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Faculty Perceptions of the Role of Department Chairperson in Facilitating Tenure Acquisition

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Faculty Perceptions of the Role of

Department Chairperson

in Facilitating

Tenure Acquisition

A Dissertation

Presented to

The Faculty of the Graduate School

Loyola University Chicago

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Frances Daly

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Anchors Aweigh

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CHAPTER I

INTRODUCTION

The tenure system is the most distinctive feature of American academic life (AAUP, 1982). Tenure is "an arrangement under which faculty appointments in an institution of higher education are continued until retirement" unless a faculty member is unable to fulfill his or her duties (e.g., incompetence) or the institution is experiencing financial exigency (Chait & Ford, 1982, p.172). Obtaining tenure is the "rite of passage" into the full benefits of the professoriate: job security and academic freedom.

Tenure has been an emerging feature in academe in the United States since 1915 when the "Declaration of Principles", a document on tenure ("Academic freedom," 1989) was developed by a committee from the American Association of University Professors (AAUP). It was not until 1940, that the standards for promotion and tenure, as they are known today, were fully developed. Chait and Ford (1982) reported that "85 percent of all classifications of colleges and universities utilize a tenure system, and these institutions employ about 95 percent of all full-time faculty" (p.177). According to the AAUP (1991), 62 percent of all faculty in four-year institutions have tenure.

Partially because of its significance, tenure is not an automatic privilege afforded to every beginning faculty member. At four year institutions, beginning faculty typically must undergo a probationary period of six years during which time they must

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demonstrate their "professional competence and responsibility" (Van Alstyne, 1971). During the last year of probation, their tenured colleagues, or some subset thereof, evaluate the junior faculty member's performance and recommend that she or he either be granted or denied tenure.

Statistics indicate that as many as 3,000 faculty are denied tenure per year in American colleges and universities (Atelsek & Gomberg, 1980). When a faculty member is dismissed, there are both individual as well as institutional costs involved. The road to tenure can cause severe damage to an individual's personal life. Many (Reynolds 1988; Sorcinelli 1988; Whitt 1991) have depicted the stressful existence involved. Most junior faculty remark that it was difficult finding time for collegiality, family life, relaxation or any other diversion. Other faculty stated that their marriages and personal relationships suffered during their time as a junior faculty (Sorcinelli, 1988). It would follow then that denial of tenure would only exacerbate this situation. Burke (1987) found that 40 percent of those denied tenure from four-year institutions left academic life. Those who remain in academe find another faculty position, usually at a less prestigious institution (Bowen & Schuster, 1986). From the individual's perspective, several years worth of time and energy have essentially been wasted when one is denied tenure. Wylie (1985) stated that junior faculty "believe that to fail (be denied tenure) in their present position is not only the loss of a job; it is the end of a career" (p.2).

Denial of tenure also has ramifications for the institution. For remaining colleagues, there are psychological costs involved, such as a sense of loss, lowered morale, and even a sense of failure. Browne and Reed (1992) explained that their

department, at a Doctorate Granting I institution, had lost a substantial number of promising tenure track faculty in the last twenty years. They questioned whether a junior faculty's "inability to secure tenure was not as much the fault of the tenured faculty as it was those we were judging" (p.1). Tenured faculty members presumably feel a responsibility to assist the junior faculty. When tenure is denied to junior faculty, the entire faculty may experience a sense of failure. In many institutions, these same faculty helped select the now rejected junior faculty member. As Burke (1987) explained, "the department may have failed to provide a supportive environment" (p.192). Also, from the institution's perspective there is considerable monetary expense, as well as time, incurred in hiring a faculty member to replace the one denied tenure.

Institutions may be justified in their decision to deny tenure because the junior faculty member obviously failed to meet research, teaching or service requirements that were outlined in the department's guidelines for promotion and tenure. However, there are capable and talented junior faculty members who are denied tenure by institutions for reasons that might have been avoided if someone assisted junior faculty members in discovering what was really expected of them. As Whitt (1991) pointed out, there appears to be "a difference between doing your best and doing the right things." Junior faculty must be socialized to "do the right thing" in order to succeed (p.190).

Conceptual Framework

An important factor in the obtaining of tenure seems to be the socialization of the assistant professor into academic life, at both the institutional and disciplinary level. Many authors (Bess, 1978; Bowen & Schuster, 1986; Burke, 1987; Clark, 1985; Clark

& Corcoran, 1986; Creswell & Bean, 1981; Lincoln, 1986; Lovano-Kerr & Fuchs, 1983; and Schulman, 1979) have indicated that the socialization process, particularly the mentor relationship, is critical to the success, defined here as the receipt of tenure, of a faculty member.

The junior faculty person may arrive at his/her first faculty position with some erroneous impressions of the faculty role (Van Maanen, 1976). In order for the faculty member to be successful, these incorrect impressions must be remedied in the first years on the job (Van Maanen, 1976). Bess (1978) stated,

> The experience of graduate school at best results in a moderately well-skilled faculty member. There remains the completion of the educational process which takes place during the untenured years of the faculty career. (p.297)

Bess explained that a faculty member goes through a "re-socialization" upon entering his/her first faculty position. The purpose of this resocialization "is to make up for or correct some deficiency in earlier socialization" (Wheeler, 1966, p. 68). Lincoln (1986) described the transition to a faculty position, as a "leap to the other side of the desk" from graduate school into the professoriate (p.114) and stated that it requires a "profound leap" to make this transition.

> The skills and abilities needed to successfully depart from the graduate school experience are simply not the same as those required for the march toward tenure, to work productively with graduate and undergraduate students, to mentor students of one's own, or to take the conceptual and professional steps leading to tenure and promotion. (p.114)

The expectations for teaching, research and service may be more than the junior professor is able to accomplish successfully. Women have a more difficult time in

making this transition to the professoriate because of the lack of "mentorship". Because of this type of socialization handicap, "not everyone (especially women) is willing to undergo the emotional and psychological trauma involved" in making the transition from graduate student to faculty member (Lincoln, p.113). Burton Clark (1986) concurred with Lincoln in regard to the transition from graduate school to the professoriate. Clark explained that "more frequently as graduate students, academics are to some degree socialized into the manners and mores of a discipline or professional area of study" (p.160). This socialization process is weakened when graduates go out to work in situations that are unlike what they went through in graduate school. Clark views the socialization of the graduate school experience and the professoriate as two separate processes and thinks there needs to be an integration of these two processes to assist in the transition into the professoriate.

When Lovano-Kerr and Fuchs (1983) conducted a study on concerns of tenure-track faculty regarding retention, professional development and quality of work life, they discovered significant socialization issues. Lovano-Kerr and Fuchs also found that half of the junior faculty said it was exceedingly critical to have a mentor in acquiring tenure. Their study also illustrated some factors that were "deemed important in acquiring tenure" (p.221), such as the need for assistance in conducting research, which was identified by tenure-track faculty as the most pressing need. The Lovano-Kerr and Fuchs study clearly ties the issues of socialization and tenure together and suggests the importance of further examination of the relationship between socialization and the receipt of tenure.

One key person in the socialization process of junior faculty members is the department chair. Among his or her many duties, a chair serves a "facilitating function" (Roach, 1976). In other words, the chair can help colleagues, both tenured and tenure-track to grow and develop. Whitt (1991) found that "department chairs are 'crucial' in the adjustment of new faculty" (p.186). Wylie (1985) explains that "new faculty often look to their department chair for support and assistance in understanding the scope of their responsibilities" (p.10).

Tucker (1984) described one of the chair's roles as magistrate. As magistrate, the chair is someone who "must tell newcomers about the department's traditions, its goals, and its place in the college and in the institution" (p.19). Whitt (1991) found that new faculty believed they learn how to become faculty members primarily from their chairs. Also, "the department chair's attitude is key - an attitude that it is part of the job of the chair to provide support for the new faculty, to make sure that they become good teachers, establish a meaningful program of research and receive honest feedback and praise" (p.186). "Someone has to socialize the new members," and it appears that the chair is the most obvious choice (Wylie, 1985, p. 10).

Most department chairs perform many duties and functions, which will be addressed in the next chapter. Assisting new faculty in the socialization process should be included among those many functions. Examining the role of department chair as it relates to the socialization process of junior faculty should further the work of Clark (1986), Clark and Corcoran (1986), Lincoln (1986), Lovano and Fuchs (1983), Whitt (1991) and others who indicate that proper socialization is critical for success (achieving

tenure) in academe.

An examination of the department chair's role in socializing tenure-track faculty needs to recognize possible differences in role, depending upon the academic discipline of the department chair. Biglan (1973) demonstrated that academic disciplines have distinct characteristics which direct the way one conducts research, service and teaching in each academic discipline or area. Thus, the Biglan (1973a) model of subject matter classification was utilized in this study to categorize information about the chair's role in the socialization process of junior faculty members.

The Biglan model is a three-dimensional categorization design which identifies 36 academic subject areas and groups them into one of eight categories. The initial dimension, soft versus hard, refers to the "degree to which an academic discipline has a commonly accepted set of problems for study and agreed upon methods to be used in their exploration" (Smart & Elton, 1976, p. 40). Traditionally the more scientific disciplines with clearly defined paradigms such as physics are considered hard on this dimension and the fields with less defined paradigms such as education are considered soft on this dimension.

The second dimension, pure versus applied, indicates a discipline's interest with the practical application of the subject matter. History, for example, would be considered a pure subject because it is not concerned with practical use; whereas, accounting would be on the other end of the continuum because of its practical nature.

The third dimension, non-life versus life, indicates whether or not the discipline deals with living or inorganic systems. Departments such as micro-biology and

agriculture would be considered life systems whereas departments such as engineering, mathematics and physical sciences would be considered non-life systems.

The Biglan classification system or model has been tested numerous times (Creswell & Bean, 1981; Creswell, Seagren, & Henry, 1979; Goetz, 1982; Griffith, 1988; McGrath, 1978; Muffo & Langston, 1979; Neal 1990; Schoenhofer, 1983; Smart & Elton, 1975, 1976; Smart & McLaughlin, 1978; and Stoecker, 1991). Its use has consistently demonstrated that faculty from different disciplines in the academic areas represented by hard or soft, pure or applied, life or non-life subjects differ in terms of how they carry out their duties and roles.

Utilizing the Biglan categories in examining the role of the department chair in facilitating a junior faculty member's progress toward tenure will identify some discipline-specific aspects of the socialization process.

Purpose

The purpose of this study was to explore faculty members' perceptions of the role of the department chair as it relates to facilitating faculty members' acquisition of tenure. To do so, this study attempted to answer the following research questions:

1) Which roles performed by department chairs are perceived by faculty members as facilitating their acquisition of tenure?

2) Are there identifiable differences among types of academic departments (as categorized by the Biglan model) and the roles undertaken by the chair to facilitate a faculty member's acquisition of tenure?

3)   Are there perceived commonalities between the different types of academic departments (as categorized by Biglan's model) and the roles undertaken by the chair to facilitate a faculty member's acquisition of tenure?

4)   Are there differences between what tenured professors identified as facilitating receipt of tenure and what non-tenured professors perceive as factors that <u>would</u> facilitate their acquisition of tenure?

Definition of terms

In order to clarify the meaning of concepts used in this study, the following definitions are provided.

1) Socialization

> a set of experiences that allows an individual to test various values and sets of behavior patterns as s/he works closely with role models, both teachers and peers, during a very intensive training period. The outcome is a person who has internalized an image of the correct way to act, what career steps to expect, and what the rewards, and responsibilities of the profession are. (Shulman, 1979, p. ii)

2) Tenure

> an arrangement under which faculty appointments in an institution of higher education are continued until retirement for age or physical disability, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or change of institutional program. (Chait & Ford, 1982, p.172)

3) Faculty

> A member of a higher education institution (four-year college or university), who performs research, teaching and service functions.

4) Mentor

> one who "takes a younger man(sic) under his wing, invites him into a new occupational world, shows him around, imparts his wisdom, cares, sponsors, criticizes, and bestows his blessings" (Levinson, 1976, p. 23).

5) Doctorate Granting I Universities

> Institutions that offer a full range of baccaulaureate programs and whose missions includes a commitment to graduate education. Specifically, Doctorate Granting I institutions must grant at least 40 Ph.D. degrees annually in five or more disciplines (*A Classification of Institutions of Higher Education*, 1987, p.7).

Methodology

The population for the study was full-time faculty from the 51 Doctorate Granting I institutions (Carnegie Classification). The sample was randomly selected faculty from 13 (25%) randomly selected Doctorate Granting I Universities throughout the United States. Doctorate Granting I Universities represent seven percent of all the faculty in higher education. Also, by limiting the study to faculty in one institutional type, this study controls for the potential effect of institutional type on the chair's role in facilitating tenure.

Data for this study were accumulated through administration of a researcher-designed questionnaire mailed to full-time tenured and tenure-track faculty from four departments selected to represent four dimensions of Biglan's model. The selected departments (Chemistry, Computer Science, Economics and English) were chosen

because these departments existed in each of the 51 Doctorate Granting colleges and universities. The selection of departments was accomplished by collecting undergraduate catalogs from all the universities in the study and determining which departments (in accordance with four Biglan dimensions) were most frequently represented. The discipline of English was chosen to represent the soft-pure category of the Biglan model, economics to represent the soft-applied category, chemistry to represent hard-pure category, and computer science to represent the hard-applied category.

Instrumentation

The questionnaire focused on identifying the chairperson's role in facilitating a junior faculty member's pursuit of tenure. Bennett (1989), Braun (1972), Siever, Loomis and Neidt (1972) and Tucker (1981, 1984), have all identified duties and tasks performed by department chairs. The roles and responsibilities outlined by these authors were utilized in the questionnaire preparation. All faculty from one department of a Doctorate Granting I University (not represented in this study) reviewed the questionnaire in order to validate that the duties and tasks in question were those that a department chair would or should perform.

The questionnaire contained nineteen questions relating to a department chair's duties under the categories of research, teaching, service, and administration. Each of the nineteen questions included three parts. Respondents were initially asked to respond as to whether or not their chair currently performs each of the duties or tasks. The second part of each question asked the respondents whether each of the roles identified

are roles a chair "should" perform. Finally, the respondents were asked to identify which of these tasks or duties that a chair performs helped them receive or would help them achieve tenure. In addition, to these 19 questions, the questionnaire contained a section on "workload and tenure", which asked each respondent to "estimate how much each area (teaching, research, and service) contributed to the achievement of tenure in your institution". Demographic information was also collected.

A 62.58% percent response rate was obtained by utilizing Dilman's (1978) total design method for mailed surveys. The frequencies and percentages for all three sections were tallied. The data were divided by department (chemistry, computer science, English and economics) and analyzed using chi-square and ANOVA procedures. Data were also categorized by faculty types (with and without tenure) for further analysis.

Limitations of the Study

There were some limitations of this study. First, one aspect of the third dimension, the non-life classification of the non-life/life dimension of the Biglan model was not included in this study. A random sample (10 of 51) from the Doctorate Granting I institutions indicated that departments representing the pure, applied, hard and soft categories from the Biglan model were in existence at these institutions. However, the non-life/life dimension was infrequently represented at these universities and colleges and thus was not included. Kolb (1981) thought that the non-life/life dimension accounted for very little of the differences between disciplines and he eliminated it from his analysis using the Biglan model. Other studies utilizing the Biglan model, e.g. Neal (1990) and Roskens (1983), have applied this model excluding the non-life/life dimension.

Also, there are limitations to utilizing this type of survey research method (mail questionnaire), such as the inability to verify responses and the possibility of a lack of responses due to confusion (Kerlinger, 1986). Also, limiting the institutional type to Doctorate Granting I institutions restricts the generalizability of the findings.

Significance of Study

This study should prove helpful to administrators of doctorate granting institutions (deans, department chairs, and senior level decision makers, e.g. vice presidents) because the research will help clarify the role the department chair currently plays and perhaps should play in assisting junior faculty members at doctorate granting institutions in achieving tenure. This study should also prove beneficial to tenure-track junior faculty members because it will identify types of assistance they should seek and perhaps expect from their department chair. Finally, this study should contribute to the body of knowledge on the evolving role of the department chair as a facilitator and mentor.

Summary and Overview of the Study

The purpose of this study was to explore faculty perceptions of the role of the department chair as it relates to facilitating faculty acquisition of tenure. Central to this investigation was determining what duties the department chair currently performs or could perform that would facilitate the receipt of tenure. It was also important to determine whether or not there were identifiable differences between types of academic departments and the roles undertaken by the chair to facilitate a faculty member's acquisition of tenure.

Chapter I introduced the problem and the approach used to study the problem. The second chapter reviews the literature relevant to the study, including sections on faculty socialization, the role of the department chair, and research using the Biglan model. Chapter III explains the methods used in carrying out the investigation. The results of the data analysis are described in Chapter IV. Chapter V presents the conclusions obtained from the analysis and discusses the implications of the findings, including directions for future research.

CHAPTER II

REVIEW OF THE LITERATURE

This study was undertaken to explore faculty members' perceptions of the role of the department chair as it relates to facilitating a junior faculty member's achievement of tenure. In order to analyze this question, it was necessary to research three distinct segments of higher education literature. The first segment is the socialization of a faculty member into a college or university and his or her department, including what role(s) a mentor/chair plays to assist a junior faculty member's socialization. The second segment to be reviewed is the role of the department chair, particularly as a facilitator of tenure. The final segment to be explored is the Biglan "model". The Biglan classification system (generally, referred to as the Biglan model) has been used in this study to explain any differences that may exist in 1) the role of the chair and 2) the socialization of faculty members due to a faculty member's affiliation to his/her particular academic discipline.

Socialization of Faculty Members

It has become apparent that an important factor in the obtaining of tenure seems to be the socialization of the assistant professor into academic life, at both the institutional and disciplinary level. Many authors (Bess, 1978; Bowen & Schuster, 1986; Burke, 1987; Clark, 1985; Clark & Corcoran, 1986; Creswell & Bean, 1981; Lincoln, 1986; Lovano-Kerr & Fuchs, 1983; Sands, Parson, & Duane, 1991; Schulman 1979;

Sorcinelli, 1988; and Whitt, 1991) have shown that the socialization process, particularly the mentor relationship, is essential to the success, defined in this study as the receipt of tenure, of a faculty member.

Socialization according to Brim (1966) can be explained as:

> The manner in which an individual learns the behavior appropriate to his position in a group, through interaction with others who hold normative beliefs about what his role should be and who reward or punish him for correct or incorrect actions. (p.9)

In other words, there are three measures that affect socialization outcomes: norms, performance and rewards. Applied to an academic setting, an individual faculty member must learn what he or she needs to do to succeed and thrive. This involves learning from other faculty members what is involved in one's role as a faculty member, as a member of an academic department and as a member of the university or college community. It also requires a new faculty member to learn the mores of the profession. In addition, a new faculty member must be given feedback on how he or she is progressing.

In their model on faculty careers, Light, Marsden, and Corl (1973) explained that an academic career is composed of three distinct parts. The parts are "disciplinary", "institutional" and "external". The disciplinary career is most closely associated with the individual and his/her chosen field. Included in the disciplinary category are events which are "connected with a discipline and its goal (not with a job)" (p.101). This stage usually takes place in graduate school when students make connections with a professor and their chosen discipline. While in graduate school there are many opportunities to

make initial commitments to teaching and research, which increase the probability that a graduate student will become a faculty member.

The institutional career blends with the process of the disciplinary career. "Entry to the institutional career occurs later than entry to the disciplinary career. First one must establish credentials within the disciplinary strand" (p. 103). A person usually enters the institutional strand when he or she begins his or her first full-time job at a college or university. Success in the institutional strand, i.e., promotion, usually signifies previous success in the disciplinary strand, i.e., publications.

The external career usually begins later in life and "consists of all work-related activities outside the institution but within the discipline" (p. 103). These activities could include consulting, visiting professorships, and any other work that draws on one's disciplinary skills.

This framework provides a useful way to organize socialization information. The tasks one must complete during graduate school are arranged under the disciplinary strand. The experiences included in beginning one's first position as a faculty member at a college or university are grouped first under the disciplinary strand and to a greater extent the institutional strand. Most of the information that one can gather on socialization into the professoriate and on the road to tenure is addressed through the activities listed under the disciplinary and institutional strands.

Disciplinary Socialization

> The socialization process is the learning process through which the individual acquires the knowledge and skills, the values and attitudes, and the habits and modes of thought of the society to which he belongs (Bragg, 1976, p.3).

The socialization process for an academic traditionally begins when an individual chooses a particular field of study or discipline and enters graduate study. In graduate school, the individual is exposed to the values, mores and manners of the discipline. Bess (1978) described the process as "anticipatory socialization", which is used here to refer to a graduate student identifying with his/her "soon to be assumed new role" as faculty member (p.293).

Bragg (1976) explained that there are three distinct elements in the definition of socialization. The first element is that socialization is a continuous, lifelong process. Secondly, socialization is a learning process. One must acquire the skills, responses, and attitudes needed to perform roles. The third element is that socialization is a social process. One must interact with others as he/she is being influenced as well as an influencer of others. Bragg explained that an individual proceeds through five steps during the socialization process:

> (1) observation, identification of a role model. (2) imitation--the "trying on" of the role model's behavior; (3) feedback--the evaluation of the "trying on" of behavior; (4) modification--the alteration or refinement of behavior as a result of evaluation; and (5) internalization--the incorporation of the role model's values and behavior patterns into the individual's self-image (p.7)

This entire process could occur while a student is in graduate school. For example, the observation phase can occur when a student identifies with a professor who becomes the student's mentor. The student may "try on" the role of or emulate the professor by becoming a teaching assistant or a research assistant. This will allow the student to gain some insight into a faculty experience. The student would be likely to receive feedback on his or her experience from the professor/mentor. After refining one's role as teaching

or research assistant, a student may "internalize" the new behaviors, attitudes and skills that he or she acquired through the process. The conditions necessary for successful socialization are most in evidence in education for the professions (i.e., law students do learn to think like lawyers). As Bragg (1976) stated, "the person being socialized observes a behavior which he likes, copies it, and if he is positively reinforced, he internalizes it" (p.8).

Transition from Disciplinary to Institutional Socialization

Even though graduate students are socialized into the academic profession to some degree, many authors including Bess (1978), Clark (1985), and Lincoln (1986), think that socialization during graduate school does not fully prepare a person for the job of faculty.

When an individual accepts his/her first faculty assignment, the socialization process continues. This new junior faculty member must assimilate his/her new role. Bess (1978) felt that one's graduate school experience results in becoming a moderately skilled faculty member. He further explained that graduate school does not completely prepare a future faculty member for his or her role. Bess posulated that other than the role of teacher, graduate students are not likely to realize all that goes into being a researcher, committee member, counselor of students, consultant. Therefore, the junior faculty person arrives at his/her first faculty position with some false impressions of the faculty role. A junior faculty member must go through a "re-socialization" process upon entering his or her first faculty position. During the years as an untenured professor, "new faculty are more fully socialized into the profession in general and the employing

organization in particular" (p.297). The purpose of this resocialization "is to make up for or correct some deficiency in earlier socialization" (Wheeler, 1966 p. 68).

Lincoln (1986) presents another view on making "the leap" from graduate school into the professoriate. This transition can be described as "the move from being a dependent and vaguely precarious graduate student to being a relatively independent and more secure professional" (p.114). The transition implies a significant change in attitude, demeanor and skills, as Lincoln explains,

> The trip to the other side of the desk is not a leap of three feet or so; it is a transition that demands instantaneous relearning, unlearning, and acquiring of new frames of reference, and quite possibly, an entire new set of conceptual and intellectual skills (p.114).

Clark (1986) agrees with Lincoln in regards to the need to review the transition from graduate school to the professoriate. However, a graduate student is more likely to be "socialized into the manners and mores" of his or her discipline or profession than a junior faculty member. The socialization process is diluted when graduates enter faculty positions that are different from what they went through in graduate school. Clark views the graduate school socialization experience and one's experience with the professoriate as two distinct processes. Clark thinks there needs to be a better integration of these two procedures to facilitate the transition into the professoriate.

Institutional Socialization

> As a newcomer to the institution, the new professor may find the culture difficult to assimilate. What is valued may be misunderstood or perhaps understood all too clearly. The newcomer must learn how to read and respond to the values. The histories of the institution--how the culture developed--are privy only to those who have been there and are contained in fragmented oral accounts. (Mager & Myers, 1982, p.104)

What Van Maanen (1976) referred to as "organizational socialization" includes

both disciplinary socialization and institutional socialization. According to Van Maneen,

> Organizational socialization refers to the process by which a person learns
> the values, norms and required behaviors which permit him to participate
> as a member of the organization. Presumably, this process is continuous
> throughout an individual's career with the organization. (p.67)

Van Maanen explored the process of "socialization to work" through observation of many

different organizations, including the professoriate, and offered an explanation of the

socialization process into these different occupations.

Van Maanen explained the socialization process into an organization as a three

stage process whereby a person transforms from non-member to member. The three

stages include: pre-entry, entry and continuance or metamorphosis. First, the pre-entry

is contingent upon the degree to which a person has experienced "anticipatory

socialization", which refers to one's preparation to occupy a position. Second, a

person's entry into the organization was seen as consisting of an experience called

"reality shock" when the experience is very different from what one had expected.

However, the impact and outcome of this phase were considered to be tempered by the

"interplay among environmental, organizational, relevant group, task and personal

variables" (p.84). Third, it was suggested that if the individual was to remain with the

organization, she or he must undergo some type of adaptation or metamorphosis.

In the case of junior faculty, as previously mentioned, anticipatory socialization

is usually the time during graduate school when one is linking up with the profession and

his/her discipline. Van Maanen (1976) believed that students can not take on a

professional role while they are students, because they are not allowed to do so. A

student is not given full responsibility until he/she has graduated and received his/her credentials to act as a professional. Therefore, no one can be completely prepared for a professional role before assuming one. Also, anticipatory socialization can not adequately explain the actions of individuals new to organizations (Bess, 1978; Clark, 1985; Lincoln, 1986; Van Maanen, 1976).

Actual admission into the organization is the entry stage. The selection process for some organizations can serve to lessen the need for the socialization process, whereby "some organizations select only those individuals who have already assimilated the proper attitudes, values and motivations required for membership" (Van Maanen, p.89). In academe, this is a probable explanation for the lack of orientation procedures for new faculty members. Many assume that new faculty possess the skills needed to perform their duties, so little is done to help them. What has been described as the role of a "significant other or coach" is critical for the new recruit. The coach/mentor is one who takes either formal or informal responsibility for seeing that a recruit is properly prepared, instructed, advised or cared for during the 'breaking in' period. Van Maanen also noted that the relationship between coach/mentor and new member "is the key to the success of the [socialization] process" (p.92). In the case of the new faculty member, the mentor or coach could be, among others, the department chair.

The final stage is metamorphosis or adaptation into the organization. This refers to the extent of personal change that is necessary for contined membership in the organization. A newcomer is nearing acceptance as a contributing member of the organization at this stage. For a person who accurately "anticipated" the types of values,

abilities and skills needed for membership in the organization, this stage will be uneventful. For a person who does not possess the abilities, skills and acumen required by the new organization, this stage could be difficult or impossible. In academe, this could be considered the stage when one is nearing the tenure decision. If the new faculty member has anticipated the necessary behaviors, values and savvy, needed to march toward tenure, then adaptation is a smooth process. However, when a junior faculty member does not have the necessary advantages and behaviors, he/she can either acquire them along the way or fail to gain acceptance.

Mentor as Socializing Agent

Bragg (1976) and Van Maanen (1976) contend that a mentor, coach, or significant other can play a profound role in the acclimation of a new member to an organization. Bess (1978), Lincoln (1986), and Clark (1986) agreed that assistance is needed to make a transition from graduate school to the professoriate.

Although the idea of a mentor as a socializing agent is not new to academe, it is generally thought of as an experience that takes place during graduate school. As Sands, Parson, and Duane (1991) explained:

> Mentoring relationships usually consist of individuals of senior and junior rank or status. One partner is a seasoned member of the organization; the other is a newcomer or trainee. In a university setting, the relationship typically consists of an accomplished faculty member and a graduate student. (p. 175)

In their study of faculty at one public midwestern university, Sands, Parsons, and Duane found that "having a mentor when one is a faculty member is not normative" (p.188). Most of their respondents (72%) reported having had a mentor during their graduate

schoool career. However, only a third of the respondents reported having a mentor at the university where they are a faculty member. The reason for the drop in mentor relationships when an individual becomes a faculty member supports Van Maanen's earlier stated assumption that organizations choose individuals who already possess the values and motivation to survive in their organization. Therefore, it is less likely that the organization, in this case the university, will provide a mentor or an orientation process for new members (faculty).

Regardless of the prevalence of mentor relationships that exist, the fact remains that a mentor relationship has been proven to help newcomers. When Berlew and Hall (1966) studied the socialization of new managers in the companies that first employed them, they discovered that the expectations from a significant person/mentor were a strong influencer in the success of the new manager. Lovano-Kerr and Fuchs (1983) discovered significant socialization issues when they conducted a study on 205 tenure track faculty in 1979 and again in 1981, at a large midwestern university. Among their significant finding, the authors found that "half of the men and women said it was extremely or very important to have a mentor in acquiring tenure" (p.225). This study highlighted the need for "feedback and encouragement for colleagues" on all activities related to the professioriate. This study also suggested the importance of the relationship between socialization and the receipt of tenure.

Queralt (1982) surveyed faculty in the State University System of Florida and found that faculty members with mentors showed significantly higher levels of career development and progress than those without mentors in terms of publication record,

grant record, leadership record, academic rank, job satisfaction, and career development satisfaction. Queralt concluded that "mentors appear to contribute significantly to the advancement of the academic careers of faculty members" (p.15). Conversely, Clark and Corcoran (1986) interviewed cohort groupings of faculty from three different generations (50's, 60's, and 70's) at a research university and found that the absence of mentors can be detrimental to one's success in academe.

Smart (1990) proposed a "causal model" to assess the influence of certain attributes to determine why faculty leave their institutions. Smart found that tenure-track faculty members are more likely than tenured faculty to leave institutions due to a lack of job satisfaction. Smart suggested that universities need to be cognizant to the fact that new faculty are making an adjustment. Smart recommended that the "adoption of 'mentors' for new faculty" could help assist in the adjustment of new faculty. Neumann and Finaly-Neumann (1991) surveyed tenure-track faculty from research universities to examine the relationship between components of the stress-support framework and faculty productivity. The authors found that "support from colleagues and their department chair may encourage faculty members to persist in their research efforts, reassuring them that their effort will be successful and that rewards will follow" (p. 567). In most of the previous studies mentioned, the role of socialization via mentoring, encouragement, and support from colleagues including the department chair was significant.

In sum, the socialization process of junior faculty members, is an important, though sometimes overlooked, step in ensuring a successful career in academe. Disciplinary socialization involves learning about one's discipline, initially during

graduate school and also as an assistant professor. Institutional socialization refers to the acclimation process of junior faculty into the professorial norms of their institutions. Both of these processes can be positively influenced by the presence of a mentor, who in many instances could be a department chair.

The Department Chair

> The department is, the customary first grouping of faculty members...It is the department which brings together all persons with a common subject matter interest. It is the department which expresses the common professional allegiance of the faculty. This group is usually administered by a department chair who serves as the leader and spokesperson for his faculty. (Millet, 1962)

The department chair has been considered by some to be one of the most critical administrative posts in higher education because, "the ultimate success of the institution turns significantly on the degree to which objectives at the departmental level are both appropriately defined and realized" (Bennett & Figuili, 1990, p. xi). Several authors, (Bennett, 1988; Bennett & Figuili, 1990; Heimler, 1975; Jennerich, 1978; and Tucker, 1981, 1984); maintain that the chair sets the academic tone of the institution. The chairperson is responsible for seeing that the "real business of the institution--teaching, research, and service--is conducted", while functioning as "custodian of academic standards" for his or her department (Bennett & Figuili, 1990, p. xi). Ideally, the chairperson is the person in charge of delivering the academic product. He or she "manages" faculty members, serves several constituencies, and oversees the daily operations of a department. "If the chairs are not doing their jobs, the educational mission of the institution is truly jeopardized" (Bennett, 1988, p.57).

Evolution of the Chair's Role

The role of the chairperson has changed significantly since the first chairperson was appointed. Middlebrook (1986) explained that the academic department first appeared in the United States in 1825 and chairs were known as "specialist professors" (p.159). It is presumed, according to Middlebrook, that the chair's duties were mostly to coordinate courses and to give guidance to the faculty. From the 1850's until the turn of the century chairs "reached their peak of power" (p. 159). During this period, a chair was depicted as being the "absolute monarch" of his department. This was a time when chairs were "appointed for life, it was their department, and they ran it. All decisions related to the department specialty were the chair's" (Middlebrook, p. 159). The chairman had few responsibilities other than faculty appointments, promotions and curriculum. However, beginning at the turn of the twentieth century, the chair's role expanded.

The first major study of department chairs was conducted in 1929 by Reeves and Russell, who studied the role of chairpersons in 16 church affliated colleges and universities. Reeves and Russell (1929) found that chairs had <u>five</u> main duties. The duties were to make recommendations on the following: 1) courses to be offered by the department, 2) time schedule of courses, 3) program requirements, 4) faculty recruitment, and 5) salary for faculty (p. 76-78).

There were no subsequent significant studies until 1953 when Doyle studied the role of the department chair at 33 liberal arts colleges. Doyle discovered significant changes in the role of chair from those previously discovered by Reeves and Russell in 1929. Doyle summed it up in this way:

In the year 1929 the departmental chairman was called upon to exercise a minimum of duties pertaining more immediately to the instruction in his department. A decade later there was a widening of the scope of his duties to include more articulate participation in the general institutional policy, but the nature of his staff and line functions was still considerably vague. At the present day [1953] there are encouraging indications of greater clarification of his position in the administrative organization of the institution. (p. 111)

According to Doyle, chairs were selected because of superior teaching experience and proven teaching ability. Only 15% of the positions required a doctorate. In general, most chairs could serve in the position for as long as they chose. Most chairs were selected directly by the President of the college, and 94% received no extra compensation.

Doyle found that the chairs regarded the research and publication to be a personal responsibility of each faculty member. He also discovered that chairs employed no methods of stimulating a faculty member's interest in research beyond discussing scholarship in faculty meetings (p. 81). Since the faculty's status and finances were affected by their research productivity, the chair thought that was sufficient motivation for junior faculty to be productive. Thus, chairs did not consider it their role to encourage faculty to conduct research or scholarship (Doyle, 1953).

Doyle also found that the chair's role was continually being refined and clarified over the years. Also, changes in the chair's role were reflective of the "times" and "trends" in higher education. Doyle determined the chair's duties to be distributed among the following: teaching, overseeing departmental teaching, providing guidance to faculty members, holding faculty meetings, conducting committee meetings, supervising student activities, and attending conferences. Thirty percent of the chair's time was

devoted to teaching duties and ten percent was devoted to administrative duties. The remaining 60 percent of the chair's time was spent performing the remainder of the above-named duties.

Another gap in the department chair literature occurs between Doyle (1953) and Davidson (1967). Davidson studied the administrative role of the chair in public four-year colleges. Davidson's study highlighted some significant shifts in the chair's role from what Doyle had concluded fourteen years prior. Davidson observed that chairs were being forced away from their "faculty functions" such as informal discussions with faculty, essentially because administrative duties demanded more of their time. Chairpersons were "administrative faculty on the way to becoming fully acknowledged administrators" (p.34). Davidson said that it was not unusual for a chair to say that she/he was bogged down in excessive clerical chores and was given too much responsibility and not enough authority. This depiction of the chair appears to be a function of the size of the university among other things, in that, "as the size of the college increases, the locus of major responsibilities moves down the hierarchy" (p.100).

"The chairman of today [1967] is overburdened with routine administrative tasks which he believes need to be delegated if he is to maintain his role as academic leader" (p.153). This quote remains relevant in describing the chair of the 1990's. The major areas of a chair's responsibilities, described by Davidson (1967), included faculty, committee work, administration, curriculum, budget, recruitment and students. These responsibilities have remained a part of the chair's role. The big changes have occurred in the chair's own academic life. According to Davidson, there has been a shift almost

completely away from the chair conducting research and the chair generally spends less time, if any, in the classroom (p. 110-112).

Another significant finding of the Davidson study was the disclosure that 73% of chairs reported that they have principal responsibility in their college for orienting (socializing) the new professors.

> The new faculty member must be oriented to the college and to the department; again, the responsibility for this work rests largely with the department chairman...he must ascertain that the new man (professor) understand policies of all kinds...the chairman then orients the new faculty member to courses, students, colleagues, and department policies. (p.97)

Unlike chairs of the 1950's and earlier, Davidson found that chairpersons in the late 1960's identified one of their roles as acclimating new faculty to the institution and the discipline.

More studies on the department chair began to surface in the late 1960's and early 1970's. Hill and French (1967) surveyed 375 faculty members at five public four-year colleges to find out how professors viewed the authority systems of their colleges in terms of relative power of various administrators. Of particular interest, Hill and French looked at the department chair's power and found that as it increased, so did the faculty's satisfaction with the chair. Also some roles of the department chair identified by Hill and French contributed to the development of the questionnaire utilized in this study. The roles included: influencing awards of sabbaticals and leaves, bringing in visiting lecturers, and providing monetary support for faculty participation at professional meetings.

During the 1970s, came a string of commentaries on the roles and duties of the

chair (Braun & Emmett, 1972; Delahanty, 1972; Heimler, 1972; Leslie, 1973; Siever, Loomis, & Neidt, 1972). Many of these studies were anecdotal, providing an initial step in defining the role of the chair. Heimler explained that the chair's responsibilities fall into three categories: administration, faculty leadership, and student advising. Heimler also stressed that the chair's role was an important one because "...enormous power resides in departments, and, consequently, in the department heads" (p.198). Delahanty explained what "faculty want" in a chair. Delahanty thought that the chair should keep faculty safe from outside attacks, manage paperwork so that faculty are freed from it, promote harmony among faculty and keep the department thriving, i.e., high enrollment. Braun presented a compilation of chairs' comments about their roles. Braun concluded that the role of the chair is ambiguous but vital to the institution.

The point of agreement for many years was that the role of the chair was "ambiguous" (Bennett, 1982, 1988; Bennett & Figuili, 1990; Booth, 1982, Braun, 1972; Tucker, 1981, 1984) and "pivotal" (Bennett & Figuili, 1990; Jennerich, 1978; Siever, Loomis, & Neidt, 1972; Staton-Spicer & Spicer, 1987; and Whitson & Hubert, 1982).

While many can agree that a chairperson plays a significant, or pivotal, role in an academic institution, few seem confident in fully defining the chairperson's role. As Tucker (1984, 1981) and others explained, the chair's role is ambiguous. The chair is appointed leader yet is not given full authority to exercise that leadership. Tucker presented eight categories of tasks and duties of a chairperson. They are: departmental governance, instruction, faculty affairs, student affairs, external communication, budget and resources, office management and professional development. Included under those

eight categories are more than 28 roles that a chair may undertake. The chairs' duties proposed by Tucker were derived from his 1977 survey of 400 chairpersons in the State University System of Florida (p.1). Tucker found that a chairperson acts as both a manager and a faculty member while serving three main constituencies, faculty, university, and students (p.5). Tucker's work has become the foundation from which many others have based their examination of the department chair roles (Bennett, 1985; Creswell, 1990; Kaplan, 1985; Knight & Holen, 1985; and Seedorf & Gmelch, 1989).

Bennett and Figuili (1990) compiled a collection of essays from various authors on the role of the chair which is intended to serve as a primer for department chairs in any type of institution. As well as echoing the role ambiguity of the chair, Bennett and Figuili maintain that the chair's role is essential to the functioning of the department and the institution. It is at the department level, according to Bennett and Figuili, that the mission of the university is being realized. The chair is responsible for seeing that the goals of teaching, research and service are being carried out. Therefore, the final accomplishments of an institution are impacted greatly by the work completed at the departmental level as facilitated by the chair.

Creswell, Wheeler, Seagren, Egly and Beyer (1990) also compiled a chairperson's handbook which suggested that the chair's responsibilities include a "myriad of roles and tasks" which include evaluating and recruiting faculty, intervening during crises, moderating tensions, and counseling faculty. Creswell, et. al. also explained the costs involved in assuming the chair position:

> Chairs assume their posts at a substantial cost to their professional
> interests and scholarly careers. Chairs have difficulty maintaining active

lives as teachers or scholars. Moreover, they typically lack compensation for their chair duties, either in release time or dollars. A chair's length of appointment seldom extends beyond six years, causing institutions to under-utilize individuals with administrative talents and to create discontinuity in departmental leadership. Chair training in administration and leadership occurs primarily from on-the-job experience or from observing admired leaders. (p. 4)

Chair as Socializing Agent and Facilitator of Tenure

Tucker (1981, 1984) described one of the chair's role as magistrate. In this role, the chair decribes to new faculty the department, the institution and its history and traditions. As Wylie (1985) contends, "someone has to socialize new members" and the chair would seem to be the "most obvious choice."

When the Great Lakes College Association (GLCA) began a mentor program at twelve selective liberal arts colleges in the early 1980s, one of the key people in the mentorship program was the department chair.

Recognizing that new faculty often look to their department chair for support and assistance in understanding the scope of their responsibilities, while at the same time recognizing that department chairs are more and more often being asked to be active participants in the process of evaluating new faculty and recommending them for reappointment and tenure, we sought to sensitize department chairs to the concerns of new faculty while at the same time providing the chair with some of the skills necessary to deal with new faculty more effectively (Wylie, 1985).

One reason that the GLCA started the mentor program was due to the increase in the number of junior faculty being denied tenure. In addition, new faculty did not feel that they had the option to seek help from their peers "for fear of being judged unqualified by those who soon would determine their fate" (Blackburn & Wylie, 1990, p.6). Therefore, the chair's role in providing assistance, advice and guidance was elevated.

Adams (1989) outlined a strategy on tenure and promotion which he also claimed "cuts across many disciplinary and departmental boundaries"(p.55). Included in his strategy is the role of the chair. "The strategy begins with the chair and tenured faculty" (p.56). Adams explains that the chair should shield the junior faculty member from unnecessary and time-consuming tasks that take him/her away from more productive efforts.

In her study of new faculty's experiences in a large, midwestern research university, Whitt (1991) explained that the department chair is "critical" to the adjustment of new faculty members. It is commonly regarded that most department chairs perform many duties and functions. Assisting new faculty in the socialization process could be included in those many functions.

In sum, a key person in acclimating new faculty into their roles as teacher, researcher and scholar is the department chair (Wylie, 1985). Among his or her many duties, a chair serves a "facilitating function" (Roach, 1976), which involves helping colleagues grow and develop. Sorcinelli (1988) and Whitt (1991) agreed that "department chairs can play a crucial role in facilitating or hindering the adjustment of new faculty" (p.2). Sorcinelli and Whitt also agreed that the chair can assist the junior faculty in their march toward tenure. Sorcinelli's study of new faculty at a research university suggested that chairs could shelter new faculty from excessive workloads and help them by evaluating their grant proposals. Assistance from chairs in this manner would help one's research agenda, and ultimately help in securing tenure.

How do faculty members learn how to become faculty members? Whitt (1991)

discovered that "first, (faculty members learn how to become faculty members) from their department chairs,..." (p. 186). Some chairs serve as mentors, others will assign mentors. As Whitt's (1991) findings suggested, "the role of the department chair should be socialization" (p. 187).

Biglan Model

An examination of the department chair's role in facilitating tenure and socializing junior faculty needs to recognize possible differences in role because of the academic discipline of the department chair. Biglan (1973b) demonstrated that academic disciplines have distinct properties which direct the way a faculty member from a particular discipline conducts research, administrative duties, service and teaching. Clark (1989) suggested that the American professioriate is largely differentiated by discipline and "disciplinary differences alone demand a more exacting approach in which the field of competence and study is front and center" (p.4). Therefore an examination of the facilitation role of the chair should include recognition of differences by discipline.

Biglan's Research

Biglan (1973a) conducted a study on the characteristics of subject matter in different academic areas by surveying 168 professors at the University of Illinois, a Research I institution and a small midwestern Liberal Arts college. Biglan found three dimensions common to academic areas: (a) existence of a paradigm or model, (b) concern with application, and (c) concern with life systems (p.195). Thus, the Biglan classification system or model is a three-dimensional categorization design which identifies 36 academic subject areas and groups them into one of eight categories (See

Table 1). The purpose of Biglan's investigations was to provide "a systematic analysis of subject matter characteristics" which would uncover the nature of differences between fields of study (Biglan, 1973a, p. 195)   Biglan used Kuhn's (1962) analysis of the paradigm and its organizing function to describe his dimensions.

Table 1: The Biglan Model
Clustering of Academic Departments into three dimensions

Task Area	Hard		Soft	
	Non Life Systems	Life Systems	Non-Life Systems	Life Systems
Pure	Astronomy	Botany	English	Anthropology
	Chemistry	Entomology	History	Political Science
	Geology	Microbiology	Communications	
	Math	Physiology	Philosophy	Psychology
	Physics	Zoology		Sociology
Applied	Ceramic Engineering	Agronomy	Accounting	Educational administration
	Civil Engineering	Dairy Science	Finance	Secondary & continuing ed.
	Computer Science	Horticulture	Economics	Special education
	Mechanical Engineering	Agricultural economics		Vocational and technical education

Source: Biglan, 1973b (reprinted with permission)

The initial dimension, and the most pronounced in terms of the variance it accounted for, is labelled hard - soft (Biglan, 1973b).   It distinguishes between disciplines with a clearly defined paradigm such as the hard sciences (i.e. biology) from disciplines without a distinct paradigm such as social sciences (i.e. sociology). The more scientific disciplines with clearly defined paradigms such as physics, math, chemistry are considered hard dimensions and the less defined paradigms such as education and

political science, are considered soft dimensions.

The second dimension, pure - applied, indicates the relative concern of the discipline with the practical application of the subject matter. English would be considered a pure subject because it is not concerned with practical use whereas accounting would be considered an applied subject because of its practical nature.

The third dimension, labelled non-life - life, indicates whether or not the discipline deals with inorganic or living systems. Micro-biology and agriculture would be considered life systems whereas disciplines such as engineering, mathematics and physical sciences would be considered non-life systems because they concern themselves with inanimate subject matter.

Biglan (1973a) reported that the results of his study enables one to distinguish among a variety of fields of study and subsequently to understand better the differences among academic areas. He also stated that his results offered an explanation of "the degree to which (cognitive) styles are similar in different areas" (p.202). Roskens (1983) supported Biglan's findings by explaining, "a basic assumption of the Biglan model research is that the types of faculty productivity differ in accord with academic subject areas" (p.285).

In his follow-up study, Biglan (1973b) studied social connectedness (which means that a person likes his or her co-workers, is influenced by them and collaborates with them) and scholarly output (which refers to publishing monographs and journals, directing dissertations, and the quality of each) using the model he developed in the initial study to classify graduate departments at the university in which he conducted his

initial study. His purpose was to investigate cooperative efforts in teaching and research activities; commitment to teaching, research, administration, and service; and publications among the fields as classified on his model.

Results of this study showed "hard" dimension faculty collaborated more in teaching, research, and co-authorships than did "soft" dimension faculty. "Hard" dimension faculty were more committed to research, and "soft" dimension faculty members were more committed to teaching. On the pure/applied dimension, "applied" faculty described greater collaboration efforts than did "pure" dimension faculty. The "pure" faculty preferred research, while "applied" faculty preferred service activities. On the life/non-life dimension, faculty in the "life" area preferred collaborative activities related to teaching and reported greater collaboration on research goals than did faculty members in nonlife areas. "Non-life" dimension faculty preferred teaching more than "life" dimension faculty.

Biglan's findings present many implications. Biglan cautioned universities to refrain from grouping departments together for evaluating purposes because "lumping together data from different areas may provide an inaccurate account of the organization of specific areas" (p. 212). Biglan's findings also stated "norms concerning commitment to teaching, research, and service vary among academic areas" (p. 212), which means that faculty from different disciplines operate in different ways. Biglan (1973b) clearly demonstrated that academic disciplines have distinct characteristics which direct the way one conducts research, administrative tasks, service and teaching in each academic discipline or area.

<u>Validation of Biglan Model</u>

The Biglan model has been tested numerous times and has shown that it can consistently differentiate between academic disciplines. The studies to date that have substantiated the Biglan classification system or model are: Biglan, 1973b; Carroll, 1990; Creswell and Bean, 1981; Eison, 1976; Creswell, Seagren, and Henry, 1979; Griffith, 1988; Goetz, 1982; Hayward, 1986; Hessendlenz and Smith, 1977; MacKay, 1981; Mann, 1989; McGrath, 1978; Muffo and Langston, 1979; Neal, 1991; Osborne, 1990; Rebne, 1988; Schoenhofer, 1983; Selin, 1981; Skaggs, 1987; Smart and McLaughlin, 1978; Smart and Elton, 1975, 1976; Stoecker, 1991; Wilke, 1983; and Winkler, 1982.

A few of the studies that have validated Biglan's model have involved department chairs. Smart and Elton (1976) studied the administrative roles of the chair. Creswell, Seagren, and Henry (1979) looked at the perceived professional development needs of the chair. Carroll (1990) examined career paths of the department chair and used the Biglan model as a means of categorizing the chairs.

In their seminal piece on the roles of department chairpersons, Smart and Elton (1976) demonstrated how Biglan's model could be utilized to identify differences in the role behavior of chairs. Smart and Elton's study was based on data collected from a survey of 1,198 chairs from doctorate granting institutions (Research I & II, Doctoral I & II). The survey included twenty-seven duties of a chair and divided them into four distinctive roles. These roles were faculty, coordinator, research and instructional. These four roles and their differences are consistent with the results of prior studies of

faculty preferences, such as Biglan (1973b), which showed different emphases according to discipline on time spent and preferences toward research, teaching and service. Therefore, the Smart and Elton (1976) study was successful in proving that Biglan's classification system was reliable.

Creswell, Seagren and Henry (1979) tested the Biglan model on department chairs at one "major" university and four state colleges (N=120) in one midwestern state (p.228). These researchers "analyzed the differences in perceived need for professional development" on fourteen selected tasks for the chairs, who were classified according to Biglan's model (p. 229). This test of Biglan's model showed that differences did exist on particular tasks for the "clusters of department chairpersons" (p.236), i.e., hard/soft, pure or applied, and life or non-life categories. The greatest differences occurred between departments categorized into pure and applied areas. This study served to expand the findings of Biglan (1973b) to the area of professional (faculty) development and reinforced the notion that the Biglan scheme was reliable means to categorize faculty.

Carroll (1990) examined the career paths of department chairs at doctorate granting institutions (Research I & II, Doctorate Granting I & II). Carroll surveyed chairpersons to examine one's career movements prior to becoming a chairperson and to determine what chairs do after leaving the chair position. Carroll discovered that 65% of chairs return to faculty status after their tenure as chair. He also found that gender, departmental hiring practices and discipline all have a significant effect on a chair's career. Carroll suggested that two types of department chair careers exist. The first career can be described as "entry to the administrative hierarchy of academic institutions"

(p. 105). The second career type portrayed the chair as "providing temporary service to their department and returning to faculty status after their tenure as chair" (p. 107). The Biglan model was used in this study to differentiate among disciplines.

Several other studies utilizing the Biglan model are noteworthy. Creswell and Bean (1981) explained that the Biglan model was tested many times between 1973 and 1980 and "in general, these tests have demonstrated that faculty and department chairs in the academic areas of hard or soft, pure or applied, life or non-life subjects differ in terms of work activities, goals, and job satisfaction" (p.70). For example, Smart and Elton (1975) found that "applied departments tend to place greater emphasis on vocationally-oriented departmental goals, while pure departments tend to stress goals that are supportive of faculty research interests" (p. 586). This clearly supports Biglan's (1973b) findings that pure departments are more research oriented and applied departments are more concerned with application to real life situations. Drees (1982) augmented Biglan's model by classifying 38 additional subject matter areas (disciplines) to the eight categories. This expansion was corroborated by Schoenhoefer (1983).

Some researchers (Creswell & Bean, 1981; Smart & Elton, 1979) believed the Biglan model could be utilized by administrators to explain and react to specific differences between and among disciplines. Creswell and Bean (1979) asserted that "multiple standards could be applied to criteria for promotion, tenure, etc..." (p.87). Administrators at all levels need to be aware that the norms for a chemistry professor are different than that of a fine arts professor. Basically, no distinctly different types of faculty (see Table 1) should be bound by similar standards. Roskens (1983) explained

that "a basic assumption of the Biglan model research is that the types of faculty productivity (teaching, research, service) differ in accord with academic subject areas" (p.285). Roskens also showed a direct link between the Biglan model and the evaluation of faculty performance for the purpose of granting promotion or tenure.

Several additional variables have been used to test the Biglan model: departmental goals (Smart & Elton, 1975), job satisfaction (Eison, 1976), response rate to survey (Hesseldenz & Smith, 1977) salary structure (Osborne, 1990; Smart & McLaughlin, 1978), library study (McGrath, 1978), faculty salaries and staffing patterns (Muffo & Langston, 1979), research productivity, Creswell & Bean, 1981), course and department descriptions, (MacKay, 1981), critical events in faculty careers, (Mann, 1989), faculty evaluation, (Selin, 1981), role of the dean, (Goetz, 1982), managerial philosophies, (Schoenhofer, 1983), reward structures and productivity, (Wilke, 1983), job satisfaction, (Neal, 1991; Winkler, 1982), work values, (Skaggs, 1987), productivity, (Rebne, 1988), and program variables, (Griffith, 1988).

Four of the tests to validate the Biglan model did not report differences between all three of the dimensions, but reported differences among the hard-soft and pure-applied (McGrath, 1978; Smart & McLaughlin, 1978, the pure-applied and life-nonlife (Eison, 1976) the pure-applied (Skaggs, 1987) and the hard-soft (Hesseldenz & Smith, 1977 and MacKay, 1981). Kolb (1981) and Neal (1990) used only the dimensions hard-soft and pure-applied in their studies. Kolb studied college student learning styles and Neal studied liberal arts college faculty's work values. These studies also demonstrate that the Biglan model can also be utilized without using all three dimensions.

In sum, from Biglan's research and from other studies (i.e. Smart & Elton, 1976) one can see the importance of making distinctions between the role of the chair in different academic departments. As Stoecker (1991) summarized,

> This accumulating literature suggests that the Biglan classification system contributes to the recognition of the unique characteristics of academic discipline clusters. It indicates that those disciplinary characteristics may drive the organization and work patterns of the respective departments, as well as reveal a profile of the faculty within them. (p.6)

Accordingly, the Biglan model has been utilized by many researchers to highlight the differences between faculty from different academic disciplines. The Biglan model is used in this study to account for disciplinary differences in the facilitation role of the department chair from Doctorate-Granting I institutions.

Chapter Summary

In exploring faculty member's perceptions of the role of chair in facilitating tenure, it was necessary to examine several distinct parts of the higher education literature. The first area was socialization, specifically looking at how a new faculty member becomes acclimated to his or her new roles as teacher, researcher and provider of service. The next segment that was reviewed was the role of the chair with particular focus on defining the chair's role in general and as a facilitator of tenure. Lastly, the Biglan model was reviewed. The Biglan model is used in this study to explain any variations that may exist in the role of the chair or in the socializing process of new faculty due to a faculty member's association with a particular department. These three aspects of the literature provide a foundation on which to discuss the role of the chair in facilitating tenure.

CHAPTER III

Research Methods

The major purpose of this study was to determine the role the department chair plays in facilitating a faculty member's movement toward the receipt of tenure. This chapter reviews the population, sample, instrumentation, validity, ethical considerations, data gathering procedures, research questions and hypotheses, and data analysis utilized in this study.

Population and Selection of Sample

The population for this study was full-time faculty from Doctorate-Granting Colleges and Universities I (Carnegie Classification). Doctorate-Granting I faculty were selected for several reasons: 1) this area of higher education faculty represents a significant segment of all the higher education faculty, (approximately 25,000); 2) faculty in this institutional type have not been studied as frequently as faculty in Research universities and Liberal Arts colleges, (from this researcher's review of the literature) and 3) the choice of a single institutional type helps to strengthen findings by controlling for variation by institutional type. Only tenured and tenure-track junior faculty were included because of the study's focus on what a chair can do to facilitate a faculty member's attainment of tenure.

To choose the sample for this study, I took several steps. Since I was interested

in exploring the possibility of disciplinary differences in the facilitating role of the chair, I decided to examine faculty in disciplines chosen to represent the various dimensions of Biglan's model.

Step 1: An initial random sample, 10 of the 51 Doctorate-Granting I institutions as listed in the Carnegie classification (*A Classification of Institutions of Higher Education*, 1987), was drawn to determine which departments/disciplines (per the Biglan Model) were most frequently represented in this type of institution. I called each university (undergraduate divisional office) and asked which of the 36 departments (see Table 1) were present at the university. It was determined that departments representing the hard-soft grouping and pure-applied grouping of the Biglan model were present in every institution. However, there was inconsistent representation of departments representing the non-life-life grouping of the Biglan model. For example, departments representing the "life" dimension such as botany, horticulture, zoology, dairy science, and agronomy were not present at any of the universities. Therefore, the non-life-life grouping was not included in this study. Precedence for excluding the non-life-life grouping was provided by Kolb (1981) who omitted that dimension from his study. Therefore, the four departments chosen were: chemistry to represent hard-pure dimension, computer science to represent the hard-applied dimension, economics to represent the soft-applied dimension, and English to represent the soft-pure dimension. These departments were selected because they represented the four Biglan dimensions and were present at every instititution.

Step 2: Once the departments were selected, a second random sampling, 13 of

the 51 (25%) Doctorate-Granting I Universities, was completed to select the actual sample (none of the universities in the first sample were randomly selected (by chance) in the second random sample). Thus, a total of thirteen universities, 10 public and 3 private institutions was chosen to represent all Doctorate-Granting I universities. One quarter of the faculty from this classification was considered sufficient for survey purposes. This would ensure that there would be an adequate number of cases to run the necessary statistical applications (Kerlinger, 1983).

Step 3: The chemistry, computer science, economics, and English faculty member's names and address were obtained by first calling each school and requesting a 1989-90 catalog. From these catalogs, a list of 888 faculty and their departments (52) was compiled. A follow-up phone call was made to each department to verify names and spellings and to ensure that these faculty members were tenured or tenure-track and were not chairs. The number of faculty in the study decreased to 775 (from the original total of 888 faculty originally identified) after follow-up measures were conducted. The difference is accounted for by faculty members who were on leave, retired, had left or were serving as chair of their particular department. The final sample consisted of 159 chemistry faculty, 106 computer science faculty, 160 economics faculty and 350 English faculty.

Instrumentation

Drawing from the literature on the role of the department chair, I developed a questionnaire that contained nineteen questions relating to a department chair's duties. The questions were divided into four categories of roles: research, teaching, service, and

administration. Each of the nineteen questions included three parts. Respondents were

first asked to respond as to whether or not their chair currently performed each of the

specified duties or tasks. Next the respondents were asked if each of the roles identified

were roles a chair "should" perform. The third part of the question asked tenured faculty

whether or not "this role assisted me in attaining tenure"; tenure-track junior faculty were

asked whether or not "this role would assist me in attaining tenure." These two separate

questions were collapsed into one in order to keep the size of the questionnaire to seven

pages instead of 12 pages.

Sample Question:

1. **Assigns faculty responsibilities including number of courses per year and number of preparations. (DK = do not know)**

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

The nineteen duties of the department chair were selected from the various tasks

most frequently identified (by Bennett, 1989; Bennett & Figuili, 1990; Bragg, 1981;

Braun, 1972; Heimler, 1975; Hill & French, 1967; McLaughlin, 1975; Siever, Loomis

& Neidt, 1972; Smart & Elton, 1976; and Tucker, 1984, 1981;) as duties and tasks

performed by department chairs. The nineteen roles or duties of the chair used in this

study can be further categorized into teaching, service, research and administration roles

of the department chair. Questions 1-3 on the questionnaire relate to teaching roles,

questions 4-7, 12-14, 16-19 relate to administration, questions 8-11 relate to research

roles, and question 15 relates to service (See appendix E). The fact that administrative roles of the department chair were asked about more frequently in this questionnaire is supported by the literature which describes the chair's role as primarily administrative (Bennett & Figuili, 1990; Davidson, 1967; Tucker, 1984, 1981).

The questionnaire contained a section on "workload and tenure" which asked each respondent to "estimate how much (percentage totalling 100%) each area (teaching, research, and service) contributed to the achievement of tenure in your institution." Each respondent was also asked "who set these percentages" with the following five choices: you, your chair, your dean, university president or other. Demographic information was also requested regarding: 1) gender, 2) racial/ethnic identification, 3) highest educational level achieved, 4) tenure status, 5) perceptions of chair's official support of respondent for tenure, 6) current rank, 7) previous experience as a research assistant, 8) previous experience as a teaching assistant, 9) previous experience as a chairperson, 10) present age, 11) when the respondent received tenure (if applicable), and 12) how many years the respondent's chairperson has been in the position. Finally, space was provided on the back of the questionnaire for comments. Each respondent was asked, "Is there anything else you would like to tell us about the chairperson's role". Thirty-five percent (165) of the respondents included comments.

Validity

The content validity of the questionnaire was determined by conducting some pre-testing measures. First, a group of colleagues, students in the Higher Education doctoral program at the researcher's own institution, who were also faculty members at different

institutions, were asked to review the questionnaire. This group was asked

1) to comment on the format, content, and flow of the questionnaire, 2) to state whether

or not the directions were clear, 3) to comment on the clarity of the questions, 4) to

comment on whether or not there were questions that they would not answer, 5) to

comment on whether or not the questionnaire was too long, and 6) to make any other

comments or suggestions they might have for improving the questionnaire. Secondly,

those whom Dillman (1978) referred to as, "potential 'users' of the data" were asked to

review the questionnaire and make suggestions (p.157). This group consisted of

administrators or chairs from a doctorate granting university not included in this study.

Finally, a pilot study was conducted with faculty from one department of a Doctorate

Granting I University who were also not part of the final study. These faculty were

given a final draft copy of the questionnaire and asked to comment on the format, content

and flow of the questionnaire. Suggestions from the three groups resulted in several

changes to the questionnaire.

Data Collection Procedures

Data for this study were collected through the administration of a researcher-

designed questionnaire mailed to all tenured and tenure-track junior faculty from four

selected departments at 25% (or 13 institutions) of Doctorate-Granting I institutions. In

order to secure the best possible results, several design and follow-up procedures

suggested by Dillman (1978) were utilized.

1) A short questionnaire in booklet form with a personalized
and signed cover letter were mailed on October 31, 1990.

2)   A follow-up postcard, sent only to the non-respondents requesting participants to mail back their questionnaires, was sent ten days later.

3)   A second letter, along with another copy of the questionnaire, was sent on November 26, 1990 (3 and 1/2 weeks after the original letter) to non-respondents.

4)   Phone calls were made to each department with the remaining names of the faculty to see if each person was still with the department. No further follow-up was conducted.

5)   Each respondent was offered a summary of results to express appreciation for his or her contribution to the study.

A response rate of 62.58% was achieved. The responses varied by academic area: 215/350 (61.4%) responses (English), 99/160 (61.88%) in economics, 65/106 (61.3%) computer science and 106/159 (66%) chemistry. There were 485 (out of 775) usable questionnaires. Also, 35% of the respondents made comments.

Ethical Safeguards and Considerations

All research projects involving human subjects are reviewed by the Institutional Review Board (IRB) at Loyola University Chicago. Permission to conduct this study and utilize the questionnaire was granted by the IRB in August of 1990.

In the cover letter participants were told that they would be assured of complete confidentiality. The questionnaire had an identification number for mailing purposes only. The names of the participants would never be placed on the questionnaire. Each questionnaire was subsequently coded to ensure confidentiality and for purposes of follow-up and data analysis.

Design

     This was an exploratory, descriptive study utilizing a researcher-designed questionnaire to collect information necessary to address the research questions and test hypotheses. The hypotheses tested examined the relationship between the independent variables of departmental affiliation and tenure status (also a control variable) and the dependent variable of the facilitation role of the chair. Independence of these relationships was tested using chi-square analysis. This study was limited to Doctorate Granting I universities to control variance.

Research Questions and Hypotheses

     The following research questions directed the study:

1)   Which department chair roles (from the nineteen represented in this study) are perceived as facilitating acquisition of tenure?

2)   Do chairs' roles which were identified as facilitating tenure vary by departmental type (when categorized according to the Biglan model of disciplinary differences)?

3)   Do tenured professors and tenure-track professors differ in their perceptions of which chairs' activities would facilitate tenure acquisition?

     Question one is descriptive and therefore will be addressed as research question 1 in the results section. The data from question one will be described by rank ordering (frequency of "YES" responses) of chairs' roles which were perceived as facilitating tenure. The premise for this research question is provided by several authors including Roach (1976) who contended that a chair serves a "facilitating function" in which he or she should assist colleagues in their growth and development. In addition, Wylie (1985) and Whitt (1991) concurred with the importance of the chairs' role as facilitator. It is

the department chair who serves a key function in acclimating new faculty into their roles as teacher, researcher and scholar. Information derived from this research question will serve as a starting point in describing the chairs' role as a facilitator of tenure.

Table Two
Selected Roles of the Department Chair

Roles of the Department Chair examined in this study:

1. Assigns course loads and number of preparations
2. Observes in classroom
3. Serves as teaching role model
4. Conducts annual review
5. Reviews mid-year progress
6. Keeps faculty member informed of progress toward tenure
7. Monitors work load
8. Supports faculty proposal for institutional funding
9. Provides money for national professional meetings
10. Encourages contracts and grant writing
11. Serves as research role model
12. Fosters the development of department faculty's special talents and interests
13. Brings in outside lecturers, plans seminars for faculty development
14. Recruits and selects new faculty
15. Establishes departmental committees
16. Keeps faculty informed of department and institutional plans, expectations
17. Serves as department advocate to upper level administration
18. Communicates department needs to the dean
19. Develops and implements long range programs, plans and goals

Research questions 2 and 3 were restated as specific hypotheses:

H-1:   There is a significant relationship between departmental affiliation and faculty perceptions of which roles performed by the chair would facilitate tenure.

H-2:   There is a significant relationship between tenure status (tenure or tenure-track) and faculty perceptions of whcih activities performed by the chair facilitate tenure.

Hypothesis One. Becher (1987), Biglan (1973), Clark (1986, 1987, 1989), Kolb (1981), Light (1974), Lodahl and Gordon (1972) suggested that academic disciplines

should be considered as a means of explaining and understanding how one carries on his or her duties as a professor. Clark (1987) explained,

> Disciplines exhibit discernible differences in individual behavior and group action, notably between 'hard' and 'soft' and 'pure' and 'applied' fields, in a simple fourfold classification, between hard-pure (physics), hard-applied (engineering), soft-pure (history) and soft applied (social work). (p. 5)

Two of the dimensions of the Biglan model -- the hard-soft dimension (referring to the involvement with a paradigm) and the pure-applied dimension (referring to orientation to theory or application) -- were used in this study as the framework to categorize information about the chair's facilitation role. Accordingly, one would expect that faculty from different disciplines, each representing a particular Biglan dimension, would perceive the facilitation role of a chair differently.

Hypothesis Two. Hoshmand and Hartman (1989) conducted a study on faculty at one institution classified as a Comprehensive University to gain insight into issues regarding faculty development. Of particular relevance to this study was their finding that there were significant differences between the responses of tenured and the probationary (or tenure-track) faculty members. They surveyed a total 654 faculty and achieved a 44 percent response rate. The respondents included 80% tenured and 20% probationary faculty. (Note: this tenured to probationary ratio was the same achieved by this researcher). Hoshmand and Hartman discovered that tenured faculty were more interested in teaching activities than probationary faculty. Probationary faculty preferred research and grant writing activities more than did the tenured faculty. Therefore, one would expect different responses from tenured vs. tenure-track faculty.

Data Analysis

All data from the questionnaire except for the comments were tallied and entered on a computer using Lotus 123. The data were then converted to utilize SYSTAT, a statistical package for personal computers (SYSTAT, 1990). Analysis of data included the tabulation of item responses, the cross tabulation of variables, the computation of descriptive statistics, chi-square analysis, and analysis of variance. In addition, Tukey's comparison of means tests (ANOVA) was performed to analyze Hypothesis One to identify which specific departments were causing the effects shown by the chi-square tests. Statisical significance was designated at the .05 level.

Missing Data

There were four possible responses to each question: Yes, No or Do Not Know (DK) or no answer. The majority of responses were either Yes or No. In the case of "Do Not Know" responses and when a respondent did not answer, the data were considered missing. Chi-square tests run on tables with missing data and without the missing data showed the same pattern of results, and therefore, suggest randomness of the missing data. Therefore, I proceeded with my analysis using the tables with the YES/NO responses.

Summary

A sample of 485 full-time faculty was selected from 25% of the 51 Doctorate-Granting I universities in the United States. Since exploring the possibility of disciplinary differences in the chair's facilitating role was critical to this study, faculty in four departments, chemistry, computer science, English and economics were chosen

to represent the various dimensions of Biglan's model. The selected faculty responded to a researcher-designed questionnaire. A high response rate was achieved by employing Dillman's (1978) suggestions. Questionnaire data were statistically analyzed using a chi-square analysis to determine independence of variables. The .05 level of significance was used as a basis for retaining or rejecting the stated hypotheses.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

This chapter presents the results from the analysis of the data collected through a questionnaire sent to a random sample of full-time faculty members, tenured or tenure-track, from four departments in Doctorate-Granting I universities in the United States. The results of this study are presented as follows: 1) demographic information about the entire group of respondents by departmental affiliation and by tenure status, 2) roles of the chair that were perceived as facilitating tenure, 3) statistical analysis of each research question, 4) data collected pertaining to workload and tenure by departmental affiliation and by tenure status, 5) a portrait of a chair gleaned from the written comments, 6) decisions concerning each hypothesis, and 7) a general summary of findings. Tabulation of item responses (frequencies and percentages) of the nineteen questions from the questionnaire and the complete set of written comments are provided in the appendices.

The sample for this study consisted of 775 full-time faculty members from 13 randomly-selected Doctorate-Granting I universities, 10 public and 3 private, in the United States (per Carnegie Classification). Faculty members from four departments, chemistry, computer science, economics and English, were selected to represent four

dimensions (hard/pure, hard/applied, soft/applied, and soft/pure) of Biglan's model (Biglan, 1973b). Thus, the sample consisted of 159 (20.51%) chemistry faculty, 106 (13.68%) computer science faculty, 160 (20.65%) economics faculty and 350 (45.16%) English faculty.

The response rate of 62.58% to the mail questionnaire was considered acceptable by the researcher (Kerlinger, 1987, p.380). Responses were received from 489 of the original pool; and 485 were useable. Two of the four unusable questionnaires were from department chairs and two were from part-time faculty. Therefore, the 485 usable questionnaires consisted of 106 (21.86%) responses from chemistry faculty, 65 (13.40%) from computer science faculty, 99 (20.41%) from economics faculty and 215 (44.33%) from English faculty. The response rates by department were all within one and one half percent of the original sample percentages.

Demographic information for all respondents

Demographic and academic characteristics of all the respondents are presented in Table 3. Respondents included almost four times as many men than women. Less than ten percent of the respondents were minorities. Almost all the respondents held a doctorate. The tenure to tenure-track ratio was 4:1. The professors were well represented by almost 45% of the sample, followed by associate professor with 34% and almost 20% of the sample were assistant professors. The mean age was approximately 48 years old. Overall, the sample consisted largely of middle-aged, white males with tenure and doctorates.

Demographic data collected in this study appear to reflect the national averages.

The National Center for Education Statistics (1990) reported the following information on faculty characteristics. Across all institutional types, the mean age of full-time faculty at institutions of higher learning was 47 years old. Eighty-nine percent of all full-time faculty were white, four percent were Asian, three percent were black, two percent Hispanic and one percent were Native American. These data did not vary according to institutional type. In Doctorate Granting institutions, men made up 73 percent of the full-time faculty. Sixty percent of all the faculty was tenured and 22% were in a tenure-track position.

The two characteristics noted in Table 3 that warrant more attention are the answers to the questions, "Was [the respondent] a research assistant before becoming a faculty member?" and "Was [the respondent] a teaching assistant before becoming a faculty member?". Both of these characteristics imply "trying on" of the role of faculty according to Van Maanen (1976). The majority of all respondents were research (52.78%) assistants and teaching (73.40%) assistants before joining the faculty ranks. Having one or both of these opportunities suggests that the majority of faculty members in this study have experienced "anticipatory socialization."

Demographic information was also broken down by departmental affiliation, tenure status and by gender. Table 4 provides demographic information for the respondents by department. Chemistry respondents were predominantly white males with a doctorate. The mean age of this group was approximately 48 years old. Approximately three fourths of the chemistry respondents were tenured, and a large majority were full professors (67.62%). An overwhelming majority of the chemistry

Table 3

Demographic and Academic Characteristics of **Total** Respondents N=485			
Gender N= 484	Female	102	21.03%
	Male	382	78.96%
Racial/Ethnic group N= 482	Asian	26	5.36%
	Black	4	.82%
	Hispanic	3	.62%
	Native American	2	.41%
	White	442	91.13%
	Other	5	1.03%
Terminal Degree N= 485	Ph.D.	471	97.11%
	Masters	9	1.86%
	Bachelors	5	1.03%
Tenure Status N= 484	Tenured	387	79.79%
	Untenured	97	20%
Rank N= 483	Professor	217	44.74%
	Associate Professor	166	34.23%
	Assistant Professor	95	19.59%
	Other	5	1.03%
AGE N= 477	Mean	47.857	
	SD	9.558	
	Min-max	28-73	
Was Research assistant before joining faculty N= 477	Yes	221	45.57%
	No	256	52.78%
Was Teaching assistant before joining faculty N= 483	Yes	356	73.4%
	No	127	26.19%

respondents were research assistant (82.08%) or teaching assistants (75.47%) before joining the faculty.

Computer Science respondents were predominately white. All held doctorates. There were a significant number of Asians in this departmental grouping, 15.63 percent compared to 5 percent overall for 4-year institutions (National Center for Education Statistics, 1990, p. 5). The mean age of this group was almost 44 years old. A majority of computer science respondents had tenure (64.06%) and most were either an associate (43.75%) or assistant (37.5%) professor. More than half of the computer science respondents (57.81%) were research assistants before joining the faculty ranks, a majority (65.63%) were teaching assistants before becoming a faculty member.

The respondents from economics departments were predominately white males. All held doctorates. The mean age was 47, the national average. Four out of five respondents were tenured. The majority (55.36%) were full professors following by a large group (30.30%) who were associate professors. A clear majority of economics respondents were research assistants (63.92%) and/or teaching assistants (75.51%) before joining the faculty.

Respondents from the English departments were predominately white males, and held doctorates. Of the four departments in this study, women are best represented in the English department (32.56%). The mean age was 49. Four out of five respondents were tenured and most were either a full (44.39%) or an associate (37.38%) professor. Unlike the other departments, the majority of English respondents were _not_ research assistants before joining the faculty. However, the majority of them were teaching

Table 4

	Chemistry		Computer Sci		Economics		English	
Demographic and Academic Characteristics by Departmental Affiliation								
Gender:	N=105		N=65		N=99		N=215	
Female	13	12.38%	6	9.23%	13	13.13%	70	32.56%
Male	92	87.62%	86	90.77%	86	86.87%	145	67.44%
Racial/Ethnic	N=105		N=64		N=99		N=214	
Asian	4	3.81%	10	15.63%	8	8.08%	4	1.87%
Black	1	.95%	1	1.56%	1	1.01%	1	.47%
Hispanic	---	---	1	1.56%	1	1.01%	1	.47%
Native American	1	.95%	1	1.56%	---	---	---	---
White	98	93.33%	50	78.13%	88	88.89%	206	96.26%
Other	1	.95%	1	1.56%	1	1.01%	2	.93%
Terminal Degree	N=106		N=65		N=99		N=215	
Ph.D.	105	99.06%	65	100%	99	100%	202	93.95%
Masters	1	.94%	---	---	---	---	8	3.72%
Other	---	---	---	---	---	---	5	2.33%
Tenure Status	N=106		N=64		N=99		N=215	
Tenured	82	77.36%	41	64.06%	83	83.84%	181	84.19%
Untenured	24	22.64%	23	35.94%	16	16.16%	34	15.81%

Table 4
continued

Demographic and Academic Characteristics by Departmental Affiliation							
	Chemistry		Computer Sci		Economics		English	
RANK	N=105		N=64		N=99		N=214	
Professor	71	77.36%	12	18.75%	55	55.36%	95	44.39%
Associate	2	1.89%	28	43.75%	30	30.30%	80	37.38%
Assistant	6	5.71%	24	37.50%	13	13.13%	37	17.29%
Other	26	24.76%	---	---	1	1.01%	2	.93%
AGE:	N=105		N=61		N=97		N=212	
Mean	47.743		43.689		47.423		49.311	
SD	10.461		8.034		9.551		9.174	
Min/max	30 - 73		28 - 66		29 - 68		28 - 70	
Was Research Assistant	N=106		N=64		N=97		N=210	
YES	87	82.08%	37	57.81%	62	63.92%	35	16.67%
NO	19	17.92%	27	42.19%	35	36.08%	175	83.33%
Was Teaching Assistant	N=106		N=64		N=98		N=215	
YES	80	75.47%	42	65.63%	74	75.51%	160	74.42%
NO	26	24.53%	22	34.38%	24	24.49%	55	25.58%

assistants before becoming faculty members.

Table 5 provides demographic information by tenure status. The tenured respondents were predominately white males and held doctorates. The mean age was 50 years old. A slight majority of them were full professors (55.70%), while most of the remaining faculty were associate professors (41.45%). A majority of tenured respondents were research assistants before joining the faculty while most of them were not teaching assistants before becoming faculty members.

The tenure-track respondents were predominately white males and held doctorates. The mean age was 38 years old. The majority (88.66%) of this grouping held the rank of assistant professor. A majority of tenure-track respondents were research (73.20%) and/or teaching assistants (61.05%) before joining the faculty.

Table 6 provides demographic information by gender. The female respondents were predominately white. The mean age was approximately 46 years old. The majority had tenure and held doctorates. There was no majority rank. The women were distributed evenly between professor (33.33%), associate (29.41%), and assistant (36.27%) ranks. A majority of women were teaching assistants (72.55%) before becoming faculty. However, the majority (60%) of women were not research assistants before joining the faculty.

The male respondents were predominately white, had tenure and held a doctorate. The mean age was 48 years old. The majority of men were either professors (48.16%) or associate (35.53%) professors. The majority (74.21%) of male respondents were teaching assistants before becoming faculty. However, the majority (51.86%) were not

Table 5
Demographic And Academic Characteristics by Tenure Status

Gender:	Tenured N=387		Tenure-track N=97	
Female	68	17.62%	34	35.05%
Male	318	82.38%	63	64.95%
Racial/Ethnic group:	Tenure N=384		Tenure-track N=97	
Asian	16	4.17%	10	10.31%
Black	2	.52%	2	2.06%
Hispanic	2	.52%	1	1.03%
Native American	1	.26%	1	1.03%
White	358	93.23%	83	85.57%
Terminal Degree:	Tenure N=387		Tenure-track N=97	
Ph.D.	376	97.16	94	96.91%
Masters	8	2.07%	1	1.03%
Other	3	.78%	2	2.06%
RANK:	Tenure N=386		Tenure-track N=94	
Professor	215	55.70%	2	2.06%
Associate Professor	160	41.45%	6	6.19%
Assistant Professor	9	2.33%	86	88.66%
Other	2	.52%	3	3.09%
AGE:	Tenure N=381		Tenure-track N=97	
Mean	50.215		38.298	
SD	8.129		8.969	
Min/max	33 - 70		28-73	
Was Research Asst	Tenure N=386		Tenure-track N=97	
Yes	285	73.83%	71	73.20%
No	101	26.17%	26	26.80%
Was Teaching Ass't before joining faculty	Tenure N=382		Tenure-track N=95	
Yes	163	42.67%	58	61.05%
No	219	57.33%	27	38.95%

Table 6
Demographic And Academic Characteristics by Gender

Tenure status:	Women = 102		Men = 381	
Tenured	68	66.67%	318	83.46%
Tenure-track	34	33.33%	63	16.54%
Racial/Ethnic	Women = 102		Men = 380	
Asian	6	5.88%	20	5.26%
Black	---	---	4	1.05%
Hispanic	1	.98%	2	.53%
Native American	---	---	2	.53%
White	94	92.16%	348	91.58%
Other	1	.98%	4	1.05%
Terminal Degree:	Women N=102		Men N=382	
Ph.D.	94	92.16%	376	98.43%
Masters	5	4.90%	4	1.05%
Other	3	2.94%	2	.52%
RANK:	Women N=102		Men N=380	
Professor	34	33.33%	183	48.16%
Associate Professor	30	29.41%	135	35.53%
Assistant Professor	37	36.27%	58	15.26%
Other	1	.98%	4	1.05%
AGE:	Women N=100		Men N=374	
Mean	45.830		48.428	
SD	9.686		9.457	
Min/max	30 - 69		28-73	
Was Research Ass't	Women N=100		Men N=376	
Yes	40	40.00%	181	48.14%
No	60	60.00%	195	51.86%
Was Teaching Ass't	Women N=102		Men N=380	
Yes	74	72.55%	282	74.21%
No	28	27.45%	98	25.79%

research assistants before joining the faculty.

Research Question One

Which department chair roles (from the nineteen represented in this study) are perceived as facilitating acquisition of tenure?

Part C of each question from the researcher-designed questionnaire asked respondents whether or not the following role "assisted me or would assist me in attaining tenure." Results were compiled using a rank order of affirmative responses by all respondents. Table 7 illustrates that the majority of respondents perceived 13 of the 19 chair roles would or have assisted them in attaining tenure. The roles identified as facilitating tenure included (in order of significance): 1) keeping faculty informed of progress toward tenure, 2) providing money for national meetings, 3) conducting annual reviews, 4) supporting faculty proposals for funding, 5) fostering faculty's special talents and interests, 6) encouraging contracts and grants, 7) serving as an advocate for department, 8) communicating department needs to dean, 9) keeping faculty informed of department and institutional plans, 10) developing long-range plans, 11) assigning course loads and numbers of preparation, 12) establishing functional committees, and 13) serving as a research role model. Of the top ten roles identified, six (1, 3, 7, 8, 9, and 10) were identified in the literature as "administrative" roles of the chair, and four (2, 4, 5, and 6) were identified in the literature as "research" roles of the chair (See Appendix E). The remaining three roles (11, 12, and 13) were "teaching", "service" and "research" roles, respectively.

Table 7

Roles of the Department Chair perceived by faculty as facilitating tenure	
Rank order of affirmative responses by all respondents (this role assisted me or would assist me in attaining tenure).	% of Yes responses
1. Keeps faculty member informed of progress toward tenure.	82.45%
2. Provides money for national professional meetings	81.22%
3. Conducts annual review	79.34%
4. Supports faculty proposal for institutional funding	77.26%
5. Fosters the development of department faculty's special talents and interests	76.96%
6. Encourages contracts and grant writing	73.46%
7. Serves as department advocate to upper level administration	71.47%
8. Communicates department needs to the dean	65.76%
9. Keeps faculty informed of department and institutional plans, expectations	64.27%
10. Develops and implements long range programs, plans and goals	59.83%
11. Assigns course loads and number of preparations	58.81%
12. Establishes departmental committees	55.74%
13. Serves as research role model	52.58%

Research Question Two

    Do chairs' roles which were identified as facilitating tenure vary by departmental type (when categorized according to the Biglan model of disciplinary differences)?

    Table 8 shows that the facilitation roles of the chair varied by department. In answering this research question, it is necessary to first consider the 13 roles which were identified by all faculty (regardless of department) as facilitating tenure (refer to Table 7). Chi-square tests based on cross-tabulation of the chair's facilitation roles and department showed significant ($p < .05$) results in twelve of the thirteen roles. The twelve roles (in order of their significance) were: 1) encourages contracts and grant writing, 2) establishes departmental committees, 3) communicates department needs to the dean, 4) keeps faculty informed of department and institutional plans and expectations, 5) develops long-range plans, 6) serves as a research role model, 7) supports faculty proposals for funding, 8) serves as an advocate, 9) fosters the development of faculty special interests, 10) assigns course load and number of preparations, 11) keeps faculty informed of their progress toward tenure, and 12) conducts annual review.

Tukey comparison of means procedure

    Tukey's comparison of means tests was performed to identify which specific departments were causing the effects shown by the chi-square tests. A Tukey HSD test is considered a post hoc comparison technique. This procedure "is an important supplement to the usual analysis of variance, and is very useful for the further

Table 8
Comparison of percentage of affirmative responses by Departmental Affiliation

This role assisted me or would assist me in attaining tenure		N=	CHEM	COMP SCI	ECON	ENG	Chi-square	p<
1.	Assign number of courses per year and number of preparations.	352	55.71%	45.65%	53.73%	57.32%	11.936	**
2.	Observes in the classroom.	369	41.03%	20.83%	32.39%	22.67%	10.838	*
3.	Serves as a role model in the area of teaching.	359	46.58%	36.73%	22.67%	17.90%	23.886	***
4.	Conducts annual review.	426	90.11%	80.65%	73.81%	76.19%	9.216	*
5.	Reviews mid-year progress	372	38.75%	41.18%	23.38%	29.27%	6.861	
6.	Keeps faculty member informed of progress toward tenure	416	87.64%	92.86%	74.12%	80.65%	10.347	*
7.	Monitors work load	339	49.32%	52.17%	39.19%	47.95%	2.515	
8.	Supports faculty's proposal for institutional funding.	409	87.36%	86.21%	65.48%	75.00%	14.853	**
9.	Provides money for national professional meetings	426	81.11%	86.89%	83.33%	78.53%	2.434	
10.	Encourages faculty to submit proposals for contracts and grants.	407	95.60%	82.54%	58.23%	65.52%	40.589	***
11.	Serves as a role model in the area of research.	388	69.41%	63.64%	41.46%	45.78%	19.495	***

note: * p< .05, ** p< .01, *** p< .001   degrees of freedom (d.f.) = 3 in every case

Table 8
(continued)
Comparison of percentage of affirmative responses
by Departmental Affiliation

This role assisted me or would assist me in attaining tenure	N=	CHEM	COMP SCI	ECON	ENG	Chi-square	p<
12. Fosters the development of faculty' special interests.	369	82.93%	86.96%	63.64%	77.44%	11.971	**
13. Brings in outside lecturers, plans seminars for faculty development.	365	63.64%	68.00%	47.37%	35.80%	25.171	***
14. Recruits and selects new faculty.	354	38.27%	36.00%	31.51%	30.00%	1.904	
15. Establishes departmental committees that enhance functioning of department	366	74.36%	53.70%	28.77%	59.63%	33.565	***
16. Keeps faculty members informed of department and institutional plans.	375	79.75%	73.58%	43.42%	63.47%	24.674	***
17. Serves as an advocate for the department with administration.	375	79.22%	77.19%	55.13%	73.62%	13.768	**
18. Communicates department needs to dean.	368	79.01%	75.93%	43.24%	66.04%	25.465	***
19. Develops and implements L-R plans.	351	75.00%	70.59%	39.47%	58.78%	22.904	***
note: * p< .05, ** p< .01, *** p< .001 $\qquad$ degrees of freedom (d.f.) = 3 in every case							

exploration of data after the initial analysis has suggested the existence of real effects" (Hays,p.385). In each case where a significant chi-square was found, the Tukey procedure was performed by way of ANOVA (complete ANOVA results can be found in appendix G). The pairwise mean differences and comparison probabilities were examined to show the probability that the observed difference in the means did not occur by chance. The Tukey procedure shows the specific departments that are causing the significant effects in each case. The Tukey procedure used along with the chi-square analysis allows one to discern which departments are causing the significant effects as well as which departments are more likely to answer affirmatively (in this case).

For the role designated as "encourages contracts and grant writing", the Tukey procedure showed that there was a significant difference between chemistry (CH) versus (v.) economics (Ec) (p=.000), chemistry v. English (ENG) (p=.000), computer science (CS) v. economics, (p=.004) and computer science v. English (p=.030). Thus, chemistry and computer science respondents were more likely to consider this role as facilitative than economics or English respondents (e.g., See Table 8, number 10). In other words, there was a difference between how chemistry and computer science faculty answered compared to faculty in economics and English. This test also implied the way chemistry v. computer science responded was not significantly different (p=.231) and economics v. English was not significantly different (p=.578).

Tukey matrix of pairwise absolute mean differences For the role "encourages contracts and grant writing"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.131 (.231)	---	---
Economics	.374 (.000)	.243 (.004)	---
English	.301 (.000)	.170 (.030)	.073 (.578)
* comparison probabilities appear in parentheses			

In examining the role termed "establishes departmental committees", the Tukey procedure showed (in table below) that faculty in chemistry, computer science and English were more likely to answer yes than faculty in economics. (CH v. Ec, p=.000, CS v. Ec, p=.018, ENG v. Ec, p=.000).

Tukey matrix of pairwise absolute mean differences For the role "establishes departmental committees"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.207 (.068)	---	---
Economics	.456 (.000)	.249 (.018)	---
English	.147 (.112)	.059 (.858)	.309 (.000)
* comparison probabilities appear in parentheses			

The role termed "communicates department needs to the dean" showed that chemistry, computer science and English respondents were separately more likely to answer Yes than economics faculty. (CH v. Ec, p=.000, CS v. Ec, p=.000, ENG v. Ec, p=.002).

Tukey matrix of pairwise absolute mean differences For the role "communicates department needs to the dean"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.031 (.981)	---	---
Economics	.358 (.000)	.327 (.000)	---
English	.130 (.165)	.099 (.522)	.228 (.002)
* comparison probabilities appear in parentheses			

The role designated as "keeps faculty informed of department and institutional plans and expectations" showed similar results to the previous role. Chemistry, computer science and English respondents were separately more likely to answer Yes than economics respondents (CH v. Ec, p=.000, CS v. Ec, p=.002, ENG v. Ec, p=010.).

Tukey matrix of pairwise absolute mean differences For the role "keeps faculty informed of department and institutional plans and expectations"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.062 (.879)	---	---
Economics	.363 (.000)	.302 (.002)	---
English	.163 (.051)	.101 (.514)	.201 (.010)
* comparison probabilities appear in parentheses			

The role termed "develops long-range plans" showed that chemistry, computer science and English respondents were more likely to answer Yes than economics (CH v. Ec, p =.000; CS v. Ec, p=.002, ENG v. Ec, p=.021).

Tukey matrix of pairwise absolute mean differences For the role "develops long-range plans"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.044 (.956)	---	---
Economics	.355 (.000)	.311 (.002)	---
English	.162 (.075)	.118 (.422)	.193 (.021)
* comparison probabilities appear in parentheses			

For the role designated as "serves as a research role model", chemistry respondents were more likely to answer Yes than economics or English respondents (CH v. Ec, p=.001, CH v. ENG, p=.002). In this case, computer science respondents were also more likely to answer YES that economics respondents (CS v. Ec, p=.046).

Tukey matrix of pairwise absolute mean differences For the role "serves as a research role model"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.058 (.904)	---	---
Economics	.279 (.001)	.222 (.046)	1
English	.236 (.002)	1.79 (.088)	.043 (.914)
* comparison probabilities appear in parentheses			

The role designated "support faculty proposals for funding" showed that chemistry and computer science were more likely to answer YES than economics (CH v. Ec, p=.003; CS v. Ec, p=.017).

Tukey matrix of pairwise absolute mean differences For the role "support faculty proposals for funding"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.011 (.998)	---	---
Economics	.219 (.003)	.207 (.017)	---
English	.124 (.101)	.112 (.276)	.095 (.301)
* comparison probabilities appear in parentheses			

For the role termed "serves as an advocate", chemistry, computer science and English respondents were separately more likely to answer YES than economics respondents (CH v. Ec, p=.004, CS v. Ec, p=.023; ENG v. Ec, p=.014).

Tukey matrix of pairwise absolute mean differences For the role "serves as an advocate"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.020 (.994)	---	---
Economics	.241 (.004)	.221 (.023)	---
English	.056 (.800)	.036 (.954)	.185 (.014)
* comparison probabilities appear in parentheses			

Examining the role "fosters the development of faculty special interests" showed that chemistry faculty and computer science faculty were more likely to consider this role as important than economics faculty (CH v. Ec, p=.018, CS v. Ec, p=.014).

Tukey matrix of pairwise absolute mean differences For the role "fosters the development of faculty special interests"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.040 (.953)	---	---
Economics	.193 (.018)	.233 (.014)	---
English	.055 (.764)	.095 (.518)	.138 (.077)
* comparison probabilities appear in parentheses			

For the role designated as "assigns course load and number of preparations" only chemistry and computer science respondents showed a difference in the way they would respond to this question. Chemistry respondents were more likely to answer YES than computer science respondents.

Tukey matrix of pairwise absolute mean differences For the role "assigns course load and number of preparations"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.290 (.008)	---	---
Economics	.209 (.051)	.081 (.822)	---
English	.173 (.051)	.117 (.476)	.036 (.957)
* comparison probabilities appear in parentheses			

The role termed "keeps faculty informed of their progress toward tenure" was considered by all faculty as a facilitative role of the chair. However, there was a difference between the way computer science respondents and economics respondents perceived the importance of this role. Computer science faculty were more likely to answer YES than economics faculty (CS v. Ec, p=.020).

Tukey matrix of pairwise absolute mean differences For the role "keeps faculty informed of their progress toward tenure"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.052 (.850)	---	---
Economics	.135 (.084)	.187 (.020)	---
English	.070 (.476)	.122 (.146)	.065 (.550)
* comparison probabilities appear in parentheses			

Similarly, the role labeled "conducts annual review" was considered a facilitative role of the chair by each of the four departments. However, there was a difference between how chemistry faculty viewed the importance of this role versus economics or English faculty. Chemistry respondents were more likely to answer YES than either economics or English respondents (CH v. Ec, p=.037; CH v. ENG, p=.034).

Tukey matrix of pairwise absolute mean differences For the role "conducts annual review"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.095 (.481)	---	---
Economics	.163 (.037)	.068 (.741)	---
English	.139 (.034)	.045 (.874)	.024 (.969)
* comparison probabilities appear in parentheses			

In further examining the twelve facilitative roles of the chair (from the 19 roles of the chair examined in this study) with the Tukey procedure, it is apparent that there are differences by department in the way faculty perceived the facilitative role of the chair. It is also apparent that the most obvious differences by department are strongest

between chemistry v. economics and computer science v. economics. Comparisons of these departments showed significant differences in ten of the twelve facilitation roles.

Research Question Three

Do tenured professors and tenure-track professors differ in their perceptions of which chairs' activities would facilitate tenure acquisition?

Table 9 shows the data comparing the affirmative responses of tenured faculty and tenure-track faculty. In 16 of the 19 roles, there was a significant difference ($p < .05$) between how these tenured and tenure-track faculty responded. Of the thirteen roles identified as facilitative roles of the chair (refer to Table 7), twelve roles showed significant differences by faculty status. The twelve roles (in order of significance) were: 1) supports faculty proposal for institutional funding, 2) conducts annual review, 3) serves as a research role model, 4) keeps faculty member informed of progress toward tenure, 5) encourages contract and grant writing, 6) develops and implements long range programs, plans and goals, 7) provides money for national professional meetings, 8) serves as department advocate to upper level administration, 9) communicates department needs to the dean, 10) fosters the development of department faculty's special talents and interests, 11) keeps faculty informed of department and institutional plans, expectations, and 12) assigns course loads and number of preparations.

Table 9
Comparison of percentage of affirmative responses
by Tenure Status

	This role assisted me or would assist me in attaining tenure.	N=	Tenured Faculty	Tenure track faculty	Chi-square	p<
1.	Assign number of courses per year and number of preparations.	351	55.71%	71.83%	6.081	*
2.	Observes in the classroom.	368	26.53%	35.14%	2.159	
3.	Serves as a role model in the area of teaching.	358	25.00	37.88%	4.491	*
4.	Conducts annual review	425	75.29%	95.29%	16.567	***
5.	Reviews mid-year progress	372	28.62%	44.00%	6.540	*
6.	Keeps faculty member informed of progress toward tenure	415	79.20%	95.35%	12.529	***
7.	Monitors work load	339	40.44%	73.13%	23.072	***
8.	Supports faculty's proposal or institutional funding	409	72.84%	94.12%	17.353	***
9.	Provides monetary support for participation in national and regional professional meetings.	425	78.47%	93.02%	9.606	**
10.	Encourages faculty members to submit proposals for contracts and grants.	406	69.85%	88.89%	12.114	**
11.	Serves as a role model in the area of research.	387	48.05%	70.89%	13.152	***
12.	Fosters the development of faculty's special talents and interests	369	73.90%	89.19%	7.802	**
note:	* p < .05, ** p < .01, *** p < .001 In every case, degrees of freedom (d.f.) = 1					

Table 9
(continued)
Comparison of percentage of affirmative responses
by Tenure Status

	This role assisted me or would assist me in attaining tenure.	N=	Tenured Faculty	Tenure track faculty	Chi-square	p<
13.	Brings in visiting lecturers, seminars, and workshops for faculty development.	365	44.56%	66.79%	9.371	*
14.	Recruits and selects departmental faculty members.	353	34.40%	28.17%	.993	
15.	Establishes department committees that enhance the functioning of department	366	55.03%	58.82%	.322	
16.	Keeps faculty members informed of department, college, and institutional plans, activities and expectations.	375	60.87%	77.63%	7.414	*
17.	Serves as an advocate for the department with the administration.	374	67.89%	85.33%	8.929	**
18.	Communicates department needs to the dean.	367	62.16%	80.28%	8.339	**
19.	Develops and implements long-range department programs, plans and goals.	350	55.94%	78.13%	10.721	**
note:	* p < .05, ** p < .01, *** p < .001　　In all cases the degrees of freedom (d.f.) = 1					

Workload and Tenure

All respondents were asked to "estimate how much (percentage totalling 100%) each area (teaching, research, and service) contributed to the achievement of tenure in your institution."　Table 10 shows the responses by department.　All respondents by department reported that research is the major contributor to achieving tenure.　Teaching follows research, accounting for one third of one's contributions toward achieving tenure.

Service accounted for no more than 14 percent of one's achievement of tenure. There were no statistically significant differences between departments.

Table 10
Workload & Tenure
How much (%) each area contributes to achieving tenure

Chemistry N=105			
	Mean	SD	Min-max
Teaching	33.029	15.811	0-90
Research	55.743	17.576	10-95
Service	11.124	7.245	0-33
Computer Science N = 63			
	Mean	SD	Min-max
Teaching	29.220	18.500	1-90
Research	56.762	22.287	1-98
Service	13.968	8.527	0-33
Economics N = 97			
	Mean	SD	Min-max
Teaching	30.854	17.463	0-98
Research	58.701	20.387	1-100
Service	10.485	8.344	0-33
English N = 215			
	Mean	SD	Min-max
Teaching	28.649	14.477	0-90
Research	58.813	19.170	0-100
Service	12.423	8.609	0-40

Table 11 shows responses by tenure status. Tenured faculty reported that research accounted for the majority (58.32%) of one's contribution toward achieving tenure. Teaching accounted for less than one third of one's total work and service accounted for less than 12 percent. The tenure-track faculty reported that research accounted for the majority of their workload as it related to the achievement of tenure. Teaching was next and accounted for almost one-third of the total. Service accounted for 12 percent. There were no statistically significant differences between tenured and non-tenured respondents on these measures.

Table 11
Workload & Tenure
How much (%) each area contributes to achieving tenure

Tenured Faculty N = 378			
	Mean	SD	Min-max
Teaching	29.765	15.893	0-98
Research	58.320	19.554	0-100
Service	11.857	8.302	0-40
Tenure-track Faculty N = 96			
	Mean	SD	Min-max
Teaching	31.625	16.624	0-90
Research	55.927	19.424	10-100
Service	12.313	8.412	0-33

Additional Findings

As mentioned previously, the majority of the respondents from all departments

were research or teaching assistants (or both) prior to becoming faculty members. When I examined whether or not a respondent had been a research assistant prior to becoming a faculty member by departmental affiliation, significant results were obtained (chi-square = 144.242, df=3, p<.001).

I used a Tukey comparison of mean procedure, by way of ANOVA, to determine which departments were causing the effect. There was a difference between chemistry v. computer science (p=.001), chemistry v. economics (p=.011), and chemistry v. English (p=.000) respondents. There was also a difference between computer science v. English (p=.000) and economics v. English (p=.000) respondents (See Table 4). Chemistry faculty are the most likely to have been research assistants before becoming faculty. They are followed by computer science and economics. The majority of English faculty were not research assistants before becoming a faculty member.

Tukey matrix of pairwise absolute mean differences For the question "Was a Research assistant before becoming a faculty member"			
Departments	Chemistry	Computer Science	Economics
Chemistry	---	---	---
Comp. Sci	.243 (.001)	---	---
Economics	.182 (.011)	.061 (.801)	---
English	.654 (.000)	.411 (.000)	.473 (.000)
* comparison probabilities appear in parentheses			

There was no significant difference between whether or not a respondent was a teaching assistant and faculty affiliation (chi-square = 2.548, df=3, p=.467). The majority (CH = 75.47%, CS = 65.63%, Ec = 75.51% and ENG = 74.42%) of faculty from all departments were teaching assistants before becoming faculty.

Respondent Comments

The written comments by respondents provided valuable insights into faculty perceptions of the chair's role. The questionnaire comments (see Appendix F for the complete set of comments) were separated into five main categories: 1) what faculty thought the role of the chair is, 2) what the role of the chair should be (i.e., portrait of the ideal chair) in general terms, 3) what the role of the chair is in relation to tenure, 4) what the role of the chair should be in relation to tenure, 5) miscellaneous information, including comments referring to a question or the questionnaire, comments from two chairpersons, and comments by respondents directed to the researcher.

The first category contained several noteworthy comments about what faculty thought the role of the chair is, in general terms. These comments included the following (Note: All boldfaces in this section and others added by the researcher):

> The job of chairperson in my department is seen, by its members, as being **quite onerous** (Computer Science).

> We have a large, combined department of Economics and Finance. Unfortunately, our chairman must **spend most of his time on day-to-day administration.** Relatively little opportunity exists for teaching, research, or academic leadership in a non-administrative capacity. Administration in a large Ph.D. granting department is a **full-time job** (Economics).

> The role of the chairperson, as with any administrator, **is to smooth the way.** More often than not, ours gets in the way (English).

> My chair does an excellent job of what the faculty of the department most wish him to do--**he takes care of as much of the administrative load as he can** (the load of paperwork grows most overwhelming every year; the number of reports which have to be researched and filed--with no extra clerical help--is simply unbelievable.) Unless he has to draft the faculty into it, he does not, but **lets us alone to teach and do research** (English).

> ...Our chair has stabilized intradepartmental matters and **has presided**

over a period of growth, salary raises, and cuts in teaching load. She is politically shrewd, personally popular, and repeatedly successful in defusing animosity. Her success reflects a distinctive combination of personal style and skillful administrative maneuvering (English).

In sum, respondents think that chairs currently deal with an overwhelming amount of paperwork and a majority of administrative duties, while being hampered by a lack of support staff. Faculty also view the role of the chair as: 1) very time consuming, 2) not well defined, 3) shared with department, and 4) thankless but overpaid.

The comments provided in the second category shape the portrait of the "ideal" chair. These comments included information directed at what the role of the chair should be in a general sense.

Chairperson should be chair of "committee of the whole" (Economics).

Chairperson should provide strong leadership, intellectually and departmentally (English).

I want my chairperson to be a model teacher, researcher, servant (English).

A chairperson should be the faculty representative of the department to the administration - not the administration's representative. For this to be so, a chairperson must retain an <u>active</u> non-administrative role in the department doing the same kind of things that other faculty do (Chemistry).

Collectively these comments and others served to establish what the chair should be doing as the head of the department. Essentially, respondents think their chair should: 1) provide leadership, 2) represent them favorably, 3) serve as an advocate, 4) shield them from unnecessary tasks, 5) provide vision, 6) communicate all tenure requirements, 7) delegate responsibilities to committees, 8) share their (chair's) power, 9) keep morale high, and 10) fight for resources. These comments clearly support the "hard" findings

in this study. Respondents also commented on what the chair's role should <u>not</u> be. Comments such as "the chair should not interfere" or "not have too much power" addressed this notion.

The next category, what the chair <u>does</u> (is doing) in facilitating tenure, produced some diverse comments. Representative comments included:

> My chairwoman is very supportive of tenure for the junior faculty, sometimes more so than the senior faculty would choose. Her considerable accomplishment has been to keep herself accessible and to facilitate the flow of information (ask and you'll be answered, don't and you won't know what's going on) (English).

> My Chair makes sure that tenure track faculty members have <u>lighter</u> responsibilities and fewer committee appointments, no independent study students, etc...(English).

> If I get tenure, it will be in spite of the chair of my department (English).

> Our department has a "sink or swim" attitude towards assistant professors. This is fostered by the chair's attitude. Very little mentoring, role modeling or assistance is given to the assistant professor (Economics).

> His/her job is to screen & weed assistant professors out during their probationary period (Economics).

Faculty comments showed that some chairs are currently performing tasks that facilitate tenure. They include providing collegial and financial support, and allowing the faculty to have a lighter teaching load and fewer committee assignments. The comments also suggested that some faculty felt that the chair has a limited role in facilitating tenure. In addition to the above comments, one respondent wrote that "tenure rules were set mostly at the college level and the chair has little to do with it at all" (Economics).

The fourth category provided comments which addressed what the role of the chair should be in facilitating tenure. The comments included:

The chairman should be a **gatekeeper** not a cheerleader (Economics).

...The chairperson can help me attain tenure by **securing resources for the department and shielding me as much as possible from service responsibilities** (Economics).

I see the most important role of the chair re tenure matters as an **advocate** for the candidate. Especially important is **communication - letting the candidate know anything and everything that will impact a tenure decision.** The departmental protocols - written and unwritten - should be clear to the candidate. The chair should also be a strong **advocate** for his/her departmental candidates with the administration - dean, provost, etc. (English).

The **criteria for tenure should be clearly spelled out** so that the new faculty member will know what the school/department considers important... Qualities such as integrity, honesty, willingness to cooperate, and communication skills should be considered in addition to the productivity over the last six years. Many new faculty members work hard to make a great show for six years and then tend to "die" (Chemistry).

...The **role of the chair can be very important**...some chairpersons seem to behave in complete oblivion as to what support is appropriate to afford a good chance for a young Asst Prof. to gain tenure. They assign too much for them to do in teaching and ancillary department matters. Others are skilled and sensitive and do the right thing. Some (the worst) tailor make the success or failure of their young associates...Strong researchers usually survive here, almost without regard for what ever else they do. Some weaker ones do also, but usually because of someone helping (Chemistry).

Note: research is the only consideration for tenure that actually seems to count. I believe dept. **chairs should make a decision early in a person's appointment** (say, after 1 or 2 years) to support the person or get rid of the person - & then be an **advocate** throughout that person's career. My chair (who has supported me) tends overall to alternate between being a support & being a kind of adversarial critic. Also, my observation in 20 years (as a G.A., instructor, & assist. professor) is that male chairs actively mentor their male faculty members but not their female faculty

members (I have been liked - & called on for endless service - by male chairs - but they have <u>not</u> been mentors!) (English).

Faculty responses presented many ideas for what the role of the chair as facilitator of tenure should be.   It included: 1) being an advocate, 2) shielding faculty from unnecessary paperwork and duties, 3) communicating what is expected of faculty in attaining tenure, and 4) providing support and encouragement.

The last section included assorted comments about the questionnaire, comments from two chairpersons, and comments directed towards the researcher. These comments could provide some assistance in refining the questions on the survey questionnaire if the study was replicated. These comments can be found in appendix F.

In addition, the role of the committee surfaced as a distinct part of departmental functioning. More than fifteen comments suggested that some of the roles mentioned (i.e., recruiting and selecting faculty) in the questionnaire were "shared with the rest of the department" and "overseen by departmental committees." This was particularly prominent in large departments.

The narrative comments by respondents supported the quantitative findings of this study in several ways. First of all, the comments clearly correspond with many of the roles that a chair should perform. (e.g., being an advocate for faculty and a role model). Secondly, many of the comments supported the notion that the chair can serve a facilitative role (see comments above).   Finally, the importance of research and scholarship was apparent from the comments, such as "...almost the <u>only</u> thing that really matters at present is the research record in scholarly journals." This narrative comment

and others clearly supported results obtained from the workload and tenure section of the questionnaire.

Resolution of Research Questions

As stated previously, research question one was descriptive and was addressed in the detailed information above (see Research Question One). Research questions two and three were restated as specific hypotheses and resolved as follows:

Hypothesis One:

H-1: There is a significant relationship between departmental affiliation and faculty perceptions of which roles performed by the chair would facilitate tenure.

Based on the above analysis (under research question two) showing a significant difference by department affiliation for twelve of thirteen facilitation roles of the chair, the hypothesis was confirmed.

Hypothesis Two:

H-2: There is a significant relationship between tenure status (tenure or tenure-track) and faculty perceptions of which activities performed by the chair facilitate tenure.

Based on the above analysis (under research question three) showing a significant difference by faculty status on twelve of the thirteen facilitative roles of the chair, the hypothesis was confirmed.

Summary

The analysis indicates that thirteen of the nineteen roles examined were perceived by faculty as facilitating tenure at Doctorate Granting I universities. What also emerges from the data is evidence that supports the notion that faculty differ by department in their perceptions of what a chair can and should do to assist one's pursuit of tenure. The data also suggest that one can expect a difference by faculty status (i.e., tenured or tenure-track) as to how one perceives the chair's facilitative role.

CHAPTER V

SUMMARY

Overview

It has been argued that achieving tenure is <u>the</u> "rite of passage" into the full benefits (e.g., job security) of the professoriate. To achieve this "rite" and reap the many benefits, one must successfully complete a probationary period which is usually six years. During this probationary period tenure-track professors are usually required to demonstrate professional capability in the domains of research, teaching and service and to meet the standards one's discipline and institution.

Institutions may be warranted in their decision to deny tenure because the faculty member did not meet stated requirements and failed to demonstrate competence. In cases where competent and talented faculty are denied tenure, it is quite possible that the situation could have been avoided if someone had helped the junior faculty in determining what was really expected of them. In many cases, that "someone" could be the department chair.

Socialization into academic life, at both the institutional and disciplinary level, is critical to the success, defined in this study as the receipt of tenure, of a faculty member. A key person in acclimating new faculty into their roles as teacher, researcher and scholar is the department chair. Among his or her many tasks, a chair should serve a

facilitating function. The chair's facilitating function is particularly important for new faculty who look to their chairperson for help and support in understanding the extent of their responsibilities.

What faculty may need from the chair for adequate socialization may vary according to their discipline. Biglan (1973b) demonstrated that academic disciplines have distinct properties which direct the way a faculty member from a particular discipline conducts research, administrative duties, service and teaching. Biglan developed a classification scheme (or model) that clusters faculty into groupings according to similar characteristics. Clark (1989) also suggested that the American professoriate is largely differentiated by discipline and "disciplinary differences alone demand a more exacting approach in which the field of competence and study is front and center" (p.4). Therefore an examination of the chair's facilitation role should include recognition of differences by discipline.

Since tenure plays such a significant part in the career success of junior, tenure-track faculty, it is important for new faculty and the department to develop a strategy to facilitate the tenure process. It has been established that proper socialization into one's discipline and institution is important for success (achieving tenure). It has also been evidenced that the department chair serving as socialization agent is one person who can facilitate a faculty's movement toward achievement of tenure.

The present study was designed to explore faculty members' perceptions of the role of the department chair as it relates to facilitating faculty members' acquisition of tenure. Central to this investigation was determining what duties the department chair

could perform that would facilitate tenure (research question one) and whether the facilitation role of the chair differed by academic department/discipline (research question two). In addition, whether tenured and tenure-track professors would differ in their perceptions of chairs' facilitation roles was examined (research question three).

From twenty-five percent of the Doctorate-Granting I Universities in the United States (i.e., 13 of the 51), a sample of 775 full-time, tenured and tenure-track faculty from chemistry, computer science, economics and English departments (selected to represent four dimensions of Biglan's model), was randomly selected to ensure a representative sample size for the study.

Each of the 775 faculty members in the sample was mailed a survey questionnaire developed by the researcher. The questionnaire, which consisted of all but one close-ended questions, primarily asked faculty to identify which of the nineteen standard chair's roles (examined in this study) did or would assist them in achieving tenure. Second, the respondents were asked to approximate how much research, teaching and service contributed to the achievement of tenure at their institution. Third, information on demographic and academic characteristics of the respondents were also collected. Appropriate measures were taken to ensure a sufficient response rate.

For the descriptive data used to answer research question one, frequencies and percentages were tabulated. Chi-square analysis was used initially to examine research question two to determine whether or not there was an association between the independent variable of departmental affiliation and the dependent variable of the chair's facilitation roles. Significant results were achieved. Tukey's comparison of means

procedure, by way of analysis of variance, was run to find out which departments were causing the significant effects. For research question three, chi-square tests were used to determine the relationship between the independent variable of tenure status and the dependent variable of chair's facilitation roles.

Findings

Chairperson roles that facilitate tenure. The results of the study indicate that the majority of all respondents (faculty from all four disciplines) perceived that 13 of the 19 chair roles would assist or had assisted them in attaining tenure. Almost half (46.15%) of the roles identified as facilitating tenure were administrative (A) roles of the chair. Research (R) roles of the chair were the next most noted choice (38.46%). One teaching (T) role (7.69%) and one service (S) role (7.69%) were perceived as facilitation roles.

The chair's roles identified as facilitating tenure included (in rank order): 1) keeping faculty informed of progress toward tenure (A), 2) providing money for national meetings (R), 3) conducting annual reviews (A), 4) supporting faculty proposals for funding (R), 5) fostering faculty's special talents and interests (R), 6) encouraging contracts and grants (R), 7) serving as an advocate for department (A), 8) communicating department needs to dean (A), 9) keeping faculty informed of department, institutional plans (A), 10) developing long-range plans (A), 11) assigning course loads and numbers of preparation (T), 12) establishing functional committees (S), and 13) serving as a research role model (R).

Relationship of departmental affiliation to facilitation roles. Preliminary results obtained from chi-square tests, showed significant results in twelve of the thirteen

facilitation roles of the chair. The role termed "provides money for national meetings" was excluded because all respondents felt it was important (81.22% overall) and no distinction by departmental affiliation was made.

Tukey's comparison of means procedure was utilized to identify the specific departments/disciplines causing the effects. The most profound effects were evidenced in the relationship between chemistry versus (v.) economics respondents and computer science v. economics respondents and their perceptions of which chair roles were facilitative. For ten of twelve facilitation roles (primarily research and administrative), chemistry v. economics respondents and computer science v. economics respondents were significantly different in their responses. Thus, the study's findings reinforce the notion that there is a difference between hard-pure (chemistry) and hard-applied (computer science) versus soft-applied (economics) departments categorized by the Biglan classification. The next most significant difference was found between English (soft-pure) v. economics (soft-applied). These respondents differed significantly on five roles (four administrative and one service). Chemistry (hard-pure) and English (soft-pure) respondents differed on 3 roles (2 research, 1 administrative) . Chemistry (hard-pure) v. computer science (hard-applied) only differed on one role (teaching). Computer science (hard-applied) and English (soft-pure) only differed on one role (research).

Perceptions of facilitation roles by tenure status. Of the thirteen roles identified as facilitative roles of the chair, twelve roles showed significant differences by tenure status. The twelve roles (in order of significance) were: 1) supports faculty proposal for institutional funding (R), 2) conducts annual review (A), 3) serves as a research role

model (R), 4) keeps faculty member informed of progress toward tenure (A), 5) encourages contracts and grant writing (R), 6) develops and implements long range programs, plans and goals (A), 7) provides money for national professional meetings (R), 8) serves as department advocate to upper level administration (A), 9) communicates department needs to the dean (A), 10) fosters the development of department faculty's special talents and interests (R), 11) keeps faculty informed of department and institutional plans, expectations (A), and 12) assigns course loads and number of preparations (T). In all cases, tenure-track faculty were more likely to answer YES than tenured faculty. Therefore, tenure-track faculty perceived these facilitation roles of the chairs as more important than did tenured faculty.

Discussion

The department chair serves an important role in tenure acquisition. The results of this study suggest that faculty believe that the department chair can and should play an important role in tenure acquisition. Chairs need to examine what roles they are currently performing and determine if they are doing enough to meet the needs of their faculty, especially those who are seeking tenure.

The roles of the chair that were identified by faculty as facilitating tenure were mostly administrative roles that support research efforts or tenure acquisition specifically or distinctive research roles (i.e., serves as a role model in the area of research). These findings are supported by the other information collected in this study that showed all faculty believed that 55 percent or more of their workload is spent toward research efforts (see workload and tenure section).

In examining the chair's facilitative roles, there is concern as to whether or not the chair has the actual "know-how" and/or the authority to facilitate these duties. Several comments from this study supported this notion, including:

> It would be extremely useful to provide leadership training for those in the department chair's role. At our institution, this is never done, and we suffer as a result.

> In general, chairpersons are too weak, too much limited to managing, They need more power and more commitment...

> ...the chairs have the true responsibilities but neither the needed resources nor the power to discharge these responsibilities.

The results of this study suggest that chairpersons would benefit greatly from appropriate training addressing some of the duties outlined in this study. There were several facilitation roles that called for the chair to be a manager, e.g., developing long range programs, plans and goals. The chair should be trained to manage and utilize his/her resources efficiently. Other chair roles, such as serving as an advocate and communicating with the dean as well as keeping the faculty informed of their progress toward tenure, require good communication skills. Training in interpersonal communication skills could prove advantageous to most chairs. As Lucas (1990) stated, "The department chair can be the most effective agent of change in a college or university...but to be effective, chairs require empowerment, knowledge and leadership skills" (p. 81).

Faculty in this study also expressed the need to have their chair secure funding for various events (e.g., providing money for professional meetings). This is unlikely to happen in many institutions due to the fact that departmental resources are diminishing

(Creswell, 1990).

The socialization process. Perceptions of faculty members in this study reinforce the belief that the department chair could serve as a mentor or facilitation agent in the case of tenure pursuit by junior faculty. The literature on department chairs, especially in the last few years, has shown a dramatic increase in the notion that the chair can serve as mentor, socializing agent and supporter of junior faculty (Bennett & Figuili, 1990; Blackburn & Wylie, 1990; Neumann & Finaly-Neumann, 1991; Smart, 1990; and Whitt, 1991). Several comments by respondents also supported the idea of the chair as facilitator (see Chapter IV).

Despite the findings from this study and others that identified the chairs' facilitative role as desirable, the socialization process has largely been left to chance and/or left to attempts at adept recruiting (Burke, 1987; Connolly, 1969). As one respondent (from this study) viewed it:

> Our department has a "sink or swim" attitude towards assistant professors. This is fostered by the chair's attitude. Very little mentoring, role modeling or assistance is given to the assistant professor.

Whitt (1991) discovered that the administration expected new faculty to arrive with what it took to be effective faculty members. However, Whitt also discovered that new faculty, while aware of this expectation, "felt that fulfilling it was undermined by a lack of support from department chair and other faculty." Essentially, faculty will "hit the ground running" as they hope to be encouraged by a loud cheering section (socialization) (Whitt, p.195).

Browne and Reed (1992) described what their department (Economics) had

traditionally stated to new junior faculty:

> Look, we have confidence in you. We hired you because we see you as unusually skilled and promising. We will not belie this respect we have for your probable career success by being paternalistic. Here are a set of rough standards. You figure out how to meet them. We know you can do so. (p.2)

However, Browne and Reed asserted that this attitude is changing because of current faculty shortages and predictions of a dearth of faculty in the near future (Bowen & Schuster, 1986; Mooney, 1989). Mooney (1989) suggested that the likelihood of faculty shortages has implications that reach far beyond the traditional problem of inadequate compensation. "Already it is causing many of those involved in faculty recruiting to re-examine a broad range of issues - from personnel benefits to tenure and promotion..." (p.14). Whitt (1991) stated that "the greatest investment an institution of higher education makes during the coming decades may well be the hiring of new faculty members" (p.177). It would follow that retaining faculty (via tenure) would be another goal. Connolly (1969) provided the challenge for departments to assume the responsibility for orientation and socialization:

> The choice is a simple one. We may continue our adequate efforts and allow people to fail the system and the system to fail people because neither understood the other. (p.19)

Another challenge to department chairs and faculty who serve as mentors concerns the issue of gender. As one respondent commented:

> ... my observation in 20 years (as a G.A., instructor, & assist. professor) is that male chairs actively mentor their male faculty members but not their female faculty members (I have been liked - & called on for endless service - by male chairs - but they have not been mentors!). (English)

This issue needs to be addressed. Lovano-Kerr and Fuchs (1983) discovered this same

phenomenon in their 1979 and 1981 studies. As Bolton (1982) explained, "it has been pointed out that men provide the most likely source of mentors because of the lack of women in high level positions" (p. 205). Therefore, until women rise to the rank of professor at the same pace as men, men will need to mentor women.

Regardless of which socialization issue one is addressing, all socialization issues need to be confronted because new faculty must be acclimated to succeed. As Burke (1987) stated, "the determination as to whether assistant professors are disposable goods or valued resources will come ultimately from the academic department" (p.21). It appears that today's academic departments, such as the one depicted by Browne and Reed, will be forced to abandon the "sink or swim" philosophy with new faculty. Instead, department chairs are being challenged to lead the way with increased efforts in the acclimation and socialization of new faculty.

Chair facilitation roles by disciplinary differences. The role of the department chair in facilitating tenure acquisition can be significant and can vary by discipline. This study showed that there is a decidedly significant difference between how hard-pure departments (chemistry) v. soft-applied (economics) and how hard-applied (computer science) v. soft applied (economics) perceived the facilitation roles of the chair. In addition, this study showed instances of differences between all four types of disciplinary types represented in this study (soft-pure v. soft-applied; hard-pure v. soft-pure; hard-pure v. hard-applied, hard-applied v. soft-pure).

The administrative and research facilitation roles of the chair were the dominant ones found in this study. Most of these roles directly impact on the research role of

faculty and the attainment of tenure. It appears that chemistry and computer science faculty (hard/pure and hard/applied) are very clear about the importance of the chair in facilitating tenure. English faculty perceived selected roles as important (e.g., mostly administrative roles). Economics respondents were the least likely to perceive any of the chair's roles as facilitating tenure (7 of the 19).

It is difficult to make complete comparisons between Biglan's study and this study due to the fact that Biglan's study split up hard v. soft and pure v. applied in making comparisons and this study examined the departments in clusters (hard/applied; soft/pure). However, it was Biglan who ultimately clustered the departments into groupings utilized by this study and according to "common" characteristics (see Table 1). Therefore, while one would expect differences between each cluster or grouping, one would also expect some similarities (i.e., hard/pure and hard/applied would have some common characteristics by virtue of sharing the "hard" characteristic).

Findings from Biglan's (1973b) study suggested that research roles are most important for those in the "hard" sciences. This study supported that by finding both "hard" departments, chemistry and computer science, exhibiting a need for the research role of the chair.

Contrary to what one would expect, results from this study failed to support the notion that applied departments have a preference for service. Both chemistry and English (pure) showed a preference over economics (applied) on the importance of service (see Table 8, role # 15). Also, chemistry (hard/pure) showed a preference over all departments for the teaching roles (question 1-4). This runs counter to the Biglan

findings that suggest that "applied" disciplines are more likely to engage in and prefer service activities and that "soft" disciplines are more likely to engage in and enjoy teaching and teaching-related activities.

In general, there were differences between departments on every facilitative role of the chair addressed in this study. As stated previously, some roles showed differences by department in as many as four comparisons (i.e., CH v. Ec, CH v. ENG, CS v. Ec, CS v. ENG). Therefore, this study confirms the work of others including Becher, (1987), Biglan (1973), Clark, (1986, 1987, 1989), Kolb (1981), Light (1974), Lodahl and Gordon (1972) who suggested that there are differences according to one's academic disciplines as how one performs his or her duties as an academic.

Tenure v. tenure track faculty. Findings from this study suggest that although tenured faculty perceive the facilitative roles of the chair to be valuable, tenure-track faculty see a greater importance in the chair's facilitative roles. Considering the stakes involved (tenure), this finding is not surprising. The findings also support the fact that there are greater pressures and more guidelines today for achieving tenure (O'Neill, 1990). This fact may account for the significant difference between tenured and tenure-track faculty responses. According to O'Neill, "scholarly productivity" is the most important aspect in achieving tenure and faculty perceive enormous pressure to publish. Respondents' comments support this notion:

> ...To achieve tenure in this institution one need not have any service, and need only demonstrate minimal competence as a teacher...(English)

> We have new workload policies now. Most English faculty were, however, tenured under 100% teaching criteria over 10 years ago. (English)

Note: research is the <u>only</u> consideration for <u>tenure</u> that actually seems to count. (English)

Most of the roles perceived by faculty as facilitating tenure related to facilitating one's research agenda and tenure progress. This supports Hoshmand and Hartman's (1989) study of tenured and probationary faculty, which found that probationary faculty experienced greater pressure to produce (p.39). Hoshmand and Hartman found also (from their narrative comments) that faculty reported "conflicting expectations among department, school and university" (p.39).

<u>Limitations of the Study</u>

The generalizability of the results of this study is partially limited due to the fact that only full-time, tenured and tenure-track faculty from Doctorate-Granting I Universities were included. Doctorate Granting I faculty represent about 7% of all full-time faculty from four-year colleges and universities (National Center For Education Statistics, 1990).

Another limitation was the methodology utilized in this study. The method of data collection was via a survey questionnaire designed by the researcher. Although mail questionnaires provide a pragmatic means of gathering data from respondents spread across the United States at different universities, they are susceptible to errors because the researcher is unable to clarify responses with the respondents (Kerlinger, 1987, p. 380).

Since the researcher-designed questionnaire used in this study had not been tested in previous research, it was also a limitation. However, appropriate measures, such as

pre-testing potential users (department chairs) and potential respondents (faculty), were taken to ensure that the instrument was reliable and valid.

All but one question in this study was close-ended. This could be considered a limitation because the respondents were given a limited choice of responses. The open-ended question at the end of the questionnaire provided respondents with an opportunity to clarify their responses as well as add to them.

Finally, the life dimension of the Biglan model was not examined in this study. This could also be considered a limitation. However, other researchers, such as Neal (1991) and Kolb (1981), excluded this dimension from their research using Biglan's model because it accounted for so little of the differences between disciplines.

Implications for Practice

Information gained in this study about the chair's facilitation role may be helpful for administrators, such as senior-level decision makers (vice presidents), deans, and department chairs, of Doctorate-Granting I institutions because it provides insight into what faculty believe the chair should be doing to assist in the success of a significant group (i.e., tenure-track) of faculty. The thirteen roles found to be facilitative roles of the chair should contribute to future planning, prioritizing, and defining the role of the chair. For example, the majority of all faculty would like to see their chairs conducting annual reviews as well as keeping the tenure-track faculty informed of their progress toward tenure. Faculty also perceived the need for chairs to provide them with monetary resources to conduct their research.

Tenure-track, junior faculty should also find information about the facilitation role

of the chair helpful because it indicates the kind of assistance they should solicit and perhaps expect from their chair. Many prospective faculty could ask about the chair's role in facilitating tenure when they apply for a job. Essentially, junior faculty need to fight the traditional expectations of "sink or swim" and isolation (Whitt, 1991) and seek help when it is needed.

Implications for Future Research

Replication of this study. The role of the chair as facilitator needs to be continually revised and possibly expanded. Nineteen "facilitative" roles of the chair were examined in this study. There may be a few additional facilitative roles of the chair that could be added to enhance this study. It would be beneficial to add the role of crisis manager to the list of potential roles. Studies published after the questionnaire was designed and distributed, such as Creswell, et. al. (1990), suggested that the chair serves as a crisis intervenor in many circumstances. In addition, the chair's role as delegator was suggested by several respondents.

The questionnaire utilized in this study asked faculty to comment on whether or not the establishment of committees to enhance departmental functioning would help in the attainment of tenure. A significant number of respondents provided additional narrative comments that mentioned the importance of the committee in the functioning of the academic department. Some of the comments included:

> I'm in a very large dept. Many of the chair functions to which your questions refer are overseen by departmental committees.

> Many of the activities on this questionnaire are responsibilities shared among many department members and committees, and although the chair has a part in them ... the chair is not primarily responsible for them.

Therefore, future research could attempt to examine the role of the committee in facilitating a faculty member's attainment of tenure.

Finally, several respondents commented that one of the guided responses, "this role assisted me or would assist me in attaining tenure" was difficult to understand. Some tenured respondents were confused as to whether or not to answer from the perspective of marching toward tenure today or from the perspective of their own personal experience (See Appendix F for complete comments). The decision was made prior to distribution of the survey questionnaire that it was important to keep the number of pages of the questionnaire to a minimum (seven pages). If the question was separated into two parts, then the survey booklet would have expanded to twelve pages. According to Dillman (1978), this would have jeopardized the potential likelihood of achieving an adequate response rate. If this study is replicated or the survey questionnaire is utilized, then one should consider the possibility of redesigning the question.

Future studies. This study found that the majority of faculty from all departments were teaching assistants before becoming faculty members. It also determined that chemistry faculty (hard/pure) were most likely to have been research assistants followed by computer science (hard/applied) and economics (soft/applied). The majority of English (soft/pure) professors were not research assistants (RA) before becoming faculty members. However, the majority of all faculty were teaching assistants before becoming faculty. Also, the tenure-track faculty were more likely to have been a research or teaching assistant than were tenured faculty. Future research should attempt to ascertain
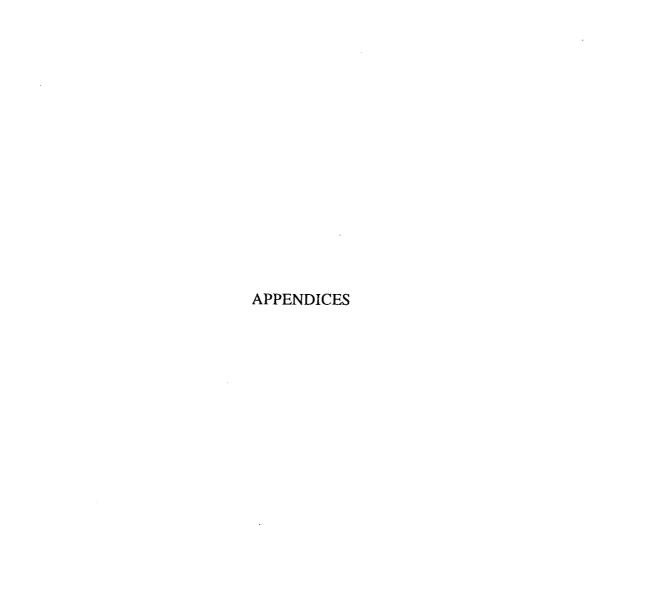
how important it is to the socialization process to be a research or teaching assistant before becoming a faculty member. Also, it would be helpful to find out if having been a research or teaching assistant has an impact on one's success in achieving tenure.

Ideally, faculty from all types of institutions should be studied. It was noted in this study that only Doctorate-Granting I institutions were studied to control for variance due to institutional type. The effects of department size, type of the university (public or private) and the highest degree awarded could have a significant effect on faculty perceptions of the chair's role. As Hayward (1986) found in studying two distinct Biglan departmental types, "chairpersons from departments of similar size could have more in common with one another than with those from similar disciplines" (p.145). Respondent comments from this study support this notion. There were many comments about the importance of size in determining the role of the chair. Therefore, another potential area of research is testing Biglan's model on faculty from several different types of institutions, different sizes of departments and the level of degrees awarded.

The role of senior faculty in assisting junior faculty in achieving tenure should also be investigated. Browne and Reed (1992) implied that senior faculty could play a significant role in that process. One respondent from this study commented, "Someone(s) should (and does in my department) observe junior faculty's teaching, but not necessarily the chair (the chair appoints colleagues to do this)" (English). It appears that as the size of the department increases, the need for assistance from senior faculty to acclimate junior faculty increases, too (according to respondent comments). Thus, senior faculty should be studied as to their potential interest and desire to assist junior

faculty on the road to tenure.

Finally, chairs should be questioned on their perceptions of their role in tenure acquisition. It is important to ask the chairs to comment on what they think they can do to assist junior faculty. It would also be helpful to review the roles examined in this study and find out which roles the chairs think can be carried out.

APPENDICES

APPENDIX A

CORRESPONDENCE

October 29, 1990

Name
Address
Address
Address
City, State, Zip

Dear Colleague:

Tenure continues to be a unique and important feature in academe. The acquisition of tenure is the "rite of passage" into the full benefits of the professoriate: academic freedom and job security. Department chairs can play an important role in a faculty member's receiving or being denied tenure. The people best able to comment on the role of the chairperson are the chairperson's departmental colleagues.

You are being asked to respond to the enclosed questionnaire because you are either a tenure-track or a tenured professor in an economics, English, computer science, or chemistry department at a doctoral granting I institution. In order that the results be truly representative, it is critical that each questionnaire be completed and returned.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. Your name will never be placed on the questionnaire.

The results of this research will be made available to all interested respondents. Please indicate on the back of the questionnaire if you would like to receive the results by circling "YES".

I would be happy to answer any questions you might have. Please write or call me at (312)-915-6598.

Thank you for your assistance.

Sincerely,

Fran Daly
Assistant Director

POSTCARD:

November 1990

Last week a questionnaire seeking your input about the role of the department chairperson was mailed to you. Your name was selected through a random sample of professors from economics, English, computer science or chemistry departments from doctoral granting I institutions.

If you have already completed and returned it to me, please accept my sincere thanks. If not, please do so today. Your input will strengthen the results.

If by some chance you did not receive that questionnaire or it got misplaced, please call me, collect, at (312) 915-6598 and I will get another one in the mail to you today.

Sincerely,

Fran Daly

November 19, 1990

Name
Address
Address
Address
City, State, Zip

Dear Colleague:

About three weeks ago I wrote to you asking you to comment on the role of the department chairperson. As of today I have not yet received your completed questionnaire.

You have been asked to partake in this study because you are either a tenure-track or a tenured professor in an economics, English, computer science, or chemistry department at a doctoral granting I institution.

In the event that your questionnaire has been misplaced, a replacement is enclosed. It is critical that each questionnaire be completed and returned so that the results are truly representative.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. Your name will never be placed on the questionnaire nor identified with the study's results.

I would be happy to answer any questions you might have. Please write or call me at (312)-915-6598.

Your assistance is greatly appreciated.

Sincerely,

Fran Daly
Assistant Director

APPENDIX B

SURVEY QUESTIONNAIRE

*The Role of the Department Chair
in Higher Education*

*This survey is designed to collect data regarding the
role(s) of the department chair.*

Please answer all questions.

Thank you for your help.

*Fran Daly
Loyola University Chicago
c/o IIR
820 N. Michigan Avenue
Chicago, IL 60611*

Are there any comments you would like to make about the chairperson's role? If so, please use this space for that purpose.

Your contribution to this effort is greatly appreciated. If you would like a summary of the results, please indicate by circling the word "YES".

I. Department Chair's Role

DIRECTIONS:

This section lists several activities department chairs may perform. For each activity you are asked to indicate a) if your chair <u>currently</u> performs this activity, b) whether you think the chair <u>should</u> perform this activity, and c) if this activity <u>did or would</u> facilitate your receiving tenure.

Please CIRCLE your response regarding each activity. (DK = Do Not Know)

1. **Assigns faculty responsibilities including number of courses per year and number of preparations.**

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

2. **Observes in the classroom in order to make suggestions to improve the teaching/learning process.**

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

3. **Serves as a role model in the area of teaching.**

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

4. **Indicates in an annual review what the faculty member's level of performance was and makes suggestions for improvement.**

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

Directions: Please CIRCLE your response. (DK = Do Not Know)

5. Reviews each department faculty member bi-annually (each semester) in the areas of teaching, research, service (in addition to annual review).

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

6. Keeps department faculty fully informed of how they are progressing toward tenure.

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

7. Monitors dissertations, theses, and other projects to assure that the faculty load is spread among the entire departmental faculty.

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

8. Supports department faculty's proposals to get institutional funding for research.

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

9. Provides monetary support for faculty participation in regional and national professional meetings.

This is a role my chair <u>currently</u> performs.	YES	NO	DK
This is a role my chair <u>should</u> perform.	YES	NO	DK
This role <u>assisted me or would assist me in attaining tenure</u>.	YES	NO	DK

Directions: Please CIRCLE your response.   (DK = Do Not Know)

10. Encourages department faculty members to submit proposals for contracts and grants to government agencies and private foundations.

This is a role my chair <u>currently</u> performs.   YES   NO   DK

This is a role my chair <u>should</u> perform.   YES   NO   DK

This role <u>assisted me or would assist me in attaining tenure</u>.   YES   NO   DK

11. Serves as a role model in the area of research.

This is a role my chair <u>currently</u> performs.   YES   NO   DK

This is a role my chair <u>should</u> perform.   YES   NO   DK

This role <u>assisted me or would assist me in attaining tenure</u>.   YES   NO   DK

12. Fosters the development of department faculty's special talents and interests.

This is a role my chair <u>currently</u> performs.   YES   NO   DK

This is a role my chair <u>should</u> perform.   YES   NO   DK

This role <u>assisted me or would assist me in attaining tenure</u>.   YES   NO   DK

13. Brings in distinguished visiting lecturers, seminars, and workshops for faculty development.

This is a role my chair <u>currently</u> performs.   YES   NO   DK

This is a role my chair <u>should</u> perform.   YES   NO   DK

This role <u>assisted me or would assist me in attaining tenure</u>.   YES   NO   DK

14. Recruits and selects departmental faculty members.

This is a role my chair <u>currently</u> performs.   YES   NO   DK

This is a role my chair <u>should</u> perform.   YES   NO   DK

This role <u>assisted me or would assist me in attaining tenure</u>.   YES   NO   DK

Directions: Please CIRCLE your response. (DK = Do Not Know)

15. Establishes department committees that enhance the functioning of the department and serve a useful purpose.

This is a role my chair currently performs.	YES	NO	DK
This is a role my chair should perform.	YES	NO	DK
This role assisted me or would assist me in attaining tenure.	YES	NO	DK

16. Keeps departmental faculty members informed of department, college, and institutional plans, activities, and expectations.

This is a role my chair currently performs.	YES	NO	DK
This is a role my chair should perform.	YES	NO	DK
This role assisted me or would assist me in attaining tenure.	YES	NO	DK

17. Serves as an advocate for the department with the administration.

This is a role my chair currently performs.	YES	NO	DK
This is a role my chair should perform.	YES	NO	DK
This role assisted me or would assist me in attaining tenure.	YES	NO	DK

18. Communicates department needs to the dean.

This is a role my chair currently performs.	YES	NO	DK
This is a role my chair should perform.	YES	NO	DK
This role assisted me or would assist me in attaining tenure.	YES	NO	DK

19. Develops and implements long-range department programs, plans, and goals.

This is a role my chair currently performs.	YES	NO	DK
This is a role my chair should perform.	YES	NO	DK
This role assisted me or would assist me in attaining tenure.	YES	NO	DK

II. WORKLOAD and TENURE

Estimate how much each area contributes to the achievement of tenure in your institution. Assign a percentage to each area with the total equalling 100%.

Teaching   _____%

Research   _____%

Service   _____%
  which includes: 100 %
        Institutional
        Professional
        Public

Who has set these percentages?

1. You   4. University President
2. Your Chair   5. Other (please specify) _____
3. Your Dean

III. BACKGROUND INFORMATION:

    DIRECTIONS: Please circle the number of your answer.

1. Please indicate your gender:

        1. FEMALE   2. MALE

2. Which best describes your racial/ethnic identification?

        1) ASIAN   4) NATIVE AMERICAN (American Indian)

        2) BLACK (African-American)   5) WHITE (Caucasian)

        3) HISPANIC (Mexican-Amer.)   6) OTHER _____

3. What is the highest educational level that you have completed?

        1. Ph.D.
        2. Masters degree
        3. Bachelors degree
        4. OTHER (please specify) _____

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III. Background information (continued)

DIRECTIONS: Please circle the number of your answer.

4. Do you have tenure?

    1. YES   2. NO

5. Did your chair support you officially for tenure?

    1. YES   3. DO NOT KNOW
    2. NO   4. NOT APPLICABLE

6. What is your current rank?

    1. PROFESSOR
    2. ASSOCIATE PROFESSOR
    3. ASSISTANT PROFESSOR
    4. OTHER (please specify)_____

7. Were you a teaching assistant before becoming a faculty member?

    1. YES   2. NO

8. Were you a research assistant before becoming a faculty member?

    1. YES   2. NO

9. Are you currently a chairperson?

    1. YES   2. NO

10. Have you ever served as chairperson?

    1. YES   2. NO

DIRECTIONS (for questions 10, 11, 12):   PLEASE FILL IN THE BLANK

11. What is your present age?   _____ years old.

12. When did your tenure begin?   _____
                                    MONTH AND YEAR

13. How many years has your current chairperson been in the position? _____ years

APPENDIX C

COMPLETE ANSWERS TO

SURVEY QUESTIONS 1-19

Question 1:	Assigns faculty responsibilites including number of courses per year and number of preparations.			
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	391 (80.62)	85 (17.53)	4 (.82)	5 (1.03)
This is a role my chair should perform.	349 (71.96)	81 (16.7)	13 (2.68)	42 (8.66)
This role assisted me or would assist me in attaining tenure.	207 (42.68)	145 (29.9)	94 (19.38)	39 (8.04)

Question 2:	Observes in the classroom in order to make suggestions to improve the teaching/learning process.			
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	24 (4.95)	443 (9.34)	10 (2.06)	8 (1.65)
This is a role my chair should perform.	115 (23.71)	316 (65.15)	36 (7.42)	18 (3.71)
This role assisted me or would assist me in attaining tenure.	104 (21.44)	265 (54.64)	88 (18.14)	28 (5.77)

Question 3:	Serves as a role model in the area of teaching.			
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	116 (23.92)	332 (68.45)	27 (5.57)	10 (2.06)
This is a role my chair should perform.	226 (46.60)	211 (43.51)	36 (7.42)	12 (2.47)
This role assisted me or would assist me in attaining tenure.	98 (20.21)	261 (53.81)	102 (21.03)	24 (4.95)

Question 4:	Indicates in an annual review what the faculty member's level of performance was and makes suggestions for improvement.			
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	350 (72.16)	131 (27.01)	2 (.41)	2 (.41)
This is a role my chair should perform.	419 (86.39)	39 (8.04)	7 (1.44)	20 (4.12)
This role assisted me or would assist me in attaining tenure.	338 (69.69)	88 (18.14)	32 (6.6)	27 (5.57)

Question 5:	Reviews each department faculty member bi-annually (each semester) in the areas of teaching, research, service (in addition to annual review).			
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	60 (12.37)	412 (84.95)	8 (1.65)	5 (1.03)
This is a role my chair should perform.	114 (23.51)	326 (67.22)	30 (6.19)	15 (3.09)
This role assisted me or would assist me in attaining tenure.	118 (24.33)	254 (52.37)	91 (18.76)	22 (4.54)

Question 6:	Keeps department faculty fully informed of how they are progressing toward tenure.			
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	324 (66.80)	118 (24.33)	38 (7.84)	5 (1.03)
This is a role my chair should perform.	440 (90.72)	14 (2.89)	9 (1.86)	22 (4.33)
This role assisted me or would assist me in attaining tenure.	343 (70.72)	73 (15.05)	43 (8.87)	26 (5.36)

Question 7: Monitors dissertations, theses, and other projects to assure that the faculty load is spread among the entire departmental faculty.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	110 (22.68)	324 (66.80)	41 (8.45)	10 (2.06)
This is a role my chair should perform.	293 (60.41)	140 (28.87)	34 (7.01)	18 (3.71)
This role assisted me or would assist me in attaining tenure.	159 (32.78)	180 (37.11)	114 (23.51)	32 (6.60)

Question 8: Supports department faculty's proposals to get institutional funding for research.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	389 (80.21)	73 (15.05)	19 (3.92)	4 (.82)
This is a role my chair should perform.	436 (89.90)	21 (4.33)	10 (2.06)	18 (3.71)
This role assisted me or would assist me in attaining tenure.	316 (65.15)	93 (19.18)	51 (10.52)	25 (5.15)

Question 9: Provides monetary support for faculty participation in regional and national professional meetings.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair <u>currently</u> performs.	396 (81.65)	82 (16.91)	1 (.21)	6 (1.24)
This is a role my chair <u>should</u> perform.	420 (86.6)	38 (7.84)	6 (1.24)	21 (4.33)
This role <u>assisted me or would assist me in attaining tenure.</u>	346 (71.34)	80 (16.49)	33 (6.8)	26 (5.36)

Question 10: Encourages department faculty members to submit proposals for contracts and grants to government agencies and private foundations.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair <u>currently</u> performs.	378 (77.94)	91 (18.76)	15 (3.09)	1 (.21)
This is a role my chair <u>should</u> perform.	423 (87.22)	27 (5.57)	14 (2.89)	21 (4.33)
This role <u>assisted me or would assist me in attaining tenure.</u>	299 (61.65)	108 (22.27)	52 (10.72)	26 (5.36)

Question 11: Serves as a role model in the area of research.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	221 (45.57)	237 (49.28)	20 (4.12)	5 (1.03)
This is a role my chair should perform.	328 (67.63)	105 (21.65)	39 (8.04)	13 (2.68)
This role assisted me or would assist me in attaining tenure.	204 (42.06)	184 (37.94)	76 (15.67)	21 (4.33)

Question 12: Fosters the development of department faculty's special talents and interests.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	286 (58.97)	156 (32.16)	40 (8.25)	3 (.62)
This is a role my chair should perform.	415 (85.57)	25 (5.15)	27 (5.57)	18 (3.71)
This role assisted me or would assist me in attaining tenure.	284 (58.56)	85 (17.53)	90 (18.56)	26 (5.36)

Question 13: Brings in distinguished visiting lecturers, seminars, and workshops for faculty development.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	242 (49.90)	232 (47.84)	7 (1.44)	4 (.82)
This is a role my chair should perform.	344 (70.93)	97 (20.00)	25 (5.15)	19 (3.92)
This role assisted me or would assist me in attaining tenure.	177 (36.49)	188 (38.76)	94 (19.38)	26 (5.36)

Question 14: Recruits and selects departmental faculty members.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	317 (65.36)	150 (30.93)	9 (1.36)	9 (1.86)
This is a role my chair should perform.	294 (60.62)	154 (31.75)	11 (2.27)	26 (5.36)
This role assisted me or would assist me in attaining tenure.	117 (24.12)	237 (48.87)	97 (20.00)	34 (7.01)

Question 15: Establishes department committees that enhance the functioning of the department and serve a useful purpose.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	440 (83.30)	76 (15.67)	4 (.82)	1 (.21)
This is a role my chair should perform.	424 (87.42)	31 (6.39)	7 (1.44)	23 (4.74)
This role assisted me or would assist me in attaining tenure.	204 (42.06)	162 (33.40)	92 (18.97)	27 (5.57)

Question 16: Keeps departmental faculty members informed of department, college, and institutional plans, activities, and expections.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	379 (78.14)	96 (19.79)	8 (1.65)	2 (.41)
This is a role my chair should perform.	453 (93.40)	10 (2.06)	1 (.21)	21 (4.33)
This role assisted me or would assist me in attaining tenure.	241 (49.69)	134 (27.63)	83 (17.11)	27 (5.57)

Question 17: Serves as an advocate for the department with the administration.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	410 (84.54)	56 (11.55)	17 (3.51)	2 (.41)
This is a role my chair should perform.	456 (94.02)	6 (1.24)	2 (.41)	21 (4.33)
This role assisted me or would assist me in attaining tenure.	268 (55.26)	107 (22.06)	82 (16.91)	28 (5.77)

Question 18: Communicates department needs to the dean.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair currently performs.	433 (89.28)	33 (6.80)	18 (3.71)	1 (.21)
This is a role my chair should perform.	460 (94.85)	---	3 (.62)	22 (4.54)
This role assisted me or would assist me in attaining tenure.	242 (49.90)	126 (25.98)	89 (18.35)	28 (5.77)

Question 19: Develops and implements long-range department programs, plans and goals.				
	Yes	No	Do Not Know	Did not answer
This is a role my chair <u>currently</u> performs.	349 (71.96)	112 (23.09)	18 (3.71)	6 (1.24)
This is a role my chair <u>should</u> perform.	432 (89.07)	22 (4.54)	11 (2.27)	20 (4.12)
This role <u>assisted me or would assist me in attaining tenure.</u>	210 (43.30)	141 (29.07)	106 (21.86)	28 (5.77)

APPENDIX D

DOCTORATE-GRANTING I

COLLEGES AND UNIVERSITIES

DOCTORATE-GRANTING I COLLEGES AND UNIVERSITIES

BLIC INSTITUTIONS:

ALABAMA
University of Alabama

ARKANSAS
University of Arkansas,
    Main Campus

CALIFORNIA
University of California
    at Riverside

University of California
    at Santa Cruz

COLORADO
University of Northern Colorado

FLORIDA
University of South Florida

GEORGIA
Georgia State University

ILLINOIS
Northern Illinois University

INDIANA
Ball State University

KENTUCKY
University of Louisville

MICHIGAN
Western Michigan University

MISSISSIPPI
University of Mississippi,
    Main Campus

13.   University of Southern Mississippi

MONTANA
14.   University of Montana

NEW YORK
15.   City University of New York,
        Graduate School and
        University Center

16.   State University of New York at
     Binghamton

OHIO
17.   Bowling Green State University,
        Main Campus

18.   Kent State University,
        Main Campus

19.   Miami University at Oxford

20.   Ohio University, Main Campus

21.   University of Akron, Main Campus

22.   University of Toledo

SOUTH CAROLINA
23.   Clemson University

TENNESSEE
24.   Memphis State University

TEXAS
25.   North Texas State University

26. Texas Tech University

27. Texas Woman's University

28. University of Houston
    at University Park

VIRGINIA

29. College of William & Mary

WISCONSIN

30. University of Wisconsin
    at Milwaukee

PRIVATE INSTITUTIONS:

CALIFORNIA
31. Claremont Graduate School

32. International College

33. United States International
    University

COLORADO
34. University of Denver

DISTRICT OF COLUMBIA
35. American University

36. Catholic University of America

FLORIDA
37. Nova University

ILLINOIS
38. Illinois Institute of Technology

39. Loyola University of Chicago

INDIANA
40. University of Notre Dame

MASSACHUSETTS
41. Boston College

42. Tufts University

MISSOURI
43. Saint Louis University,
    Main Campus

NEW YORK

44. Fordham University

45. Saint John's University

46. Teachers College,
    Columbia University

OHIO
47. Union for Experimenting Colleges
    and Universities/Undergraduate
    Studies Program and Union
    Graduate School

PENNSYLVANIA
48. Lehigh University

TEXAS
49. Rice University

UTAH
50. Brigham Young University,
    Main Campus

WISCONSIN
51. Marquette University

APPENDIX E

CATEGORIES OF

DEPARTMENT CHAIR ROLES

Questionnaire Categories

Roles of the Department Chair examined in this study:

Teaching   1. Assigns course loads and number of preparations

Teaching   2. Observes in classroom

Teaching   3. Serves as teaching role model

Admin   4. Conducts annual review

Admin   5. Reviews mid-year progress

Admin   6. Keeps faculty member informed of progress toward tenure

Admin   7. Monitors work load

Research   8. Supports faculty proposal for institutional funding

Research   9. Provides money for national professional meetings

Research   10. Encourages contracts and grant writing

Research   11. Serves as research role model

Admin   12. Fosters the development of department faculty's special talents and interests

Admin   13. Brings in outside lecturers, plans seminars for faculty development

Admin   14. Recruits and selects new faculty

Service   15. Establishes departmental committees

Admin   16. Keeps faculty informed of department and institutional plans, expectations

Admin   17. Serves as department advocate to upper level administration

Admin   18. Communicates department needs to the dean

Admin   19. Develops and implements long range programs, plans and goals

APPENDIX F

RESPONDENT COMMENTS

Questionnaire Comments

I. What Faculty think the role of the chair is:

A. Negative comments:

(English) The role of the chairperson, as with any administrator, is to smooth the way. More often than not, ours gets in the way.

(Economics) We have a large, combined department of Economics and Finance. Unfortunately, our chairman must spend most of his time on day-to-day administration. Relatively little opportunity exists for teaching, research, or academic leadership in a non-administrative capacity. Administration in a large Ph.D. granting department is a full-time job.

(Economics) Our department has a "sink or swim" attitude towards assistant professors. This is fostered by the chair's attitude. Very little mentoring, role modeling or assistance is given to the assistant professor.

(Computer science) The job of the chairperson in my department is seen, by its members, as being quite onerous. Most of us strive mightily to avoid it. We rotate it. In spite of the fact that we hate it and see it as interfering with what we really want to do, most people rise to the occasion and do it quite well. Good luck.

(English) Much of our chairperson's role is spread between chairs of graduate and undergraduate program. The chair is very powerful in subtle ways that direct the tenure process. Since our chair has always been a white male, the women and people of color in my department have not been adequately nurtured or shown the ropes. If I got tenure, it will be in spite of the chair of my department.

(Computer science) Only a superman (superperson?) would be able to perform all of the activities a chairperson "should" perform. In our institution as the duties expected of a chairperson increased, the number of faculty wanting to be chairperson decreased. At one department meeting the vote for chairperson was 11-1 with the person selected dissenting.

(Chemistry) He's totally ineffective in his position.

(Chemistry) An institution like our own has very few clearly defined objectives and I fear that any chair would be very likely to fall short of the overall lack definition that berets the institution - which generally puts business above all else - as a whole. On the other hand, there are degrees of indefinition and I think my answers reflect my own feeling

that a chair should, irrespective of unpromising circumstances, do something to clarify departmental objective.

B. Positive

(Chemistry) We have a very good chairman.

(Economics) While I am filling out the questions, I found that <u>my</u> chairperson does a lot for me and the department. Thank you for reminding me of that (indeed, he is very nice person!) and hope your research successful.

(English) My Chair makes sure that tenure track faculty members have <u>lighter</u> responsibilities and fewer committee appointments, no independent study students, etc...

(Chemistry) Our chair has real vision for the department in the long term. I feel he is really committed for these goals and the path is clear where we are going.

(English) My current chair is <u>very</u> supportive, but the role could be abused, as it has been when our chair has had various replacements.

(Chemistry) Overall, I think my chairman has done an outstanding job.

(English) My chair does an excellent job of what the faculty of the department most wish him to do--he takes care of as much of the administrative load as he can (the load of paperwork grows most overwhelming every year; the number of reports which have to be researched and filed--with no extra clerical help--is simply unbelievable.) Unless he has to draft the faculty into it, he does not, but lets us alone to teach and do research.

C. Miscellaneous

(Computer Science) We have (1) a very democratic department where decisions are made by the dept. as a whole (2) A faculty evaluation committee that consists of the entire tenure-track faculty in the dept. This committee is more influential in tenure/promotion decisions than the chair. (3) An untenured chair. I believe that the primary role of the chair is as an administrator and representative to the administration. If he/she can serve as a role model fine, but this is much less important than the role as an administrator.

(English) An (English) dept. is a large dept. & so the chair can't control scheduling, hiring, peer evaluation, etc. - too many faculty.

(Chemistry) More than anything, in a small underfunded department like ours, the chair must act as a moderator for the faculty and as an advocate for the department at higher administrative levels. Where lack of resources prevents a problem, he is also charged with constantly trying to build the faculty's morale, perhaps an unfair task.

(English) Our chairperson, an associate professor with little publication, was pulled from our ranks and "elected" chair. He was immediately given an excessively large salary increase (which he will maintain when he leaves the position). He makes $71,000; I make $33,000. This salary gap clearly puts him on the side of higher administration - leading, for example, to his willingness to discount anything but publication as material for recommending tenure and promotion!

(English) I think my chair is somewhat hampered by the large % of long-tenured faculty who are suspicious of or resistant to change.

(Chemistry) Our department chairman is currently (past five years and into the future) on his own agenda and the department must necessarily "run" itself by appropriate delegation of duties.

(English) In general, my chair and I and my colleagues have too many diverse responsibilities and too little hope of broad support for lecturers, special conferences, and sabbatical, to achieve our department's potential, tho' we have 250 grad students, hundreds of majors, thousands of lower division students. We are understaffed by 1/2, rely on vast numbers of PTIs (Not GTAs), and must double and triple our work week to work on theses, research, writing, development of new expertise, and departmental and university house keeping. The chair is as strained by all this as the rest, tho' the chair has created a large personal staff.

(English) Our current chair is the first in my 22 yrs. here to have a good relationship to the dean: he does this by adopting the dean's agenda for the college and not defending the dept's interests and desires. Consequently, he does not involve the dept. in decisions, having reduced departmental committees to nominal bodies. Our last departmental meeting was over 2 yrs. ago. Collegiality suffers as a consequence. The politicalization of chairs has followed that of deans -- they become "administrative men" rather than colleagues performing a service.

(English) Our current chair is very different in most ways from the chair under whom I was hired and granted tenure. In almost all ways he is an improvement.

(Chemistry) In a context which provides limited institutional guidelines, and in which deans, vice-presidents, and presidents have come and gone more than once, our chair has stabilized intradepartmental matters and has presided over a period of growth, salary raises, and cuts in teaching load. She is politically shrewd, personally popular, and repeatedly successful in defusing animosity. Her success reflects a distinctive combination of personal style and skillful administrative maneuvering.

(Chemistry) I believe I would have answered several of these questions differently if my chair's research field overlapped with mine at all. Certainly at our school it is difficult for the chair to do much research, and thus it is hard for the chair to serve as a role

model in the research area. Also, a lot of these functions are carried out to a certain degree by the chair but also by other faculty members. For example, many different faculty members bring in visiting speakers (#13), and all of us take part in faculty recruiting (#14).

(English) We have had several chairs and college deans lately - the new ones are not very respectful of fully adopted procedures and criteria, so we have a pretty unstable system.

(Computer science) We have elected chairpersons. However, the administration is subverting the role by placing the chairs on 12 month appointments and paying merit raises to chairs based on the Dean's assessment of the chair's performance. This tends to make department chairs answerable to the Dean rather than to the department. In this institution and in my department the Dean has overridden a positive tenure decision by the chair and our elected promotion and tenure committee because in the view of the Dean, the candidate did not have a sufficient publications. We lost an excellent teacher.

(English) Our chair was selected from our staff. I doubt that a job description exists for the position. He serves at the pleasure of the Dean, another position chosen from the staff. The Dean serves at the pleasure of the President, the only position in the chain of command selected from outside. Consequently, we have little if any chance for a seasoned administrator in any position.

(Computer Science) Current chair serves as a coordinator, he engages in "passive" leadership - coordinating various faculty activities. He acts by consensus. Another, very good role, would be leader of the department.

(English) Our chair does not rule the dept. - as in #14. The position rotates among willing members of the dept. and is largely a matter of facilitating our business with the university.

(English) The chairman's role in our Dept. ameliorates problems with the Dean and advocates for the Dean.

(Chemistry) Our Dept. is organized & run by the faculty with many of the decisions cited above made collectively. Likewise, several of the tasks are performed by the faculty, e.g. classroom visitation,...

(Chemistry) Answers are based on our current chair. Different answers would have been made had the previous chair still been in place.

(English) These questions were often difficult to respond to. Many seem irrelevant to my situation. I am in a large (English) dept. which houses American and British literature, linguistics (I'm in linguistics), Composition & Rhetoric, and (English) Education programs. Each of these areas has it own area committee to which all faculty

in that area belong, and the committees perform many functions that in other places might be performed by a department chairperson - e.g. Course assignment. (I'm speaking of regular, tenure-track faculty, not contract Freshman writing faculty.) Also, I suppose the chair <u>nominally</u> provides feedback to faculty on performance in that s/he signs the letter that lets faculty know about merit pay etc. based on an annual review, but actually an elected committee does and the chair is only one member, of the committee. Most other things, like faculty recruitment are done by committee and other faculty invite speakers (w/ chair's $ support) and observe classes if asked by the faculty member.

(English) Our chairperson is/behaves as a <u>head of a department</u> and replies to directives from higher administrators. He rarely has open faculty meetings and operates on a military model, I think.

(Chemistry) My department chair is a woman who identifies herself as a feminist. She regards it as part of her responsibility to recruit and hire faculty following the University's affirmative action guidelines, and who has had to buck vocal (tho not necessarily majority) opposition to the hiring of "more women and blacks." Though we are all, according to college guidelines, producing sufficient (and beyond) scholarship and creative work, and meeting our other responsibilities as well, it's safe to say that we all hope our chair hangs in there (in a job that's exhausting) until we new folks get tenure.

(Economics) My department is a collection of barons, with power depending on human capital rather then land. The chair is the baron who runs the agenda with the king (the dean). Success depends on consensus among the barons. It works pretty well.

(English) In our institution chairperson has no real administrative assistance. Very time-consuming role.

(Chemistry) I. #9-I did not respond because our <u>sorry</u> state of affairs in regard to travel support is not my chair's fault, but the tight fisted central administration's fault. My chair does the best she can to get us money, but can only allocate (which she does fairly) the pittance she receives. #13-She encourages this but does little of it <u>herself</u>. We have several faculty who administer programs <u>within</u> the dept. who do this. #14-She participates and leads, but does <u>no</u> recruiting and hiring without <u>full</u> faculty consultation. She is not unilateral in any way in this critical area. II. - Nobody here has a prayer for tenure without significant published research. The 80% may be high, but it's the <u>sine qua non</u>, not only for tenure but promotion. III. #7-I was a T.A. when working on my MA & PhD degrees at other institutions.

(Economics) There is much controversy in my dept. regarding role of chair and role of dept. P&T Committee.

(English) The chair interprets his own responsibilities to a large extent. The former chair involved more people in decision making. the present chair generally denies faculty seats

on committees who offer opposition or who operate independently of the chair.

(English) Since I came here, I have had three chairs--1 excellent (present chair); 2 awful (past chair). Present chair is positive--attempts to bring out the best in everyone: supports research and scholarly activity of all kinds; adds monthly to electronic equipment essential for research today. An exemplary chair.

(computer science) #4 <u>Yes</u> to annual review. <u>No</u> to suggesting improvement. In my own case at least.

(English) My chairperson promotes and helps certain faculty more than others. He is also too weak in keeping the morale of assoc. professors who are suffering salary compression.

(Economics) At the U. of Alabama, almost the <u>only</u> thing that really matters at present is the research record in scholarly journals. Books & other things that contribute to the place's reputation count marginally. The chairmen/persons are generally <u>very</u> highly paid relative to most professors, & the faculty is remarkably passive. Basically, we operate along the <u>ProfScam</u> model except that administrators have more power here than Sykes portrays. The best advice to dissident profs is to leave. Have never known someone in the business school to get promoted to full in past 10 years primarily because of teaching. Chairmen are expected to follow the wishes of the central administration.

(English) My answers would seem to suggest we have a nearly-ideal situation vis-a-vis the chair here. Note, please, it was years in the developing, succeeding because of patience and persistence on the faculty's part.

      II. Express what the role of the chair should be:

(English) Chairperson should provide strong leadership. intellectually and departmentally. Weakness is worse than wrong-headedness.

(Chemistry) I regard the Academic Department as something akin to a partnership - a law firm. Full professor are senior partners. The Chair should be a full professor and the managing partner. He or she should be well informed (a.) about the field, (b.) about the campus, (c.) about the assets and liabilities of the individual faculty members - <u>especially</u> (in a research university) about the specialized interests and abilities of all colleagues. A broad and precise knowledge of the many branches of learning is essential to good governance, to political flexibility and to the executive tasks of correction, _____, and timely assistance. So informed -no easy task - a charmer can delegate intelligently, making his or her workload far more manageable. <u>Research</u>, is the key to the chair's effective <u>service</u> - an efficacy which then enables the chairman to <u>teach</u> (by example, of a role model).

(Chemistry) Should not have the power to not honor start up commitments.

(English) The chairperson should be elected (as in my current institution) and not appointed for life (as I have seen happen elsewhere). The chairperson ought to function primarily in a role of support for faculty where appropriate...especially given the diversity of many college/university departments. At my present university, this is how I view my chair and believe he does well in that role.

(Chemistry) A chairperson should be the faculty representative of the department to the administration - not the administration's representative. For this to be so, a chairperson must retain an <u>active</u> non-administrative role in the department doing the same kind of things that other faculty do.

(English) I see the most important role of the chair re tenure matters as an advocate for the candidate. Especially important is communication - letting the candidate know anything and everything that will impact a tenure decision. The departmental protocols - written and unwritten - should be clear to the candidate. The chair should also be a strong advocate for his/her departmental candidates with the admin. - dean, provost, etc.

(English) "that chair governs best who governs least." Administrators should assist faculty to become "all they can be."

(Chemistry) There should be a limit on the time a person can be chair in a big dept., esp. when the dept. englobe many areas and interests.

(Economics) The chairman should be a gatekeeper <u>not</u> a cheerleader. His/her job is to screen & weed assistant professors out during their probationary period.

(English) 1. Chairmanship(s) should <u>rotate</u>; as should <u>all</u> other administrative jobs. 2. Chairman (persons) should have adequate secretarial <u>staff</u>. 3. No chair should be allowed to function without an adequate executive committee. 4. Tenured faculty should be consulted about hiring, budget, etc.

(English) Chair should encourage people to do what they do best. Chair should, within feasible limits, be an advocate of faculty/dept. to the administration, not a passive communicator of news from above. My old chair was & demoralized everyone. My new chair is very entrepreneurial; your accomplishments (my research, & it's a lot for my institution) is his to use for us - much better that paternalism. Worst is a chair whose own history & fights with people affects him personally on the job (& the women, like me, must mediate.)

(Chemistry) The chairperson should be representative of the Department to the University Administration as well as being a representative of the Administration to the Department. Locally the department chairs have been forced by the Administration into the latter role

and denied the ability to function in the former.

(English) I believe that a chair should (1) be compensated w/a stipend that goes with his office and is not added to his base salary, in addition to normal merit raises that do; (2) should be limited to <u>one</u> 3- or 5- yr. term as chair.

(Computer science) A chairperson should be a statesman.

(English) I want my chair to be a model teacher, researcher, servant. He/she administers collegially, provides <u>long-term</u> direction inherent in a respected philosophy for the discipline, university culture. Best done, individual faculty member are free to do their best work without overburdening paperwork.

(English) In our institution the chairperson does not usually interfere in the tenure process handled by a Dept. Committee and the Dean - nor should he.

(English) My chairperson <u>appears</u> to do the things a chairperson should do. But in fact he is a pathetic (although pleasant and personable) toady to the dean, who is, himself, also a toady to the higher administration. Both dean and chairperson <u>mouth</u> all the right things to the faculty. They <u>do</u> only what pleases the administration. Having served for 4 yrs as assistant chair to this chairperson & his dean, I do not speak on the basis of rumor or emotion, but on the basis of facts.

    A. Mention or imply committee:

(Chemistry) Many of the responsibilities mentioned here - i.e. hiring, establishing course loads -are done by committee and/or program heads - all to some degree - delegated by the chair. IN my opinion tenure should largely be a result of the individual faculty's initiative (assuming good teaching evaluations) in research and/or creative activities. I can't see where the chair or anyone else can do more than help create an atmosphere that allows such work to be done. I think workshops <u>etc</u> on "faculty development" are totally worthless.

(Economics) I think that the chairperson should provide leadership but that evaluation of faculty, hiring, and allocation of internal funds should be done by <u>elected</u> committee.

(Chemistry) It is clearly a role that is shared with the rest of the department.

(English) In my department, all personnel decisions - hiring, promotion, tenure, and salary are made by elected committees with input from the department chair. In general this is a satisfactory procedure but I would prefer to see more leadership from the chair and more written feedback from committee deliberations. In our department a chair may only hold office for a three-year term and cannot succeed himself/herself. This practice seriously undermines the effectiveness and <u>leadership</u> role of the chair.

(Economics) Chairperson should be chair of "committee of the whole." The better the institution the greater the extent to which it is faculty driven. At mediocre institutions the faculty - including the chairpersons of departments - has significantly less to say in the governance of the institution than at quality institutions. Hence, chairpersons are in an awkward position in mediocre institutions: they appear to have more power than in quality institutions, when in fact they are echoes of the administrative bureaucracy.

(Economics) You appear to be overemphasizing the chair's role - there are many senior faculty and many dept. committees that are equally as important.

(English) Many of the activities on this questionnaire are responsibilities shared among many department members and committees, and although the chair has a part in them (and thus I circled "yes"), the chair is not primarily responsible for them.

(English) Note: questionnaire assumes a more autonomous role than exists in our department, which has a governance structure based on many faculty committees. The chairperson heads many of these committees, but usually does not act independently.

(English) I'm in a very large dept. Many of the chair functions to which your questions refer are overseen by departmental committees.

(Chemistry) I Some of your question re the chairs role assume he has more freedom (and power) than our chair has. University policy and financial resources limit his power (#4,9,13), and departmental policy (specifically the functioning of departmental committees) put other restrictions on him. I frankly do not know how relevant your questions would have been when I got tenure in 1968; they are more relevant nowadays. II Percentages? We are "graded" by a different system, one that supposedly puts research & teaching on a par with each other, but publications are a lot easier to rate than "teaching." And without adequate publications, tenure is not possible, though in the 60's & 70's it used to be.

(English) #4,7,9,13 A committee, which the chair is a member, performs this function.

(English) Our chair works with department committees on matters of hiring, promotions, and tenure.

(English) Because we are an extraordinarily large department (50 full-time, 100 part-time faculty), it is not the chairing but various committees that perform many of the functions you've asked about (e.g., the functions listed in question 12 and 13 are performed by committees; #d10 is the task of the assoc. dean, etc.)

(Computer science) Many question (e.g. 9,13,14...) fail to distinguish between the role of the chair and of committees. Many of these things must be done, and perhaps the chairman should do them if a committee cannot/does not. But I didn't know how to

answer (and guessed) because I didn't know if you were asking "Must this be done..." (ans. <u>yes</u>) <u>or</u> "Must this be done <u>by the chairman</u> rather than by a committee.." (ans. <u>no</u>).

(Computer Science) The following roles should be delegated to committee: #13,14.

(English) My department runs largely by committee (sometimes elected, sometimes chosen); it also has a graduate director and undergraduate director. Many of the functions your questions addressed are not performed by the chair but by committee and directors; chair may sit in on committees and consult with directors, but he does not perform many functions on his own, as your questions suggest. (Perhaps you should rephrase questions.)

(English) The current chairperson delegates responsibility to faculty committees either elected or appointed for special tasks. Though ultimate responsibility rests in the chair's role, it is difficult to respond to some of the questions because of shared decision-making.

III. Role of chair in facilitating tenure

(Economics) Chair has a marginal role. Relay some information down to faculty. Fills in dept. paperwork & keeps records. Chair turnover is frequent. Tenure rules set mostly at college level & Chair has little to do with it at all.

(Chemistry) My chairwoman is very supportive of tenure for the junior faculty, sometimes more so than the senior faculty would choose. Her considerable accomplishment has been to keep herself accessible and to facilitate the flow of information (ask and you'll be answered, don't and you won't know what's going on).

(Chemistry) Our chair is rotated among the eligible staff. Their emphasis on the factors of importance to the achievement of tenure would vary somewhat. For example, the emphasis on good teaching at the extreme of lost research time might be quite different.

(Chemistry) I have served on the College Promotion and Tenure Committee for the last three years. The role of the chairman can be very important. (My chairman is a fair-minded honest person who does a very good job, and my comments have nothing to do with him). Some chairpersons seem to behave in complete oblivion as to what support is appropriate to afford a good chance for a young Asst. Prof. to gain tenure. They assign too much for them to do in teaching and ancillary departmental matters. Others are skilled and sensitive and do the right thing. Some (the worst) tailor make the <u>success</u> or <u>failure</u> of their young associates, by creating situations that have predictable results and/or by gerrymandering departmental and even outside reviews of candidates' progress.

Strong researchers usually survive here, almost without regard for what ever else they do. Some weaker ones do also, but usually because of someone helping. I fear that our institutions are not being "strengthened" to make them better research and teaching centers, but almost totally so that they are better at bringing in <u>federal funds</u>!

(Chemistry) Chair has limited ability to assist tenure (here). Decision is made primarily at Dean's level and while great lip service is made to "excellence" in teaching and service, tenure is only certain if you bring in (a lot) of money by research funding.

IV. What the chair <u>should be</u> doing to facilitate tenure
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(Chemistry) The criteria for tenure should be clearly spelled out so that the new faculty member will know what the school/department considers important. I think the committee making the tenure evaluation should attempt to evaluate long term value of the faculty member. Qualities such as integrity, honesty, willingness to cooperate, and communication skills should be considered in addition to the productivity over the last six years. Many new faculty members work hard to make a great show for six years and then tend to "die."

(English) Note: research is the <u>only</u> consideration for <u>tenure</u> that actually seems to count. I believe dept. chairs should make a decision early in a person's appointment (say, after 1 or 2 years) to support the person or get rid of the person - & then be an <u>advocate</u> throughout that person's career. My chair (who <u>has</u> supported me) tends overall to alternate between being a support & being a kind of adversarial critic. Also, my observation in 20 years (as a G.A., instructor, & assist. professor) is that male chairs <u>actively</u> <u>mentor</u> their male faculty members but <u>not</u> their female faculty members (I have been liked - & called on for endless service - by male chairs - but they have <u>not</u> been mentors!).

(Economics) I basically view the chairperson's role as one of developing long range plans for the department and being an advocate for the department with the administration. The chairperson can help me attain tenure by securing resources for the department and shielding me as much as possible from service responsibilities.

General comments

(English) In general, chairpersons are too weak, too much limited to <u>managing</u>. They need both more power and more <u>commitment</u>. Current problems with chairs arise from pervasive underfunding; not much a chair can do with shrinking budgets.

(English) The virtue I like best in chairmen is fairness.

(English) Universities, esp. research universities, are beset by administrative overgovernance of faculty. Chairs cannot currently extricate themselves from their roles as supporters of deans' and provosts' governance. The time is no longer right or ripe for unions and faculty senates are increasingly guided by administrative desires. The corporate model that prevails almost everywhere is academia is, ironically, a bygone model, one full of absurdly hierarchic and undemocratic power relationships. These are not the maunderings of a professional crank; I have been a university ombudsman for a decade and know - ad nauseam - whereof I speak. When university attorneys write the letters of non-reappointment, in legal jargon, which chairs sign in turn, there is little likelihood that chairs will represent faculty to "higher" powers. Chairs & deans need five year maximum appointments, with return to real teaching understood as their fates.

(Chemistry) (Chair's role) thankless but necessary.

(English) The role is a rather thankless one but an over-paid role. Too much is frequently expected of the person, especially a chairperson not having the "Professor" label and not possessing tremendous strength of character--too easily bullied by misfits.

(English) I think the chairperson has been reduced to a manager in recent years. I wish there could be more time devoted to development of academic programs - with the chair taking a leading (and encouraging) role rather than delegating. Our chair perhaps does less with program development than I would like, but he is literally swamped with paper work. I hope you will also consider size of the department. We have 66 full-time and 35 part-time faculty.

(Computer Science) Some universities make a distinction between chair and head. Chair is used more often, it seems to me, in Ph.D. granting universities. The term signifies a weaker role than head. I expect a chair to rotate among the senior faculty - every 6 to 10 years at least - more often if the present holder is not comfortable in the office. A head is more permanent in nature - maybe for a lifetime.

(English) In state supported universities, all too frequently absolute decision-making occurs within the administrative structure: i.e., chair, dean, VPAA. Here, finally and only the VPAA decides as the de facto "one" with power. Thus, the chairs have the true responsibilities but neither the needed resources nor the power to discharge these responsibilities.

(English) From my experience over the years (almost 25) at this institution, I have discovered that our "chairpersons" have never really been able to master the economical aspect of this position, nor have they been able to create a "total vision" of how the department will carry out its various responsibilities and functions.

(English) A faculty's confidence in the chairs ability and willingness to assess performance equitably is the position's most important function. The other roles depend

on this one. My own chair fulfills this key role and any shortcomings in any other areas are secondary.

(Chemistry) Your questions presuppose a chairman with full power. However, the chairmanship often involves leading the department to make the decision. I suspect this will happen often when chairs serve a fixed term.

(Economics) He must have creditable research on his resume.

(Economics) Varies from institution to institution.

(English) It would be extremely useful to provide leadership training for those in the department chair's role. At our institution, this is never done, and we suffer as a result.

(Chemistry) Leadership in developing an up to date curriculum. He/she ought to be plugged into the national scene and aware of the changing nature of the profession.

(English) The chairs are on calendar-year contracts and are regarded as being responsible to the dean and provost rather than to the faculty. Hessians.

Section 5

A. chairperson filled out survey

(English) Department Chair person filled this one out. Facilitator and advocate. The major problems so far for me as chairperson is the continual growth of our workload (number of majors, expectations of research, etc..) with no growth in staff. The chairperson is continually asked to "use only existing resources" in meeting increasing needs.

(Chemistry) In times of reducing resources the chairperson's role becomes unbearably stressful. The chairperson's role is a most difficult one - perhaps the most difficult position in a University setting. Upper level administrators have provided themselves with much more facilities and assistants than available to Dept. Chairpersons. There is not normally any "cushion" in a dept. office. A dept. chairperson often has to sacrifice one's efforts in research (or at least greatly reduce one's thrust in this direction) and it takes a rather unselfish researcher to be a dept. chairperson. A dept. chairperson is not rewarded well if they do a food job but strangely really awful chairpersons seem to get the best rewards. Faculty are, in general, uninterested and have an idea what a dept. chairperson is actually doing. Most faculty do not have broad vision and see a rather narrow world, from their point of view, of course!

B. Miscellaneous

(Chemistry) I'd like to know the results of your work. Please send a reprint.

(English) 17 Some think he's the Administration's Tool--- II Teaching - and damn good at it! Research- If this means publication, I elect not to do so -- remembering the counsel of Ecclesiastes on the making of much books. She/He ought to be a humanist is the John Henry Cardinal Newman sense--really hot for the idea and practice of a university. She/He might also to implement, prophetically, a pedagogy of the oppressed (in Frure's sense), the better to counter the shitty effect of modern American universities (or, at least, deans and presidents) that suck up to prevailing political and economic ideology. But, I guess, one must await the kingdom of God for this... Sorry I failed to answer the earlier questionnaire and have caused you grief. Fact is I ditched it, hoping to escape. Now, such as it is, here it is.

(Chemistry) Note: I am not a member of a Ph.D. degree institution.

(Computer science) Note: Though Comp. Science is in our dept., I am not personally a professor of Comp. Sci. (math). Also, though our univ. grants doctorates, our department does not (M.S. is highest)

(Chemistry) "To die (=quit) at he right time" --Nietzsche

(Chemistry) The five years I indicated does not include the fact that my present chair was chair before, off & on.

(Economics) This was done semi quickly (I would have liked to have done it faster) results may change with further reflection (prob will change).

(English) you are nothing if not persistent

(Chemistry) -oriented too much to research -Teaching & # students enrolled suffers therefore -some subdisciplines favored

(English) #9-Travel money should be available to untenured faculty one time to <u>attend</u> a major conference. Thereafter, on the basis of participation money should be available. Unproductive tenured faculty should not be given money. But he gives it to them anyhow. Says it's "democratic." #10-Lip service. II. We have new workload policies now. Most (English) faculty were, however, tenured under 100% teaching criteria over 10 years ago.

      C. Relating to a question or questions on the questionnaire

(Chemistry) You really have not asked the right questions. Any competent chair does all of these. The question is: does s/he do it equally for all or favor some much more than others (i.e. the ones that the chair wants to get tenure.)

(English) I'll comment on the question: I would have preferred "irrelevant" instead of DK often. Several matters involving chairs were not helpful to my (self) tenuring.

(English) My department has an elected Personnel & Planning Committees which between them conduct the evaluations, make the recommendations, formulate the plans & so forth. Some of my "no" answers reflect that the chair does not do, or does not do adequately, what our by-laws specify as his duties. My chair is essentially the creature of the Dean. To achieve tenure in this institution one need not have any service, & need only demonstrate minimal competence as a teacher (which amounts to not having any complaints against one which would stand up in court.) On #9 he does not provide it, he is part of the process of distributing it. So also #13.

(Economics) My comment is that I had trouble answering some of the questions because they had > 1 part. eg: #14 recruits and selects departmental faculty members. Chair certainly is heavily involved with recruiting process, but selection is by vote of faculty. #19 Develops and implements long range goals. Chair will always be involved in development of goals, and their implementation, but only in strictest administrative sense. Faculty generally performs these tasks. -If chair delegates any of these tasks, is answer yes? Also, re: #4 and #5 - Chair makes sure faculty performance is reviewed, although not necessarily by him, and not necessarily in the time frames listed in the questionnaire - Help! #1 The chair technically constructs the curriculum, but "assign" is much to strong a verb for our department. "Oversee" is more like it.

(Chemistry) #14 Yes does and should with aid of faculty. #15 He should and does establish committees, but members nominated and elected by faculty.

(Chemistry) The third "statement" is a bit ambiguous. I received tenure before our current chairman got here so nothing he did had anything to do with my getting tenure. The person who was chair when I did come up for tenure did nothing to facilitate my receiving tenure.

(Computer Science) Chair performs 14 & 19 in cooperation with departmental committees. 12-I was a tenured Full Professor at another institution before I came to this institution (in 1984) I also took a step down in rank to associate professor. So I have become a tenured full professor in 2 disciplines (chemistry & now computer science) and at 2 institutions.

(Chemistry) The three answers under questions 1,12 & 15 may look odd. My current chair does a very responsible job in these areas. The chair who hired me, and under whom I earned tenure, did not assign teaching loads or service activities in a manner helpful to my achieving tenure. While special projects of value to the university and department were encouraged, success in them held no value in tenure consideration.

(English) #1 Duty of assistant chair. #2 At least in critical years. #8 I have just spent

3 hours helping my chair understand a budget so I could get his OK. Support if = willing, yes. Support if = actual help, no.

(Economics) #13 Chairperson assigns the role to another faculty member. #14 Chair appoints a recruiting committee for this. II- At my institution must be outstanding at both, one cannot make-up for the other.

(English) Because of the size of the department, faculty who best know the person's work present the case before a college committee after the department approves for tenure. The selection of the college committee, by the dean, can and has created major problems in the tenure process.

(English) I should say that my questionnaire seems to be completely skewed since so few of the questions are actually relevant. In my dept. ___ of decision, evaluations, are made by committees. Also, most people in my dept have tenure.

(Economics) I don't think your results will have much meaning unless you differentiate responses by research/teaching institutions and size of dept. and discipline.

(Chemistry) Your questions, while generally good, are sometimes difficult to answer because often the chair's effectiveness in performing a task is undermined by factors external to the department, e.g. how much money, positions, & so on are available. Also your questions do not allow for a response that gets at "how well" the chair supports a given function or task or how well the chair's efforts are received by other senior faculty.

(English) Hard to distinguish this chairperson from the chair in some of your questions (e.g. 3 -this chair is a role model for me as a teacher - the last chair wasn't - but should this be chairs role or do we simply need some senior models in dept (chair or not)?

(Chemistry) Item 14- While chair is formally responsible for the process and the hiring recommendation to the next administrative level (dean), it is a process of department-wide concern and action, with a representative recruitment committee, and full department participation, and vote, on final candidates.

(English) 17 & 18, "Department" requires more definition. Our chair represents his perception and interpretation of the department. He is highly partial to his particular agenda.

(English) The "Yes" answer to several of the questions should be qualified, "Yes, more or less, often much less." Our department's committee structure, and our chairperson's temperament, keep him from doing much at all in the way of leading or directing. He has to sign documents, which confer his "official" approval, etc. There's a lot of aimless drift in a situation like this. Many people prefer that, even in the humanities.

(English) Recruiting & selecting = dept. matter in which he heads, but is not the decider. Your questions suggest a more paternal chair than seems realistic in big departments.

(English) The third question of each series is unclear - more specificity needed.

(English) Many of the duties this questionnaire suggests <u>are</u> or <u>should be</u>. The chairs are actually performed by departmental committees - some of which are under chair's supervision but others of which are virtually autonomous. I think my department is more democratic than many questions here tend to imply a department is.

(Chemistry) #14 Not exclusive to chairman.

(Economics) Where I answered No I do not mean to imply that jobs are not done or should not be done. In a large department a chair should delegate certain functions to others and in our case does so.

(Chemistry) #5. done annually, #14 done by a personnel committee for selection.

(English) #4. Budget & Rating Committee rates faculty on basis of teaching, service, scholarship. Chair translates number into $. #14. Chair selects search committees, takes active part in searches, and depends on recommendation of admin. committee.

(Economics) I found it difficult to answer your questions - often the answer was "no" became most of our personnel & resource use decisions are made <u>jointly</u> by <u>faculty</u>. Our chair mainly "protects us" from the next layer of bureaucracy. You perhaps should have asked <u>how large the dept. is</u>...we have only 7 so we are usually operating by consensus rather that by a dictatorship mode. We have a sort of <u>"constitution"in terms of faculty evaluation</u> procedure rather that chairman's discretion. We are largely an undergraduate teaching institution - I would imagine <u>type of institution</u> is important is affecting the chair's role.

(Chemistry) #13 Someone other than the chair does this. #14 Chair has a role, but faculty as a whole does selection.

(English) I thing your questionnaire is simplistic in its choices of answers. No doubt you are getting easily tabulated data, but you've undermined its validity.

(Chemistry) So many of these questions depend on <u>who</u> is the chair! We have just changed chairs in my department - if this survey had arrived 6 months ago, my answers would have been completely different. I am interested in having input, etc. from a chair I respect, such as our current chair. When a person ill-suited for the job is chair, however, (such as our past chair) I would want his/her power strictly limited.

(Economics) #5-Informally, the answers are YES. Not formally.   #8-Grant writing (especially to external agencies) should be for tenured faculty. #13-This is a delegated role. #19-(and several others) YES does not mean done well, or effectively.

(English) More about the questionnaire, really, that the chair's role: Question # 2. Someone(s) should (& does in my dept.) observe junior faculty's teaching, but not necessarily the chair.   (The chair, in my dept. & appropriately, I think, appoints colleagues to do this). #9.   At my institution, Deans, not chairs, control such funds, which make an important contribution to the attainment of tenure. #14. In my dept., all full-time faculty are involved in hiring decisions, which is as I think it should be.

(English) I think this questionnaire was set up for much smaller universities and departments. We have 160 persons teaching (English) in our department; a chair cannot personally perform many of the duties you describe, but committees or his administrative assistant does - or in some cases other administrative persons or units do. In some cases (travel money, visiting export speakers) it seems important that the function be performed but immaterial who performs it, though I feel safer with its being done at the departmental level.

(English) #14 -in part, with committees.

(Economics) Impossible to answer most questions sensibly if taken literally. Chairman should not actually be responsible for doing all of these things, rather he or she should be responsible for seeing that they be done. Thus, when I answer yes, I mean that the item should be done by someone, not necessarily the chairperson. But, the chairperson would be responsible for assigning duty or overseeing. Otherwise, I would have to answer NO to the question implying that it is not done-- Still, even with this rule, several questions cause a problem of interpretation. Delegation abilities are among the most important skills required of a good chairperson.

(English) #13 No funds available.

(English) Some questions here don't apply to the chair because they are about functions performed by various other members of the department of university (#2,7,9,10, and 14). The chair rotates among members of the department every 3 to 6 years; the current chairperson is the 3rd in my 6 years here. That scheme seems to work well in this department, where power is thoroughly decentralized.

(Economics) We have a new chair thus DK so often with regard to current role of chair.

(English) I wonder whether this questionnaire does not have a bias that tends to assume that a chair does or should have only a fostering role toward tenure-track faculty... Isn't it possible that at times a chair will recognize that a person has not lived up to the potential seen at hiring and sees that, for the good of the department & university, a

person ought not to be granted tenure?

(Chemistry) Several questions were difficult to answer because responsibility rests with the chairperson, but has been delegated to a faculty member.

(Chemistry) Question 4 - Chair takes recommendations from Personnel Committee but has the right to modify recommendations, and we never know final outcome or reasons.

(English) Items are starred because in each case the chair is involved but primarily as chair of a departmentally elected committee which is responsible for the activities noted.

t - personal comments

(English) I apologize for not having returned this questionnaire promptly. I received it in early November and also received a reminder probable the second week in November. It was difficult to respond to the activities because our Department does not regard the chair as "Head" but as a facilitator who heeds committee advice seriously in his role of administering the Department. I misplaced the self-addressed envelope.

(English) I came to my institution as a senior member with tenure.

(English) This questionnaire is a waste of time.

(English) All your surveys will not change the overwhelming significance of wink and nod politics in all matters in academe, especially tenure and promotions. A sleazy, corrupt profession - why don't you do a study on that reality for a change?

(English) The questionnaire doesn't begin to get at the real issues -- chairman politics, departmental favoritism, majority rule by weaker colleagues, partisan dean, insidious practices that burden productive (but out-of-favor) faculty, ethical integrity, full disclosure of suspect practices. In short, I have professional contempt for many of my chair's practices, but I function as a minority out-of-favor with the reigning group.

(English) Don't bug people when they don't have time to complete these forms. Other things are more important. (Really)

(Chemistry) Please note that I rose from research professor to University president. I retired and began teaching again. I was never a chairperson but as a University president I worked well with them.

APPENDIX G

ANOVA FOR ROLES

BY DEPARTMENTAL AFFILIATION

(TUKEY COMPARISON OF MEANS PROCEDURE)

For the role "encourages contracts and grant writing"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	7.912	3	2.637	14.881	.000
Error	71.429	403	.077		

For the role "establishes departmental committees"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	8.281	3	2.760	12.183	.000
Error	82.014	362	.227		

For the role "communicates department needs to the dean"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	5.734	3	1.911	9.020	.000
Error	77.125	364	.212		

For the role "keeps faculty informed of department and institutional plans and expectations"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	5.666	3	1.889	8.710	.000
Error	80.451	371	.217		

For the role "develops long-range plans"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	5.505	3	1.835	8.075	.000
Error	78.854	347	.227		

For the role "serves as a research role model"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	4.861	3	1.620	6.771	.000
Error	91.882	384	.239		

For the role "support faculty proposals for funding"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	2.609	3	.870	5.087	.002
Error	69.244	405	.171		

For the role "serves as an advocate"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	2.808	3	.936	4.714	.003
Error	73.662	371	.199		

For the role "fosters the development of faculty special interests"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	2.122	3	.707	4.079	.007
Error	63.298	365	.173		

For the role "assigns course load and number of preparations"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	2.892	3	.964	4.072	.007
Error	82.378	348	.237		

For the role "keeps faculty informed of their progress toward tenure"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	1.497	3	.499	3.503	.016
Error	58.693	412	.142		

For the role "conducts annual review"					
Source	Sum of squares	DF	Mean-square	F-ratio	P
Department	1.510	3	.503	3.110	.026
Error	68.311	422	.162		

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The final copies have been examined by the director of the dissertation 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.

August 17, 1992
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