8.33  | 8.33 |       | 16.67 | 16.67 | 41.67 |                        |                   |
|   | Ideal N                |                     | 1     |       | 1     | 1    |       | 1     | 3     | 5     |                        |                   |
|   |                        | %                   | 8.33  |       | 8.33  | 8.33 |       | 8.33  | 25.00 | 41.67 |                        |                   |
| X. Implementation<br>(Communication<br>and Follow-up)<br>of Educational<br>Policy Decisions | Actual N               |                     | 2     |       |       | 1    | 6     | 1     | 1     | 1     |                        |                   |
|   |                        | %                   | 16.67 |       |       | 8.33 | 50.00 | 8.33  | 8.33  | 8.33  |                        |                   |
|   | Ideal N                |                     |       |       |       | 1    | 6     | 2     | 2     | 1     |                        |                   |
|   |                        | %                   |       |       |       | 8.33 | 50.00 | 16.67 | 16.67 | 8.33  |                        |                   |

PART II: FUNCTIONS

Distribution of Expectation Responses of Academic Deans Concerning  
Functions of the Academic Deanship Position N=13

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |      |       |       |       |       |       |   | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|-------|------|-------|-------|-------|-------|-------|---|------------------------|-------------------|
|   |                        | 1                   | 2     | 3    | 4     | 5     | 6     | 7     | 8     | 9 |                        |                   |
| A. Recruitment and<br>Appointment of<br>New Faculty | Actual                 | N                   |       |      |       | 10    |       | 1     |       |   | 2                      |                   |
|   | %                      |                     |       |      |       | 76.92 |       | 7.69  |       |   | 15.38                  |                   |
| Ideal   | N                      |                     |       |      |       | 3     |       | 7     | 1     |   | 2                      |                   |
|   | %                      |                     |       |      |       | 23.08 |       | 53.85 | 7.69  |   | 15.38                  |                   |
| B. Promotion of<br>Faculty in Rank<br>and Salary    | Actual                 | N                   |       |      |       | 3     | 3     | 3     | 2     |   | 1                      | 1                 |
|   | %                      |                     |       |      |       | 23.08 | 23.08 | 23.08 | 15.38 |   | 7.69                   | 7.69              |
| Ideal   | N                      |                     |       |      |       | 2     | 7     | 2     |       |   | 1                      | 1                 |
|   | %                      |                     |       |      |       | 15.38 | 53.85 | 15.38 |       |   | 7.69                   | 7.69              |
| C. Appointment of<br>Faculty to<br>Tenure           | Actual                 | N                   |       | 1    |       | 3     |       | 3     | 2     |   | 2                      | 1                 |
|   | %                      |                     |       | 7.69 |       | 23.08 |       | 23.08 | 15.38 |   | 15.38                  | 7.69              |
| Ideal   | N                      |                     |       |      |       | 1     | 2     | 4     | 3     |   | 2                      | 1                 |
|   | %                      |                     |       |      |       | 7.69  | 15.38 | 30.77 | 23.08 |   | 15.38                  | 7.69              |
| D. Selection of<br>Department<br>Chairmen           | Actual                 | N                   | 3     |      |       | 5     |       | 1     |       |   | 4                      |                   |
|   | %                      |                     | 23.08 |      |       | 38.46 |       | 7.69  |       |   | 30.77                  |                   |
| Ideal   | N                      |                     | 1     |      | 2     | 2     |       | 1     | 3     |   | 4                      |                   |
|   | %                      |                     | 7.69  |      | 15.38 | 15.38 |       | 7.69  | 23.08 |   | 30.77                  |                   |
| E. Determination<br>of Educational<br>Budget        | Actual                 | N                   | 4     |      |       | 2     |       | 1     |       |   | 4                      | 2                 |
|   | %                      |                     | 30.77 |      |       | 15.38 |       | 7.69  |       |   | 30.77                  | 15.38             |
| Ideal   | N                      |                     | 1     | 1    |       |       |       |       | 4     |   | 5                      | 2                 |
|   | %                      |                     | 7.69  | 7.69 |       |       |       |       | 30.77 |   | 38.46                  | 15.38             |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Academic Deans Concerning  
Functions of the Academic Deanship Position N=13

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |       |       |       |       |       | ACTUAL NO<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------------|-------------------|
|   |                        | 1                   | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                           |                   |
| F. Use and Develop-<br>ment of Physical<br>Facilities | Actual                 | N                   | 4     |       |       |       |       | 1     | 3     | 4     |                           | 1                 |
|   | %                      |                     | 30.77 |       |       |       |       | 7.69  | 23.08 | 30.77 |                           | 7.69              |
| Ideal   | N                      |                     |       |       |       |       |       | 7     | 1     | 4     |                           | 1                 |
|   | %                      |                     |       |       |       |       |       | 53.85 | 7.69  | 30.77 |                           | 7.69              |
| G. Revision and<br>Development of<br>Curriculum       | Actual                 | N                   |       |       |       | 2     | 1     | 4     | 5     | 1     |                           |                   |
|   | %                      |                     |       |       |       | 15.38 | 7.69  | 30.77 | 38.46 | 7.69  |                           |                   |
| Ideal   | N                      |                     |       |       |       |       | 2     | 6     | 4     | 1     |                           |                   |
|   | %                      |                     |       |       |       |       | 15.38 | 46.15 | 30.77 | 7.69  |                           |                   |
| H. Departmental<br>Course<br>Requirements             | Actual                 | N                   |       | 4     |       | 1     |       | 5     |       | 3     |                           |                   |
|   | %                      |                     |       | 30.77 |       | 7.69  |       | 38.46 |       | 23.08 |                           |                   |
| Ideal   | N                      |                     |       | 2     |       | 1     |       | 7     | 1     | 2     |                           |                   |
|   | %                      |                     |       | 15.38 |       | 7.69  |       | 53.85 | 7.69  | 15.38 |                           |                   |
| I. Faculty Course<br>Loads                            | Actual                 | N                   | 1     | 1     | 1     | 5     |       | 1     | 3     | 1     |                           |                   |
|   | %                      |                     | 7.69  | 7.69  | 7.69  | 38.46 |       | 7.69  | 23.08 | 7.69  |                           |                   |
| Ideal   | N                      |                     |       |       | 2     | 3     |       | 2     | 5     | 1     |                           |                   |
|   | %                      |                     |       |       | 15.38 | 23.08 |       | 15.38 | 38.46 | 7.69  |                           |                   |
| J. Faculty Teaching<br>Assignments                    | Actual                 | N                   |       | 2     | 5     | 1     |       | 2     | 2     | 1     |                           |                   |
|   | %                      |                     |       | 15.38 | 38.46 | 7.69  |       | 15.38 | 15.38 | 7.69  |                           |                   |
| Ideal   | N                      |                     |       | 2     | 4     |       |       | 4     | 2     | 1     |                           |                   |
|   | %                      |                     |       | 15.38 | 30.77 |       |       | 30.77 | 15.38 | 7.69  |                           |                   |

PART II: FUNCTIONS

Distribution of Expectation Responses of Academic Deans Concerning  
 Functions of the Academic Deanship Position N=13

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |      |       |      |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |   |
|---|------------------------|---------------------|------|-------|------|-------|-------|-------|-------|-------|------------------------|-------------------|---|
|   |                        | 1                   | 2    | 3     | 4    | 5     | 6     | 7     | 8     | 9     |                        |                   |   |
| K. Evaluation of<br>Faculty<br>Performance                            | Actual                 | N                   |      |       | 3    |       | 3     |       | 1     | 3     | 2                      |                   | 1 |
|   | %                      |                     |      | 23.08 |      | 23.08 |       | 7.69  | 23.08 | 15.38 |                        | 7.69              |   |
| Ideal   | N                      |                     |      | 1     |      | 1     |       | 4     | 4     | 2     |                        | 1                 |   |
|   | %                      |                     |      | 7.69  |      | 7.69  |       | 30.77 | 30.77 | 15.38 |                        | 7.69              |   |
| L. Faculty Needs  | Actual                 | N                   |      | 1     | 1    | 1     | 3     | 1     | 5     | 1     |                        |                   |   |
|   | %                      |                     | 7.69 | 7.69  | 7.69 | 23.08 | 7.69  | 38.46 | 7.69  |       |                        |                   |   |
| Ideal   | N                      |                     |      | 1     | 1    | 1     | 1     | 1     | 6     | 3     |                        |                   |   |
|   | %                      |                     |      | 7.69  | 7.69 | 7.69  | 7.69  | 46.15 | 23.08 |       |                        |                   |   |
| M. Maintaining Fa-<br>culty Morale and<br>Professional<br>Development | Actual                 | N                   | 1    |       |      |       | 4     | 1     | 1     | 5     | 1                      |                   |   |
|   | %                      | 7.69                |      |       |      |       | 30.77 | 7.69  | 7.69  | 38.46 | 7.69                   |                   |   |
| Ideal   | N                      |                     | 1    |       |      |       | 1     | 1     | 1     | 9     | 1                      |                   |   |
|   | %                      |                     | 7.69 |       |      |       | 7.69  | 7.69  | 69.23 | 7.69  |                        |                   |   |
| N. College Public<br>Relations<br>Program                             | Actual                 | N                   | 5    |       |      | 4     |       |       |       | 2     | 2                      |                   |   |
|   | %                      | 38.46               |      |       |      | 30.77 |       |       |       | 15.38 | 15.38                  |                   |   |
| Ideal   | N                      | 4                   |      |       |      |       | 1     |       |       | 6     | 2                      |                   |   |
|   | %                      | 30.77               |      |       |      |       | 7.69  |       |       | 46.15 | 15.38                  |                   |   |
| O. Academic<br>Calendar   | Actual                 | N                   | 2    |       |      | 1     |       | 5     | 1     | 1     | 3                      |                   |   |
|   | %                      | 15.38               |      |       |      | 7.69  |       | 38.46 | 7.69  | 7.69  | 23.08                  |                   |   |
| Ideal   | N                      | 1                   |      |       |      | 1     |       | 5     | 2     | 3     | 1                      |                   |   |
|   | %                      | 7.69                |      |       |      | 7.69  |       | 38.46 | 15.38 | 23.08 | 7.69                   |                   |   |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Academic Deans Concerning  
 Functions of the Academic Deanship Position N=13

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |      |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|-------|------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|
|   |                        | 1                   | 2     | 3    | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |
| P. Admission of<br>Students                             | Actual                 | N                   |       |      |       |       | 1     |       | 11    | 1     |                        |                   |
|   | %                      |                     |       |      |       |       | 7.69  |       | 84.62 | 7.69  |                        |                   |
|   | Ideal                  | N                   |       |      |       |       | 1     |       | 11    | 1     |                        |                   |
|   | %                      |                     |       |      |       |       | 7.69  |       | 84.62 | 7.69  |                        |                   |
| Q. Planning<br>Registration                             | Actual                 | N                   | 3     |      |       |       |       |       | 1     | 9     |                        |                   |
|   | %                      |                     | 23.08 |      |       |       |       |       | 7.69  | 69.23 |                        |                   |
|   | Ideal                  | N                   | 1     |      |       |       | 2     |       | 2     | 8     |                        |                   |
|   | %                      |                     | 7.69  |      |       |       | 15.38 |       | 15.38 | 61.54 |                        |                   |
| R. Textbook<br>Selection                                | Actual                 | N                   |       |      | 7     |       |       |       |       | 6     |                        |                   |
|   | %                      |                     |       |      | 53.85 |       |       |       |       | 46.15 |                        |                   |
|   | Ideal                  | N                   |       |      | 5     |       | 1     |       |       | 7     |                        |                   |
|   | %                      |                     |       |      | 38.46 |       | 7.69  |       |       | 53.85 |                        |                   |
| S. Academic Proba-<br>tion and Dismissal<br>of Students | Actual                 | N                   | 2     | 1    |       | 1     | 4     |       | 5     |       |                        |                   |
|   | %                      |                     | 15.38 | 7.69 |       | 7.69  | 30.77 |       | 38.46 |       |                        |                   |
|   | Ideal                  | N                   |       | 1    |       | 1     | 4     | 1     | 6     |       |                        |                   |
|   | %                      |                     |       | 7.69 |       | 7.69  | 30.77 | 7.69  | 46.15 |       |                        |                   |
| T. Enforcement of<br>Student Academic<br>Regulations    | Actual                 | N                   | 3     | 1    |       | 3     | 1     | 2     | 1     | 2     |                        |                   |
|   | %                      |                     | 23.08 | 7.69 |       | 23.08 | 7.69  | 15.38 | 7.69  | 15.38 |                        |                   |
|   | Ideal                  | N                   | 1     | 1    |       | 1     | 2     | 4     | 2     | 2     |                        |                   |
|   | %                      |                     | 7.69  | 7.69 |       | 7.69  | 15.38 | 30.77 | 15.38 | 15.38 |                        |                   |

PART II: FUNCTIONS

Distribution of Expectation Responses of Academic Deans Concerning  
 Functions of the Academic Deanship Position N=13

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |      |      |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|------|------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|
|   |                        | 1                   | 2    | 3    | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |
| U. Academic<br>Counseling of<br>Students  | Actual                 | N                   |      | 1    | 1     | 2     |       | 1     | 2     | 4     | 2                      |                   |
|   | %                      |                     | 7.69 | 7.69 | 15.38 |       | 7.69  | 15.38 | 30.77 | 15.38 |                        |                   |
|   | Ideal                  | N                   |      | 1    |       | 1     |       |       | 1     | 8     | 2                      |                   |
|   | %                      |                     | 7.69 |      | 7.69  |       |       | 7.69  | 61.54 | 15.38 |                        |                   |
| V. Formulation of<br>Educational<br>Policies  | Actual                 | N                   | 1    | 1    | 2     | 1     |       | 2     | 3     | 3     |                        |                   |
|   | %                      |                     | 7.69 | 7.69 | 15.38 | 7.69  |       | 15.38 | 23.08 | 23.08 |                        |                   |
|   | Ideal                  | N                   |      |      |       | 3     |       | 4     | 2     | 4     |                        |                   |
|   | %                      |                     |      |      |       | 23.08 |       | 30.77 | 15.38 | 30.77 |                        |                   |
| W. Educational<br>Policy<br>Decisions   | Actual                 | N                   | 1    | 1    |       |       | 2     |       | 4     | 2     | 3                      |                   |
|   | %                      |                     | 7.69 | 7.69 |       |       | 15.38 |       | 30.77 | 15.38 | 23.08                  |                   |
|   | Ideal                  | N                   |      |      |       | 1     |       |       | 4     | 3     | 5                      |                   |
|   | %                      |                     |      |      |       | 7.69  |       |       | 30.77 | 23.08 | 38.46                  |                   |
| X. Implementation<br>(Communication<br>and Follow-up)<br>of Educational<br>Policy Decisions | Actual                 | N                   |      | 1    |       |       | 1     | 8     | 2     |       | 1                      |                   |
|   | %                      |                     |      | 7.69 |       |       | 7.69  | 61.54 | 15.38 |       | 7.69                   |                   |
|   | Ideal                  | N                   |      |      |       |       | 1     | 7     | 3     | 1     | 1                      |                   |
|   | %                      |                     |      |      |       |       | 7.69  | 53.85 | 23.08 | 7.69  | 7.69                   |                   |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Department Chairmen Concerning  
 Functions of the Academic Deanship Position N=127

| ACTIVITIES                                    | ACTUAL AND IDEAL |   | RESPONSE STATEMENTS |      |       |       |       |       |       |       |       | ACTUAL UN- KNOWN | NO AN- SWER |
|---|------------------|---|---------------------|------|-------|-------|-------|-------|-------|-------|-------|------------------|-------------|
|   |                  |   | 1                   | 2    | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                  |             |
| A. Recruitment and Appointment of New Faculty | Actual           | N | 3                   | 10   | 32    | 2     | 53    |       | 10    |       | 16    | 1                |             |
|   |                  | % | 2.36                | 7.87 | 25.20 | 1.57  | 41.73 |       | 7.87  |       | 12.60 | 0.79             |             |
|   | Ideal            | N |                     | 2    | 26    | 3     | 49    | 2     | 27    | 8     | 10    |                  |             |
|   |                  | % |                     | 1.57 | 20.47 | 2.36  | 38.58 | 1.57  | 21.26 | 6.30  | 7.87  |                  |             |
| B. Promotion of Faculty in Rank and Salary    | Actual           | N | 8                   | 3    | 11    | 13    | 26    | 6     | 23    | 16    | 15    | 4                | 2           |
|   |                  | % | 6.30                | 2.36 | 8.66  | 10.24 | 20.47 | 4.72  | 18.11 | 12.60 | 11.81 | 3.15             | 1.57        |
|   | Ideal            | N | 1                   |      | 8     | 12    | 19    | 7     | 56    | 13    | 9     |                  | 2           |
|   |                  | % | 0.79                |      | 6.30  | 9.45  | 14.96 | 5.51  | 44.09 | 10.24 | 7.09  |                  | 1.57        |
| C. Appointment of Faculty to Tenure           | Actual           | N | 13                  | 5    | 7     | 17    | 12    | 10    | 24    | 11    | 14    | 7                | 7           |
|   |                  | % | 10.24               | 3.94 | 5.51  | 13.39 | 9.45  | 7.87  | 18.90 | 8.66  | 11.02 | 5.51             | 5.51        |
|   | Ideal            | N | 2                   | 1    | 3     | 17    | 18    | 10    | 52    | 9     | 8     |                  | 7           |
|   |                  | % | 1.57                | 0.79 | 2.36  | 13.39 | 14.17 | 7.87  | 40.94 | 7.09  | 6.30  |                  | 5.51        |
| D. Selection of Department Chairmen           | Actual           | N | 40                  | 5    | 9     | 2     | 35    | 10    |       | 1     | 19    | 4                | 2           |
|   |                  | % | 31.50               | 3.94 | 7.09  | 1.57  | 27.56 | 7.87  |       | 0.79  | 14.96 | 3.15             | 1.57        |
|   | Ideal            | N | 11                  |      | 24    | 6     | 22    | 30    | 5     | 11    | 16    |                  | 2           |
|   |                  | % | 8.66                |      | 18.90 | 4.72  | 17.32 | 23.62 | 3.94  | 8.66  | 12.60 |                  | 1.57        |
| E. Determination of Educational Budget        | Actual           | N | 14                  |      | 12    | 38    | 9     |       | 7     | 9     | 33    | 1                | 4           |
|   |                  | % | 11.02               |      | 9.45  | 29.92 | 7.09  |       | 5.51  | 7.09  | 25.98 | 0.79             | 3.15        |
|   | Ideal            | N | 5                   |      | 16    | 32    | 11    | 1     | 20    | 15    | 23    |                  | 4           |
|   |                  | % | 3.94                |      | 12.60 | 25.20 | 8.66  | 0.79  | 15.75 | 11.81 | 18.11 |                  | 3.15        |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Department Chairmen Concerning  
 Functions of the Academic Deanship Position N=127

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |      |       |       |       |       |       |       |       |      | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|------|-------|-------|-------|-------|-------|-------|-------|------|------------------------|-------------------|
|   |                        | 1                   | 2    | 3     | 4     | 5     | 6     | 7     | 8     | 9     |      |                        |                   |
| F. Use and Develop-<br>ment of Physical<br>Facilities | Actual                 | N 30                | 1    | 4     | 9     | 4     | 9     | 23    | 7     | 22    | 6    | 12                     |                   |
|   | %                      | 23.62               | 0.79 | 3.15  | 7.09  | 3.15  | 7.09  | 18.11 | 5.51  | 17.32 | 4.72 | 9.45                   |                   |
| Ideal   | N                      | 4                   |      | 4     | 8     | 4     | 15    | 50    | 17    | 13    |      | 12                     |                   |
|   | %                      | 3.15                |      | 3.15  | 6.30  | 3.15  | 11.81 | 39.37 | 13.39 | 10.24 |      | 9.45                   |                   |
| G. Revision and<br>Development of<br>Curriculum       | Actual                 | N                   | 4    | 14    | 11    | 10    | 9     | 17    | 48    | 12    | 1    | 1                      |                   |
|   | %                      |                     | 3.15 | 11.02 | 8.66  | 7.87  | 7.09  | 13.39 | 37.80 | 9.45  | 0.79 | 0.79                   |                   |
| Ideal   | N                      | 2                   | 9    | 8     | 8     | 5     | 31    | 53    | 10    |       |      | 1                      |                   |
|   | %                      | 1.57                | 7.09 | 6.30  | 6.30  | 3.94  | 24.41 | 41.73 | 7.87  |       |      | 0.79                   |                   |
| H. Departmental<br>Course<br>Requirements             | Actual                 | N                   | 1    | 59    | 7     | 12    | 3     | 16    | 6     | 21    |      | 2                      |                   |
|   | %                      |                     | 0.79 | 46.46 | 5.51  | 9.45  | 2.36  | 12.60 | 4.72  | 16.54 |      | 1.57                   |                   |
| Ideal   | N                      |                     |      | 40    | 7     | 10    | 3     | 33    | 9     | 23    |      | 2                      |                   |
|   | %                      |                     |      | 31.50 | 5.51  | 7.87  | 2.36  | 25.98 | 7.09  | 18.11 |      | 1.57                   |                   |
| I. Faculty Course<br>Loads                            | Actual                 | N                   | 5    | 12    | 12    | 24    | 19    |       | 13    | 14    | 23   | 5                      |                   |
|   | %                      | 3.94                | 9.45 | 9.45  | 18.90 | 14.96 |       | 10.24 | 11.02 | 18.11 |      | 3.94                   |                   |
| Ideal   | N                      | 1                   | 4    | 7     | 26    | 11    | 2     | 30    | 25    | 16    |      | 5                      |                   |
|   | %                      | 0.79                | 3.15 | 5.51  | 20.47 | 8.66  | 1.57  | 23.62 | 19.69 | 12.60 |      | 3.94                   |                   |
| J. Faculty Teaching<br>Assignments                    | Actual                 | N                   | 2    | 6     | 26    | 62    | 14    |       | 8     | 4     | 5    |                        |                   |
|   | %                      | 1.57                | 4.72 | 20.47 | 48.82 | 11.02 |       | 6.30  | 3.15  | 3.94  |      |                        |                   |
| Ideal   | N                      | 1                   | 2    | 19    | 61    | 11    | 1     | 17    | 9     | 6     |      |                        |                   |
|   | %                      | 0.79                | 1.57 | 14.96 | 48.03 | 8.66  | 0.79  | 13.39 | 7.09  | 4.72  |      |                        |                   |

PART II: FUNCTIONS

Distribution of Expectation Responses of Department Chairmen Concerning  
 Functions of the Academic Deanship Position N=127

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |       |
|---|------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|-------|
|   |                        | 1                   | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |       |
| K. Evaluation of<br>Faculty<br>Performance                          | Actual                 | N                   | 4     | 8     | 37    | 2     | 40    |       | 4     | 4     | 21                     | 3                 | 4     |
|   |                        | %                   | 3.15  | 6.30  | 29.13 | 1.57  | 31.50 |       | 3.15  | 3.15  | 16.54                  | 2.36              | 3.15  |
|   | Ideal                  | N                   | 1     | 1     | 24    | 4     | 34    | 2     | 27    | 14    | 16                     |                   | 4     |
|   |                        | %                   | 0.79  | 0.79  | 18.90 | 3.15  | 26.77 | 1.57  | 21.26 | 11.02 | 12.60                  |                   | 3.15  |
| L. Faculty Needs  | Actual                 | N                   | 12    | 14    | 12    | 6     | 21    | 6     | 15    | 9     | 26                     | 2                 | 4     |
|   |                        | %                   | 9.45  | 11.02 | 9.45  | 4.72  | 16.54 | 4.72  | 11.81 | 7.09  | 20.47                  | 1.57              | 3.15  |
|   | Ideal                  | N                   | 5     | 6     | 9     | 5     | 10    | 9     | 38    | 23    | 18                     |                   | 4     |
|   |                        | %                   | 3.94  | 4.72  | 7.09  | 3.94  | 7.87  | 7.09  | 29.92 | 18.11 | 14.17                  |                   | 3.15  |
| M. Maintaining<br>Faculty Morale<br>and Professional<br>Development | Actual                 | N                   | 12    | 15    | 12    | 1     | 13    | 20    | 2     | 31    | 15                     | 2                 | 4     |
|   |                        | %                   | 9.45  | 11.81 | 9.45  | 0.79  | 10.24 | 15.75 | 1.57  | 24.41 | 11.81                  | 1.57              | 3.15  |
|   | Ideal                  | N                   | 4     | 8     | 4     | 1     | 14    | 26    | 6     | 54    | 6                      |                   | 4     |
|   |                        | %                   | 3.15  | 6.30  | 3.15  | 0.79  | 11.02 | 20.47 | 4.72  | 42.52 | 4.72                   |                   | 3.15  |
| N. College Public<br>Relations<br>Program                           | Actual                 | N                   | 28    | 5     | 5     | 27    | 1     | 2     | 7     | 12    | 20                     | 7                 | 13    |
|   |                        | %                   | 22.05 | 3.94  | 3.94  | 21.26 | 0.79  | 1.57  | 5.51  | 9.45  | 15.75                  | 5.51              | 10.24 |
|   | Ideal                  | N                   | 13    | 5     | 6     | 12    | 5     |       | 10    | 44    | 19                     |                   | 13    |
|   |                        | %                   | 10.24 | 3.94  | 4.72  | 9.45  | 3.94  |       | 7.87  | 34.65 | 14.96                  |                   | 10.24 |
| O. Academic<br>Calendar   | Actual                 | N                   | 10    | 32    |       | 28    | 2     | 17    | 4     | 8     | 21                     | 3                 | 2     |
|   |                        | %                   | 7.87  | 25.20 |       | 22.05 | 1.57  | 13.39 | 3.15  | 6.30  | 16.54                  | 2.36              | 1.57  |
|   | Ideal                  | N                   | 3     | 15    | 1     | 21    | 1     | 28    | 19    | 22    | 15                     |                   | 2     |
|   |                        | %                   | 2.36  | 11.81 | 0.79  | 16.54 | 0.79  | 22.05 | 14.96 | 17.32 | 11.81                  |                   | 1.57  |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Department Chairmen Concerning  
Functions of the Academic Deanship Position N=127

| ACTIVITIES   | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |      |
|--|------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|------|
|  |                        | 1                   | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |      |
| P. Admission of<br>Students                                | Actual                 | N                   | 1     | 4     | 3     | 22    |       | 11    | 3     | 57    | 23                     | 1                 | 2    |
|  |                        | %                   | 0.79  | 3.15  | 2.36  | 17.32 |       | 8.66  | 2.36  | 44.88 | 18.11                  | 0.79              | 1.57 |
|  | Ideal                  | N                   |       |       | 3     | 19    | 2     | 11    | 13    | 57    | 20                     |                   | 2    |
|  |                        | %                   |       |       | 2.36  | 14.96 | 1.57  | 8.66  | 10.24 | 44.88 | 15.75                  |                   | 1.57 |
| Q. Planning<br>Registration                                | Actual                 | N                   | 25    | 2     | 1     | 3     | 14    | 2     | 4     | 7     | 68                     |                   | 1    |
|  |                        | %                   | 19.69 | 1.57  | 0.79  | 2.36  | 11.02 | 1.57  | 3.15  | 5.51  | 53.54                  |                   | 0.79 |
|  | Ideal                  | N                   | 15    | 2     | 2     | 4     | 20    | 9     | 7     | 16    | 51                     |                   | 1    |
|  |                        | %                   | 11.81 | 1.57  | 1.57  | 3.15  | 15.75 | 7.09  | 5.51  | 12.60 | 40.16                  |                   | 0.79 |
| R. Textbook<br>Selection                                   | Actual                 | N                   |       |       | 2     | 42    |       |       | 1     | 76    | 5                      |                   | 1    |
|  |                        | %                   |       |       | 1.57  | 33.07 |       |       | 0.79  | 59.84 | 3.94                   |                   | 0.79 |
|  | Ideal                  | N                   |       |       | 2     | 47    |       |       | 1     | 71    | 5                      |                   | 1    |
|  |                        | %                   |       |       | 1.57  | 37.01 |       |       | 0.79  | 55.91 | 3.94                   |                   | 0.79 |
| S. Academic Pro-<br>bation and<br>Dismissal of<br>Students | Actual                 | N                   | 2     | 18    | 9     | 2     | 16    | 21    | 14    | 29    | 10                     | 1                 | 5    |
|  |                        | %                   | 1.57  | 14.17 | 7.09  | 1.57  | 12.60 | 16.54 | 11.02 | 22.83 | 7.87                   | 0.79              | 3.94 |
|  | Ideal                  | N                   | 1     | 7     | 10    | 1     | 17    | 20    | 27    | 31    | 8                      |                   | 5    |
|  |                        | %                   | 0.79  | 5.51  | 7.87  | 0.79  | 13.39 | 15.75 | 21.26 | 24.41 | 6.30                   |                   | 3.94 |
| T. Enforcement of<br>Student Academic<br>Regulations       | Actual                 | N                   | 1     | 25    | 13    | 1     | 17    | 14    | 16    | 17    | 21                     |                   | 2    |
|  |                        | %                   | 0.79  | 19.69 | 10.24 | 0.79  | 13.39 | 11.02 | 12.60 | 13.39 | 16.54                  |                   | 1.57 |
|  | Ideal                  | N                   |       | 11    | 13    | 2     | 15    | 16    | 27    | 21    | 20                     |                   | 2    |
|  |                        | %                   |       | 8.66  | 10.24 | 1.57  | 11.81 | 12.60 | 21.26 | 16.54 | 15.75                  |                   | 1.57 |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Department Chairmen Concerning  
Functions of the Academic Deanship Position N=127

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |      |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |
|---|------------------------|---------------------|-------|-------|------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|
|   |                        | 1                   | 2     | 3     | 4    | 5     | 6     | 7     | 8     | 9     |       |                        |                   |
| U. Academic<br>Counseling of<br>Students  | Actual                 | N                   | 1     | 10    | 11   | 20    | 2     | 10    | 21    | 40    | 12    |                        |                   |
|   |                        | %                   | 0.79  | 7.87  | 8.66 | 15.75 | 1.57  | 7.87  | 16.54 | 31.50 | 9.45  |                        |                   |
|   | Ideal                  | N                   |       | 3     | 11   | 17    | 2     | 11    | 20    | 54    | 9     |                        |                   |
|   |                        | %                   |       | 2.36  | 8.66 | 13.39 | 1.57  | 8.66  | 15.75 | 42.52 | 7.09  |                        |                   |
| V. Formulation of<br>Educational<br>Policies  | Actual                 | N                   | 5     | 9     | 9    | 26    | 5     | 15    | 11    | 28    | 17    | 1                      | 1                 |
|   |                        | %                   | 3.94  | 7.09  | 7.09 | 20.47 | 3.94  | 11.81 | 8.66  | 22.05 | 13.39 | 0.79                   | 0.79              |
|   | Ideal                  | N                   | 4     | 8     | 5    | 22    | 5     | 11    | 18    | 41    | 12    |                        | 1                 |
|   |                        | %                   | 3.15  | 6.30  | 3.94 | 17.32 | 3.94  | 8.66  | 14.17 | 32.28 | 9.45  |                        | 0.79              |
| W. Educational<br>Policy Decisions  | Actual                 | N                   | 17    | 5     |      | 6     | 8     | 8     | 22    | 29    | 19    | 3                      | 10                |
|   |                        | %                   | 13.39 | 3.94  |      | 4.72  | 6.30  | 6.30  | 17.32 | 22.83 | 14.96 | 2.36                   | 7.87              |
|   | Ideal                  | N                   | 2     | 5     | 1    | 5     | 6     | 6     | 38    | 38    | 17    |                        | 9                 |
|   |                        | %                   | 1.57  | 3.94  | 0.79 | 3.94  | 4.72  | 4.72  | 29.92 | 29.92 | 13.39 |                        | 7.09              |
| X. Implementation<br>(Communication<br>and Follow-up) of<br>Educational Policy<br>Decisions | Actual                 | N                   | 3     | 19    | 3    | 9     | 15    | 27    | 11    | 24    | 8     | 2                      | 6                 |
|   |                        | %                   | 2.36  | 14.96 | 2.36 | 7.09  | 11.81 | 21.26 | 8.66  | 18.90 | 6.30  | 1.57                   | 4.72              |
|   | Ideal                  | N                   | 4     | 7     | 1    | 9     | 13    | 29    | 21    | 33    | 4     |                        | 6                 |
|   |                        | %                   | 3.15  | 5.51  | 0.79 | 7.09  | 10.24 | 22.83 | 16.54 | 25.98 | 3.15  |                        | 4.72              |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Faculty Concerning Functions  
of the Academic Deanship Position N=296

| ACTIVITIES                                    | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |      |
|---|------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|------|
|   |                        | 1                   | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |      |
| A. Recruitment and Appointment of New Faculty | Actual                 | N                   | 5     | 33    | 89    | 6     | 105   | 2     | 14    | 3     | 31                     | 6                 | 2    |
|   | %                      |                     | 1.69  | 11.15 | 30.07 | 2.03  | 35.47 | 0.68  | 4.73  | 1.01  | 10.47                  | 2.03              | 0.68 |
| Ideal   | N                      | 1                   | 6     | 54    | 12    | 75    | 7     | 87    | 28    | 24    |                        |                   | 2    |
|   | %                      |                     | 0.34  | 2.03  | 18.24 | 4.05  | 25.34 | 2.36  | 29.39 | 9.46  | 8.11                   |                   | 0.68 |
| B. Promotion of Faculty in Rank and Salary    | Actual                 | N                   | 15    | 10    | 32    | 41    | 50    | 23    | 45    | 32    | 39                     | 8                 | 1    |
|   | %                      |                     | 5.07  | 3.38  | 10.81 | 13.85 | 16.89 | 7.77  | 15.20 | 10.81 | 13.18                  | 2.70              | 0.34 |
| Ideal   | N                      | 2                   | 3     | 23    | 33    | 40    | 26    | 102   | 38    | 28    |                        |                   | 1    |
|   | %                      |                     | 0.68  | 1.01  | 7.77  | 11.15 | 13.51 | 8.78  | 34.46 | 12.84 | 9.46                   |                   | 0.34 |
| C. Appointment of Faculty to Tenure           | Actual                 | N                   | 39    | 13    | 15    | 50    | 28    | 21    | 38    | 31    | 39                     | 15                | 7    |
|   | %                      |                     | 13.18 | 4.39  | 5.07  | 16.89 | 9.46  | 7.09  | 12.84 | 10.47 | 13.18                  | 5.07              | 2.36 |
| Ideal   | N                      | 5                   | 4     | 7     | 38    | 33    | 24    | 104   | 41    | 33    |                        |                   | 7    |
|   | %                      |                     | 1.69  | 1.35  | 2.36  | 12.84 | 11.15 | 8.11  | 35.14 | 13.85 | 11.15                  |                   | 2.36 |
| D. Selection of Department Chairmen           | Actual                 | N                   | 77    | 10    | 32    | 9     | 58    | 32    | 1     | 3     | 48                     | 20                | 6    |
|   | %                      |                     | 26.01 | 3.38  | 10.81 | 3.04  | 19.59 | 10.81 | 0.34  | 1.01  | 16.22                  | 6.76              | 2.03 |
| Ideal   | N                      | 8                   | 6     | 79    | 5     | 31    | 83    | 22    | 24    | 32    |                        |                   | 6    |
|   | %                      |                     | 2.70  | 2.03  | 26.69 | 1.69  | 10.47 | 28.04 | 7.43  | 8.11  | 10.81                  |                   | 2.03 |
| E. Determination of Educational Budget        | Actual                 | N                   | 33    | 2     | 38    | 84    | 15    | 3     | 15    | 20    | 52                     | 23                | 11   |
|   | %                      |                     | 11.15 | 0.68  | 12.84 | 28.38 | 5.07  | 1.01  | 5.07  | 6.76  | 17.57                  | 7.77              | 3.72 |
| Ideal   | N                      | 8                   |       | 32    | 55    | 33    | 6     | 59    | 42    | 50    |                        |                   | 11   |
|   | %                      |                     | 2.70  |       | 10.81 | 18.58 | 11.15 | 2.03  | 19.93 | 14.19 | 16.89                  |                   | 3.72 |

APPENDIX 11

PART II: FUNCTIONS

Distribution of Expectation Responses of Faculty Concerning Functions  
of the Academic Deanship Position N=296

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |      |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |      |
|---|------------------------|---------------------|-------|------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|------|
|   |                        | 1                   | 2     | 3    | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |      |
| F. Use and Develop-<br>ment of Physical<br>Facilities | Actual                 | N                   | 75    | 3    | 5     | 28    | 8     | 26    | 47    | 13    | 52                     | 27                | 12   |
|   |                        | %                   | 25.34 | 1.01 | 1.69  | 9.46  | 2.70  | 8.78  | 15.88 | 4.39  | 17.57                  | 9.12              | 4.05 |
|   | Ideal                  | N                   | 11    | 1    | 8     | 13    | 9     | 44    | 127   | 43    | 28                     |                   | 12   |
|   |                        | %                   | 3.72  | 0.34 | 2.70  | 4.39  | 3.04  | 14.86 | 42.91 | 14.53 | 9.46                   |                   | 4.05 |
| G. Revision and<br>Development of<br>Curriculum       | Actual                 | N                   |       | 6    | 29    | 22    | 27    | 24    | 56    | 91    | 30                     | 7                 | 4    |
|   |                        | %                   |       | 2.03 | 9.80  | 7.43  | 9.12  | 8.11  | 18.92 | 30.74 | 10.14                  | 2.36              | 1.35 |
|   | Ideal                  | N                   |       | 4    | 14    | 25    | 15    | 18    | 86    | 101   | 29                     |                   | 4    |
|   |                        | %                   |       | 1.35 | 4.73  | 8.45  | 5.07  | 6.08  | 29.05 | 34.12 | 9.80                   |                   | 1.35 |
| H. Departmental<br>Course<br>Requirements             | Actual                 | N                   |       | 10   | 94    | 23    | 39    | 5     | 39    | 27    | 46                     | 9                 | 4    |
|   |                        | %                   |       | 3.38 | 31.76 | 7.77  | 13.18 | 1.69  | 13.18 | 9.12  | 15.54                  | 3.04              | 1.35 |
|   | Ideal                  | N                   |       | 2    | 59    | 26    | 26    | 10    | 74    | 42    | 53                     |                   | 4    |
|   |                        | %                   |       | 0.68 | 19.93 | 8.78  | 8.78  | 3.38  | 25.00 | 14.19 | 17.91                  |                   | 1.35 |
| I. Faculty Course<br>Loads                            | Actual                 | N                   | 28    | 29   | 41    | 51    | 31    | 4     | 27    | 40    | 25                     | 14                | 6    |
|   |                        | %                   | 9.46  | 9.80 | 13.85 | 17.23 | 10.47 | 1.35  | 9.12  | 13.51 | 8.45                   | 4.73              | 2.03 |
|   | Ideal                  | N                   | 2     | 5    | 18    | 60    | 22    | 12    | 80    | 74    | 17                     |                   | 6    |
|   |                        | %                   | 0.68  | 1.69 | 6.08  | 20.27 | 7.43  | 4.05  | 27.03 | 25.00 | 5.74                   |                   | 2.03 |
| J. Faculty<br>Teaching<br>Assignments                 | Actual                 | N                   | 12    | 12   | 81    | 114   | 30    | 2     | 22    | 5     | 11                     | 5                 | 2    |
|   |                        | %                   | 4.05  | 4.05 | 27.36 | 38.51 | 10.14 | 0.68  | 7.43  | 1.69  | 3.72                   | 1.69              | 0.68 |
|   | Ideal                  | N                   | 7     | 2    | 37    | 142   | 22    | 11    | 45    | 22    | 6                      |                   | 2    |
|   |                        | %                   | 2.36  | 0.68 | 12.50 | 47.97 | 7.43  | 3.72  | 15.20 | 7.43  | 2.03                   |                   | 0.68 |

PART II: FUNCTIONS

Distribution of Expectation Responses of Faculty Concerning Functions  
of the Academic Deanship Position N=296

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |       |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |      |
|---|------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|-------------------|------|
|   |                        | 1                   | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |                        |                   |      |
| K. Evaluation of<br>Faculty<br>Performance                          | Actual                 | N                   | 7     | 19    | 67    | 4     | 98    | 7     | 26    | 11    | 39                     | 14                | 4    |
|   |                        | %                   | 2.36  | 6.42  | 22.64 | 1.35  | 33.11 | 2.36  | 8.78  | 3.72  | 13.18                  | 4.73              | 1.35 |
|   | Ideal                  | N                   | 2     | 8     | 31    | 5     | 67    | 10    | 86    | 42    | 41                     |                   | 4    |
|   |                        | %                   | 0.68  | 2.70  | 10.47 | 1.69  | 22.64 | 3.38  | 29.05 | 14.19 | 13.85                  |                   | 1.35 |
| L. Faculty Needs  | Actual                 | N                   | 21    | 32    | 61    | 6     | 29    | 21    | 59    | 7     | 41                     | 13                | 6    |
|   |                        | %                   | 7.09  | 10.81 | 20.61 | 2.03  | 9.80  | 7.09  | 19.93 | 2.36  | 13.85                  | 4.39              | 2.03 |
|   | Ideal                  | N                   | 4     | 10    | 41    | 17    | 21    | 28    | 97    | 48    | 24                     |                   | 6    |
|   |                        | %                   | 1.35  | 3.38  | 13.85 | 5.74  | 7.09  | 9.46  | 32.77 | 16.22 | 8.11                   |                   | 2.03 |
| M. Maintaining<br>Faculty Morale<br>and Professional<br>Development | Actual                 | N                   | 35    | 33    | 49    |       | 28    | 35    | 5     | 48    | 35                     | 23                | 5    |
|   |                        | %                   | 11.82 | 11.15 | 16.55 |       | 9.46  | 11.82 | 1.69  | 16.22 | 11.82                  | 7.77              | 1.69 |
|   | Ideal                  | N                   | 16    | 16    | 19    | 1     | 21    | 54    | 18    | 127   | 19                     |                   | 5    |
|   |                        | %                   | 5.41  | 5.41  | 6.42  | 0.34  | 7.09  | 18.24 | 6.08  | 42.91 | 6.42                   |                   | 1.69 |
| N. College Public<br>Relations<br>Program                           | Actual                 | N                   | 73    | 11    | 9     | 77    | 6     | 10    | 11    | 27    | 30                     | 24                | 18   |
|   |                        | %                   | 24.66 | 3.72  | 3.04  | 26.01 | 2.03  | 3.38  | 3.72  | 9.12  | 10.14                  | 8.11              | 6.08 |
|   | Ideal                  | N                   | 24    | 3     | 15    | 47    | 13    | 3     | 18    | 126   | 29                     |                   | 18   |
|   |                        | %                   | 8.11  | 1.01  | 5.07  | 15.88 | 4.39  | 1.01  | 6.08  | 42.57 | 9.80                   |                   | 6.08 |
| O. Academic<br>Calendar   | Actual                 | N                   | 16    | 69    |       | 57    | 6     | 54    | 13    | 27    | 35                     | 14                | 5    |
|   |                        | %                   | 5.41  | 23.31 |       | 19.26 | 2.03  | 18.24 | 4.39  | 9.12  | 11.82                  | 4.73              | 1.69 |
|   | Ideal                  | N                   | 6     | 27    | 2     | 46    | 12    | 67    | 48    | 59    | 24                     |                   | 5    |
|   |                        | %                   | 2.03  | 9.12  | 0.68  | 15.54 | 4.05  | 22.64 | 16.22 | 19.93 | 8.11                   |                   | 1.69 |

PART II: FUNCTIONS

Distribution of Expectation Responses of Faculty Concerning Functions  
of the Academic Deanship Position N=296

| ACTIVITIES   | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |      |       |       |       |       |       | ACTUAL NO<br>UN- AN-<br>KNOWN SWER |      |      |
|--|------------------------|---------------------|-------|-------|------|-------|-------|-------|-------|-------|------------------------------------|------|------|
|  |                        | 1                   | 2     | 3     | 4    | 5     | 6     | 7     | 8     | 9     |                                    |      |      |
| P. Admission of<br>Students                                | Actual                 | N                   | 2     | 17    | 4    | 58    | 3     | 21    | 11    | 118   | 43                                 | 11   | 8    |
|  | %                      |                     | 0.68  | 5.74  | 1.35 | 19.59 | 1.01  | 7.09  | 3.72  | 39.86 | 14.53                              | 3.72 | 2.70 |
| Ideal  | N                      |                     |       | 3     | 4    | 50    | 7     | 18    | 34    | 138   | 34                                 |      | 8    |
|  | %                      |                     |       | 1.01  | 1.35 | 16.89 | 2.36  | 6.08  | 11.49 | 46.62 | 11.49                              |      | 2.70 |
| Q. Planning<br>Registration                                | Actual                 | N                   | 46    | 10    | 7    | 2     | 21    | 10    | 8     | 17    | 155                                | 11   | 9    |
|  | %                      |                     | 15.54 | 3.38  | 2.36 | 0.68  | 7.09  | 3.38  | 2.70  | 5.74  | 52.36                              | 3.72 | 3.04 |
| Ideal  | N                      |                     | 21    | 3     | 7    | 7     | 50    | 16    | 17    | 52    | 114                                |      | 9    |
|  | %                      |                     | 7.09  | 1.01  | 2.36 | 2.36  | 16.89 | 5.41  | 5.74  | 17.57 | 38.51                              |      | 3.04 |
| R. Textbook<br>Selection                                   | Actual                 | N                   |       | 2     | 7    | 77    | 1     | 1     | 1     | 195   | 8                                  | 3    | 1    |
|  | %                      |                     |       | 0.68  | 2.36 | 26.01 | 0.34  | 0.34  | 0.34  | 65.88 | 2.70                               | 1.01 | 0.34 |
| Ideal  | N                      |                     |       | 1     | 3    | 63    | 2     | 1     | 5     | 213   | 7                                  |      | 1    |
|  | %                      |                     |       | 0.34  | 1.01 | 21.28 | 0.68  | 0.34  | 1.69  | 71.96 | 2.36                               |      | 0.34 |
| S. Academic Pro-<br>bation and<br>Dismissal of<br>Students | Actual                 | N                   | 10    | 59    | 17   | 3     | 31    | 54    | 30    | 47    | 20                                 | 17   | 8    |
|  | %                      |                     | 3.38  | 19.93 | 5.74 | 1.01  | 10.47 | 18.24 | 10.14 | 15.88 | 6.76                               | 5.74 | 2.70 |
| Ideal  | N                      |                     | 2     | 20    | 21   | 2     | 25    | 50    | 68    | 75    | 25                                 |      | 8    |
|  | %                      |                     | 0.68  | 6.76  | 7.09 | 0.68  | 8.45  | 16.89 | 22.97 | 25.34 | 8.45                               |      | 2.70 |
| T. Enforcement of<br>Student Academic<br>Regulations       | Actual                 | N                   | 2     | 90    | 19   | 3     | 15    | 37    | 26    | 39    | 47                                 | 7    | 11   |
|  | %                      |                     | 0.68  | 30.41 | 6.42 | 1.01  | 5.07  | 12.50 | 8.78  | 13.18 | 15.88                              | 2.36 | 3.72 |
| Ideal  | N                      |                     | 1     | 29    | 25   | 1     | 16    | 51    | 50    | 63    | 49                                 |      | 11   |
|  | %                      |                     | 0.34  | 9.80  | 8.45 | 0.34  | 5.41  | 17.23 | 16.89 | 21.28 | 16.55                              |      | 3.72 |

PART II: FUNCTIONS

Distribution of Expectation Responses of Faculty Concerning Functions  
of the Academic Deanship Position N=296

| ACTIVITIES  | ACTUAL<br>AND<br>IDEAL | RESPONSE STATEMENTS |       |       |      |       |       |       |       |       | ACTUAL<br>UN-<br>KNOWN | NO<br>AN-<br>SWER |      |
|---|------------------------|---------------------|-------|-------|------|-------|-------|-------|-------|-------|------------------------|-------------------|------|
|   |                        | 1                   | 2     | 3     | 4    | 5     | 6     | 7     | 8     | 9     |                        |                   |      |
| U. Academic<br>Counseling of<br>Students  | Actual                 | N                   |       | 18    | 23   | 51    | 3     | 21    | 63    | 92    | 14                     | 6                 | 5    |
|   |                        | %                   |       | 6.08  | 7.77 | 17.23 | 1.01  | 7.09  | 21.28 | 31.08 | 4.73                   | 2.03              | 1.69 |
|   | Ideal                  | N                   |       | 5     | 15   | 34    | 1     | 13    | 60    | 150   | 13                     |                   | 5    |
|   |                        | %                   |       | 1.69  | 5.07 | 11.49 | 0.34  | 4.39  | 20.27 | 50.68 | 4.39                   |                   | 1.69 |
| V. Formulation of<br>Educational<br>Policies  | Actual                 | N                   | 22    | 21    | 21   | 61    | 13    | 12    | 26    | 64    | 32                     | 17                | 7    |
|   |                        | %                   | 7.43  | 7.09  | 7.09 | 20.61 | 4.39  | 4.05  | 8.78  | 21.62 | 10.81                  | 5.74              | 2.36 |
|   | Ideal                  | N                   | 6     | 10    | 17   | 79    | 10    | 17    | 40    | 86    | 24                     |                   | 7    |
|   |                        | %                   | 2.03  | 3.38  | 5.74 | 26.69 | 3.38  | 5.74  | 13.51 | 29.05 | 8.11                   |                   | 2.36 |
| W. Educational<br>Policy<br>Decisions   | Actual                 | N                   | 53    | 15    | 1    | 8     | 19    | 13    | 42    | 58    | 50                     | 19                | 18   |
|   |                        | %                   | 17.91 | 5.07  | 0.34 | 2.70  | 6.42  | 4.39  | 14.19 | 19.59 | 16.89                  | 6.42              | 6.08 |
|   | Ideal                  | N                   | 21    | 7     | 2    | 8     | 17    | 22    | 74    | 91    | 36                     |                   | 18   |
|   |                        | %                   | 7.09  | 2.36  | 0.68 | 2.70  | 5.74  | 7.43  | 25.00 | 30.74 | 12.16                  |                   | 6.08 |
| X. Implementation<br>(Communication<br>and Follow-up)<br>of Educational<br>Policy Decisions | Actual                 | N                   | 9     | 32    | 9    | 6     | 41    | 83    | 24    | 39    | 15                     | 22                | 16   |
|   |                        | %                   | 3.04  | 10.81 | 3.04 | 2.03  | 13.85 | 28.04 | 8.11  | 13.18 | 5.07                   | 7.43              | 5.41 |
|   | Ideal                  | N                   | 8     | 17    | 8    | 7     | 26    | 76    | 46    | 77    | 14                     |                   | 17   |
|   |                        | %                   | 2.70  | 5.74  | 2.70 | 2.36  | 8.78  | 25.68 | 15.54 | 26.01 | 4.73                   |                   | 5.74 |

APPENDIX 12

ABSTRACT OF

An Exploratory Study of the Role of the Academic  
Deanship Position in Catholic Liberal Arts  
Colleges for Women in Pennsylvania

## ABSTRACT OF

An Exploratory Study of the Role of the Academic  
Deanship Position in Catholic Liberal Arts  
Colleges for Women in Pennsylvania<sup>1</sup>

The purpose of this study was to examine within the context of role theory, the extent of consensus on ideal and actual role expectations held by presidents, academic deans, department chairmen, and faculty, for the academic deanship position in Catholic liberal arts colleges for women in Pennsylvania with a view to obtaining a theoretical basis for role definition. More specifically, this study attempted to answer the question: What is the consensus on expectations among deans, presidents, department chairmen, and faculty concerning what are and what should be the proper qualifications for and the functions of the role of the academic deanship position?

Central to this study was the assumption that lack of definitiveness which presently characterizes the role of the academic deanship position is the result of misunderstanding and disagreement on role expectations, not only by deans but higher academic administrative officers and faculty as well.

A modification of Brookover's role theory model was utilized to study the role of the academic deanship position.

---

<sup>1</sup> Ann Marie Greco, doctoral thesis presented to the Faculty of Education of the University of Ottawa, Ontario, August, 1972, xiv-278 p.

The model allowed the researcher to describe and analyze different levels of expectations both within and among different groups of role definers and to identify areas where expectations of both the actor (academic dean) and relevant reference groups (presidents, department chairmen, and faculty) in the same social system were in agreement and where they differed.

Expectations, which were studied in terms of qualifications for and functions of the role of the deanship position, were determined by responses of the four groups of role definers to the Academic Deanship Inventory designed for this study by the researcher.

The three major hypotheses, which evolved from the role theory model used in this study, were:

1. There is less consensus on ideal expectations for qualifications among groups than there is within groups.
2. There is greater consensus on ideal expectations than actual expectations among all groups.
3. There is greater consensus on actual expectations between academic deans and presidents than there is between deans and department chairmen or faculty.

The sub-hypothesis was:

1. The closer the reference groups are to the deanship position in the organizational structure the greater the degree of consensus on actual expectations.

A comparative analysis of data was made to determine the extent of consensus on both actual and ideal expectations among the four groups of role definers. The following

conclusions were drawn from the results:

1. Ideal expectations for qualifications showed greater consensus within groups than among groups.
2. Ideal expectations for functions showed greater consensus than actual expectations among groups.
3. Actual expectations for functions showed greater consensus between deans and presidents than between deans and chairmen or faculty.
4. Actual expectations for functions with respect to groups closest to the deanship position showed greater consensus between deans and presidents than between deans and chairmen.

The overall results of this study indicated that among the expectations of the four groups of role definers there tends to be more disagreement than agreement with reference to what is and what should be the proper qualifications for and functions of the role of the academic deanship position. With respect to functions of the deanship position, the data indicated that the dean's involvement is limited to a participative or shared role.

The results of this investigation clearly indicated the need to examine the areas identified in which misunderstanding and disagreement existed. If the deanship role is to be performed with any degree of certainty it is essential that both the dean and the groups of role definers be

knowledgeable concerning what are and what should be the qualifications for and the major functions of the deanship position.

The following recommendations for further research were suggested:

1. Studies investigating reasons why differences exist among expectations for the deanship position.
2. Comparative studies using a) different types of institutions of higher education or b) similar types of institutions in different geographical locations.
3. Studies of the deanship role from the viewpoint of students since students are becoming increasingly involved in governance of higher educational institutions.