Today's Allied Health Deans: A National Study of Deans in Academic Health Centers

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TODAY'S ALLIED HEALTH DEANS:
A NATIONAL STUDY OF DEANS IN ACADEMIC HEALTH CENTERS

by

Muriel A. Hawkins

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for The Degree of Doctor of Philosophy
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The author was born in Norfolk, Virginia to parents, Frieda R. (Hawkins) Mitchell and George Hawkins in 1946. She is the mother of Jamal J. Scott. Her secondary education was obtained at the Mather High School for Girls and Robert Smalls Senior High School, in Beaufort, South Carolina from 1959 to 1963. She completed courses in radiologic technology at Franklin School of Science and Arts in Philadelphia and Reynolds Memorial Hospital in Winston-Salem from 1963 to 1967.

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CHAPTER I

INTRODUCTION

Origin and Transformation of the Deanship

In the last few decades, deanships have gained considerable attention in the arena of higher education. Yet the concept of the deanship and "deaning" is not new. The title, as well as the office of dean, can be traced as far back as medieval universities. Even earlier mention of "deaning" has been organizationally linked to military or civil administrative offices in Roman times.¹

In American colleges and universities, the deanship originated during the nineteenth century, with Harvard University having the first recorded appointment of a dean. Harvard named a dean for its medical school in 1864, whose primary function was to maintain "friendly and charitable intercourse with students."² Harvard continued its trend, and a few years later President Charles Elliot named Profes-


sor Ephriam Gurney as Dean of the College Faculty. Despite the earlier appointment of a Medical School Dean, in most literature, Dean Gurney's appointment in 1870 has been recognized as the first recorded appointment of an academic dean. ³

Shortly after Harvard's appointment, universities in the Midwest, West and East began establishing offices of the dean. Following Harvard's lead were Lincoln, Syracuse, Howard, Fisk, Pennsylvania, Nebraska, Southern California and Marquette Universities. Scott estimated that by 1900, about twenty percent of colleges and universities had named deans. ⁴ Perkins, in contrast, estimated that deans were present in as many as two-thirds of existing colleges and universities. ⁵ Despite the conflicting reports, the trend in establishing deanships had continued since Harvard's first appointment in 1870. Historically, increased presidential burdens and the need for administrative assistance initiated deans' appointments. However, it should not be overlooked that the patterning of first appointments, as well as institutional growth were probably influential elements that contributed to the increase in deanships.

³ Ibid.

⁴ Merle Scott Ward, Philosophies of Administration Current in the Deanship of the Liberal Arts College (New York: Columbia Teachers College, 1934), pp.21-23.

Before the 1860s, most institutions had primary offices of the president, treasurer and a part-time librarian. However, as administrative functions increased, new positions were developed, e.g., vice presidents, deans, business officers and admissions directors. Following these offices were presidential administrative assistants, whose duties ranged from public and church relations to student and faculty relations.

By 1860, the median number of administrative officers in American colleges was four; by 1933, the number had increased to 30.5, with one institution claiming as many as 137 administrators. In an effort perhaps to establish comradery and standardized procedure, many administrators began joining clubs of colleagues from other institutions, with the exception of deans, whose duties were still fairly ill-defined. Rudolph described the ill-definition of the deanship as a reason why so many early deans resisted the full swing to intellectualism that was represented by their faculty colleagues.

Accounts of the variance in duties of early deans have been recalled in a number of old, familiar deans'
tales. For example, Dean Jones of Yale paid a $600 gambling debt of a rich man's son, afraid to tell his father, but required by the "good" dean to repay the sum over a two-year period, then tell his father. In another story, Dean Keppel of Columbia had 3,500 office visits from students in a single year, and in the same year entertained a third of the student population in his home. Another story often told in New Haven was of Dean Wright who was paid a visit by a returning graduate. The young man's greeting was, "You don't remember me?". The dean leaned forward to get a better look and said, "The name escapes me, but the breath is familiar!".

For many decades following early appointments, deans continued to function as extensions of the president, primarily assisting in time-consuming administrative duties as admissions, records and student discipline. Former Harvard president, Charles Elliot, often referred to the close union of the president and dean, which still exists in many colleges and universities today. The president viewed the dean as someone he could rely on, be comfortable with and trust. In instances where that trust was violated, the president had the option of getting a new dean.

The "power" of the president was equally exercised in selection of deans. Surveys conducted in 1947 reported

only a few cases which involved faculty in the selection of deans. While deans of today are generally selected by search committees, sometimes governing boards and presidents still have a strong voice in making the final appointments.

Despite President Elliot’s attempt in his first annual report to outline the dean’s duties beyond the president’s chief advisor, the transition was not rapid. Gradually, the responsibilities of the dean began to focus more on academic operations rather than on student-oriented activities. By the 1960s, according to Dill, "deans had arrived."

Types of Deans

Dean Hawkes of Columbia College remarked, "there is no such thing as a standardized dean. There is a dean of this and that college, but I have never seen two deans who could exchange places and retain the same duties." Corson added that in addition to deans of colleges, there were deans of students, deans of men, deans of women, deans of subject matter, deans of faculties, deans of

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extension work, and more. He grouped deans into the following general categories: 1) those with responsibilities for the whole institution, titled dean of the university, dean of academic affairs, or even provost; 2) deans of students, or dean of men and dean of women; 3) deans of arts and sciences colleges; 5) deans of graduate studies; and 6) deans of evening and extension divisions.  

Moore collapsed the preceding classification outlined by Corson, and divided professional school deans into two groups: postbaccalaureate professional deans and undergraduate professional school deans. The resulting five categories developed by Moore were: 1) undergraduate arts and sciences deans, which included all deans of undergraduate arts and sciences, humanities and fine arts; 2) graduate program deans; 3) postbaccalaureate deans, which included deans of professional colleges, as law, medicine, dentistry, library science, pharmacy, veterinary medicine and theology; 4) undergraduate professional deans, for example, deans of architecture, agriculture, business, education, engineering, journalism, natural resources, nursing, physical education, public health, allied health, social work, technology and vocational education; and 5) continuing education deans, such as deans of continuing education, evening programs, evening

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tension and special sessions.  

While not conclusive, a recent survey of over 1,000 institutions of higher education, 705 four-year colleges and universities and 433 two-year colleges, gave a profile of the numbers of deanships by discipline. According to the survey, arts and sciences had the greatest number of deans (or equivalent positions) which totaled slightly above four hundred. Business and education deans ranked second and third highest respectively, with dentistry deans as fewest in number. A full table of survey results may be reviewed in Figure 1, page 8.

Unlike early predecessors, modern deanships may range from "A" (arts and sciences) to "V" (vocational education). Dill further described deanships today as "medieval galleons, coming in many sizes and styles, ranging widely in cost and complexity and accommodations for crew and cannon power."  

Overview of Allied Health Education and the Deanship

Unlike the academic deanship founded in 1870 at


Harvard University, the allied health deanship has experienced a much shorter, but perhaps equally interesting history. To present an impartial overview of the allied health deanship, it seems appropriate to review briefly allied health as a concept, as well as its process of education.

The development of allied health education can be historically categorized in three phases. In phase one, there were no formal allied health education programs, therefore, people were trained on the job, with persons being taught skills to perform tasks in a health setting. This type of training usually took place in a hospital or doctor's office.

The second phase of allied health education, most of which took place in hospital settings, incorporated some formalized program study. Group representation of trained workers and trainees was realized through the establishment of professional associations and the initiation of accreditation procedures. Such a move led to a hierarchical structure of professional and nonprofessional levels within many of the allied health disciplines as known today.

Phase three characterized the beginning of much of what allied health education is today - the cooperative efforts of hospitals for clinical education, and the collegiate setting for didactic instruction. Movement in this direction brought about several issues. For example, some
questions that arose involved the values of "theory versus practice and occupational preparation versus general education. Today, many of these issues remain unresolved.\(^{16}\)

Initially, the term "allied health" was conceived as a category to cluster health education and training programs other than medicine. It is still not clear as to who first coined the phrase, "allied health," but the following story has often been told: As a clerical worker overheard a group of educators pondering over what to call the new health related occupations, she said, "Why not call them 'allied health?'\(^{17}\) Despite the subsequent legislative defining and redefining of "allied health," confusion still surrounds the term, which can be used to describe different groups of occupations in different settings and for different purposes.\(^ {18}\)

The scope of allied health, in its broadest sense can be used to include all professional, technical and supportive workers in patient care, public health and health research, as well as personnel engaged in environmental


\(^{17}\)Telephone Interview with Edmund J. McTernan, Dean, State University of NY, School of Allied Health Professions, Buffalo, New York, 5 May 1986.

Unlike some of the "traditional" health professions, such as medicine and nursing, allied health at its inception, had not gained public knowledge or understanding. As a concept, allied health received its introduction probably as early as 1929, when St. Louis University expanded its nursing school to include a training program in x-ray technology. They did not, however, use the term "allied health."

It was not until 1950, that Dean Wesley Hutchinson developed the School of Allied Health Professions at the University of Pennsylvania in Philadelphia which is considered to be the first "true" allied health school, Hutchinson then being recorded as the first allied health dean. By definition and educational focus, Dean Hutchinson's school represented coordinated allied health education. It differed from St. Louis University where programs were administratively housed together, but differed in scope and education focus.

Follow Pennsylvania's lead, in 1958, Dean Darrel J. Mase founded the College of Health Related Professions at

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the University of Florida. Florida became a prototype of allied health education, as it was the first to be located on an academic health center campus. 21

At Indiana University in 1959, about a year following Florida, Dean Lynn Arbogast founded the Division of Allied Health Sciences. 22 Indiana marked the founding of the third school of allied health; however, each of the three schools operated independently of each other, with little collaboration among them. 23

By the mid-sixties, the health care industry had expanded, and the growing demand for health manpower had become a national interest. The imbalance between supply and demand of health personnel initiated legislative attention to the allied health professions. It was then, during 1966, that allied health received its statutory introduction when Congress enacted several major pieces of health legislation. Among them was the Allied Health Professions Personnel Training Act (AHPPTA), later signed into Public Law 89-751. This activity marked the first Congressional involvement in

21 Telephone Interview with Richard Gutenkunst, Dean, College of Health Related Professions, Gainesville, Florida, 1 April 1986.


23 Ibid.
health education. 24

The primary goals of the AHPPTA were directed toward: a) increasing health manpower, b) improving the quality of education in schools training allied health personnel and c) providing for grants to public and private, nonprofit allied health training centers offering health curricula to at least twenty persons, and awarding an associate degree or higher. Accredited two-year colleges, as well as four-year colleges and universities that met the federal guidelines, were eligible for financial assistance under the AHPPTA. Grants were earmarked for basic improvement and special projects, construction, advanced traineeships and curriculum development for new types of health care providers. 25

Once the AHPPTA became a law, the Department of Health Education and Welfare, convened a series of meetings in the Fall of 1966, to set guidelines for financial assistance under the new AHPPTA law. Among those invited to the DHEW meeting were four allied health deans, Drs. Darrel Mase, Robert Atwell, Aaron Andrew and Warren Perry, who


identified common interests and goals in allied health edu-
cation.\textsuperscript{26}

The four deans realized that they had shared common
interests, which prompted Dean Mase to conduct a mail survey
to identify other schools of allied health. As a result, in
1966, thirteen schools were identified, and representatives
from each attended a meeting hosted by Dean Atwell at Ohio
State University. Before the close of the meeting, the
deans agreed that they needed a periodic forum for sharing
ideas. The forum was named the Association of Schools of
Allied Health Professions, later renamed the American Soci­
ety of Allied Health Professions (ASAHP).\textsuperscript{27}

Since its beginning in 1967, ASAHP has evolved into more
than a forum for sharing ideas. It has been committed to
addressing critical issues affecting allied health educa­
tion, including health care legislation, manpower needs,
personnel preparation and utilization, accreditation and
professional standards of practice, as well as technological
advances in the health care field. Memberships are now a­
vailable to individuals, professional organizations and col­
legiate schools of allied health.\textsuperscript{28}

\textsuperscript{26} Telephone Interview with Dr. Robert Atwell, Emeri­
tus Dean and Professor, School of Allied Health Professions,
Ohio State University, 9 May 1986.

\textsuperscript{27} Ibid.

\textsuperscript{28} American Society of Allied Health Professions,
"About the American Society of Allied Health Professions
(ASAHP)," Membership Directory (Washington D.C.: ASAHP,
There were a number of other activities which simultaneously occurred during the allied health movement of the sixties. One activity was the American Medical Association's (AMA) establishment of the Department of Allied Medical Professions (1966), later renamed CAHEA (Committee on Allied Health Education and Accreditation). The office was established with the primary function to formulate accreditation standards in the formal preparation of allied health personnel. Today CAHEA, in cooperation with program review committees, accredits allied health programs in about thirty different allied health disciplines. 29

Of equal importance was the federal government's role in establishing the Division of Allied Health Manpower as the primary vehicle to implement the 1966 Act and subsequent amendments. Although all of the preceding activities contributed to the allied health movement, the list is not exhaustive, as there were other agencies within the federal government, other institutions, groups and many individuals who contributed significantly to the prolific allied health movement of the sixties.

Since the sixties, allied health education programs have proliferated, particularly in the collegiate arena. In the mid-sixties, about 2,500 collegiate programs existed, today in the eighties, the number of programs almost has tripled.

Several reasons may have contributed to the rapid growth of allied health education programs. One might be the expansion of program from hospital settings to academic health science centers, universities, two-year colleges, vocational and technical schools, as well as to federal and military settings. Another might be the expansion of knowledge and skill which has also been cited as the catalyst for the growth of allied health education as today's education levels vary from short-term certificate programs to programs offering doctoral degrees.  

According to the Bureau of Labor Statistics (BLS), the health care industry will continue to expand during 1982-95. Even during 1979-82 when total employment was virtually unchanged, BLS reported that employment in health care grew significantly. 

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In summary, allied health education has been referred to as:

... Neither static or sharply defined, rather a dynamic process, constantly responding to new health needs. Because allied health education must remain responsive to health service needs, it will be necessary for administrators and educators to plan explicitly for ongoing change in innovation.  

This statement alone bears strong implications for allied health leadership and deans must be prepared to meet the challenges of the next few decades.

Background and Significance of the Study

The proliferation of the allied health movement of the sixties created the need for a number of new deans to head schools of allied health in collegiate settings. However, when universities turned to existing allied health faculty in search of deans' candidates, they discovered that most faculty lacked the academic qualifications for appointments at the level of dean. Thus, the search process extended outside schools of allied health to related fields, with most deans having been recruited from related disciplines, such as medicine, dentistry, the biological and physical sciences, and sometimes nursing.  

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A study conducted at the University of Buffalo in 1975 confirmed that those persons who served as allied health deans were, in fact, recruited from areas outside the allied health professions. 34

One purpose of the present study is to examine the career paths of current allied health deans to see if this pattern still prevails. Another is to construct a professional profile of the allied health dean through the analysis of relationships between career patterns, and selected biographic and demographic data.

In a practical sense, the present study could be of significance to new allied health deans, as well as experienced deans. Both groups might compare with deans in the present study their own estimates of personal characteristics, career paths and role expectations, frustrations and satisfactions of the office.

From a theoretical viewpoint, the present study could provide answers to some questions about generalizations on the meaning of the allied health deanship.

Since the allied health deanship has remained an area of inquiry not addressed in the literature, this study could make a significant contribution to allied health and

34 David C. Broski, personal interview at the College of Associated Health Professions, University of Illinois at Chicago, 25 April 1986.
higher education research. Additionally, the study could be valuable in orienting those disciplines other than the allied health dean.

In an era of declining enrollments, and with the decrease in governmental allocations to education, allied health education is facing a period of reassessment. Since the current leadership in allied health education is provided by deans, the implications of the present study may be crucial to the figure of allied health education and leadership development. In this view, it seemed timely to examine who these leaders were, and what their sentiments revealed.

**Problem Statement**

This study addresses two primary problems inherent in the allied health deanship. First, it examined selected career factors and their influence on the career paths of allied health deans leading to their present deanships. Second, it constructed a profile of the allied health dean, analyzing relationships that existed between selected career factors and other variables, such as, biographic and demographic data and career development beyond the deanship.

**Research Questions**

A. Identified and collected current information about the professional rules and functions of allied health deans.
1. Characteristics of employing institutions.

2. Current professional activities, e.g., administrative, teaching, research, student advisement, involvement in professional associations, consulting.

3. Some of the major professional responsibilities and duties.

B. Identified and collected information about the professional backgrounds of current allied health deans.

1. Career path leading to their present situations?

2. Impact of "mentoring" on deans' career development?

3. Factors identified as having influenced one's choice to become dean.


5. Scholarly contributions made by allied health deans, e.g., publication and research.

C. Identified patterns that described future aspirations (career goals) of current deans.

1. Would deans assume their current positions if the choice were given again?

2. After leaving the deanship, what positions would deans most likely seek?
3. What factors would be most influential in affecting deans to seek a change from their present positions?

D. Identified and described the personal characteristics of current deans.

1. What was the personal profile of deans (age, sex, race, health, etc.)?

2. What were the geographic backgrounds of deans?

3. What were the characteristics of deans' families?

4. How did deans perceive themselves as individuals?

Limitations

The study was limited to a sample population of allied health deans in academic health centers, nationwide, and not by random sampling.

Generalizations for the entire population of allied health deans should not be made, as this study did not include deans in other collegiate and non-collegiate settings.

Definition of Terms

For purposes of this study, the following definitions were used:

The term allied health personnel refers to individuals trained at the associate, baccalaureate, certificate,
master's or doctoral degree level in a health care science, with responsibilities for the delivery of health care related services (including services related to the identification, evaluation and prevention of diseases and disorders, dietary and nutrition services, health promotion, rehabilitation and health systems management), but who are not graduates of schools of medicine, optometry, podiatry, pharmacy or nursing.

An academic health center is a component unit of a university, state university system or a free standing institution, bringing together in varying organizational forms, programs of instruction and research in the health sciences, and the delivery of health services that are associated, and often concurrent, with the training of manpower for the health professions. Minimally, an academic health science center includes a school of medicine (allopathic or osteopathic), a teaching hospital and at least one additional health education program.

A school (or college) of allied health is an organizational unit within an academic health center, which provides professionally accredited education programs in a discipline of allied health leading to an associate, baccalaureate, certificate, masters or doctoral level degree.

An allied health dean is the chief academic and fiscal officer of a school (or college) of allied health within an academic health center.
The American Society of Allied Health Professions (ASAHP) is a nonprofit, national, professional organization whose membership comprises schools of allied health, professional, health-related and health service organizations and individual members of allied health personnel.

Leadership, in the context of this study, refers to the relationship in which one person, the leader, influences others to cooperate willingly on related tasks toward the achievement of some common goal(s).

Summary

The purpose of this chapter was to establish a research background relevant to the allied health dean's position, within the framework of the academic deanship.

Despite its existence for almost three decades, the allied health deanship remains an area not previously studied in the literature. This study sought to fill that void.
AMERICAN SOCIETY OF ALLIED HEALTH PROFESSIONS.

ATWELL, Dr. Robert. Emeritus Dean and Professor, School of Allied Health Professions, Ohio State University. Telephone Interview, 9 May 1986.

BROSKI, David C. College of Associated Health Professions, University of Illinois at Chicago. Personal Interview, 25 April 1986.


GUTENKUNST, Richard. Dean, College of Health Related Professions, Gainesville, Florida. Telephone Interview, 1 April 1986.


McTERNAN, Edmund J. Dean, State University of New York, School of Allied Health Professions, Buffalo, New York. Telephone Interview, 5 May 1986.


CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

Despite its emergence in American colleges and universities more than a century ago, the academic deanship has not been studied extensively. However, a number of studies have explored matters that varied from roles and responsibilities of the office to personal characteristics and career development of persons occupying the position.

This review of selected literature has been divided into six sections, each having addressed a different aspect of the deanship. Section one is concerned with roles and functions of deans; section two briefly reviews dimensions of leadership among deans; the third section describes aspects of leadership among allied health administrators; section four includes personal and career characteristics of deans and the final section discusses issues in the selection of persons who occupy deanships.

A Review of Roles and Functions of Deans

There are many commonalities existent in the roles of deans; yet, the distinct function of any given type of dean may be termed as complex and ambiguous. A review of
the literature exploring the roles and responsibilities of deans revealed a lack of uniformity in the organization of the office and definition of duties.

The studies of Reeves and Russell in 1929 and 1932 appeared to have been the earliest recorded efforts to determine the role of the dean. In both studies, thirteen functions of the dean were listed. The following listing appeared in the 1932 study:

1) to direct the educational activities of the college.
2) to act as chief advisor to 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 the 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 cooperate 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 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 education institutions.¹

The list in 1929 was almost identical to the preceding list of 1932 with one exception. Item nine was substituted with another function, "to serve as a member of the administrative council."²

In later years, Merle Scott Ward further explored the roles of deans. In his publication of 1934, when asked


² Floyd W. Reeves and John Dale Russell, College Organization and Administration (Indianapolis: Board of Education, Disciples of Christ, 1929), pp.73-74.
by deans, whether as a result of his investigation, "a definition of duties and prerogatives of a dean had been developed with sufficient completeness to make it a standard to be followed," he responded:

Such a definition should be made by each institution for its own deanship. This procedure would offer sufficient latitude for desirable variation and at the same time preclude excessive standardization of the office. It is generally agreed that while a certain amount of standardization would promote improvement in the functioning of the office, a high degree of standardization might nullify all the benefits thus derived. There are local colorings of the situation and personality traits of the incumbent that may justifiably require variation in duties. Beyond this desirable variation there is doubtless a core of duties common to the office and logically belonging to it, in a large number of institutions.

These duties might well form the nucleus for general organization of the functions of deanship.  

A 1936 publication, The Dean of the Small College, a study conducted by Milner, was perhaps among the most comprehensive of early studies. Data was gathered from one hundred colleges over thirty-five states ranging in founding dates from 1742 to 1926. Ninety-three deans listed sixty functions performed by the dean, from which Milner listed the twenty most frequently assigned duties in their order of frequency:


4 Clyde A. Milner, The Dean of the Small College Boston: The Christopher Publishing House, 1936), pp.18-35.
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) to make all changes in courses with heads of departments.
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.\(^5\)

Following Milner's study by ten years, Higgins conducted a survey of deans in response to a request from new deans of the American Conference of Academic Deans concerning the "functions of a dean."\(^6\) Unlike previous studies, Higgins did not compile a list of functions; however, lists cited from the Reeves and Russell studies, as well as Milner's, covered the range of functions summarized by Higgins:

In the dean's time budget, the order of functions based on the consumption of time . . . (1) conferences with students; (2) conferences with faculty members; (3) serving on committees; and (4) teaching . . .

. . . the academic dean does not always have well-defined authority, since his functions overlap on the work of the president, the registrar, faculty advisors, faculty committees and the social deans, but the potentialities for influence and leadership are extensive because of these connections.\(^8\)

During the same year as Higgins' study, McGrath, a former United States Commissioner of Education and a dean, expressed his sentiments concerning the role of the dean. McGrath commented:

\(^5\)Ibid., pp.96-97
\(^7\)Ibid., p.398.
\(^8\)Ibid., p.399.
Most of the duties now being performed by deans are relatively unimportant and inconsequential. Their energies are so depleted by such activities that the important work they should be doing receives inadequate consideration or remains undone.

McGrath summarized three fundamental roles for the dean. He viewed the dean's first great responsibility "to consider the ends and means of education and to arouse the faculty to similar activity."\(^9\) McGrath felt that to carry out this responsibility, the dean should have an understanding and appreciation of scholarship; if not a scholar himself, the dean should at least be able to recognize scholarship in others.\(^10\)

The second most important responsibility, according to McGrath, was the selection of faculty members. He stressed careful selection of faculty and subsequent development and provisions for economic security and stability for faculty. All of these should fall within the security of the dean's activities.\(^11\)

The final responsibility summarized by McGrath was the preparation of budgets. He stressed that a dean could not delegate budgetary responsibility and expect to retain


\(^10\) Ibid., p.43.

\(^11\) Ibid.

\(^12\) Ibid., pp.45-46.
his educational leadership. McGrath further emphasized the
importance of budgetary responsibility when he remarked
that, "he who makes the budget ... makes the educational
program."

Studies reported by Corson (1960) and Gould (1961),
respectively, showed little change in the definition of
deans' roles since McGrath's study of 1947. Corson identi­
fied several categories of offices within a college or uni­
versity that might bear the title of dean, and outlined
their major areas of responsibility and decision making to
encompass the following:

1) education programs;
2) selection, promotion and development of
   faculty;
3) student affairs;
4) budget and finance;
5) development of physical facilities; and
6) public and alumni relations.\textsuperscript{14}

When Gould asked deans to list, in order of impor­
tance, the duties most demanding of their time and skill,
their responses ranked in order of priority as:

1) faculty relations and morale;
2) recruitment of faculty;
3) curriculum work;
4) budget work;
5) promotions and evaluation of personnel; and
6) committee work.\textsuperscript{15}

\textsuperscript{14} John J. Corson, "The Role of Deans," in Arthur J.
Dibden, ed., \textit{The Academic Deanship in American Colleges and
Universities} (Carbondale and Edwardsville, Illinois: South­

\textsuperscript{15} John Wesley Gould, \textit{The Academic Deanship} (New
York: Institute for Higher Education, Teachers College,
Deanships survived, with little change, during the era of social upheaval and reform of the 1960s. However, in years following, the academic deanship experienced changes in the expansion in duties of the office. Miller described deans of the 1970s as having become:

... immersed in collective bargaining ... having become quasilawyers in some universities ... before grievance committees and the like, with respect to decisions made about contract nonrenewal and tenure ... dealing in many legalistic matters.\(^\text{16}\)

Miller further described the changing role of the academic dean to include concerns for professional development, the mechanics of effective management, personnel evaluations and fiscal considerations in the development and expansion of program, all of which may affect changes in how academic deans perceive their roles.\(^\text{17}\)

Among studies of the 1980s examining the responsibilities of the deanship, the most generalized description of the role of the academic dean was developed by Dill.

If we view the deanship as a role within colleges and universities, we need a framework with which to describe these organizations. A simple and appropriate framework is one that builds from the ideas of Chester Barnard and Herbert Simon ... The deanship, then, is a leadership role with much heavier political and social than hierarchial and technical overtones.\(^\text{18}\)


\(^{17}\)Ibid.

Following the Barnard-Simon model, Bowker summarized the three major functions of deans conceptualized by Dill:

1) to integrate the interest of various constituencies into a common sense of purpose; including goal setting and institutional planning; 2) to create incentives from existing resources to stimulate new and continuing contributions and commitments to the institution; and 3) to maximize the institutions efficiency in transforming contributions and commitments of all kinds into educational products and services. 19

More recently, former Dean Van Cleve Morris (1981), pointed out that in pursuit of their ends, presidents and chancellors spend much more of their time outside their institutions in cultivating relationships; whereas, deans spend much of their time inside their institutions. Further, he stated that, "a dean's functions is in a pocket somewhere down in the bowels or, at the least, the thorax of the table of organization". 20 As a line officer, the dean still often maintains a faculty position, in contrast to other officers in higher education who leave teaching and research to pursue positions as full-time managers. The generic organization of a large university developed by Van


Cleve Morris, showed the dean is shown as occupying a pivotal position as a middle manager (Figure 1). 21

Today the roles and responsibilities of deans vary widely depending upon the discipline or field and the type of institution. In summary of the preceding literature reviewed, it is perhaps safe to conclude that the primary responsibilities of deans have not changed drastically in the past two decades. Deans are still generally responsible for developing and implementing the curriculum, for the selection and development of faculty and for the academic budget within a particular academic unit. Gould summarized:

Obviously, there is no need for regularizing or standardizing the role of the academic dean. Advocates of efforts to do so reason that a fixed role would permit colleges to make a better job of identifying men and women, competent to fill it. They overlook of course, the simple fact that colleges are organizations of human beings and will tend to grow in different ways even as individual human beings do. The needs of one will never quite those of another. 22

Dimensions of Leadership in Academic Deaning

The available literature on "leadership" is voluminous. Many authors have described leadership; fewer have
Illustration 1. A generic scheme of organization showing the dean's position in a large institution with several colleges all governed by one president and squad of vice presidents. With adjustments of titles and linkages, this chart may be interpreted to also apply to smaller or more single-purpose institutions.

defined it. There is perhaps no distinct definition of leadership that can be generalized to all situations, with most definitions taking the individual focus of the persons providing the description.

From a managerial point of view, Tead provided a "generic" definition of leadership, and described it as "the activity of influencing people to cooperate toward some goal which they come to find desirable."\(^{23}\)

Gibb expanded Tead's definition and described leadership as "the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement."\(^{24}\)

Hollander included aspects of influence and transaction and described leadership as "a process of influence which involves an ongoing transaction between a leader and follower."\(^{25}\)

Caribbean summarized the preceding definitions in his statement that:

Leadership can be described as a process of influence on a group in a particular situation, at a given point in time, and in a specific set of circumstances that stimulates people to strive willingly to attain


organizational objectives, giving them the experience of helping attain the common objectives and satisfaction which the type of leadership provides. 26

Sociologists Mumford and Blackmar viewed leadership as "the preeminence of one of a few individuals in a group in the process of societal phenomena", and a "group expression of power through centralizing efforts in one person", respectively. 27 Bernard summarized Mumford's and Blackmar's definitions and concluded that:

Leadership is necessary as a means of focusing the attention of a constituency or group upon an issue or a piece of work which needs to be done. Leadership is nothing other than this process of focusing attention and releasing the energies of people in the desired direction. 28

Riddick, an academician, defined leadership as,

... the process of encouraging and persuading those involved in governance to decide and those in management to perform. Ideally, leadership objectives embody purpose and seek effective performance to achieve the objectives. Thus academic leadership seeks positive, definite, desirable and timely decisions in the best interest of those who are served by higher education as interest of those who are served by higher

education, as well as those who serve. 29

Governance, according to Riddick:

... is the process of decision making by which basic policies are determined concerning objectives, programs, benefits, standards and resources ... a procedure for relating power to purpose, and for exercising power responsibility. Because institutions vary, numerous patterns for governance structures will be found. 30

Within the administrative framework of higher education today, the dean's job has been described as three dimensional, having the components of administration, management and leadership. As an administrator, Ehrle described the dean as "running the shop," mixing people, schedules, space, budgets and other resources within the rules, policies, limitations and expectations of the academic community. The dean as a manager, on the other hand, must use creativity and insight in working constantly to revise rules, policies, limitation and expectations of the academic community. In the role of leader, the dean has been described as making the most valuable contribution. In this function, the dean guides groups of persons who make


30 Ibid., p.51.
possible administration and management.\textsuperscript{31}

Gould, Schneider and McGannon have all examined the leadership function of deans. In Gould's study he found that deans did not regard themselves as academic leaders, rather as catalysts of faculty opinion and decision making. Gould stated:

In modesty he may dismiss the suggestion that he leads his faculty, but what he is saying is that he rejects the concept of overt leadership, of deliberate effort to shape an action according to his, ..., chooses to regard himself as a balance spring bringing ..., all the contrary forces within the system into harmonious action so that the democratically perceived objectives may be accomplished ...,\textsuperscript{32}

Schneider, in contrast, reported that deans were expected to be academic leaders in their institutions, and consequently to shift routine duties to other personnel.\textsuperscript{33} McGannon expanded further that a dean "must exercise leadership ..., elicit and establish the consensus of the fac-


ulty . . . see others carry out and achieve goals which he has helped to establish. 34

It will probably not be argued that everyone, whether the president, students or faculty, all want a strong dean - one who manages effectively and exhibits dynamic leadership. How then can leadership be measured?

McGregor has outlined four principal leadership variables: 1) leader characteristics, 2) needs, attitudes and personal qualities of followers, 3) characteristics of the organization - its purpose, structure and nature of task to be performed and 4) the social, economic and political environments. Additionally, McGregor stated that "leadership is not a property of the individual . . . rather, complex relationship among the four stated variables. 35

Enarson described the dean as more than an administrator. "He should provide leadership; leadership among equals, to the faculty. In this sense, the dean may


consider himself majority leader."  

Linnell, a former dean himself, described the dean as enabler, facilitator, catalyst, one who does his job by helping others do theirs, which he illustrates in the following story:

"Journey to the East" tells of a band of men, each having his own goal, on a mythical journey to the East. With them is the servant, Leo, who does their menial chores, sustains them with his spirit and his song, and, by the quality of his presence, lifts them above what they otherwise would be. All goes well until Leo disappears. Then the group falls into disarray and the journey finally is abandoned. They cannot make it without the servant Leo. The narrator, one of the party, after some years of wandering finds Leo and is taken into the Order that had sponsored the journey to the East. He discovers that Leo is the titular head of the Order, its guiding spirit, a great and noble leader. Leo portrays at once two roles that are often seen as anti-ethical in our culture: the servant who, by acting with integrity and spirit, builds trust and lifts people and helps them grow and the leader who is trusted and who shapes other men's destinies by going out ahead to show the way.

The study of Leo perhaps supports the theory that within the dean's realm of leadership, there may also be role ambiguity. Scott described deans as individuals having to "enact several roles at once - colleague, supervisor, subordinate, friend, active citizen - and change roles


during different life stages." Further he stated that persons may be faced with value-theme dilemmas, such as security versus challenge, increasing versus decreasing independence of action, stability versus accomplishment, and finally as in the case of Leo, dignity versus control. 38

Often the complexity of the leadership role is coupled with mistrust of authority. Mollenberg described "wisdom, integrity and high academic standards" as having been desirable in past days to have won the support and respect of ones colleagues; however, in today's academic world, regardless to sex, race or political persuasion, an administrator (dean) is likely to be called a sexist, racist, radical or reactionary, sometimes in combination. 39

To sum up the situation, the administrator (or dean) may soon feel that he or she has been thrust into a "no win" position, or to coin a phrase, "caught between a rock and a hard place."

While leadership literature over the last sixty years has focused on a variety of topics - theories, styles, behavior - within the least ten years, Skipper has perhaps conducted the most research on the effective and ineffective university leadership at or above the level of dean.


Skipper differentiated the personal characteristics of effective and ineffective university leaders as judged and rated by their administrative colleagues. He defined "most effective" administrators as persons who developed well-defined patterns of organization, opened channels of communication, articulated goals, kept morale high, and whose relationships with others showed mutual respect and warmth. "Least effective administrators" were defined as persons who exercised ill-defined patterns of organization, closed communication channels, negatively influenced morale and considered not trustworthy by their colleagues and subordinates.

Using a rating scale of ten personality characteristics related to the most frequently occurring leadership skills (Table 1), Skipper had raters identify their most effective and ineffective colleagues. In their estimates of effective leaders, raters found them to rate as more ethical, honest, calm, alert and insightful compared to ineffective leaders. Least effective leaders were rated as more undependable, deceitful, irritable and impulsive, and defensive and stereotyped in their thinking compared to effective leaders. Further, the leaders rated as ineffective were more rigid, sarcastic, retiring, lacking in ambition and creativity than their effective counterparts.

# TABLE I

## PERSONAL CHARACTERISTICS OF ACADEMIC ADMINISTRATORS

### ADMINISTRATORS RATING FORM

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>BIPOLAR ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responsibility</td>
<td>Undependable, Unethical, Moody, Changeable,</td>
</tr>
<tr>
<td></td>
<td>Dependable, Ethical, Efficient, Thorough, Conscientious, Resourceful</td>
</tr>
<tr>
<td>2. Integrity</td>
<td>Deceitful, Opinionated, Resentful</td>
</tr>
<tr>
<td></td>
<td>Honest, Sincere, Steady, Trustworthy</td>
</tr>
<tr>
<td>3. Self Control</td>
<td>Impulsive, Excitable, Irritable, Self-centered</td>
</tr>
<tr>
<td></td>
<td>Calm, Patient, Thorough, Deliberate</td>
</tr>
<tr>
<td>4. Intellectual Efficiency</td>
<td>Confused, Shallow, Defensive, Stereotyped in Thinking</td>
</tr>
<tr>
<td></td>
<td>Alert, Well informed, Efficient, Clear in Thinking</td>
</tr>
<tr>
<td>5. Flexibility</td>
<td>Rigid, Guarded, Worries</td>
</tr>
<tr>
<td></td>
<td>Insightful, Assertive, Confident</td>
</tr>
<tr>
<td>6. Personal Relations</td>
<td>Finds fault, Very critical, Feels superior, Sarcastic, Self-centered</td>
</tr>
<tr>
<td></td>
<td>Tolerant, Understanding, Tactful, Brings out the best in others</td>
</tr>
<tr>
<td>7. Leadership</td>
<td>Retiring, Unassuming, Avoids decisions, Indifferent</td>
</tr>
<tr>
<td></td>
<td>Confident, Persistent, Self-reliant and Independent, Takes the initiative</td>
</tr>
<tr>
<td>8. Motivation to Achieve</td>
<td>Low level of ambition, Unclear goals, Can't communicate to others, Thinks in the past</td>
</tr>
<tr>
<td></td>
<td>Strongly motivated to achieve goals, Has clearly defined goals, Drive and ambition, Can set up long range goals</td>
</tr>
<tr>
<td>9. Avoids Problems</td>
<td>Puts off difficult decisions, Must be reminded about an unpleasant task, Does not face problems readily, Reduces anxiety by avoidance, Passes the buck</td>
</tr>
<tr>
<td></td>
<td>Not afraid of responsibility, Makes difficult decisions on schedule, Doesn't pass the buck</td>
</tr>
<tr>
<td>10. Creativity</td>
<td>Commonplace, Few ideas, Plodding, Narrow-minded</td>
</tr>
<tr>
<td></td>
<td>Original, Imaginative, Questioning, Has many ideas, Inventive</td>
</tr>
</tbody>
</table>

**SOURCE:** Charles E. Skipper, "Personal Characteristics of Effective and Ineffective University Leaders," *College and University* (Winter 1976): 140.
Skipper found significant differences between most effective and least effective administrators only in personal characteristics (Table 2).

Skipper's study of 1977, as the previous year's study of 1976, attempted to answer the same research questions using a different rating scale. Rather than identifying personal characteristics of leaders and rating them as effective or ineffective, Skipper identified seven broad areas of administrative skills on which raters were asked to make estimates about leaders' effectiveness or ineffectiveness. The seven skills were rated on a five-point scale, with a rating of one as "poor" and a rating of five as "superior." The seven skills and definitions of ratings of "poor" and "superior" are detailed in Table 3.

Colleagues judged most effective leaders to have a better understanding of the facts required of their positions, were more capable planners, better organizers and carefully weighed costs against results compared to least effective leaders. Additionally, they were more inspirational, made more correct decisions, were more effective in human relations and performed at superior levels compared to

---

41 Ibid.

TABLE 2

DIFFERENCES BETWEEN EFFECTIVE AND INEFFECTIVE ADMINISTRATORS WITH RESPECT TO PERSONAL CHARACTERISTICS

<table>
<thead>
<tr>
<th></th>
<th>EFFECTIVE</th>
<th></th>
<th>INEFFECTIVE</th>
<th></th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>62.40</td>
<td>34.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>2.67</td>
<td>9.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deviation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are statistically significant differences at the .001 level between Most Effective and Least Effective leaders in terms of personal characteristics (t=14.61).

### TABLE 3

**ITEMS IN THE ADMINISTRATIVE SKILLS RATING FORM**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>POOR RATING</th>
<th>SUPERIOR RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning Ability</td>
<td>Fails to see ahead</td>
<td>Capable of top level planning</td>
</tr>
<tr>
<td>2. Knowledge about Organization and Management</td>
<td>Lacks facts about position</td>
<td>Understands all facets of the position</td>
</tr>
<tr>
<td>3. Leadership</td>
<td>A poor organizer</td>
<td>Brings about maximum effectiveness</td>
</tr>
<tr>
<td>4. Judgement</td>
<td>A weak leader</td>
<td>Qualities for high level leadership</td>
</tr>
<tr>
<td>5. Judgement</td>
<td>Decisions are sometimes unsound</td>
<td>Makes correct decisions in complex situations</td>
</tr>
<tr>
<td>6. Human Relations</td>
<td>Does not get along well with others</td>
<td>Brings out the best in people</td>
</tr>
<tr>
<td>7. Quality of Performance</td>
<td>Does not always perform well</td>
<td>Work is always outstanding</td>
</tr>
</tbody>
</table>

**NOTE:** THE RELIABILITY OF THE SCALE, EXPRESSED AS THE ALPHA COEFFICIENT, BASED ON TWENTY RATINGS WAS .95.

**SOURCE:** Charles E. Skipper, "Administrative Skills of Effective and Ineffective University Leaders," College and University (Winter 1976): 140.
least effective leaders. 43

An analysis of variance was computed to determine if there were significant differences in administrative skills between most effective and least effective leaders. Statistically significant differences were found in administrative skills between most effective and least effective leaders (F=148.15). Results are displayed in Table 4. 44

Skipper made comparisons of effective and ineffective leaders in both the 1976 and 1977 studies; he found that for most effective leaders, personality correlated 0.795 with administrative skill, and for the least effective leaders the correlation was 0.739, both at the 0.05 level of significance. Implications from these findings were that a strong, positive relationship existed between personal characteristics and administrative skills, but personal characteristics were not the only factors related to high level administrative skills. 45

Skipper and Hoffman conducted a study in 1979 using a four-variable equation to predict administrative effectiveness of academic deans. If the four variables were found to discriminate between effective and ineffective

43 Ibid., p.277.
44 Charles E. Skipper, "Administrative Skills of Effective and Ineffective University Headers," College and University (Spying 1977):278.
45 Ibid.
### TABLE 4

**ANALYSIS OF VARIANCE RESULTS COMPARING ADMINISTRATIVE SKILLS OF MOST EFFECTIVE AND LEAST EFFECTIVE LEADERS**

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Administrator</td>
<td>1</td>
<td>1377.00</td>
<td>1377.00</td>
<td>148.15*</td>
</tr>
<tr>
<td>Error Sum of Squares</td>
<td>18</td>
<td>167.40</td>
<td>9.30</td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant beyond 0.0001 level of significance.

**SOURCE:** Charles E. Skipper, "Administrative Skills of Effective and Ineffective University Leaders," College and University (Spring 1977):23.
deans, search-screening committees could pay special attention to these indicators as they interviewed candidates for leadership positions.

In Skipper's previous studies (1976, 1977), he showed how most effective and least effective university leaders (at the dean's level and above), differed on ten personal characteristics and ten administrative skills. Skipper and Hoffman reduced these seventeen variables to four through discriminate analysis.

Two groups of president and academic vice presidents rated deans on four variables of: 1) intellectual efficiency, 2) flexibility, 3) knowledge about the position and 4) judgement. An administrative effectiveness score was developed using the discriminate weights of the four variables. The average administrative effectiveness score for the "poor" deans was 0.96; fifty-three percent were perfectly classified. The average administrative effectiveness score for "outstanding" deans was 0.68; thirty-three percent were perfectly classified. The result was an administrative effectiveness continuum of discriminate weights bounded by plus or minus 0.94, which suggested that the four variables would be of value to search-screening committees during interviews with deans candidates. 46

Leadership in Allied Health Administration

As in other types of academic deanships, the allied health deanship may be described as a pivotal, middle management position in higher education that has not received the attention proportionate to its importance. The increased interest in training individuals for leadership positions, particularly at the level of dean, has been evidenced in a number of programs established for this purpose. However, little has been written about those who enter and maintain positions of leadership in the allied health professions.

In 1977, Dagenais conducted a study that examined the leadership styles of three diverse groups of allied health administrators. The first group included persons who were allied health specialists, with leadership potential, enrolled in an Allied Health Instructional Personnel Center (AHIP), a Kellog leadership project. The second group were allied health leaders, deans, chairpersons and hospital supervisors who were advisors to the AHIP leadership project. The third group included allied health personnel responsible for the orientation and evaluation of employees. Dagenais used the Leadership Opinion Questionnaire (LOQ) to examine the two scales, Consideration and Structure, representing independent dimensions of leadership. Consideration and Structure were defined as:

Consideration (C) reflects the extent to which an individual is like to have job relationships with his
subordinates characterized by mutual trust, respect for their ideas, consideration of their feelings, and a certain warmth between himself and them. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates the individual is likely to be more impersonal in his relations with group members.

Structure (S) reflects the extent to which an individual is likely to define and structure his own role in directing group activities through planning, communicating information, scheduling, criticizing, trying out new ideas, and so forth. A low score characterizes individuals who are likely to be relatively inactive in giving direction in these ways.

Means and standard deviations were computed for the three groups, and data was examined a univariate analysis of variance was computed using the Consideration and Structure scores of the LOQ as dependent variables. For both scores, there were not significant differences among the means of the means of the three groups at the .05 level of significance. The preceding study results are displayed in Table 5. The scores of three groups were combined because of similarity of means to yield a total group score. When compared to the means of other leaders reported in the LOQ manual, the allied health group preferred a leadership style high on Consideration (good rapport and two-way communication), and very low structure (low stress of organization goals and planning. The data for the comparison groups are displayed in Tables 6 and 7. Selker and Vogt (1978)  

48 Ibid., p. 33.  
49 Ibid., pp. 34-35.
TABLE 5
ANALYSIS OF VARIANCE FOR THREE GROUPS OF ALLIED HEALTH PROFESSIONS LEADERS FOR TWO SCALES FROM THE LEADERSHIP OPINION QUESTIONNAIRE (LOQ)

<table>
<thead>
<tr>
<th>LOQ SCALE</th>
<th>GROUP</th>
<th>MEAN</th>
<th>DEVIATION</th>
<th>F RATIO</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSIDERATION</td>
<td>AHIP STUDENT</td>
<td>59.6</td>
<td></td>
<td></td>
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<td>57.5</td>
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<td>.74</td>
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<tr>
<th>Sample Description</th>
<th>Means</th>
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<td>44.2</td>
<td>8.5</td>
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<tr>
<td>14 Production line foreman candidates</td>
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<td>9.7</td>
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<tr>
<td>168 Assistant store managers of national chain</td>
<td>51.0</td>
<td>7.6</td>
</tr>
<tr>
<td>41 University night class (males employed)</td>
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<td>5.1</td>
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<td>493 Middle managers</td>
<td>52.0</td>
<td>5.5</td>
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<tr>
<td>28 Youth opportunity center supervisors</td>
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<td>6.4</td>
</tr>
<tr>
<td>21 Engineering supervisors (aircraft)</td>
<td>52.8</td>
<td>5.9</td>
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<tr>
<td>169 Store managers of national chain</td>
<td>53.0</td>
<td>7.2</td>
</tr>
<tr>
<td>86 Office supervisors</td>
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<td>102 Electronics managers (all levels)</td>
<td>53.9</td>
<td>6.6</td>
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<tr>
<td>84 Electronics managers (first-line)</td>
<td>53.9</td>
<td>6.7</td>
</tr>
<tr>
<td>45 Bank management trainee applicants</td>
<td>53.9</td>
<td>6.2</td>
</tr>
<tr>
<td>24 Research and engineering managers</td>
<td>54.0</td>
<td>5.3</td>
</tr>
<tr>
<td>241 Industrial foremen</td>
<td>54.4</td>
<td>7.5</td>
</tr>
<tr>
<td>18 Hospital head nurses</td>
<td></td>
<td>54.5 6.8</td>
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<tr>
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<td>4.5</td>
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<tr>
<td>38 Business school professors</td>
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<td>80 Foremen of a pharmaceutical company</td>
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<td>6.9</td>
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<td>6.5</td>
</tr>
<tr>
<td>68 Executives</td>
<td>55.3</td>
<td>6.5</td>
</tr>
<tr>
<td>51 Hospital administrators</td>
<td></td>
<td>56.0 5.7</td>
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<tr>
<td>158 Catalog order plant department managers</td>
<td>56.3</td>
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<tr>
<td>424 Catalog order plant division managers</td>
<td>56.4</td>
<td>7.2</td>
</tr>
<tr>
<td>118 Air force ncos</td>
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<td>7.7</td>
</tr>
<tr>
<td>32 Decentralized bank managers</td>
<td>56.7</td>
<td>8.0</td>
</tr>
<tr>
<td>40 Central bank officers</td>
<td>56.7</td>
<td>8.1</td>
</tr>
<tr>
<td>25 Department managers of a soap company</td>
<td>56.8</td>
<td>7.2</td>
</tr>
<tr>
<td>394 Employees</td>
<td>57.0</td>
<td>5.5</td>
</tr>
<tr>
<td>60 General foreman</td>
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<td>6.4</td>
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<tr>
<td>65 Allied health leaders</td>
<td>58.1</td>
<td>6.5</td>
</tr>
<tr>
<td>75 Baccalaureate nursing seniors</td>
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<td>6.4</td>
</tr>
<tr>
<td>80 Bakery supervisors</td>
<td>62.1</td>
<td>7.1</td>
</tr>
</tbody>
</table>

# TABLE 7

**MEAN AND STANDARD DEVIATIONS FOR 37 TYPES OF LEADERS ON THE STRUCTURE SCALE OF THE LOQ**

<table>
<thead>
<tr>
<th>SAMPLE</th>
<th>MEANS</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 MALE CIVIL SERVICE SUPERVISORS</td>
<td>42.6</td>
<td>7.9</td>
</tr>
<tr>
<td>51 HOSPITAL ADMINISTRATORS</td>
<td>43.0</td>
<td>7.8</td>
</tr>
<tr>
<td>75 BACCALAUREATE NURSING SENIORS</td>
<td>43.0</td>
<td>6.9</td>
</tr>
<tr>
<td>65 ALLIED HEALTH LEADERS</td>
<td>44.2</td>
<td>6.0</td>
</tr>
<tr>
<td>394 EMPLOYEES</td>
<td>44.2</td>
<td>3.9</td>
</tr>
<tr>
<td>28 MANAGEMENT TRAINING STUDENTS</td>
<td>44.3</td>
<td>8.2</td>
</tr>
<tr>
<td>59 UTILITY SUPERVISORS</td>
<td>47.5</td>
<td>---</td>
</tr>
<tr>
<td>38 BUSINESS SCHOOL PROFESSORS</td>
<td>47.8</td>
<td>6.4</td>
</tr>
<tr>
<td>80 BAKERY SUPERVISORS</td>
<td>48.9</td>
<td>8.5</td>
</tr>
<tr>
<td>102 ELECTRONICS MANAGERS (ALL-LEVELS)</td>
<td>49.0</td>
<td>5.9</td>
</tr>
<tr>
<td>84 ELECTRONICS MANAGERS (FIRST-LINE)</td>
<td>49.0</td>
<td>6.1</td>
</tr>
<tr>
<td>493 MIDDLE MANAGERS</td>
<td>49.7</td>
<td>5.9</td>
</tr>
<tr>
<td>18 HOSPITAL HEAD NURSES</td>
<td>49.8</td>
<td>7.0</td>
</tr>
<tr>
<td>21 ENGINEERING SUPERVISORS (AIRCRAFT)</td>
<td>50.2</td>
<td>8.2</td>
</tr>
<tr>
<td>24 RESEARCH AND ENGINEERING MANAGERS</td>
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<td>5.4</td>
</tr>
<tr>
<td>68 EXECUTIVES</td>
<td>50.6</td>
<td>7.0</td>
</tr>
<tr>
<td>23 RESEARCH MANAGERS (CHEMICAL)</td>
<td>50.9</td>
<td>5.6</td>
</tr>
<tr>
<td>80 FOREMEN OF A PHARMACEUTICAL COMPANY</td>
<td>51.9</td>
<td>5.4</td>
</tr>
<tr>
<td>29 BANK BRANCH MANAGERS</td>
<td>51.9</td>
<td>5.4</td>
</tr>
<tr>
<td>41 UNIVERSITY NIGHT CLASS (MALE EMPLOYED)</td>
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<td>7.1</td>
</tr>
<tr>
<td>33 CENTRALIZED BANK MANAGERS</td>
<td>52.3</td>
<td>7.6</td>
</tr>
<tr>
<td>60 GENERAL FOREMEN</td>
<td>52.4</td>
<td>7.6</td>
</tr>
<tr>
<td>29 CHEMICAL MANAGERS</td>
<td>52.7</td>
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</tr>
<tr>
<td>32 DECENTRALIZED BANK MANAGERS</td>
<td>52.8</td>
<td>8.4</td>
</tr>
<tr>
<td>424 CATALOG ORDER PLANT DIVISION MANAGER</td>
<td>53.1</td>
<td>5.5</td>
</tr>
<tr>
<td>40 CENTRAL BANK OFFICERS</td>
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<td>241 INDUSTRIAL FOREMEN</td>
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<td>45 BANK MANAGEMENT TRAINEE APPLICANTS</td>
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<td>7.9</td>
</tr>
<tr>
<td>118 AIR FORCE NCOs</td>
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<td>7.5</td>
</tr>
<tr>
<td>86 OFFICE SUPERVISORS</td>
<td>54.3</td>
<td>7.0</td>
</tr>
<tr>
<td>14 PRODUCTION LINE FOREMEN CANDIDATES</td>
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<td>8.2</td>
</tr>
<tr>
<td>274 NAVY OCs</td>
<td>55.4</td>
<td>7.0</td>
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<tr>
<td>25 DEPARTMENT MANAGERS OF A SOAP COMPANY</td>
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<td>6.2</td>
</tr>
<tr>
<td>169 STORE MANAGERS OF NATIONAL CHAIN</td>
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<td>6.5</td>
</tr>
<tr>
<td>168 ASSISTANT STORE MANAGERS OF NATIONAL CHAIN</td>
<td>56.7</td>
<td>7.1</td>
</tr>
</tbody>
</table>

presented a conceptual management model to describe the role of the chairperson in a school of allied health. It delineated the following subdivisions of managerial work that might promote an effective organizational climate within an allied health department:

1. Statement of the mission and goals of the unit managed.
2. Design of an appropriate organizational structure.
3. Design of a reward system based on the goal system.
4. Use of available technologies to help the unit meet its goals.
5. Building of good interpersonal relationships with subordinates, peer and superiors.\(^5^0\)

The subdivisions (Figure 2), were described as interrelated and independent, but affected by and interactive with the external environment.\(^5^1\) Within the model, the allied health manager must monitor and evaluate information received about each of the interactions. Using the information received, the manager makes adjustments in each subdivision, thus maintaining a department that is flexible and

FIGURE 2

MODEL FOR A DEPARTMENT WITHIN A

SCHOOL OF ALLIED HEALTH

GOALS

ENVIRONMENT

STRUCTURE

INTERPERSONAL RELATIONSHIPS

CHAIRPERSON

TECHNOLOGIES

REWARDS

ENVIRONMENT

NOTE: Environmental Concerns

School - Philosophy, goals, policies, procedures
University - Philosophy, mission, goals, policies, procedures
Health Care System - Goals, demographic factors, regulatory agencies
State - Plans for educational system and health care system, funding patterns, etc.
Federal - Goals, trends, funding patterns.

responsive to changing conditions, both in the internal and external environments. Selker and Vogt concluded that this approach will stress the role of the manager as a change agent; the person who is responsible for creating and maintaining an organizational climate that encourages faculty development, and ensures continued effectiveness of the unit in the fact of changing conditions, both in the internal and external environments.\textsuperscript{51}

A national study of chairpersons in two allied health disciplines, physical therapy and medical technology, was conducted by Dietrick, King and Portas in 1980. A survey instrument was developed and administered to the study participants. The instrument was designed to compare leadership and administrative functions of chairs on variables of 1) biographic background, 2) career aspiration, 3) influence in decision making, 4) job-related stress, 5) goals important to role as chair, and 6) ideal perception of power. The statistical procedures employed were Chi-square analysis to contract selected categorical variables, as professional rank of degree status with gender and discipline, and one-way analysis of variance to determine difference in group variances and a person correlation data, such as job-related tension. Additionally; selected variables were covaried or cofactored with group variances and a

\textsuperscript{51}Ibid.
person correlation matrix was evaluated for interrelationships among internal variables. All analysis were reported at the 0.05 level of significance.52

Results showed that females brought more clinical experience to their positions, and tended to be unmarried and childless compared to males. An overall analysis of variance of professional images of scholarly efforts, professional activities and organizational memberships, yielded F-ratios that were statistically not significant. Similarly, covariances with clinical experience, marital status, present or future salary, participation in decision making, job-related stress or perceived ideal power did not yield significant F-ratios.53

In summary, both male and female chairs had similar salaries and educational backgrounds. About seventy-five percent of their time was devoted to administrative activities, which they felt were important to their effectiveness as chairs. Chairs exhibited a low interest in scholarly productivity, as research, and expressed a high interest in maintaining their positions as chairs, rather than pursuing career growth in academic administration. They also reported high participation in institutional decision making, low


53 Ibid., pp.104-107.
to moderate levels of job stress and a high concern for personal and faculty development. Implications for chair-leadership development productivity, which may limit their success in promotions, or other similar university wide competitions.54

Selker and Vogt (1982) studied chairpersons in allied health reported perceived goal emphasis and time spent on the academic, administrative and leadership functions by male and female chair positions. The study participants represented about thirteen allied health disciplines in a variety of institutional settings in fifteen states. A survey instrument was developed to include eleven goal statements and twenty-seven duty-related items. Factor analyses of two scales yielded the four goal-related factors and seven duty-related factors. The goal factors were academic-graduate/research goals, leadership goals, academic-student goals and administrative goals. The duty-related factors were administrative budget duties, academic-graduate/research duties, administrative faculty duties, academic academic-student duties, administrative-internal duties, administrative liaison duties and leadership duties.55

Similar to the study of Dietrick and colleagues reported in 1980, the results of Selker and Vogt's study

54 Ibid., pp.108-110.
showed similarities between male and female chairs on a number of variables. Both groups had similar perceptions of department goals, particularly as they related to students; they also placed equal emphasis on budgets, enrollments, grantsmanship and civic and community services. With regards to leadership goals in the department, female chairs placed greater emphasis on this type of goal, yet make chairs were found to spend significantly more time on administrative duties, particularly those related to budget preparation. Male chairpersons placed significantly more emphasis on scholarly activities—graduate and research goals, than did females. 56

This finding contrasted negatively with those of Dietrick and colleagues (1980), who reported a low interest in scholarly activities for both male and female allied health chairpersons. 57 Similar time was spent by males and females in the areas of faculty evaluation, student personnel work, curriculum planning and development and fund raising. Implications from this study suggested that slightly, if any, differences exist in the roles and functions of males and females in leadership positions as allied health chairpersons.

The most recent study of Selker, Rosier and Vogt

examining allied health chairpersons was conducted in 1983. They explored the relationship between allied health chairpersons' perceptions of the locus decision making and job satisfaction within their institutions. A summary of study results revealed: "chairpersons whose perceived locus of decision making resided at the faculty level to be less satisfied with their jobs than chairpersons whose perceived locus of decision making resided at the chair level. Further, as the locus of decision making moved away from the chair, either to the faculty or to more central levels of administrations, satisfaction associated with the administrative and academic aspects of the chair appeared to become less important. These results suggested that at the level of decision making, allied health chairpersons were more comfortable with discrete decision-making powers than general academic chairs. However, if the trend of decreasing external funding to the allied health professions continues, the roles of the allied health chairpersons may be forced change. Financial constraints within allied health departments may shift the locus of decision making to more central administrative levels; thus in future roles and job satisfaction, allied health chairs may be likely to align themselves with chairs of other academic disciplines.\footnote{Leopold G. Selker, Carolyn K. Rozier and Molly T. Vogt, "Locus of Decision Making and Job Satisfaction of Department Chairpersons in Schools of Allied Health," \textit{Journal of Allied Health} (February 1983):21-28.}
Deans' Personal and Career Characteristics

Many of the existing studies on deanships, some previously cited in this chapter, have been descriptive in focus. Investigations of the personal and career profiles of deans may be of importance not only to persons seeking deanships, but also to presidents, provosts, and search committees as they seek to fill these positions. Further, it would seem of value that comparisons of present studies be made to previous ones to assess the prevailing, existing or changing patterns common to deanships.

Higgins' early study of 1947 focused primarily on roles and functions of deans. However, some personal and professional data was collected and reported on the one-hundred-sixty-one participating deans. The majority of deans in Higgins' study were between forty and sixty years of age, entered their positions with earned Ph.D. degrees, held their current positions for one to five years and had teaching experience prior to their deanships. About half of the deans had prior administrative experience prior to their appointments. Higgins' findings are displayed in Table 8.59

Gould's study, reported in 1964, has perhaps been credited as one of the most comprehensive, among earlier studies, found in the literature. His study, included

liberal arts deans from a variety of disciplines representing fifty states. The study initially focused on an analysis of position responsibilities by the time spent on tasks and the skill involved, factors affecting the dean's leadership and the dean's interrelationships with constituencies within and outside the academic environment. Gould reported the following information on the one hundred-sixty-six deans in his study:

Sixty-four percent were chairpersons before they became deans.

Sixty-four percent still taught at least one course.

The thirty-six percent who no longer taught, stopped because of demands in administrative duties.

Eighty-six percent considered professional experience as essential for a deanship.

Two-thirds regarded experience as a chairperson as valuable.

Half believed that an apprenticeship in the dean's office to be necessary; the other half believed it to be unnecessary.

One-third rated formal training in administration as desirable and

Two-thirds felt that independent professional literature was essential, or at least desirable. 60

Many other descriptive studies conducted on deans were concerned with a particular type of dean, as law deans or education deans. Notable are two such recent studies - Cyphert's and Zimpher's study of the education deanship re-

TABLE 8

HIGGINS' DISTRIBUTION OF DEANS' CHARACTERISTICS (N=116)

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
</tr>
</thead>
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<tr>
<td>30-39</td>
<td>25</td>
</tr>
<tr>
<td>40-60</td>
<td>133</td>
</tr>
</tbody>
</table>

YEARS OF SERVICE

| Less than a year | 15 |
| 1-5 years        | 61 |
| 5-10 years       | 36 |
| 10-15 years      |    |
| 15-30 years      | 26 |

ENTRY WITH Ph.D.

| Prior teaching | 115 |
|                | 124*|

PRIOR ADMINISTRATIVE EXPERIENCE

|              | 53* |

*Numbers approximated based on five-sixth and one-third of 161 total, respectively.

ported in 1980, and Bowker's study of general and social science deans reported in 1982.

Cyphert and Zimpher summarized their data and reported the following on 271 study participants:

Personally, deans were healthy and energetic, middle-aged, married, male, white, Protestant, Democrat, and from nonprofessional-managerial, relatively noncollege educated, lower-middle class, small-town, multi-child family backgrounds.

Professionally, deans normally held doctorate degrees, had previous training in educational administration, entered profession through public school experience, advanced to university faculty and took deanship directly from a position in higher education. Additionally, they engaged in as much research and writing as allowed, and belonged to representative national and regional professional associations.

The current status of deans (at the survey) was that they were happy, satisfied, secure and perceived themselves as influential; their leadership with was democratic; they were faculty tenured full professors on extended administrative contracts and had moderate involvements in the areas of teaching, advising and consulting.

Deans were capable of indentifying their feelings and functions associated with roles. They also recognized a need to improve leadership skills related to deanship.

The "National Survey of Deans," reported by Bowker in 1982 focused on general college deans and social science deans, with emphasis on institutional decision-making skills and teaching-related variables of deans. He reported little

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personal and career data; however, with regards to average
tenure, of the 157 deans, eleven years had been spent at the
current institutions, six of those having been served in the
deanship.62

In contrast to preceding studies on deanships in
American institutions of higher education, in 1980, Konrad
reported on the backgrounds, careers patterns and role char­
acteristics of deans in Canadian higher education. The
study sample was comprised of two-hundred-eight deans of
arts and sciences, medical sciences, engineering, business
and law, education, graduate and extension programs. A
summary of Konrad's findings showed Canadian deans to be:

Mid-forties, male and married. About half of
the deans' parents had less than a high school
education, with only twenty-one percent of the
fathers and seven percent of deans' mothers having
had a bachelor's degree or higher. Approximately
one third of deans had rural backgrounds.

Three-fourths of the deans grew up on Canada.
One of the one-fourth who grew up elsewhere, fifty­
two percent did so in Great Britain, twenty-eight
percent in the United States and the remainder in
other countries. About one-third came from rural
backgrounds.

Three-fourths of the deans had doctoral de­
grees, about half having earned them in the United
States, thirty-five percent in Canada, and the re­
mainder in other countries. Only about twenty per­
cent had engaged in any postdoctoral study.

The deans' backgrounds were diverse. Eleven
percent had been employed in more than five institu­

62Lee H. Bowker, "Academic Dean: A Descriptive
tions and seventy-five percent had been employed in fewer than four. Of the deans surveyed, about half had been in their current positions for less than four years.63

On the basis of personal characteristics, Canadian deans in higher education did not appear to differ drastically from American deans.

Perhaps one of the most comprehensive studies of deans in recent years was "Leaders in Transition", reported by Moore in 1983. The Leaders project was a national study of administrators in higher education, and examined the careers of over three thousand presidents, provosts and deans. The participating deans totalled about thirteen hundred from the areas of undergraduate arts and sciences, graduate sciences, postbaccalaureate professionals, undergraduate professional and continuing education units. About eighty-six percent were male, fourteen percent female and seven percent minority. Deans averaged between fifty and fifty-nine years of age, about eight-three percent were currently married; eighty-nine percent males were married compared to only forty-two percent married female deans.

Ninety-five percent of deans had earned at least one bachelor's, master's and doctoral degree. Most deans majored in humanities, education and social sciences at the bachelor's level, and in education and the humanities at the master's and doctoral levels. The Ph.D. was most commonly held at the doctoral level, however, about twenty percent had

had earned an Ed.D.

Most deans had similar professional backgrounds. Among the sample, eighty percent held academic rank and were tenured professors, of which ninety-two percent were males and eight percent females; about twenty percent of females held no rank at all.

The majority of the deans had held four to six professional positions prior to assuming the deanship, and averaged five years or less in their present positions.

Approximately half of the deans participated in (or found valuable) scholarly activities, as publishing books and articles and conducting research.

Nearly sixty percent of deans reported their involvement in a mentor relationship. Female deans reported higher percentages (sixty-five) of mentor relationships than male deans (fifty-five percent).

Of the six potential career paths identified for the study, four were internal (within the institution) and followed the normative decanal career path, dean, associate, assistant or assistant to the dean, chairperson, faculty, and two were external positions other than faculty. Moore reported the largest percentage of deans overall, assumed their positions directly from the faculty, a slight variation from the normative dean's career path. About half of the deans who followed this pattern were from post baccalaureate - professional schools.

The next largest percentage of deans overall followed the normative career path, from faculty to chairperson to dean; they were undergraduate deans of arts and sciences. Fifteen percent of the deans had no faculty experience at all, which included about half of the continued education deans, many of whom became deans through the route of associate or assistant deanships.

In support of the diversity of deans' backgrounds,

Several career routes lead to deaning. The first and conventional pathway is the professorial ascension method. The assistant professor rises through academic ranks to become a full professor and department head; then, the scholarship and teaching achievements well established, he or she advanced to the fulltime administrative post of deaning. The second, less frequently seen pathway, is that of the trained administrator, wherein the individual specializes in administration and management at the graduate level, develops a scholarly record in the study of administrative problems, and make administration itself a career, starting with staff positions as assistant or associate dean before moving on to the dean level. For these individuals, the passage from "staff" to "line" responsibility is a severe, sometimes jolting transition. A third and even more rarely seen pathway is the managerial outsider transfer, in which a business executive, military officer, or school superintendent is called to university to fill a dean's chair. These individuals face special problems, since they have learned to maintain a distance from their subordinates that is not typical of, nor indeed permitted in, the academic environment. A fourth and final pathway is via the purely political appointment of those who have made the right friends in the right places early in their careers. They fail as scholars and move on to become living paradigms of the Peter Principle . . . to the agony of all those around them.

Peter and Hill defined the Peter Principle as "in a hierarchy, every employee tends to rise to his level of incompetence." 66

Generalizing a career path for deans has been somewhat more difficult than formulating a personal profile. This may primarily be true because higher education leaders

have traditionally built their careers in several institutions rather than in a single agency or firm, the practice of administrators in some other professional disciplines. **Issues in the Selection of Deans**

When a deanship becomes available, deliberation goes beyond defining the job, describing the qualifications and finding someone who meets the job requirements. Generally, when there is a vacant deanship, the president appoints (or recommends appointment of), an interim (acting) dean if search and selection procedures have not been completed. Usually the search committee will be composed of several university personnel charged with the task of arriving at recommendations for the position.

A notable study of the search and screening process of deans was conducted by Lutz in 1979. In his study, thirty-two search processes were examined, including one hundred and eighteen committee persons, twenty-two chairpersons and sixteen selected deans.

Ninety-three percent of the committees indicated that they were not given the power to make a final decision, but final selections made by administration were usually the choices of the committee.

Candidates for deanships were recruited most frequently from *The Chronicle of Higher Education*, in-house solicitations, direct mail and nominations.

Deans heard about the openings they filled from advertisements in the *Chronicle*, from colleagues at the employing institutions, in-house solicitations, search committee members or outside nominations, outsiders and journal advertisement other than the *Chronicle* (reported in order of highest to lowest frequencies).
Sixty-four percent of the deans received schedules prior to interviewing, but only thirty-one percent were pleased with their schedules.

Deans felt that on-campus interviews, application letters, recommendations and other similar requisites were used as a matter of formality; they felt that in the final decision, the candidates' publications were not as important as telephone contacts "not" provided by the candidate.

Sixty percent of committee members reported high faculty participation in the final evaluation of candidates; forty-seven percent reported little or not participation in the on-campus interviews and thirty-four percent little or no participation in the final decision of the committee.

The most frequent comment by deans, when asked how the process might be improved was, "more frequent communication with candidates regarding the status of the search process."

Lutz concluded with a list of eighteen recommendations for improving the process of selecting deans: In summary, the list stated: a) top administration should appoint a search-screening committee using ideas from faculty of the college; b) the president should clearly define the tasks and authority of the search committee; c) the committee should develop job descriptions as well as a list of selection criteria; d) positions should be more widely advertised in national journals; e) the committee should standardize communications, keeping everyone informed of progress, including candidates, faculty, administration and others included; f) the committee should be straightforward and honest with candidates, never allowing gossip or

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rumors to interfere in the process and g) notify candidates of appointment status; inform them on negotiations and their willingness or unwillingness to remain as candidates.  

Appointing a new dean is, by far, not an easy task. The process has been described in many ways, perhaps not interestingly as one conceded to be an art. Unfortunately, those involved in the process sometimes develop appreciation of the art only after the fact."  

Summary

A review of related literature on the deanship was included to better understand and explain the background of this study.

The literature has indicated that there is no single "decanal formula" that can be used for a successful tenure in the academic deanship. Herbert E. Hawkes, former dean of Columbia College, commented more than fifty years ago, "there is no such thing as a standardized dean."

American Institutions of higher education are diverse, and the deanship should be approached within the scope and constraints of this diversity. Today's deans must not only be cognizant of the means and ends of administration, but be prepared to challenge the changing higher education environment, as well as a changing society at large.

68 Ibid., pp.268-271.

CHAPTER II BIBLIOGRAPHY


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CHAPTER III

METHOD AND PROCEDURES

Introduction

The inquiry of this study was to gather baseline data about allied health deans in academic health centers in the United States - their backgrounds, career patterns, role characteristics and perceptions of professional development. Further, the study sought to establish a professional profile of allied health deans, and to provide analyses of relationships that existed between profile and selected career variables. Since ideal deans' career trajectories had previously been established (Cohen and March, 1974; Moore, 1983), the career patterns of deans in this study were compared to these models for similarities or variations. ¹

This chapter also includes descriptions of the sample population, survey instrument, study design, data collection procedures, statistical treatment of the data, a summary of the pilot study and hypotheses stated in null form.

Pilot Study

A pilot study was conducted to organize appropriate procedures for data collection of the full study. The chief purpose of the pilot work was to substantiate question content and sequencing, and to establish other techniques within the framework of the questionnaire - converting free-answer (open-ended) questions into multiple choice (coded) ones, as an example. An additional purpose was to initiate methods of statistical analyses to be used in the full study.

Many weeks of planning, research, design and redesign of the questionnaire were devoted to the early stages of the pilot, which included lengthy, unstructured telephone interviews with key spokespersons and archival literature addressing the subject of inquiry. A follow through of referrals from spokespersons and literature yielded additional weeks of research prior to the development of the final questionnaire draft.

Once a final draft of the questionnaire was constructed, it was tested on a group of six allied health deans and directors representative of the sample population to be used in the full study. The six participants of the pilot study were recruited from health units in non-academic health centers, and will not participate in the full study. However, they were familiar with the variables under study, and in positions to make well-grounded, valid judgements about the questionnaire items.
Telephone contact was made with each participant to explain the study and to elicit their cooperation in the pilot. Samples of the cover letter and questionnaire were subsequently mailed to each participant. The response rate was one-hundred percent. Five of the six respondents returned their questionnaires within a period of eight days following the initial mailing; the sixth participant required a follow-up telephone call, which resulted in a return response by special delivery mail within three days.

The results of the pilot survey and comments made by respondents were useful in revising another draft of the questionnaire. Additional items were incorporated, as well as the deletion of ambiguous, useless and inappropriate items. The results were also useful in pointing out problems that related to data coding and tabulation. A trial statistical computer program was written and expedited to compute frequency distributions from the pilot sample. On the basis of results from the pilot study, the necessary revisions of the questionnaire and cover letter were made in preparation of the final draft. Once in final form, the new questionnaire was replotted on a group of three participants who were similar to the first pilot sample. Replotting was scheduled to guard against the introduction of new problems or biases, particularly with regards to items "borrowed" from other survey instruments. Results of the second study yielded favorable results and comments from the three respondents for construc-
tion of the final revision of the questionnaire prior to printing.

In retrospect, the information and expertise gained during the pilot surveys proved to be invaluable in clarifying the procedures for data collection, as well as analyses, to be used in the final study.

The Population

The subjects of this study were chief higher education administrators in positions as deans (or comparable positions as directors), of allied health units (colleges, schools or divisions), administering three or more degree or certificate-granting academic programs, recognized as part of academic health centers (as defined by eligibility in the Associate of Academic Health Centers), in the United States. A list of 63 names were compiled from current (1986-87) directories of the Association of Academic Health Centers (AAHC) and the Committee on Allied Health Education and Accreditation (CAHEA) Deans in Academic Health Centers to be used as the sample population. The list was cross-referenced with current (1986) Membership directories of the American Society of Allied Health Professions (ASAHP), and the Midwest Northeast, Southern and Western Allied Health Deans Associations.

The Survey Instrument

The survey instrument developed was a fifty-five item, self-contained, self-administered questionnaire. Sources of two previously designed instruments were used as a guide in
developing the fifty-five items study questionnaire, "Today's Allied Health Deans." One source was the instrument, "The Education Deanship: Who is the Dean," designed by Cyphert and Zimpher (1976) used in their study of the education deanship. The other source was "Today's Academic Leaders: A National Study of Higher Education Administrators," developed by Moore (1983) to study the career histories of presidents, provosts and deans in American higher education institutions. Written permission was sought and granted by both authors to utilize the ideas of their original questionnaires in the present study (Appendix A).

For organizational purposes, the fifty-five items in the survey instrument were divided into three categories of requested data. Part one requested current professional information about the participants; part two addressed background professional data and part three secured personal information.

A letter of transmittal, written to establish the legitimacy of the study, accompanied each questionnaire. The letter addressed the following six areas: (1) request for participation; (2) purpose of the study, (3) endorsement, (4) statement of protection of privacy and confidentiality of participants, (5) availability of study results and (6) special instructions, including a reasonable return data and mailing procedures. Copies of the letter of transmittal and
the questionnaire, "Today's Allied Health Deans," appear in Appendix B.

Collection of Data

Following acceptance of the dissertation proposal and approval from the Institutional Review Boards for Protection of Human Subjects, Loyola University of Chicago and Chicago State University, the following procedures were used in the collection of data:

1. A letter of transmittal and coded questionnaire were distributed to each participant by method of direct mail. Included in the mailing was a stamped, self-addressed envelop with instructions for return.

2. It was projected that the participants in the study would be a captive audience, thus ensuring a ninety percent or better return rate. However, if fewer than eighty percent had responded, a scheduled follow-up was included: another letter urging participation, a second questionnaire and stamped, self-addressed mailing envelope for return. If the second mailing failed to elicit responses, a third mailing, in the form of a postcard, would follow the second mailing by about two weeks. The third attempt would also include an interim telephone call to nonrespondents.
3. A complete record of outgoing and incoming questionnaires were kept, to include mailing dates, destinations, dates of return, and by whom (institution). Precautions were taken in the construction of the questionnaire to ensure objectivity; however, incoming questionnaires were inspected for incomplete and ambiguous responses. The return rate was 94 percent (Table I).

<p>| TABLE 9   |</p>
<table>
<thead>
<tr>
<th>NUMBER AND PERCENTAGE OF RETURNS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Population</th>
<th>Total Number</th>
<th>Number of Returns</th>
<th>Percentage of Returns</th>
<th>Usable Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deans of Allied Health in Academic Health Centers</td>
<td>63</td>
<td>59</td>
<td>94</td>
<td>57</td>
</tr>
</tbody>
</table>

Research Design

The basic design of this study has been identified by Kerlinger as survey research. In his definition:

Survey research studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution and interrelations of sociological and psychological variables. Surveys covered by this definition are often sample surveys, probably because survey research developed as a separate research activity, along with the development and improvement of sampling procedures . . . surveys . . . are not new. Social welfare studies were done in England as long ago as the eighteenth century.
Survey research in the social scientific sense, however, is quite new - it is a development of the twentieth century.

The present study can be further classified as descriptive survey research; it will not involve randomization in the selection of subjects or the manipulation of variables. Wiersma defines this type of survey research as a status study. "The status surveys . . . deal primarily with tabulations of tangible variables." \(^3\)

A flow chart suggested by Wiersma was utilized as a guide to outline the design and subsequent implementation procedures of the present study. The flow chart begins with planning the objectives of the study, lists each major step and its sequencing and ends with the final report. The flow chart suggested by Wiersma is displayed in Figure 1. \(^4\)

In some instances, procedures may overlap into two steps. Likewise, not all procedures apply to all types of surveys; for example, "training of interviewers" would not be applicable to survey research using mailed questionnaires.


\(^4\)Ibid., p.287
The Statistical Treatment

The returned survey questionnaires were manually checked for accuracy of completion. The information from all usable questionnaires were transferred onto coding sheets for setting up a computer file representing the participants' responses. A code book previously developed by the investigator (during the pilot studies), was used to transfer columns of data to coding sheets for computer analyses. A special code was used to record all missing data.

Data analyses of the study results involved basic data reduction techniques. Because of the nature of the study, a large percentage of this questionnaire items yielded qualitative data. The applicable statistical techniques for this type of data was percentages, frequencies and rank-order correlation coefficients. Data was displayed using tables and figures.

All descriptive and inferential statistics used to compute and analyze data were selected from the Statistical Package for Social Sciences (SPSS) User's Guide.5

Statement of Research Questions and Hypotheses

In this section, each research question is restated and where applicable, related statistical hypotheses were formulated and stated in null form.

1) Research question one asked, "What were the characteristics of deans' employing institutions?"

2) Research question two asked, "What were the current professional activities of deans (administrative, teaching, research, student advisement, involvement in professional associations and consulting?)"

3) Research question three stated, "What were the major role responsibilities of deans in their present positions?"

4) Research question four stated, "What career paths lead deans to their present positions?"

5) Research question five asked, "What were the differences in mentor variables for deans?"

6) Research question six stated, "What factors did the incumbents describe as having influenced them to become deans?"

7) Research question seven asked, "What was the educational preparation of deans?"

8) Research question eight stated, "What scholarly contributions have been made by deans?"

9) Research question nine was, "Would deans assume their current positions if choices were given again?"

10) "After leaving the deanship, what positions would deans likely seek?" was research question ten.

11) Research question eleven stated, "What was the personal profile of deans i.e., age, sex, race, health?"
12) Research question twelve asked, "What is the deans' geographic backgrounds (where they spent most of their youth)?"

13) Research question thirteen asked, "What were the characteristics of deans' families?"

14) Research question fourteen was, "How did deans perceive themselves as individuals?"

From the preceding research questions, the following hypothesis was developed:

1) \( H_0: \) There was no relationship between factors which attracted individuals to their employing institutions and factors which affected their retention.

Summary

The purpose of stating the preceding hypothesis and research questions was to establish a framework for the research endeavor of the present study. Stated in nondirectional terms, the hypothesis was subjected to statistical testing, described previously in this chapter under the section, "The Statistical Treatment." On the basis of testing, decisions were made about whether or not the hypothesis was tenable (whether or not it should be sustained or rejected.) The results of the study are presented in Chapter IV.
CHAPTER III BIBLIOGRAPHY


CHAPTER IV

ANALYSIS AND DISCUSSION OF DATA

Introduction

This study examined the career patterns of allied health deans in academic health centers in the United States. The study also sought to construct a professional profile of the allied health dean, accomplished primarily through the analyses of career paths, and selected biographic and demographic data.

In this chapter, the data reported was information obtained from the survey instrument, "Today's Allied Health Deans." Statistical reports related to the study were percentages, frequencies, correlation coefficients and one-way analyses of variance.

The statistical reports and discussions of funding have been grouped with the hypotheses to which they relate, followed by a discussion of findings as a separate section.

Analysis of Data in Relationship to the Research Questions

The data analyses presented in this chapter follow the order in which the research questions and hypotheses were developed from inquiring questions stated in Chapter I.
Findings Related to Research Question One

Research question one asked, "What were the characteristics of deans' employing institutions?" Among the study population of fifty-seven deans, approximately three fourths or 68.4% held the title of the office, dean. The remaining one fourth held comparable titles of director, chair or head (Table 10).

Institutionally, deans were predominantly employed in public (74.5%), urban (84.2%) institutions located primarily in the Southern (33.3%), North Central (33.3%), and Middle States (22.8%). The fewest percentage of deans came from institutions in the New England (5.3%), Western (3.5%), and Northwest (1.8%) regions. Eighty-four percent of these institutions were classified as urban campuses, 9% suburban, and the remaining 7% rural (Table 10).

The allied health units administered by deans were primarily called Schools (43.9%) or Colleges (31.6%) of Allied Health. The remaining units were named divisions (12.3%) or departments (3.5%) of allied health, or other labels (8.8%) not mentioned previously (Table 11).

Over three fourths of the allied health schools offered degree-granting programs. Among the 57 schools surveyed, they reported an average of four called allied health education programs, most often at the baccalaureate (28.0%) and associate (28.0%) degree levels, even though studies ranged
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>39</td>
<td>68.4</td>
</tr>
<tr>
<td>Director</td>
<td>9</td>
<td>15.8</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>15.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Type of Institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>41</td>
<td>71.9</td>
</tr>
<tr>
<td>Private</td>
<td>14</td>
<td>24.6</td>
</tr>
<tr>
<td>MISSING</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Institution Location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Regional)</td>
<td></td>
<td></td>
</tr>
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<td>North Central</td>
<td>19</td>
<td>33.3</td>
</tr>
<tr>
<td>Southern</td>
<td>19</td>
<td>33.3</td>
</tr>
<tr>
<td>Middle States</td>
<td>13</td>
<td>22.8</td>
</tr>
<tr>
<td>New England</td>
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<td>5.3</td>
</tr>
<tr>
<td>Western</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Northwestern</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>100%</td>
</tr>
<tr>
<td>(Local)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>48</td>
<td>84.2</td>
</tr>
<tr>
<td>Suburban</td>
<td>5</td>
<td>8.8</td>
</tr>
<tr>
<td>Rural</td>
<td>4</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>
from nondegree, certificate to doctoral-level programs (Table 12).

The average enrollment reported for participating institutions was 13,771 students (Figure 3). The average allied health enrollment (478) accounted for only 3.5% of total institutional enrollments (Figure 4).

The data in Tables 11 and 12 and Figures 3 and 4 indicate that there were several institutional differences in higher education institutions which employed allied health deans. There were variations in the structure and organizations of the employing institutions.

**TABLE 11**

<table>
<thead>
<tr>
<th>Type of Unit</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>25</td>
<td>43.9</td>
</tr>
<tr>
<td>College</td>
<td>18</td>
<td>31.6</td>
</tr>
<tr>
<td>Division</td>
<td>7</td>
<td>12.3</td>
</tr>
<tr>
<td>Department</td>
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<td>3.5</td>
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<tr>
<td>Other</td>
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<td>8.8</td>
</tr>
<tr>
<td>Program Level</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate</td>
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<tr>
<td>Associate</td>
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<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Basic (traditional)</td>
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<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>1.2</td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 3

INSTITUTIONAL ENROLLMENT DATA

Mean Institutional Enrollment = 13771.2
FIGURE 4

AVERAGE INSTITUTIONAL AND ALLIED HEALTH ENROLLMENTS

Institutional = 13771.2  Allied Health = 478.4
Findings Related to Research Question Two

Research question two asked, "What were the current professional activities of deans (administrative, teaching, research, student advisement, involvement in professional associations and consulting)?" An equal number of deans (21.1%) reported to a president or a divisional dean of higher rank. Approximately 19% reported to a chancellor or vice chancellor, 15.8% to a vice president for health affairs, 14% to a provost and the remaining small percentage to persons holding titles other than those mentioned previously (Table 13).

Most deans (98.2%) held twelve-month appointments. Only 1.8% had ten-month contracts. Almost all of the deans (98.3%) held academic rank, most of whom were tenured (82.5%), primarily in the disciplines of medicine, dentistry, allied health sciences and education (Table 14).

Deans' salaries ranged from slightly below $40,000 to over $90,000. The average salary was about $70,000 (Figure 3). Although most deans held academic appointments (98.3%), only about half (51%) reported having taught a mean of two courses during the academic year at the time of the survey. Only about one-fourth of the deans reported that they advised students, generally one to three students at the master's and doctoral levels, and ten to twenty at the undergraduate level.

Respondents were asked to indicate the percentage of
time, during the current year that they devoted to the ac-
tivities of (a) administration, (b) program development,
(c) teaching, (d) research, (e) public or professional serv-
ice, (f) consulting and (g) other activities. Of the deans
who responded, about sixty-five percent of their time was
spent in administration. The remaining percentage was dis-
tributed, proportionately among other activities mentioned
previously (Table 15).

A group of responses about current professional
information dealt specifically with external activities and
scholarly contributions. About one-third (32%) of the deans
were engaged in executing an average of 10 training projects
and nine research and development projects.

Almost half (41.5%) of the deans held both individ-
ual and institutional memberships in the American Society of
Allied Health Professions (ASAHP). In contrast, only about
one-third hold membership in a higher education association
such as the American Association of Higher Education (AAHE).
Deans reported an average of six professional associations,
excluding ASAHP, in which they held memberships. Three days
was the reported yearly average for attending professional
meetings and conferences.

The current professional activities reported by
allied health deans were fairly uniform when compared to
others bearing the same title, in a recent study of educa-
tion deans (Cyphert and Zimpher, 1980).¹ Ninety-seven per-
cent of education deans held rank, usually at the level of professor. About three-fourths were tenured, taught and advised students.

Moore's study (1983) of 1293 deans in the Leaders sample revealed that deans had relatively uniform professional experiences. Most (82%) reported to a chief academic officer. The large majority by all types of deans held academic rank and were tenured.\(^2\) A presentation of data for the present study (Figure 5 and Tables 13, 14 and 15) revealed findings similar to Moore and Cyphert and Zimpher.

<table>
<thead>
<tr>
<th>Administrative Title</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>President</td>
<td>21.1</td>
</tr>
<tr>
<td>Divisional Dean</td>
<td>21.1</td>
</tr>
<tr>
<td>Chancellor/Vice Chancellor</td>
<td>19.3</td>
</tr>
<tr>
<td>Vice President for Health Affairs</td>
<td>15.8</td>
</tr>
<tr>
<td>Provost</td>
<td>14.0</td>
</tr>
<tr>
<td>Other</td>
<td>8.8</td>
</tr>
</tbody>
</table>


TABLE 14

DEANS' RANK AND TENURE

(N = 57)

<table>
<thead>
<tr>
<th>Current Rank:</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Eligible in Present Position</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Professor</td>
<td>41</td>
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<td>Assistant Professor</td>
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<td>1.8</td>
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<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured:</th>
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</tr>
</thead>
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<tr>
<td>Yes</td>
<td>47</td>
<td>82.5</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>100%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline of Tenured:</th>
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</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>12</td>
<td>21.1</td>
</tr>
<tr>
<td>Dentistry</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Allied Health Services</td>
<td>21</td>
<td>36.8</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>22.8</td>
</tr>
<tr>
<td>Missing</td>
<td>8</td>
<td>14.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>
FIGURE 5

DISTRIBUTION OF DEANS' SALARIES

(Salaries given in the thousands)
<table>
<thead>
<tr>
<th>Activities</th>
<th>Time (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>65.0</td>
</tr>
<tr>
<td>Program Development/</td>
<td>12.4</td>
</tr>
<tr>
<td>Curriculum Improvement</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>12.2</td>
</tr>
<tr>
<td>Research</td>
<td>10.3</td>
</tr>
<tr>
<td>Public/Professional Service</td>
<td>14.0</td>
</tr>
<tr>
<td>Consulting</td>
<td>5.0</td>
</tr>
<tr>
<td>Other Activities</td>
<td>9.1</td>
</tr>
</tbody>
</table>
Findings Related to Research Question Three

Research question asked, "What were the major role responsibilities of allied health deans?" Respondents were asked to list what they perceived to be the major functions or responsibilities of their deanships. They ranked their perceived functions to be primarily in the areas of leadership, budgeting, faculty recruitment and development, planning, program development, public relations, administration and management, and counseling, respectively (Figure 6).

Deans' functions and responsibilities reported in this study appeared to be consistent with findings of several earlier studies. One of the first studies examining deans' roles summarized the deans' functions to a list of thirteen activities. The first four activities included leadership, formulation of policies, faculty development and budgeting (Reeves and Russell, 1929 and 1932). 3

McGrath summarized deans' roles to be: (1) an understanding and appreciation of scholarship, (2) selection of faculty members, and budgeting. 4


3Merle Scott Ward, Philosophies of Administration Current in the Deanship of the Liberal Arts College (New York: Bureau of Publications, Teachers College, Columbia University, 1934, p. 103.)
Corson (1960) identified major responsibilities of the deanship to include: (1) selection, promotion and development of faculty, student affairs, budget and finance and public relations. 

Gould's findings were similar to those of McGrath and Corson. Gould reported little change in the definition of deans' roles since 1947. Dill (1980) generalized the academic dean's roles as "a leadership role with much heavier potential and social than hierarchial and technical overtones." The findings of this study did not differ from previous studies which examined the duties, roles and responsibilities of deans.


FIGURE 6

DEANS' PERCEPTIONS OF THEIR MAJOR DUTIES AND RESPONSIBILITIES

Leadership  Budget/ Faculty  Planning  Program Development  Public Relations  Administration/Management  Counseling
Findings Related to Research Question Four

Research question four asked, "What career paths led deans to their present positions?" This study's findings, as related to the career paths of allied health deans, was compared to: (1) the traditional career path model (Cohen and March, 1947) and (2) a model developed by Moore (1983).

Cohen and March (1947) described a traditional (standard) promotional hierarchy for American academic administrators as a six-rung ladder. The traditional model implied that deans came directly from the faculty with the most likely intermediate position having been department chairperson (Figure 7).

Moore (1983) examined the career paths of 1293 deans, and found variations from the traditional promotional hierarchy (Figure 8). Moore's model reported an additional rung leading to the deanship, that of assistant, associate or assistant to the dean. Additionally, Moore's model implied that perhaps a significant number of deans did not begin their academic tenures as faculty, rather they came from positions directly from outside positions.

---

9Moore, Leaders in Transition, 1983.
In this study, an examination of allied health deans' career histories revealed variations from Moore's model as well as the traditional model. According to both models, the "logic of hierarchy" for the deanship begins at the level of faculty. Only 28% of the allied health deans followed this hierarchy, internally, from faculty to departmental chair to assistant dean, then dean. The remaining 72% skipped one or more rungs in the traditional career path ladder (Figure 9).

Seventeen percent were hired as assistant or associate deans and promoted to the level of dean. This finding suggests that the assistant deanship may be an important assessment step for the eventual deanship. Fourteen percent began their careers outside academia, then followed the hierarchy. Ten percent began outside academia, entered their institutions as chairpersons, then became deans. Interestingly, eight percent (8%) of the deans surveyed began their careers outside academia and were hired directly into deanships from these outside positions (Figure 7).

Overall, allied health deans tended to depart from the established or normative career patterns for the other types of academic deans.
FIGURE 7

STANDARD PROMOTIONAL HIERARCHY FOR

AMERICAN ACADEMIC ADMINISTRATORS

President

Academic Vice President or Provost

Dean

Department Chairman

Professor

Teacher

Student

Minister
FIGURE 8

MOORE'S VARIATIONS ON THE DEANS' CAREER TRAJECTORY

<table>
<thead>
<tr>
<th>Variations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant To</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 9

VARIATIONS ON THE ALLIED HEALTH DEANS' CAREER TRAJECTORY

(HAWKINS 1986)

<table>
<thead>
<tr>
<th>Variation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant To</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonacademic (Military, Hospitals, Private Industry)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Findings Related to Research Question Five

Research question five asked, "What were the differences in mentor variables for deans?"

In the survey instrument, "A mentor was defined as someone with whom you have had a long-term, professionally-oriented relationship, one in which the person guided, advised and assisted in your personal career development. Based on this definition, deans were asked if they ever had a mentor during their higher education administrators careers.

Although deans were asked to list as many as three mentor relationships, most deans who responded listed only one mentor in the first blank. About two-thirds (66%) of the deans reported having had mentor relationships, since they assumed administrative positions in higher education. Deans averaged four-year relationships with their mentors, all of whom were white males. About 70 percent were currently serving as mentors to other persons (Table 16).

Nearly 60 percent of Moore's deans responded that they had been involved in mentor relationships, half of whom reported that the experience was very important in their career development.\(^{10}\) The findings in this study were consistent with Moore's study (1983).

\(^{10}\) Moore, Leaders in Transition, 1983.
<table>
<thead>
<tr>
<th>Mentor Variables</th>
<th>Deans</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have had Mentor (n=57)</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>Mentor's Sex (n=31)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>54.7</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>Race of Mentor (n=29)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>29</td>
<td>54.7</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Currently a Mentor For Someone Else</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n=50)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>28</td>
</tr>
</tbody>
</table>
Findings Related to Research Question Six

Research question six asked, "What factors did the incumbents describe as having influenced them to become deans?" Deans were asked to select from choices, or to specify a choice not given, identifying how they first became candidates for their deanships.

Among the choices given, deans responded to the first five: (1) applied directly, (2) recommended by mentor (32.1%), (3) nominated by person other than mentor (17.9%), (4) invitation from a search committee (3.5%) and (5) assumed acting appointment (10.7%). No comparison data were available; however, the information presented in Table 17 indicated variations among the factors which influenced individuals to apply for allied health deanships.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied directly</td>
<td>20</td>
<td>35.7</td>
</tr>
<tr>
<td>Recommended by Mentor</td>
<td>18</td>
<td>32.1</td>
</tr>
<tr>
<td>Nominated by Person Other Than Mentor</td>
<td>10</td>
<td>17.9</td>
</tr>
<tr>
<td>Assumed Acting Appointment</td>
<td>6</td>
<td>10.7</td>
</tr>
<tr>
<td>Invitation from Search Committee</td>
<td>2</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Findings Related to Research Question Seven

Research question seven stated "What were the differences in deans' educational backgrounds?" In order to establish a profile of deans' educational backgrounds, they were asked to provide information about their academic preparation, including certifications, licensures, and administrative training.

For clarification, deans' primary fields of study were grouped into nine areas: (1) biological and physical sciences, (2) humanities, (3) education, (4) business and administration, (5) allied health, (6) nursing, (7) professional studies, e.g. medicine, dentistry, law and (8) other disciplines not listed.

Over 95 percent of deans reported earning at least one bachelor's, master's and doctoral degree. Deans' primary fields of study for the first bachelor's, master's, doctorate or professional degree are reported in Table 18.

About half (45.6%) earned their bachelor's degree in biological and physical sciences. Other disciplines most frequently reported as deans' areas of study at the baccalaureate level were: allied health and public health (21.1%) and business and administration (7.0%). Other reported areas of study varied from 3.5 to 5.3 percent (Table 18).
At the master's degree level, deans continued the

trend set at the baccalaureate level. Approximately twenty-eight percent of deans earned their first master's degree in

the sciences. The second and third most popular fields of

study were allied health (16%) and education (12.3%). Mas-
ter's degrees earned in other subjects varied from 1.8 to

5.3% percent (Table 18).

The sciences (26.3%) and education (24.6%) were the

programs of study for slightly more than half of the allied

health deans at the doctoral level. The second and third-

choice fields of study at the doctoral level were allied

health (14%) and medicine and dentistry (12.3%). Studies in

other areas varied from 1.8 to 5.2 percent (Table 18).

Moore (1983) reported that the largest number of

deeans earned their baccalaureate degrees in the humanities

(27.9), education (16.2%), social sciences (15.2%) and phys-
ical sciences (12.6%); masters degrees in education (28.9%)

and humanities (23.6%) and doctoral degrees in education

(30.7%) and humanities (23.6%). About 68% of Moore's deans

earned the Ph.D.; about 20% the Ed.D..¹¹

There were marked variations in the educational

backgrounds of allied health deans when compared to deans in

Moore's study.

---

¹¹Moore, Leaders in Transition, 1983
### TABLE 18

DEANS' MAJOR FIELDS OF STUDY FOR FIRST BACCALAUREATE, MASTER'S, DOCTORAL AND PROFESSIONAL DEGREE

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Type of Degree</th>
<th>Baccalaureate</th>
<th>Master's</th>
<th>Ph.D., M.D. or D.D.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences, Biological Physical</td>
<td>26</td>
<td>45.6</td>
<td>16</td>
<td>28.1</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>5.3</td>
<td>3</td>
<td>5.3</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>3.5</td>
<td>7</td>
<td>12.3</td>
</tr>
<tr>
<td>Bus/Hospital Administration</td>
<td>6</td>
<td>10.5</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Allied Health Public Health</td>
<td>12</td>
<td>21.1</td>
<td>9</td>
<td>16.6</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
<td>3.5</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Medicine or Dentistry</td>
<td>-</td>
<td>--</td>
<td>-</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3.5</td>
<td>-</td>
<td>--</td>
</tr>
<tr>
<td>MISSING</td>
<td>4</td>
<td>7.0</td>
<td>19</td>
<td>33.3</td>
</tr>
</tbody>
</table>

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Findings Related Research Question Eight

Research question eight asked, "What were the differences in the scholarly achievement of deans?" When asked to indicate the numbers of books or monographs they had written or edited, almost forty percent (36.8%) of the responding deans had not written or edited books or monographs. About 29 percent had written or edited two-four books or monographs, about 30 percent had written between three-four books or monographs. Almost 18 percent had written between 5-9 books, and about 11 percent had written one book or monograph (Figure 10).

When asked to indicate the number of professional articles and scholarly papers they had written or coauthored, the highest percentage (36.8%) of deans had published more than twenty professional articles or papers; almost 30 percent prepared six-ten publications, the mean number of publications having been about four (Figure 10).

Cyphert and Zimpher (1981) reported that deans in their study averaged about four publications prior to becoming deans, and 2.0 publications during their deanships.12 Allied health deans reported scholarly achievements that were consistent with those of other deans.

FIGURE 10

SCHOLARLY PRODUCTIVITY OF ALLIED HEALTH DEANS

<table>
<thead>
<tr>
<th>Books or monographs written or edited:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>36.8%</td>
</tr>
<tr>
<td>One</td>
<td>10.5%</td>
</tr>
<tr>
<td>Two-Four</td>
<td>29.8%</td>
</tr>
<tr>
<td>Five-Nine</td>
<td>17.5%</td>
</tr>
<tr>
<td>Ten-Fifteen</td>
<td>3.5%</td>
</tr>
<tr>
<td>More Than Fifteen</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional articles and papers written or coauthored:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>One-Five</td>
</tr>
<tr>
<td>Six-Ten</td>
</tr>
<tr>
<td>Eleven-Fourteen</td>
</tr>
<tr>
<td>Fifteen-Twenty</td>
</tr>
<tr>
<td>More Than Twenty</td>
</tr>
</tbody>
</table>

119
Findings Related to Research Question Nine

Research question nine asked, "Would deans reassume their positions as deans, if given a second chance?" Deans were asked the question, if you had it to do all over again, would you still assume your current position?" Nearly all deans (78.9%) responded, "yes, if given a second chance, they would reassume their posts as deans." Among those remaining, 12.3% responded "no" and 8.8%, "undecided" (Table 19).

When asked the same question, 68.2 percent of Moore's deans (1983) responded "yes."\textsuperscript{13} Eighty-three percent of Cyphert and Zimpher's deans responded "yes."\textsuperscript{14} There appeared to be uniformity in the responses of allied health deans when compared to other deans.

<table>
<thead>
<tr>
<th>TABLE 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEANS WHO WOULD REASSUME DEANSHIPS (N=57)</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Maybe/Undecided</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

\textsuperscript{13}Moore, Leaders in Transition, 1983.

\textsuperscript{14}Cyphert and Zimpher, Who is Dean, 1980.
Findings Related to Research Question Ten

Research question ten asked, "What types of positions deans would most likely seek after leaving their deanships?" Deans were asked to select a position they would most prefer, if given a job offer. The choices given were: (1) similar positions, (2) new position at a higher level in present area, (3) new position in a new administrative area or (4) position outside higher education.

The largest number of allied health deans (35.1%) chose to seek a new position in a new administrative area. About 28 percent elected to have similar positions to their current deanships, and about 23 percent chose new positions at higher levels in their present areas (Figure 11).

About half of Moore's deans stated that they would seek new positions at different institutions after leaving their deanships. Nearly half of the allied health deans responses were similar to Moore's deans.

---

15 Moore, Leaders in Transition, 1983.
FIGURE 11

ALLIED HEALTH DEANS' JOB PREFERENCES

If offered a job today, would select:

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar Position</td>
<td>28.1%</td>
</tr>
<tr>
<td>New Position at Higher Level in Present Area</td>
<td>22.8%</td>
</tr>
<tr>
<td>New Position in New Administrative Area</td>
<td>35.1%</td>
</tr>
<tr>
<td>Position Outside Higher Education</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
Findings Related Research Question Eleven

Research question eleven asked, "What were the personal characteristics (profiles) of deans, i.e., age, sex, race, health, marital status, and states of physical and psychic energy?"

Deans years of birth ranged from 1914 to 1949; the mean year was 1933. The average age of the study population was 53 years (Table 20). About 86 percent were male and 21 percent female. The highest percentage of deans were Caucasian/White (86%), about nine percent Black/Afro American, one percent Hispanic and one percent Asian/Oriental. There were no respondents who reported ethnicity in the categories of native American/American Indian or in the category of other groups (Table 20).

Deans who reported to be married (living with spouses) totaled 81.8 percent. Those who were single (never married), totaled 9.1 percent; divorced, 7.3 percent and separated 1.8 percent. No deans reported a status of "widowed." The average number of children reported by deans was three.

Almost three-fourths of the deans (73.7%) described their health as excellent. About 23 percent were in good health and 3 percent in fair health. No deans reported poor health (Table 21).
### Table 20

**Personal Characteristics of Allied Health Deans**

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 - 39</td>
<td>1</td>
<td>1.75</td>
</tr>
<tr>
<td>40 - 49</td>
<td>24</td>
<td>42.10</td>
</tr>
<tr>
<td>50 - 59</td>
<td>18</td>
<td>31.57</td>
</tr>
<tr>
<td>60 - 69</td>
<td>11</td>
<td>19.29</td>
</tr>
<tr>
<td>70 and Over</td>
<td>1</td>
<td>1.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>78.9</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>21.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian/White</td>
<td>49</td>
<td>86.0</td>
</tr>
<tr>
<td>Black/Afro American</td>
<td>6</td>
<td>10.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Native Amer/Amer Indian</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
When asked to describe their levels of physical and psychic energy, most deans, 64.9 percent, viewed themselves as having "more energy than most persons." About the same number saw themselves as "having an average energy level, 17.5 percent, and hyperenergetic, 15.8 percent, respectively. In contrast, only 1.8 percent reported less energy than most (Table 21).

### TABLE 21
DEANS' HEALTH AND WELFARE (N = 57)

<table>
<thead>
<tr>
<th>Health Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>42</td>
<td>73.7</td>
</tr>
<tr>
<td>Good</td>
<td>13</td>
<td>22.8</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical and Psychic Energy Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperenergetic</td>
<td>9</td>
<td>15.8</td>
</tr>
<tr>
<td>More Energy Than Most</td>
<td>37</td>
<td>64.9</td>
</tr>
<tr>
<td>Average Energy Level</td>
<td>10</td>
<td>17.5</td>
</tr>
<tr>
<td>Less Energy Than Most</td>
<td>1</td>
<td>1.8</td>
</tr>
</tbody>
</table>

A perspective on these data may be gained from the studies of Cypher and Zimpher (1980) and Moore (1983).
Cypher and Zimpher studied 271 education deans in a "Survey of Academic Leadership." Moore studies 1293 academic deans from various disciplines.

More listed the largest number of deans as having been between the ages of 50 and 59, about 40 percent or 520 deans. Among Moore's sample, 86.2 percent were male and 13.8% female. 16

Cyphert and Zimpher reported 93 percent of their sample as White, 6 percent Black and 1 percent Oriental. Seventy-three percent of Cyphert's Zimpher's deans described themselves as having been in excellent health. Only 2 percent reported less than good health. 17

Consistent with findings in the studies of Cyphert and Zimpher (1980) and Moore (1983), there did not appear to be marked differences in personal characteristics of allied health deans when compared to other types of academic deans.

16 Moore, Leaders in Transition, 1983.
Findings Related to Research Question Twelve

Research question twelve asked, What were the differences in the geographic backgrounds of deans (where they spent most of their youth)?" Deans' birthplaces were represented by each of the regions listed in the questionnaire: New England, Middle States, North Central, Northwest, Southern and Western States. Most deans were born in the Middle States (33.8%). The second highest number of deans were born in the North Central region (33.3%). Other deans' birthplaces were almost equally distributed among the remaining four or outside the United States (Table 22).

The majority of deans (26.3%) reared, or spent their youth in cities. About 18 percent grew up in small towns or villages, about 18 percent in rural areas and approximately 12 percent in suburbs (Figure 12).

Cyphert and Zimpher reported the largest "dean-producing states" as Pennsylvania, New York and Wisconsin. Seventy-five percent of their deans were reared or spent the majority of their youth in rural areas or small towns, rather than in large cities and suburbs.18 The allied health deans' geographic backgrounds were not uniform, nor were they consistent with Cyphert and Zimpher's deans.

<table>
<thead>
<tr>
<th>Region</th>
<th>States</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>CT, ME, MA, NH, RI, VT</td>
<td>6</td>
<td>10.5</td>
</tr>
<tr>
<td>Middle States</td>
<td>DE, DC, MD, NJ, NY, PA, Puerto Rico</td>
<td>21</td>
<td>36.8</td>
</tr>
<tr>
<td>North Central</td>
<td>AZ, AR, CO, IL, IN, IA, IO, MI, MN, MO, NE, MN, ND, OH, OK, SD, WV, WI, WY</td>
<td>19</td>
<td>33.3</td>
</tr>
<tr>
<td>Northwest</td>
<td>AK, ID, MT, NV, OR, VT, VA</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Southern</td>
<td>AL, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA</td>
<td>5</td>
<td>8.8</td>
</tr>
<tr>
<td>Western</td>
<td>CA, HI</td>
<td>4</td>
<td>7.0</td>
</tr>
<tr>
<td>Outside the US</td>
<td></td>
<td>1</td>
<td>1.8</td>
</tr>
</tbody>
</table>

**Table 22**

**Deans' Birthplaces**

*Deans (n = 57)*
<table>
<thead>
<tr>
<th>Community</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large City</td>
<td>26.3%</td>
</tr>
<tr>
<td>Small City</td>
<td>26.3%</td>
</tr>
<tr>
<td>Small Town/Village</td>
<td>17.5%</td>
</tr>
<tr>
<td>Rural</td>
<td>17.5%</td>
</tr>
<tr>
<td>Suburb</td>
<td>12.3%</td>
</tr>
</tbody>
</table>
Findings Related to Research Question Thirteen

Research question thirteen asked, "What were the characteristics of deans' families?" Deans were asked to specify the amount of formal education received by their parents. Their responses revealed that overall, mothers were better educated than fathers at the high school and undergraduate levels.

Deans reported 26.3% of their mothers as having completed high school and 8.8% as having received a baccalaureate degree. Among deans' fathers, 22.8% completed high school. However, fewer than half of the deans' fathers (3.5%) received baccalaureate degrees in contrast to 8.8% of deans' mothers who had received baccalaureate degrees.

Among allied health deans, fathers were better educated than mothers at the postbaccalaureate levels of study. More deans' fathers (10.7%) had earned graduate degrees, or at least engaged in study beyond the baccalaureate degree, when compared to 8.8% of mothers (Figure 13).

These findings were similar to Moore's conclusions describing the educational background of deans' parents. Moore reported that overall more deans' mothers (12.8%) than fathers (9.6%) had earned college degrees (9.6%). However, at the graduate level, deans' fathers tended to be better educated (10.6%) than were mothers (2.6%).

19 Moore, Leaders in Transition, 1983.
FIGURE 13

EDUCATIONAL BACKGROUNDS OF DEANS' PARENTS

Levels of Education Completed

Mothers
Fathers
Findings Related to Research Question Fourteen

Research question fourteen asked, "How did deans perceive themselves as individuals?" Respondents were asked to list as many as six objectives that best described themselves as persons. Deans listed over 100 adjectives which they perceived as descriptors of themselves. More than half of the list included adjectives mentioned only once. However, the 18 most frequently cited adjectives, in order of most frequently listed to least frequently listed were: committed, humanistic, intelligent, caring, ambitious, competent, confident, honest, thoughtful, energetic, sensitive and dependable (Table 23).

Data from other studies were not available for comparison. Deans in this study were not uniform in their responses of listing adjectives that described them as individuals. Most of the adjectives named were only mentioned once. Those mentioned more than once were equally distributed among less than half of the deans.
<table>
<thead>
<tr>
<th>Adjectives Deans Used to Describe Themselves</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committed</td>
<td>14</td>
<td>24.5</td>
</tr>
<tr>
<td>Humanistic</td>
<td>13</td>
<td>22.8</td>
</tr>
<tr>
<td>Intelligent</td>
<td>9</td>
<td>15.7</td>
</tr>
<tr>
<td>Caring</td>
<td>9</td>
<td>15.7</td>
</tr>
<tr>
<td>Ambitious</td>
<td>8</td>
<td>14.0</td>
</tr>
<tr>
<td>Competent</td>
<td>8</td>
<td>14.0</td>
</tr>
<tr>
<td>Confident</td>
<td>8</td>
<td>14.0</td>
</tr>
<tr>
<td>Honest</td>
<td>7</td>
<td>12.2</td>
</tr>
</tbody>
</table>
Findings Related to the Research Hypothesis

The research hypothesis stated that there were no relationships between factors which attracted deans to their institutions and those which kept them at their institutions. Using a five-point scale from "no importance" to "very high importance," deans were asked to indicate factors which attracted them to their present institutions. The Spearman rank-order correlation coefficient was applied across the following variables that attracted deans, and those that affected them remaining at their institutions:

- Duties/responsibilities of position
- Personal status/prestige
- Strong institutional reputation
- Good benefits - retirement, etc.
- Attractive salary
- Competence/congeniality of colleagues
- Geographic location
- Physical facilities of institution
- Potential for advancement
- Mission/Philosophy of institution

The relationships between the preceding factors which attracted deans and caused them to remain in their positions were related to each other by using Spearman rank-order correlation coefficients. The level of significance for each correlation was .001.
An analysis of deans' responses to items 38 and 39 of the questionnaire, "indicate the importance of factors which attracted you to your present institution," and "the importance of the same factors as reasons for remaining at institutions," respectively, revealed moderate to strong positive relationships between each set of factors. Correlations ranged from .53 to .76. It appeared that lower correlations existed between factors which were outside deans' personal preferences, or factors for which they placed control, e.g., competence/congeniality of colleagues, mission/philosophy of institution and duties and responsibilities of the position (Tables 24 and 25).

A summary of these relationships indicated that there were positive relationships between sets of factors which attracted deans and those which were keeping them in their deanships. Therefore, the null hypothesis was rejected.

<table>
<thead>
<tr>
<th>TABLE 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORRELATIONS BETWEEN RECRUITMENT AND RETENTION FACTORS FOR WHICH DEANS LACKED CONTROL (N=57)</td>
</tr>
<tr>
<td>Benefits/Retirement</td>
</tr>
<tr>
<td>$r_s = .65$</td>
</tr>
</tbody>
</table>

$p = .001$
TABLE 25

RELATIONS BETWEEN FACTORS WHICH ATTRACTED AND KEPT DEANS AT THEIR EMPLOYING INSTITUTIONS (N=57)

<table>
<thead>
<tr>
<th>Variables</th>
<th>$r_s$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties/Responsibilities of Position</td>
<td>.63*</td>
</tr>
<tr>
<td>Personal Status/Prestige</td>
<td>.76*</td>
</tr>
<tr>
<td>Strong Institutional Reputation</td>
<td>.75*</td>
</tr>
<tr>
<td>Good Benefits - Retirement, etc.</td>
<td>.65*</td>
</tr>
<tr>
<td>Attractive Salary</td>
<td>.75*</td>
</tr>
<tr>
<td>Competence/Congeniality of Colleagues</td>
<td>.54*</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>.66*</td>
</tr>
<tr>
<td>Physical Facilities of Institution</td>
<td>.71*</td>
</tr>
<tr>
<td>Potential for Advancement</td>
<td>.71*</td>
</tr>
<tr>
<td>Mission/Philosophy of Institution</td>
<td>.53*</td>
</tr>
<tr>
<td>Other (only 8 responded)</td>
<td>.64**</td>
</tr>
</tbody>
</table>

* $p < .001$
** $p < .05$
Summary

This study served several key purposes. First, it sought to examine the career paths of allied health deans. Second, to gather baseline data about allied health deans in academic health centers in the United States—their backgrounds, career patterns, role characteristics and perceptions of professional development. Third, to establish a professional profile of the allied health dean, and to analyze relationships between professional profile and selected career variables. Finally, to compare the allied health deans in this study to other types of academic deans in previously conducted studies.

The subjects were 57 chief higher education administrators, 45 males and 12 females, in positions as deans of allied health schools with two or more degree or certificate programs in academic health centers in the United States. The survey instrument was a 55-item, self-administered questionnaire, "Today's Allied Health Deans," divided into four parts which sought to obtain background professional and personal information of respondents.

Graphs and summary statistics were used to construct a professional profile and to provide baseline information about the allied health deanship. Spearman rank-order correlation coefficients were used to estimate the strength of relationships between factors which attracted deans to their institutions and those which affected them remaining.
CHAPTER IV BIBLIOGRAPHY


CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In order to accomplish the purposes of this study, a research hypothesis and fourteen research questions were formulated, and reported using descriptive statistics and Spearman rank-order correlation coefficients to test the null hypothesis. The summaries, conclusions and recommendations that resulted from this study are presented in this chapter.

Summary

The findings that resulted from the analyses of data in this study were as follows:

1) Several differences were reported for higher education institutions which employed allied health deans; employing institutions varied on several dimensions which were related to type, location and mission.

2) The current professional activities of allied health deans were fairly uniform and consistent with findings reported for other types of academic deans.
3) The findings of this study did not differ from previous investigations into the duties, roles and responsibilities of deans.

4) Overall, allied health deans tended to depart from the traditional career patterns for other types of academic deans. Only a small percentage of allied health deans followed the established "logic of hierarchy" toward becoming a dean.

5) Mentor relationships for allied health deans were not different from mentor relationships of other types of academic deans.

6) There appeared to be variations among the set of factors given that influenced the incumbents to become deans.

7) Findings in this study indicated several differences in the educational background of deans. They varied in fields of study academic institutions and levels of administrative training.

8) Allied health deans reported scholarly achievements consistent with other types of academic deans.

9) There were uniformities in the responses given by allied health deans. Most responded yes.
10) The allied health deans' responses were consistent with those of other academic deans, a large majority of whom indicated that they would select a new positions at a new institution after leaving their deanships.

11) The reported data indicated strong positive relationships between factors that attracted deans to their institutions as being the same ones that caused them to remain.

12) Findings in this study did not reveal marked differences in the personal characteristics of allied health deans and other types of academic deans.

13) Marked inconsistencies were not revealed in the geographic backgrounds of allied health deans.

14) In this study, the information that deans reported on their parents' educational backgrounds was similar to that reported in previous studies.

15) In this study, deans' choices were not consistently uniform when asked how they perceived themselves as individuals.

Conclusions

Based on this study's findings, the following conclusions may be warranted for participants in this study:
1) Allied health deans did not appear to depart significantly from the established academic dean's profile. The average allied health dean was white, male, early fifties, married, averaged three children and reported excellent health and high physical and psychic energy levels.

2) Deans appeared to be upwardly mobile. Most had earned doctorates when compared to their parents, among whom less than fifteen percent had earned a baccalaureate degree or higher.

3) Deans had fairly uniform professional experiences. Most held the title of dean and administered an average of four allied health programs in their schools and colleges of allied health. Most held the academic rank of professor, about half were tenured and engaged in research and scholarly activities.

4) Deans perceived the major responsibilities of their offices to be in the areas of leadership, budgeting, planning, funding, programs and faculty development, public relations, coordinating and counseling. During an average academic year, deans devoted most of their time to administration, professional public service, program development, teaching, research and consulting in descending order.
5) An analysis of the career histories of allied health deans revealed variations from established career ladder models. In established (traditional) models, the logic of hierarchy for the deanship was: faculty to chair to dean or faculty to chair to assistant or associate dean to dean. Most allied health deans departed from established models, with a large percentage of deans having begun their careers outside academia. The assistant or associate deanship appeared to be a pivotal position in becoming an allied health dean. The results of this study revealed a new model for allied health deans: one or more positions outside academia to faculty to chair to assistant or associate dean to dean. It should also be noted that in many instances allied health deans skipped rungs on the career ladder established in this study.

6) Most allied health deans were the first to hold their positions, and had not had prior formal administrative training. About half of the deans planned to remain in their positions one—there years', the other half four—six years. Most were generally satisfied in their positions and viewed themselves and moderately successful. However, if offered a new job, most wanted to assume a new position in a new administrative area.
7) Most deans were relatively satisfied in their positions. Most would reassume their positions, if given a second chance.

8) There were strong positive relationships between factors that attracted deans to their institutions and those that caused them to remain. Those factors with the highest correlations were personal status/prestige, strong institutional reputation, attractive salary, physical facilities of institution and potential for advancement.

9) The profile established for the allied health dean in this study was: white male, married, early fifties, excellent health, energetic, well educated, moderately successful, tenured professor who administered on allied health school primarily in Southern and North Central regions of the United States.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made for future inquiry:

1) Conduct a study designed to determine the economic feasibility of increasing or decreasing the pool of applicants for allied health deanships. An investigation of this nature might result in a better-prepared pool of applicants.
2) Develop training workshops to orient new deans with basic survival skills needed in the various aspects of deaning, i.e., personnel, curriculum development, budgeting.

3) Take a closer look at what the job of "deaning" involves, and develop formal education programs as preparatory study for deanships.

4) Develop affirmative recruitment strategies to attract more minorities and women into deanships. Both groups are grossly underrepresented.

5) Investigate why deans who report overall job satisfaction only, plan to remain in their positions for one-three, no more than four-six years.

6) Since this study's subjects were only deans in academic health centers, replicate this study using a sample of deans in nonacademic health centers.

7) Conduct further investigations of the allied health deanship to determine whether trends from in this study still prevail.

8) Finally, explore methods of encouraging deans to maintain their scholarly interests, e.g., research and teaching.
APPENDIX A
April 9, 1986

Dr. Kathryn M. Moore
Center of the Study of Higher Education
Pennsylvania State University
University Park, PA 16802

Dear Dr. Moore:

I recently reviewed your 1983 publication, "Leaders in Transition: A National Study of Higher Education Administrators," which appears to be similar to a study I plan to conduct of the allied health deanship (an abstract of the proposed study is attached).

If possible, I would appreciate your sharing a copy of the questionnaire used in your study, along with any information relevant to data scoring and analyses. Additionally, please include the names and addresses of any others who may have used your questionnaire for similar research.

Thank you for your prompt assistance. If you are interested, I will share results of the final project.

Sincerely,

Muriel A. Hawkins

Attachment

MAH/clw
April 23, 1986

Muriel A. Hawkins
College of Allied Health
Chicago State University
Ninety-Fifth Street at King Drive
Chicago, IL 60628-1598

Dear Ms. Hawkins:

Enclosed is my instrument for your review. There has been work contemplated at the Charleston Medical College in South Carolina, I believe. I don't know how far they have gotten.

Good luck.

Sincerely,

Kathryn Moore
Professor, Higher Education
Senior Research Associate

KMM:bwv
Enclosure
April 1, 1986

Dr. Frederick R. Cyphert
Teacher Education Laboratory
College of Education
Ohio State University
29 W. Woodruff Street
Columbus, OH 43210

Dear Dr. Cyphert:

Recently I reviewed the study which you and Dr. Zimpher conducted on the Education Deanship (in The Dilemma of the Deanship, Griffiths and McCarty, 1980). It has come to my attention that the questionnaire you used may be useful in constructing an instrument for a study I plan to conduct investigating the allied health deanship.

I would appreciate a copy of the questionnaire, along with the names and addresses of others, if any, who may have used it for similar purposes. Please include any information relevant to compilation and scoring/coding of data. My target population will be a group of about 100 allied health deans in academic health science centers.

If you are interested, I will be happy to share the results of the study. Thank you for your prompt assistance.

Sincerely,

Muriel A. Hawkins
Student and Community Affairs Coordinator

pc: Dr. N. L. Zimpher

MAH/clw
April 8, 1986

Dr. Muriel A. Hawkins  
Student and Community Affairs Coordinator  
College of Allied Health  
Chicago State University  
Ninety-Fifth Street at King Drive  
Chicago, Illinois 60628-1598

Dear Dr. Hawkins:

Thank you for inquiring about the instruments Dr. Nancy Zimpher and I developed for our Education Deanship studies. We would be pleased to have you use our materials. Hopefully, you could give us a footnote in your findings paper.

Attached are three documents: (1) The "Who is the Dean?" questionnaire which was used with current deans in the study you referred to; (2) "Former Deans" questionnaire used with the predecessors of current deans to establish trends; and (3) "A Survey of Academic Leadership" which we used to gather data from persons nominated as potential deans. (The enclosures are xerox copies--the originals were printed back-to-back on colored paper.)

Dr. Abram Konrad (University of Alberta) and Dr. William Studer (Michigan State University) have also conducted studies using this instrument. Many others have borrowed "pieces" of it.

We would like to encourage you to study Allied Health Deans for there is much of value to be learned. If we can be of assistance, please let us know. We would appreciate receiving a copy of your findings. Best wishes.

Cordially,

Frederick R. Cyphert  
Dean Emeritus and Professor

FRC/dff  
Enclosures
April 24, 1986

Dr. Frederick R. Cyphert
Dean, Emeritus and Professor
Department of Educational
Theory and Practice
Teacher Education
Ohio State University
216 Ramseyer Hall
29 West Woodnuff Avenue
Columbus, OH 43210-1177

Dear Dr. Cyphert:

Thank you for your recent letter and inclusion of the three instruments that you and Dr. Zimpher developed for your Education Deanship studies.

At this point, I am certain that I will use the "Who is Dean" questionnaire, with some modification to include the dean's involvement in curriculum development. Of course, I will give you a footnote; I already have. Your study (as published in Dilemma of the Deanship), has been perhaps the most well-presented and comprehensive among recent literature.

I will be happy to share the results of my study with you. In the interim, I will keep you informed of my progress. Your support is very much appreciated.

Sincerely,

Muriel Hawkins

MH/clw
May 2, 1986

Dr. Kathryn M. Moore
Professor, Higher Education
Senior Research Associate
Pennsylvania State University
Center for the Study of Higher Education
325 Pond Laboratory
University Park, PA 16802

Dear Dr. Moore:

Thank you for your recent letter and inclusion of your instrument, "Today's Academic Leaders."

I am aware that a study of the allied health deanship has been contemplated at the Medical University of South Carolina at Charleston. However, my study was endorsed in January 1986 by the ASAHP (American Society of Allied Health Professions) Board of Directors. I do not know the status of their project; however it may be worthwhile to contact them so that effort will not be duplicated.

I appreciate your assistance and will share the results of my study. In the interim, if I "borrow" from your instrument, appropriate credit will be given.

Many thanks again.

Sincerely,

Muriel A. Hawkins

MAH/clw
Dear Dean:

I am requesting your participation in a national study of the allied health deanship. The study has been endorsed by the Board of Directors of the American Society of Allied Health Professions (ASAHP), and will serve these purposes: to collect baseline data about allied health deans in academic health centers - their backgrounds, career paths, role characteristics and perceived needs of professional development. A second purpose is to establish a framework from which further research on allied health deans may be conducted, as it remains an area that is not well addressed in the literature.

Please answer ALL questions. Each response is IMPORTANT. Efforts have been made to minimize the amount of personal information requested. However, because of the nature of the study, a limited amount of personal data is required. Please be assured that your responses will be kept CONFIDENTIAL. Data will be reported using statistical summaries only. Under no circumstances will "individual" data be reported, or made available to individuals or groups.

Results of the study will be presented during the November 1986 ASAHP Annual Meeting in Pittsburgh. The presentation is scheduled for Saturday morning, November 8. A request will also be submitted to the Editorial Board for publication of the study results in the Journal of Allied Health. As a study participant, you may receive an individual summary of the study by contacting the investigator at the address above.

It is not possible to thank each participant personally. However, I am aware of the time you will spend completing the enclosed questionnaire, and am appreciative of your support for a study that will contribute to both allied health, and higher education research.

Please return your unfolded survey questionnaire in the enclosed self-addressed stamped envelope by September 22, 1986.

Sincerely,

Muriel A. Hawkins

Enclosure
TODAY’S ALLIED HEALTH DEANS

A National Study of Deans in Academic Health Centers

Muriel A. Hawkins
Investigator
In an era of declining enrollments and decreases in governmental allocations to education, schools of allied health may be facing a period of reassessment. Since current leadership in the allied health professions is provided by deans, participation in this study is a way for you to assist in compiling a national knowledge base about deans' careers, as well as their professional and personal concerns. Please circle the number corresponding to your choice for each item, unless instructed otherwise.

Regional Codes for Question 5 and Question 44:

<table>
<thead>
<tr>
<th>Regions</th>
<th>States Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>CT, ME, MA, NH, RI, VT</td>
</tr>
<tr>
<td>Middle States</td>
<td>DE, DC, MD, NJ, NY, PA, Puerto Rico</td>
</tr>
<tr>
<td>North Central</td>
<td>AZ, AR, CO, IL, IN, IA, KS, MI, MN, MO, NE, MN, ND, OH, OK, SD, WV, WI, WY,</td>
</tr>
<tr>
<td>Northwest</td>
<td>AK, ID, MT, NV, OR, UT, WA</td>
</tr>
<tr>
<td>Southern</td>
<td>AL, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA</td>
</tr>
<tr>
<td>Western</td>
<td>CA, HI</td>
</tr>
</tbody>
</table>
TODAY'S ALLIED HEALTH DEANS

Part One: Current Professional Data

Q1. Please indicate your current title.
1. Dean
2. Director
3. Deputy
4. Vice President, Health Affairs
5. Other (please specify) ___________________________ _

Q2. What type of allied health unit do you administer?
1. College .
2. School
3. Division
4. Department
5. Other (please specify) ___________________________ _

Q3. How many allied health programs are offered in your unit? Please indicate number in each category:
1. Certificate
2. Associate
3. Baccalaureate
4. Master's (basic)
5. Master's (prof., as in O.T., P.T., etc.)
6. Doctoral

Q4. In what type of institution are you currently employed?
1. public
2. private

Q5. In what region of the United States is your institution located? Please refer to front inside cover for regional codes.
1. New England
2. Middle States
3. North Central
4. Northwest
5. Southern
6. Western
7. Outside U.S. (please specify country) ___________________________ _

Q6. In your region, which of the following describes your institution locally?
1. Urban
2. Suburban
3. Rural

Q7. Please answer both of the following questions.
1. What is the approximate, total student enrollment at your institution? ____________ _
2. What is the total allied health enrollment in your unit? (please include all students at all levels). ____________ _

Q8. Please give the title of the individual to whom you currently report (your immediate supervisor, as Chancellor, President, etc.) ___________________________ _

Q9. Please circle the type of contract you have with your institution.
1. Eleven/twelve-month
2. nine/ten-month
Q10. Please indicate your current academic rank:
1. Not eligible in present position
2. Professor
3. Associate Professor
4. Assistant Professor
5. Instructor
6. Lecturer
7. Other (please specify) ___________________

Q11. Do you have tenure as a faculty member?
1. yes
2. no

Q12. If tenured, please circle the discipline in which you hold tenure.
1. Medicine
2. Dentistry
3. Allied Health Sciences
4. Arts and Sciences
5. Business/Law
6. Engineering
7. Education
8. Other (please specify) ____________________

Q13. What was your salary during the 1985-86 academic year? Please circle the category indicating salary range.
1. less than $40,000
2. $40,000 - $49,999
3. $50,000 - $59,999
4. $60,000 - $69,999
5. $70,000 - $79,000
6. $80,000 - $89,000
7. $90,000 or more

Q14. Please circle the number of courses you taught during the 1985-86 academic year.
1. none
2. one
3. two
4. three-five
5. more than five

Q15. Please indicate the number of students you advised in each of the following categories during the 1985-86 academic year:

Q15a. Undergraduate students advised:
1. none
2. one-three
3. four-nine
4. ten-twenty
5. more than twenty

Q15b. Master's students advised:
1. none
2. one-three
3. four-nine
4. ten-fifteen
5. more than fifteen
Q15c. Doctoral students advised:
1 none
2 one
3 two
4 three-five
5 more than five

Q15d. Nontraditional students advised (as University Without Walls, etc.):
1 none
2 one
3 two
4 three-five
5 more than five

Q16. Please indicate in percentages (%) the amount of time you devoted to each of the following activities during the 1985-86 academic year:

1 Administration
2 Program Development/Improvement (curriculum)
3 Teaching
4 Research
5 Public/Professional Service
6 Consulting
7 Other (specify) ____________________________

Total = 100%

Q17a. During the 1985-86 academic year, were you personally engaged in the execution of training projects?
1 yes
2 no

Q17b. If yes, how many? ______________

Q17c. Indicate source(s) of funding for training projects in Q17a:
1 institutional
2 external
3 both institutional and external
4 non-funded

Q18a. During the 1985-86 academic year, were you personally engaged in the execution of research & development projects?
1 yes
2 no

Q18b. If yes, how many? ______________

Q18c. Indicate source(s) of funding for research & development projects in Q18a:
1 institutional
2 external
3 both institutional and external
4 non-funded

Q19. Indicate your current membership in ASAHP (American Society of Allied Health Professions):
1 institutional membership
2 individual membership
3 both institutional and individual memberships
4 non-membership in either category

Q20. Please indicate the number of other professional associations, excluding ASAHP, in which you currently hold membership: ___________________
Q21. Are you currently a member of a higher education association, such as AAHE (American Association of Higher Education)?
1 yes
2 no

Q22. How many days during the 1985-86 academic year did you spend attending professional meetings/conferences? ____________ days

Q23a. Which one of the following statements best describes your feelings toward your present position? Please circle one.
1 highly satisfying to me personally
2 enjoy it most of the time
3 equally satisfying and frustrating
4 frustrated most of the time
5 highly frustrating to me personally

Q23b. In summary of Q23a, are you generally satisfied in your present position? Please circle one.
1 yes
2 no
3 undecided

Q24. In your present position, do you perceive yourself as being:
1 very successful
2 moderately successful
3 somewhat successful
4 not very successful
5 unsuccessful

Q25. Please list as many as six words or phrases describing what you perceive to be the major functions or responsibilities of the allied health deanship:
1
2
3
4
5
6

Part Two: Professional Background Data

Q26. In the spaces below, list as many as eight significant professional positions that you have held. All spaces need not be filled, as some individuals may have extensive employment histories and others may have only recently begun a professional career. Please use reverse chronological order (begin with present position, etc.):

<table>
<thead>
<tr>
<th>Position Title (or rank)</th>
<th>Type of Institution</th>
<th>Number of Years in Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>(present position)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q27a. A mentor is thought of as someone with whom you have had a long-term, professionally oriented relationship, one in which the person guided, advised and assisted in your personal and career development. Based on the preceding definition, have you had a mentor(s) in your career in higher education administration?

1. yes
2. no

Q27b. Please provide the following information about your mentor(s).

<table>
<thead>
<tr>
<th>Mentor's Position When you Met</th>
<th>Your Position When you Met</th>
<th>No. of Yrs. of Relationship</th>
<th>Sex of Mentor</th>
<th>Race of Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q28. Are you currently a mentor for someone else?

1. yes
2. no

Q29. How did you first become a candidate for your present position? Please circle one.

1. applied directly
2. recommended by mentor
3. nominated by person(s) other than mentor
4. invitation from a search committee
5. assumed acting appointment
6. appointed by senior administrator
7. created position and secured funding
8. other (specify) _____________________

Q30. Please give the order of your rank in present position:

1. first to hold position
2. second in position
3. third in position
4. fourth in position
5. fifth (or beyond) in position

Q31. Please circle the most significant type of administrative training that may have prepared you for, or enhanced your skills in your present position:

1. * none (no administrative training)
2. degree in administration
3. college-level course(s) in administration
4. workshop or seminar
5. internship or fellowship
6. other (specify) _____________________

Q32. Indicate the number of books or monographs you have written or edited. Please circle one category.

1. none
2. one
3. two-four
4. five-nine
5. ten-fifteen
6. more than fifteen
Q33. Indicate the number of professional articles and scholarly papers you have written or coauthored. Please circle one category.
1 none
2 one-five
3 six-ten
4 eleven-fourteen
5 fifteen-twenty
6 more than twenty

Q34. Please provide the following information about your academic preparation. If you are currently enrolled in a degree program, please indicate "E" for "Enrolled" under the year column.

<table>
<thead>
<tr>
<th>Primary Field of Study</th>
<th>Name of Degree (BS, BA) or Certificate</th>
<th>Year Degree Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional (MD, JD, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q35a Are you credentialed (licensed, registered or certified) in an allied health or other health-related discipline?
1 yes
2 no

Q35b Please list the professional disciplines in which you are credentialed (physical therapy, medicine, medical record administration, dietetics, etc.):

Q36. If you had it to do over again, would you still assume your current position?
1 yes
2 no
3 undecided

Q37. How much longer do you plan to remain in your present position? Please circle one number.
1 leaving after this year
2 one-three years
3 four-six years
4 seven-ten years
5 more than ten years
Q38. Please indicate the importance of each of the following which attracted you to your present position/institution. Please circle one number for each item.

<table>
<thead>
<tr>
<th>Item</th>
<th>No</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties/responsibilities of position</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Personal status/prestige</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Strong institutional reputation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Good benefits - retirement, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Attractive salary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Competence/congeniality of colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Geographic location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Physical facilities of institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Potential for advancement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mission/philosophy of institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Q39. The reasons for remaining in your present position/institution may not be the same as those that attracted you. Please indicate the importance of the following in keeping you where you are. Please circle one number for each item.

<table>
<thead>
<tr>
<th>Item</th>
<th>No</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties/responsibilities of position</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Personal status/prestige</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Strong institutional reputation</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Good benefits - retirement, etc.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Attractive salary</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Competence/congeniality of colleagues</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Geographic location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Physical facilities of institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Potential for advancement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mission/philosophy of institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Q40. Assume that you had a job offer today, select the one position type that you most prefer. Please circle one number.

1  similar position  
2  new position at higher level in present area  
3  new position in new administrative area  
4  outside higher education

Q41. Ultimately, what type of position most resembles the epitome of your professional aspiration? Please give title of position:


Part Three: Personal Data

Q42. Please indicate your sex:
1 male
2 female

Q43. What is your racial or ethnic group? Please circle one.
1 Caucasian/White
2 Black/Afro-American
3 Hispanic
4 Native American/American Indian
5 Asian/Oriental
6 Other (please specify) ____________________________

Q44. In what region of the United States were you born? Please refer to front inside cover for regional codes.
1 New England
2 Middle States
3 North Central
4 Northwest
5 Southern
6 Western
7 Outside U.S. (please specify country) ____________________________

Q45. In what year were you born? 19__________

Q46. Please indicate your present marital status. Circle one.
1 Single (never married)
2 Married (living with spouse)
3 Separated
4 Divorced
5 Widowed

Q47. How many children do you have? _________________

Q48. What is your present health status? Please circle one.
1 Excellent
2 Good
3 Fair
4 Poor

Q49. How would you describe your physical and psychic energy levels?
1 Hyperenergetic
2 More energy than most persons
3 Average energy level
4 Less energy than most

Q50. Please indicate your birth rank (only child, first, second, middle, last, etc.)

______________
Q51. What is (was) the highest level of education that your parents have completed? Please circle one number in each column.

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eighth grade or less</td>
<td>1. eighth grade or less</td>
</tr>
<tr>
<td>2. some high school</td>
<td>2. some high school</td>
</tr>
<tr>
<td>3. completed high school</td>
<td>3. completed high school</td>
</tr>
<tr>
<td>4. some undergraduate work</td>
<td>4. some undergraduate work</td>
</tr>
<tr>
<td>5. two-year degree/certificate</td>
<td>5. two-year degree/certificate</td>
</tr>
<tr>
<td>6. completed bachelor's degree</td>
<td>6. completed bachelor's degree</td>
</tr>
<tr>
<td>7. some work beyond bachelor's</td>
<td>7. some work beyond bachelor's</td>
</tr>
<tr>
<td>8. completed master's degree</td>
<td>8. completed master's degree</td>
</tr>
<tr>
<td>9. some work beyond master's</td>
<td>9. some work beyond master's</td>
</tr>
<tr>
<td>10. completed doctoral degree</td>
<td>10. completed doctoral degree</td>
</tr>
<tr>
<td>11. completed professional degree (as MD, DDS, etc.)</td>
<td>11. completed professional degree (as MD, DDS, etc.)</td>
</tr>
</tbody>
</table>

Q52. What is (was) the principal (paid) employment of your parents? Please be specific by listing an occupation title.

1. Mother ____________________________
2. Father ____________________________

Q53. How would you classify the community where you spent most of your youth? Please circle one number.

1. rural
2. small town/village
3. small city
4. large city
5. suburb of large city

Q54. How many hours do you spend in a typical week on the following activities?

1. physical recreation __________________
2. recreational reading __________________
3. professional reading __________________
4. other recreation __________________
   (exclusive of above)

Q55. Please list as many as six adjectives that best describe you as a person.

____________________________________  ____________________________________
____________________________________  ____________________________________
____________________________________  ____________________________________

If information you feel is important has not been covered in this questionnaire, please use the space below for additional comments.
Thank you for taking time to participate in this study. Please return questionnaire in the enclosed stamped envelope. Study results will be available for distribution to participants upon request. To obtain an individual copy, please write or call:

Muriel A. Hawkins  
College of Allied Health  
Chicago State University  
Ninety-Fifth Street at King Drive  
Chicago, IL 60628-1598  
(312) 995-2552
October 7, 1986

Dear Dean:

A few weeks ago I requested your participation in a national study of deans in academic health centers.

Will you please take a few minutes to complete and return the enclosed questionnaire, if you have not done so already? Your opinion counts, but it cannot be counted without your response.

For your convenience, a self-addressed, stamped return envelope is enclosed. I appreciate your participation.

Sincerely,

Muriel A. Hawkins

Enclosures

MAH/clj
TODAY'S ALLIED HEALTH DEANS

A National Study of Deans in Academic Health Centers

Muriel A. Hawkins
Investigator
In an era of declining enrollments and decreases in governmental allocations to education, schools of allied health may be facing a period of reassessment. Since current leadership in the allied health professions is provided by deans, participation in this study is a way for you to assist in compiling a national knowledge base about deans' careers, as well as their professional and personal concerns. Please circle the number corresponding to your choice for each item, unless instructed otherwise.

Regional Codes for Question 5 and Question 44:

<table>
<thead>
<tr>
<th>Regions</th>
<th>States Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>CT, ME, MA, NH, RI, VT</td>
</tr>
<tr>
<td>Middle States</td>
<td>DE, DC, MD, NJ, NY, PA, Puerto Rico</td>
</tr>
<tr>
<td>North Central</td>
<td>AZ, AR, CO, IL, IN, IA, KS, MI, MN, MO, NE, MN, ND, OH, OK, SD, WV, WI, WY.</td>
</tr>
<tr>
<td>Northwest</td>
<td>AK, ID, MT, NV, OR, UT, WA</td>
</tr>
<tr>
<td>Southern</td>
<td>AL, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA</td>
</tr>
<tr>
<td>Western</td>
<td>CA, HI</td>
</tr>
</tbody>
</table>
### TODAY'S ALLIED HEALTH DEANS

#### Part One: Current Professional Data

**Q1. Please indicate your current title.**

1. Dean 68.4%
2. Director 15.8%
3. Deputy
4. Vice President, Health Affairs
5. Other (please specify) 15.8%

**Q2. What type of allied health unit do you administer?**

1. College 31.6%
2. School 43.9%
3. Division 12.3%
4. Department 3.5%
5. Other (please specify) 8.8%

**Q3. How many allied health programs are offered in your unit? Please indicate number in each category:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>7.0%</td>
</tr>
<tr>
<td>Associate</td>
<td>12.3%</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>12.3%</td>
</tr>
<tr>
<td>Master's (basic)</td>
<td>5.3%</td>
</tr>
<tr>
<td>Master's (prof., as in O.T., P.T., etc.)</td>
<td>1.8%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**Q4. In what type of institution are you currently employed?**

1. Public 71.9% missing 3.5%
2. Private 24.6%

**Q5. In what region of the United States is your institution located? Please refer to front inside cover for regional codes.**

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>5.3%</td>
</tr>
<tr>
<td>Middle States</td>
<td>22.8%</td>
</tr>
<tr>
<td>North Central</td>
<td>33.3%</td>
</tr>
<tr>
<td>Northwest</td>
<td>1.8%</td>
</tr>
<tr>
<td>Southern</td>
<td>33.3%</td>
</tr>
<tr>
<td>Western</td>
<td>3.5%</td>
</tr>
<tr>
<td>Outside U.S. (please specify country)</td>
<td></td>
</tr>
</tbody>
</table>

**Q6. In your region, which of the following describes your institution locally?**

1. Urban 84.2%
2. Suburban 8.8%
3. Rural 1.0%

**Q7. Please answer both of the following questions.**

1. What is the approximate, total student enrollment at your institution? 13,771.2
2. What is the total allied health enrollment in your unit? (please include all students at all levels). 478.4

**Q8. Please give the title of the individual to whom you currently report (your immediate supervisor, as Chancellor, President, etc.) (President=21.1%; Divisional Dean=21.1%; Chancellor=19.3%; V.P./Health=15.8%; Provost=14.0% and Other Titles=8.8%)**

**Q9. Please circle the type of contract you have with your institution.**

1. Eleven/twelve-month 98.2%
2. Nine/ten-month 1.8%
Q10. Please indicate your current academic rank:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eligible in present position</td>
<td>1.8%</td>
</tr>
<tr>
<td>Professor</td>
<td>71.9%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>24.6%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1.8%</td>
</tr>
<tr>
<td>Instructor</td>
<td>1.0%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

Q11. Do you have tenure as a faculty member?

<table>
<thead>
<tr>
<th>Tenure</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82.5%</td>
</tr>
<tr>
<td>No</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

Q12. If tenured, please circle the discipline in which you hold tenure.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>21.1%</td>
</tr>
<tr>
<td>Dentistry</td>
<td>3.5%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>36.8%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>1.0%</td>
</tr>
<tr>
<td>Business/Law</td>
<td>1.0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.0%</td>
</tr>
<tr>
<td>Education</td>
<td>1.8%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>22.8%</td>
</tr>
</tbody>
</table>

Q13. What was your salary during the 1985-86 academic year? Please circle the category indicating salary range.

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $40,000</td>
<td>3.5%</td>
</tr>
<tr>
<td>$40,000 - $49,999</td>
<td>5.3%</td>
</tr>
<tr>
<td>$50,000 - $59,999</td>
<td>21.1%</td>
</tr>
<tr>
<td>$60,000 - $69,999</td>
<td>22.8%</td>
</tr>
<tr>
<td>$70,000 - $79,000</td>
<td>17.3%</td>
</tr>
<tr>
<td>$80,000 - $89,000</td>
<td>21.1%</td>
</tr>
<tr>
<td>$90,000 or more</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

Q14. Please circle the number of courses you taught during the 1985-86 academic year.

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>47.4%</td>
</tr>
<tr>
<td>One</td>
<td>21.1%</td>
</tr>
<tr>
<td>Two</td>
<td>15.8%</td>
</tr>
<tr>
<td>Three-five</td>
<td>12.3%</td>
</tr>
<tr>
<td>More than five</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Q15. Please indicate the number of students you advised in each of the following categories during the 1985-86 academic year:

**Q15a. Undergraduate students advised:**

<table>
<thead>
<tr>
<th>Students Advised</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>64.9%</td>
</tr>
<tr>
<td>One-three</td>
<td>3.5%</td>
</tr>
<tr>
<td>Four-nine</td>
<td>3.5%</td>
</tr>
<tr>
<td>Ten-twenty</td>
<td>10.5%</td>
</tr>
<tr>
<td>More than twenty</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

**Q15b. Master's students advised:**

<table>
<thead>
<tr>
<th>Students Advised</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>61.4%</td>
</tr>
<tr>
<td>One-three</td>
<td>14.0%</td>
</tr>
<tr>
<td>Four-nine</td>
<td>10.5%</td>
</tr>
<tr>
<td>Ten-fifteen</td>
<td>7.0%</td>
</tr>
<tr>
<td>More than fifteen</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
Q15c. Doctoral students advised:
1 none 64.9% missing 5.3%
2 one 17.5
3 two 7.0%
4 three-five 5.3%
5 more than five 1.68%

Q15d. Nontraditional students advised (as University Without Walls, etc.):
1 none 82.5% missing 5.3%
2 one 3.5%
3 two 1.8%
4 three-five 5.3%
5 more than five 1.8%

Q16. Please indicate in percentages (%) the amount of time you devoted to each of the following activities during the 1985-86 academic year:
1 Administration 65.0%
2 Program Development/Improvement (curriculum) 12.4%
3 Teaching 12.2%
4 Research 10.3%
5 Public/Professional Service 14.0%
6 Consulting 5.0%
7 Other (specify) 9.1%
Total = 100%

Q17a. During the 1985-86 academic year, were you personally engaged in the execution of training projects?
1 yes 33.3% missing 1.8%
2 no 64.4%

Q17b. If yes, how many? 1.47

Q17c. Indicate source(s) of funding for training projects in Q17a:
1 institutional 7.0% missing 59.56%
2 external 21.1%
3 both institutional and external 10.5%
4 non-funded 3.5%

Q18a. During the 1985-86 academic year, were you personally engaged in the execution of research & development projects?
1 yes 38.6% missing 1.8%
2 no 59.6%

Q18b. If yes, how many? 1.61%

Q18c. Indicate source(s) of funding for research & development projects in Q18a:
1 institutional 10.5% missing 59.6%
2 external 17.3%
3 both institutional and external 8.8%
4 non-funded 3.5%

Q19. Indicate your current membership in ASAHP (American Society of Allied Health Professions):
1 institutional membership 33.3%
2 individual membership 12.3%
3 both institutional and individual memberships 42.1%
4 non-membership in either category 12.3%

Q20. Please indicate the number of other professional associations, excluding ASAHP, in which you currently hold membership: average = 6
Q21. Are you currently a member of a higher education association, such as AAHE (American Association of Higher Education)?
1 yes 36.8%
2 no 63.2%

Q22. How many days during the 1985-86 academic year did you spend attending professional meetings/conferences?

3.5 days

Q23a. Which one of the following statements best describes your feelings toward your present position? Please circle one.
1. highly satisfying to me personally 38.6%
2. enjoy it most of the time 38.6%
3. equally satisfying and frustrating 15.8%
4. frustrated most of the time 3.5%
5. highly frustrating to me personally 3.5%

Q23b. In summary of Q23a, are you generally satisfied in your present position? Please circle one.
1 yes 89.5%
2 no 7.0%
3 undecided 3.5%

Q24. In your present position, do you perceive yourself as being:
1. very successful 45.6%
2. moderately successful 40.4%
3. somewhat successful 12.3%
4. not very successful 1.8%
5. unsuccessful 3.5%

Q25. Please list as many as six words or phrases describing what you perceive to be the major functions or responsibilities of the allied health deanship:
1. Leadership = 38.59%
2. Budgeting = 35.8%
3. Faculty Development/Recruitment = 35.08%
4. Planning = 31.05%
5. Funding = 29.82%
6. Program Development = 22.80%

OTHER HIGH: Public Relations = 21.05% Administration/Management = 14.0%
Counseling = 12.28%

Part Two: Professional Background Data

Q26. In the spaces below, list as many as eight significant professional positions that you have held. All spaces need not be filled, as some individuals may have extensive employment histories and others may have only recently begun a professional career. Please use reverse chronological order (begin with present position, etc.):

<table>
<thead>
<tr>
<th>Position Title (or rank)</th>
<th>Type of Institution (University, hospital, private practice, etc.)</th>
<th>Number of Years in Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>(present position)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q27a. A mentor is thought of as someone with whom you have had a long-term, professionally oriented relationship, one in which the person guided, advised and assisted in your personal and career development. Based on the preceding definition, have you had a mentor(s) in your career in higher education administration?

1. yes 63.2%
2. no 36.8%

Q27b. Please provide the following information about your mentor(s).

<table>
<thead>
<tr>
<th>Mentor's Position When you Met</th>
<th>Your Position When you Met</th>
<th>No. of Yrs. of Relationship</th>
<th>Sex of Mentor</th>
<th>Race of Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.0 years</td>
<td>male=54.7</td>
<td>white</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>female=3.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q28. Are you currently a mentor for someone else?

1. yes 66.7% missing 5.3%
2. no 28.1%

Q29. How did you first become a candidate for your present position? Please circle one.

1. applied directly 35.7%
2. recommended by mentor 32.1%
3. nominated by person(s) other than mentor 17.9%
4. invitation from a search committee 3.5%
5. assumed acting appointment 10.7%
6. appointed by senior administrator
7. created position and secured funding
8. other (specify)

Q30. Please give the order of your rank in present position:

1. first to hold position 35.1% missing 1.5%
2. second in position 31.6%
3. third in position 17.5%
4. fourth in position 3.5%
5. fifth (or beyond) in position 10.5%

Q31. Please circle the most significant type of administrative training that may have prepared you for, or enhanced your skills in your present position:

1. none (no administrative training) 22.8%
2. degree in administration 22.8%
3. college-level course(s) in administration 8.8%
4. workshop or seminar 5.8%
5. internship or fellowship 5.3%
6. other (specify) 31.6%

Q32. Indicate the number of books or monographs you have written or edited. Please circle one category.

1. none 36.8%
2. one 10.5%
3. two-four 29.8%
4. five-nine 17.5%
5. ten-fifteen 3.5%
6. more than fifteen 1.8%
Q33. Indicate the number of professional articles and scholarly papers you have written or coauthored. Please circle one category.

1. none 1.8%
2. one-five 29.8%
3. six-ten 17.5%
4. eleven-fourteen 10.5%
5. fifteen-twenty 3.5%
6. more than twenty 36.8%

Q34. Please provide the following information about your academic preparation. If you are currently enrolled in a degree program, please indicate "E" for "Enrolled" under the year column.

<table>
<thead>
<tr>
<th>Primary Field of Study</th>
<th>Name of Degree (BS, BA) or Certificate</th>
<th>Year Degree Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional (MD, JD, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q35a. Are you credentialed (licensed, registered or certified) in an allied health or other health-related discipline?

1. yes
2. no

Q35b. Please list the professional disciplines in which you are credentialed (physical therapy, medicine, medical record administration, dietetics, etc.):

Q36. If you had it to do over again, would you still assume your current position?

1. yes 78.9%  missing 1.8%
2. no 12.3%
3. undecided 7.0%

Q37. How much longer do you plan to remain in your present position? Please circle one number.

1. leaving after this year 10.5%  missing 1.8%
2. one-three years 28.1%
3. four-six years 26.3%
4. seven-ten years 19.3%
5. more than ten years 14.0%
Q38. Please indicate the importance of each of the following which attracted you to your present position/institution. Please circle one number for each item.

SPEARMAN RANK-ORDER CORRELATION COEFFICIENTS (rs < .001 levels of significance)

<table>
<thead>
<tr>
<th>Importance of Item</th>
<th>No</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties/responsibilities of position</td>
<td>.63</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Personal status/prestige</td>
<td>.76</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strong institutional reputation</td>
<td>.75</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Good benefits - retirement, etc.</td>
<td>.65</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Attractive salary</td>
<td>.75</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Competence/congeniality of colleagues</td>
<td>.54</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Geographic location</td>
<td>.66</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physical facilities of institution</td>
<td>.71</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Potential for advancement</td>
<td>.71</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mission/philosophy of institution</td>
<td>.53</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Q39. The reasons for remaining in your present position/institution may not be the same as those that attracted you. Please indicate the importance of the following in keeping you where you are. Please circle one number for each item.

<table>
<thead>
<tr>
<th>Importance of Item</th>
<th>No</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties/responsibilities of position</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Personal status/prestige</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strong institutional reputation</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Good benefits - retirement, etc.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Attractive salary</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Competence/congeniality of colleagues</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Geographic location</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physical facilities of institution</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Potential for advancement</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mission/philosophy of institution</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Q40. Assume that you had a job offer today, select the one position type that you most prefer. Please circle one number.

1 similar position 28.1%  
2 new position at higher level in present area 22.8%  
3 new position in new administrative area 35.1%  
4 outside higher education 3.5%  

Q41. Ultimately, what type of position most resembles the epitome of your professional aspiration? Please give title of position:

Most Popular: Vice President for Academic Affairs = 19.2%  
University Professor (with tenure) = 15.7%  
Academic Dean = 7.0%  
Retirement = 5.3%
Part Three: Personal Data

Q42. Please indicate your sex:

1  male  78.9%
2  female  21.9%

Q43. What is your racial or ethnic group? Please circle one.

1  Caucasian/White  86.0%
2  Black/Afro-American  10.5%
3  Hispanic  1.8%
4  Native American/American Indian  none
5  Asian/Oriental  1.8%
6  Other (please specify)  none

Q44. In what region of the United States were you born? Please refer to front inside cover for regional codes.

1  New England  10.5%
2  Middle States  36.8%
3  North Central  33.3%
4  Northwest  1.8%
5  Southern  8.8%
6  Western  7.0%
7  Outside U.S. (please specify country)  1.8%

Q45. In what year were you born? 1933 (average birth year reported; average age=53)

Q46. Please indicate your present marital status. Circle one.

1  Single (never married)  8.8%
2  Married (living with spouse)  82.5%
3  Separated  1.8%
4  Divorced  7.0%
5  Widowed

Q47. How many children do you have? 2.96

Q48. What is your present health status? Please circle one.

1  Excellent  73.7%
2  Good  22.8%
3  Fair  3.5%
4  Poor  none

Q49. How would you describe your physical and psychic energy levels?

1  Hyperenergetic  15.8%
2  More energy than most persons  64.9%
3  Average energy level  17.5%
4  Less energy than most  1.8%

Q50. Please indicate your birth rank (only child, first, second, middle, last, etc.)
Q51. What is (was) the highest level of education that your parents have completed? Please circle one number in each column.

<table>
<thead>
<tr>
<th></th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>eighth grade or less</td>
<td>22.8%</td>
<td>15.8%</td>
</tr>
<tr>
<td>some high school</td>
<td>15.8%</td>
<td>2  26.3%</td>
</tr>
<tr>
<td>completed high school</td>
<td>26.3%</td>
<td>3  22.8%</td>
</tr>
<tr>
<td>some undergraduate work</td>
<td>8.8%</td>
<td>4  15.8%</td>
</tr>
<tr>
<td>two-year degree/certificate</td>
<td>8.8%</td>
<td>5  3.5%</td>
</tr>
<tr>
<td>completed bachelor’s degree</td>
<td>8.8%</td>
<td>6  3.5%</td>
</tr>
<tr>
<td>some work beyond bachelor’s</td>
<td>5.3%</td>
<td>7  1.8%</td>
</tr>
<tr>
<td>completed master’s degree</td>
<td>3.5%</td>
<td>8  8/8%</td>
</tr>
<tr>
<td>some work beyond master’s</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>completed doctoral degree</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>completed professional degree (as MD, DDS, etc.)</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

Q52. What is (was) the principal (paid) employment of your parents? Please be specific by listing an occupation title.
1. Mother ________________________________
2. Father ________________________________

Q53. How would you classify the community where you spent most of your youth? Please circle one number.
1. rural 17.5%
2. small town/village 17.5%
3. small city 26.3%
4. large city 26.3%
5. suburb of large city 12.3%

Q54. How many hours do you spend in a typical week on the following activities?
1. physical recreation 4.81%
2. recreational reading 5.33%
3. professional reading 7.2%
4. other recreation 5.90%
(exclusive of above)

Q55. Please list as many as six adjectives that best describe you as a person.
Committed = 24.5%  
Caring = 15.7%
Humanistic = 22.8%  
Ambitious = 14.0%
Intelligent = 15.7%  
Competent = 14.0%
Confident = 14.0%

If information you feel is important has not been covered in this questionnaire, please use the space below for additional comments.
The dissertation submitted by Muriel A. Hawkins has been read and approved by the following committee:

Dr. Todd Hoover, Director
Associate Professor, Curriculum and Human Resource Development
Loyola University of Chicago

Robert Cienkus, Ph.D.
Associate Professor, Curriculum and Human Resource Development
Loyola University of Chicago

David Broski, Ph.D.
Dean
College of Associated Health Professions
The University of Illinois at Chicago

The final copies have been examined by the Director of the Dissertation and Committee and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

April 28, 1988
Date

Todd Hoover
Director's Signature