

1985

The importance and implementation of management functions and activities in English departments at four-year, state-supported colleges and universities

Shelley Seim-Cassady
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**THE IMPORTANCE AND IMPLEMENTATION OF MANAGEMENT FUNCTIONS
AND ACTIVITIES IN ENGLISH DEPARTMENTS AT FOUR-YEAR, STATE-
SUPPORTED COLLEGES AND UNIVERSITIES**

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The importance and implementation of management
functions and activities in English departments at
four-year, state-supported colleges and universities

by

Shelley Seim-Cassady

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education
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For the Graduate College

Iowa State University
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CHAPTER I.

INTRODUCTION

In the recent history of public education, each decade gave rise to a particular "watchword" that became dominant in the literature of the profession. The watchword of the seventies was accountability. As public education emerged from its restless, radical period of the sixties, educators faced many new challenges. Competition from other institutions (i.e., community colleges and vocational schools), pressures from the advent of collective bargaining in institutions of higher education, shifts in enrollment from one discipline to another and, most seriously, fiscal restraints resulting from inflation individually and collectively forced educators to reexamine their institutional missions and goals.

Traditionally, public institutions of higher education maintained a certain elitism in that they were a community in and of themselves -- self-regulated and self-administered. Even the crisis situations that took place on hundreds of campuses in the late sixties and early seventies had not deeply affected college and university independence. However, the rising cost of living in America finally took its toll on that independence. With unchecked inflation, tax bases were quickly eroding and new money was no longer available. State legislatures were being pressured by the American taxpayer to account for expenditures. McIntosh and Maier (1976, p. 89) summed up the problem. "When budgets become tight, decision-making becomes more critical, mistakes are magnified, and greater accountability is required."

The pressures exerted upon state legislatures from the public sector for greater accountability for taxpayers' dollars put a new emphasis on university and college management. Bolton and Genck (1971, p. 279) warned educators that universities and colleges must keep pace with management trends if they are to survive in today's society.

Limited attention to management in universities underlies many of the serious difficulties confronting higher education today. Considerable strengthening of management is needed if universities are to develop the capacity to change and to be relevant, purposeful, and meaningful for the academic community and for society as a whole.

This is not to say that universities and colleges were not engaged in management activities before the seventies, of course they were. However, the need for more effective management at all levels of university administration became a top priority. In the past, management roles within universities and colleges were mainly associated with presidents, vice presidents and deans. Ironically, however, most of the decision-making processes concerning teaching and research (two of the university's most important and expensive responsibilities) were made at the academic department level. Ryan (1972, p. 468) stated that "... the academic department is the major avenue through which faculty members in large universities influence decisions." Dressel and Reichard (1970, p. 395) expressed a similar viewpoint and further suggested that "Today the university judges itself and is judged by the quality of its departments."

Little research has been conducted concerning the management of academic departments. Two factors account for this. First, until the financial crisis in the mid-1970s, management concerns were more closely

linked to presidents, vice presidents and college deans. Second, the role of the academic department executive officer (the person responsible for the day-to-day administration of the department) has been considered by many educators to be an ambiguous one.

The department executive officer, also called a department head or chair (depending upon how he/she is appointed) is often referred to in education as a "middle-man" because he/she now occupies two positions: administrative and academic. Because department executive officers (DEOs) are usually chosen from within their departments, they must make the transition from faculty member to department leader with little or no experience in management. Schultz (1978, p. 35) asserted that DEOs, because they are so actively involved in day-to-day decision making, are at the very heart of academic and resource management.

Educational literature is replete with books, articles and essays on the role and duties of the department executive officer. However, only three studies were found that specifically examined the management of academic departments: A Descriptive Study of the Continuing Professional Educational Activities by Chairpersons of Selected Academic Departments in Four Big-Eight Universities to Improve their Department Managerial and Leadership Competencies (Henry, 1981), Constraints on Department Head Performance of Selected Managerial Functions in the Large Public University (Whitson, 1979) and The Importance and Implementation of Management Functions and Activities in Agricultural Teacher Education Programs (Everett, 1981).

These recent studies demonstrated that the examination of departmental management is becoming increasingly important in the college and

university setting. Each study concluded that more research needs to be done concerning department management. Ms. Whitson and Mr. Henry's studies examined department management at only a select number of universities. Ms. Everett's study examined department management at all of the agricultural education departments in the United States. She concluded that very little emphasis has been placed on the management of agricultural, teacher-education departments and that more effective management of those departments is necessary if they are to survive with restricted budgets and limited resources.

In order to determine if the effective management of academic departments is a concern of other large departments, a national study of the management practices in English departments was undertaken. English departments have large faculties and are certainly affected by the problems faced by other academic departments, including limited funding and increased accountability. These and other problems facing academic departments have created a need for effective management.

Many English department executive officers have expressed concern about the effective management of their departments. For example, Gerber (1979) at the State University of New York at Albany, Williamson (1976) at Wayne State University and Astro (1976) at Oregon State University have all expressed a common commitment to better management as a means of running their departments as effectively as possible. Gerber (1979, p. 1) stated, "We must be office managers who know enough about the principles and psychology of management to keep the office functioning with at least a modicum of efficiency." Williamson (1976, p. 5) reported, "It is therefore of crucial importance that the

chairman manage his department in such a way as to minimize differences and maximize unity." Astro (1976, p. 14) contended, "The department chairman must plan, organize, direct, coordinate and control. He must be the key department figure in deciding whether, when and on what terms decisions can be made. In short, he must be a systems manager."

Statement of the Problem

In the past, an English department was one of the last places where anyone would expect to find the incorporation of managerial expertise. However, dramatic changes in the institutions of higher education and in the nation's economy in the last ten years have not left English departments untouched. Departments that had witnessed numerous lectures about Shakespeare, James, Dickens, Milton, Melville, etc. have gradually come under the surveillance of a silent innkeeper — management. Why? Because the English department of today, with its large faculty and service orientation (all students in public universities are required to take English or pass a test in English skills) cannot function effectively or efficiently without organization and leadership. In order to survive, they must be properly managed.

Hansen (1981, p. 38) explained, "As English department administrators, we are increasingly involved in management; yet we know very little about organizational theory...." He further contended, "... a new breed of administrator/manager is changing our universities." The principles of good management are not new to colleges or universities by any means, but they are a relatively new administrative consideration

for English department executive officers. Many English departments in colleges and universities are still small enough that they are relatively unaffected by the educational trends that push for efficiency and accountability in education. Larger English departments with master's and doctoral programs and large freshman service classes, however, are finding themselves ensnarled in a management dilemma - how do you effectively service hundreds of students with a budget that does not keep pace with inflation.

The problem is not whether management skills are important, but rather whether department executive officers and faculty perceive managerial functions and activities as important and how much implementation do those functions and activities receive within the department.

Objective of the Study

The primary objective of this study will be to examine the current status of management functions and activities in large English departments of state-supported, four-year colleges and universities throughout the United States and to assess to what degree management plays a significant role in the running of those departments.

To do this, two things must be determined:

1. The level of importance of management techniques as perceived by the department executive officer and staff and
2. The degree of implementation of management skills as perceived by the department executive officer and staff.

Other Specific Objectives of the Study

1. Identify selected characteristics of English departments.
2. Identify the duties of the department executive officer of an English department.
3. Compare the department executive officers' perceptions of the level of importance and the level of implementation of management functions and activities in their departments.
4. Compare the level of importance and the level of implementation of management functions in English departments as perceived by the department executive officer and a faculty member.
5. Compare the faculty members' perceptions of the level of importance and the level of implementation of management functions and activities in their departments.
6. Identify the department executive officer and faculty members' characteristics as determined by:
 - a. The official title of the department executive officer.
 - b. The official title of the faculty member.
 - c. Whether the department executive officer is tenured.
 - d. Whether the faculty member is tenured.
 - e. How the department executive officer was chosen.
 - f. The position of the department executive officer prior to accepting the department executive officer position.
 - g. How long the department executive officer has been employed in his/her present position.

- h. How much experience in administration the department executive officer had before he/she accepted the department executive officer position.
 - i. Whether the department executive officer believed that he/she had adequate administrative training/experience prior to becoming a department executive officer.
 - j. Whether the faculty member holds an administrative appointment or not.
 - k. Whether the faculty member believes the department executive officer should have prior training in administration before holding a position such as the department executive officer.
- 7. Compare the level of importance and the level of implementation of management functions in English departments as perceived by the department executive officer and a faculty member in relation to institution size.
 - 8. Determine and compare the rank order of the importance of administrative functions as perceived by the department executive officer and a faculty member.
 - 9. Determine and compare the most important and least important department activities as perceived by the department executive officer and the faculty member.

Significance of the Study

Too little research has been done on the role of management in academic departments - especially since the department is the center of academic decision making in the university. Government, industry and business are dependent on good management skills in order to compete effectively in our society. Universities also have had to incorporate management skills and techniques into their day-to-day administration. Now that greater accountability from the public sector is a major factor in determining the distribution of educational dollars, academic departments must also become effective in incorporating good managerial skills into the operations of their departments.

Since department executive officers are the administrative leaders of their departments, it is essential that they become effective managers if they are to compete successfully in a setting that is becoming more and more dependent upon good management.

This study will examine how current English department executive officers and faculty members perceive the importance and implementation of management functions and activities in their departments.

Definition of Terms

The following definitions will clarify the terms used in this study.

Academic Department - An administrative unit within a university, composed of faculty and staff whose prime responsibilities are that of instruction and development of the special knowledge of a particular course of study (Good, 1973, p. 518).

Department Executive Officer (DEO) - The academic chairperson, head, or department leader who is primarily responsible for the administration of the department.

Management Activity - A function within a department that deals with planning, organizing, staffing, directing, and controlling the department; an activity directed by the department executive officer, which contributes to achieving the objectives of the department.

Level of Importance - The significance of a management item in implementing the administration of an academic department.

Level of Implementation - The degree a management item is utilized within an academic department.

Management - The process of working with and through individuals and groups to accomplish organizational goals (Hersey and Blanchard, 1977, p. 3).

Manager - One who performs the fundamental functions of management (Terry, 1968, p. 316).

CHAPTER II.

REVIEW OF LITERATURE

A review of the literature revealed no research specifically related to the importance and implementation of management functions in college or university English departments. The three studies previously cited (Henry, 1981; Everett, 1981; Whitson, 1979) were the only studies found to be directly related to the management of academic departments in institutions of higher education. Most of the literature concerning management was related to government, industry and institutional management. Other pertinent literature was related to the duties of department executive officers and the current status of college and university English departments.

The main objectives of this chapter will be to review the literature regarding:

1. The definition, history, and functions of management.
2. The role of management within the academic department.
3. The roles and functions of an academic department executive officer.
4. The current issues concerning the management of English departments.

Definition

Our society is dependent upon organization. It is dependent upon people working together to achieve common goals and objectives. Scott and Hart (1979, p. 29) stated in their book, Organizational America:

The primary instrument of our successes in this century has been neither our military prowess nor our wealth, but our most successful social invention: the modern organization.... Modern organization has influenced us so profoundly, but so quietly that we are scarcely aware that it is our major agency of social control.

Scott and Hart (1979, p. 4) defined modern organization as "Managerial systems using universal behavior techniques to integrate individuals and groups into mutually reinforcing relations with advancing technology in order to achieve system goals efficiently."

This definition of a modern organization is not new. The literature concerning the definition of management consistently identifies management as a process that organizes people and resources in order to get objectives accomplished. Rausch (1980, p. 25) defined management as "... getting things done with and through people." Terry (1968, p. 4) defined management more specifically: "Management is a distinct process consisting of planning, organizing, activating, and controlling, performed to determine and accomplish the objectives by the use of people and resources." There are numerous, long and short definitions of management. Ultimately, they all address one main idea: the organization of people and resources in order to accomplish goals and objectives.

History

Management, as previously defined, is as old as civilization itself. The pharaohs of ancient Egypt used management skills in building their empires. The erection of the pyramids is undeniable evidence of extensive planning and organizing by early man. Likewise, the vast

history of Western civilization preserved in the historical documents left by the Greeks and Romans provides evidence of well-developed court and political systems that employed a hierarchy of authority and specialization of function and activities in order to operate (Terry, 1968, p. 8; Koontz and O'Donnell, 1968, p. 19). The history of the Roman Catholic Church, as well as numerous accounts of the developments of military organizations stand out as classical systems of management of large groups of people to effectively carry out short- and long-range organizational goals and objectives.

Although it is easy to identify the early beginnings of managerial science in the history of Western civilization, the complex processes of management, as it is perceived today by current theorists, have changed significantly from those of early times. The Industrial Revolution contributed most significantly to the change when the invention of powerdriven machinery brought forth a new dimension in the field of management - employer-employee relations.

James Watt, Jr. and Mathew Robinson Boulton (Koontz and O'Donnell, 1976, p. 32) in the late eighteenth century began studying methods of improving factory production. Their ideas helped to pave the way for extensive research into the application of sophisticated methods such as production planning, market research, and planned machine layout in terms of work flow requirements. Watt and Boulton also laid the groundwork for the study of human behavior in relation to working conditions. During the early years of the nineteenth century, Robert Owen, often called the father of modern personnel management, was interested in providing improved working conditions for employees.

His suggestions included setting a minimum working age for children and limiting the number of working hours for employees (Koontz and O'Donnell, 1976, p. 32).

By the end of the nineteenth century, Fredrick Winslow Taylor and Henri Fayol stood out as two of the major contributors in industrial management theory. Taylor pioneered the field of management science, a discipline that concentrated on the efficiency of the work process and the management of the people performing the work (Rausch, 1980, p. 17). Henri Fayol, author of the book, General and Industrial Management, outlined the five major functions of a manager: planning, organizing, commanding, coordinating and controlling. Fayol called these five functions the "management cycle" (Rausch, 1980, p. 22). Fayol's contribution was not recognized until 1930, when his book was translated from French to English, but his ideas have since provided the basic foundation for management education and training today.

Functions of Management

Since 1930, Fayol's concept of the "management cycle" has been studied, modified and expanded by numerous professionals in the field of management theory. Most contemporary researchers in this area identify similar functions. In The Process of Management, Newman and Summer (1964, pp. 1-12) divided the functions of management into four areas: organizing, planning, leading and controlling. Koontz and O'Donnell (1968, p. 2) in their book Principles of Management recognized five major functions: planning, organizing, staffing, directing,

and controlling. Hersey and Blanchard (1977, p. 4) in their book Management of Organizational Behavior: Utilizing Human Resources cited four functions: planning, organizing, motivating and controlling. Mackenzie (1969, p. 88) in an article titled "The Management Process in 3-D," for Harvard Business Review, determined after studying the research reported by many contemporary theorists in the field including Harold Koontz (1964), Philip W. Shay (1967), Louis Allen (1964), Ralph C. Davis (1951), Harold F. Smiddy (1955), George R. Terry (1956), William Newman (1950), Lawrence A. Appley (1969), Ordway Tead (1959), and Peter F. Drucker (1954) that there were essentially five broad functions of management that would universally be used by most managers: planning, organizing, staffing, directing and controlling. Mackenzie developed a diagram for explaining the meaning of each function which demonstrated how the functions interact with each other in a cyclical pattern much like the one established by Fayol in 1916. Management theorists are not in complete agreement about the total number or the definitions of the functions. However, the various functions described by most of the authors, Newman and Summer (1964); Koontz and O'Donnell (1968); Hersey and Blanchard (1977), overlapped in definition and purpose. Mackenzie's functions of management provide a unified concept about the activities of managers and therefore will be used as the basis for defining managerial functions for this study.

Mackenzie (1969, pp. 80-87) described the five functions as follows:

1. **Planning:** To determine a course of action. This included activities such as developing a budget, allocating resources, deciding when and how to achieve goals, developing strategies,

setting procedures, and making standing decisions on important, recurring matters.

2. **Organizing:** To arrange and relate work for effective accomplishment of objectives. This included activities such as establishing position qualifications, defining liaison lines to facilitate coordination, defining scope, relationship, responsibilities and authority; defining qualifications for persons in each position.
3. **Staffing:** To choose competent people for positions in the organization. This included activities such as recruiting qualified people for each position, familiarizing new people with the situation, making new people proficient by instruction and practice, and helping to improve knowledge, attitudes and skills.
4. **Directing:** To bring about purposeful action toward desired objectives. This included assigning responsibilities, exacting accountability for results, persuading and inspiring people to take action, relating effort into the most effective combination, encouraging independent thought and resolving conflict; stimulating creativity and innovation in achieving goals.
5. **Controlling:** To ensure progress toward objectives according to a plan. This included activities such as determining what critical data are needed, setting conditions that will exist when key duties are well done, ascertaining extent of deviation from goals and standards, adjusting plans and counseling to attain standards; praising, remunerating, and disciplining.

The Role of Management within the Academic Department

The functions and activities of a manager as defined by Mackenzie do not refer to any specific type of manager, but to all managers.

Mackenzie reported that ideas, things, and people form the basic triangle in which the five functions come together as a unified concept. These five functions are applicable to the management of academic departments within colleges and universities.

Historically, the concept of departmentalization has its origins in the great medieval universities in Europe (Dressel and Reichard, 1970,

p. 388). At that time, universities were divided into separate faculties: law, theology, medicine, and arts. As specialization within these fields began to develop, faculties also began to specialize; hence, the early formation of small departments of study.

The major period of departmentalization of American universities began in the late nineteenth century (Dressel and Reichard, 1970, pp. 392-393) when Charles W. Eliot at Harvard University introduced the elective system. Also, within that time period, came the introduction of the academic rank system and the appointment of the head professor, the predecessor to today's department executive officer.

Since then, the power and influence of the academic department has continued to grow and flourish. A study by Hill and French (1967) determined that the real power of the university was not within the bureaucratic red tape of the administration, but within the realm of the academic department. Reports by Dilley (1972) and by Heimler (1972) made similar conclusions. Heimler (1972, p. 199) stated that "... probably 80% of all administrative decisions take place at the department level rather than at higher levels of responsibility and policy formation."

Dressel and Reichard (1970, p. 400) concluded, in their discussion of the development of the academic department, that departmentalization may not be the best way to organize a university, but that for now it is the most effective way. They also mentioned that because the department must perform so many functions, it is one area within the university that suffers from the lack of management. "Increased efficiency, improvement in effectiveness, and long-term planning are sacrificed by

surrender to departmental autonomy."

Lack of effective management within academic departments is not a new issue in higher education. Educators' reasons as to why departments can or cannot be effectively managed are as diverse as the role of management within departments. Park (1980, p. 72) stated that educators must "... face the question of management squarely, learn what it is, what it offers us, and what it might take away...."

Many problems stand in the way of effective departmental management.

1. Management has long been viewed by faculty members as a technical function comprised primarily of paperwork, facts, and figures (Park, 1980, p. 73).

2. An increased emphasis on management is often perceived by educators as a shift in importance from people and academic achievement to numbers and "cold-blooded efficiency" (Lawrence and Service, 1977, p. 4).

3. Many departmental facilities are not equipped to handle the administrative tasks required of them (Waltzer, 1975, p. 5).

4. Educators still have not fully understood the immediate need for inservice training of department and division "middle-managers" (Brann, 1972, p. 2).

5. Most department executive officers have too little authority compared to the large responsibilities of their office (Brann, 1972, p. 6).

6. "... department executive officers do not view themselves

as managers because they are elected to leadership positions by their peers; therefore, they often consider their role to be primarily that of a spokesman or a representative of their constituencies" (Rausch, 1980, p. 1).

7. Academic administrators often come to their position with very little experience in the day-to-day processes of managing a department (Jedamus, Peterson, and Associates, 1980, p. 483).

8. The task of management is most difficult at the chairperson's level because he/she occupies a "pivotal" role by being both an administrator and a faculty member (McLaughlin, Montgomery, and Malpass, 1975, p. 243).

Problems four through eight are concerned with the role of the academic department executive officer, a role that is discussed further in the following section.

The Roles and Functions of an Academic Department Executive Officer

Many educators have investigated the duties of the academic department executive officer. Roach (1976, p. 13) suggested that the department executive officer is a program developer, a resource allocator, an academic planner, a personnel coordinator, and a conflict resolver. Norton (1980) examined the responsibilities of 245 department chairpersons in 53 colleges of education in 30 states and two Canadian provinces. Eighty percent of his respondents reported that they were responsible for seven major duties: leadership, budget planning,

personnel administration, communication, curriculum and instruction, student affairs, and personal/professional development. Waltzer (1975) in his study of chairpersons at Miami University in Oxford, Ohio, found that the major duties of department executive officers were grouped into eight broad categories: departmental affairs, academic affairs, faculty affairs, student affairs, external communications, budgetary affairs, office management, and personal/professional performance. Brann and Emmet (editors, 1972) in their book, The Academic Department or Division Chairman: A Complex Role, compiled a series of articles concerning department chairman. This book provides an in-depth look at the broad and specific functions and activities of department executive officers. Underwood (1972, pp. 156-157) in his article, "The Chairman as Academic Planner," separated the functions of the department executive officer into five areas: planning, organizing, evaluating, communicating and controlling.

Department executive officers are managers according to Rausch (1980, p. 2) because their work requires all the practical skills that are used by any manager. McLaughlin et al. (1975) in their research study of 38 department executive officers stated that the chairperson occupies three roles: academic, administrative, and leadership. As an academic leader, he/she must be concerned with students, courses, and research. Dilley (1972, p. 24) contended that the chairperson is the "real" academic officer of the university. As a leader, the chairperson must encourage professional development of faculty members and at the same time work very hard to maintain morale and reduce conflict within the department. As an administrator, he/she must become

liaison between the administration and the department. In this role, the chairperson must also represent the department in the appropriate professional meetings and societies. He/she is also responsible for managing clerical workers and staff, administering the budget, keeping track of facility needs and arranging committee meetings and agendas.

McLaughlin et al. (1975, p. 247) also reported that chairpersons generally disliked the role of administrator even though, on an average, 26 hours (65% of their workweek) is devoted to it. Waltzer (1975, p. 26) and Bolton and Genck (1971, p. 5) also found in their individual studies that department executive officers became frustrated over the amount of time that they must spend on managerial tasks.

Many educators suggested that part of the administrative frustration could be eliminated if department executive officers received better training in management skills. Ehrle (1975, p. 29) reported that some universities, like the University of Utah have taken an active interest in helping their department executive officers to become better administrators. In 1966, the university developed a special program for training department chairman. Attention has also been brought to the problems of the administrative role of the department executive officer by the Western Interstate Commission for Higher Education (WICHE) when it developed a Department Chairman Program. WICHE regularly conducts regional conferences on critical topics, holds workshops on special issues in higher education, publishes extensively on current problems in education, and develops new programs to study current issues in higher education. One of its programs, devoted to better management within higher education, became so widespread that it

developed into a separate agency called the National Center for Higher Education Management Systems (NCHEMS) (Jedamus et al., 1980, p. 98). Park (1980, p. 75) reported that the Higher Education Management Institute in collaboration with the Exxon Education Foundation is providing an in-house management training and development program for college and university administrators. This program is available through the American Council on Education.

The need for more training in management for department executive officers has also been espoused by academic department leaders. Many of the department executive officers surveyed by Waltzer (1975, p. 10), Fisher (1977, pp. 1-5), McLaughlin et al. (1975, p. 258), and Henry (1981, pp. 138-139) agreed that they could benefit from more training and/or experience in management.

Current Issues Concerning the Management of English Department

Today pressures for full disclosure of information, insistence on truth in advertising and demands for a more businesslike relationship between institutions and their students comes from within and without academe. Two forces expressed in a new form through the consumer analogy - a consumer attitude among students and the larger public, and a consumer protection stance among government agencies - are converging to call institutions to account (Stark, 1977, pp. 11-12).

English departments, as with many other academic departments in university and college campuses across the country are experiencing the "consumer crunch." The needs of students are changing and a degree in literature is certainly not as marketable as it used to be. Bill

Hutchinson (1982, p. 99) quoting Gareth Schmeling (an English professor at the University of Florida) summed it up this way:

In a world in which Schmeling says, 'we revere expertise, the ability to do something,' it is increasingly difficult to grasp the value of a humanities education that doesn't get you anywhere in terms of a job or a marketable skill.

English department executive officers, as well as English faculty members, need to critically examine the needs of the students, the community and the job marketplace so that they can accurately structure the curriculum to accommodate those needs to meet the demands of a technologically-oriented society. Mitchell (1981, p. 9) proclaimed that if we don't decide "... what it is we value in the profession? ... what are we about? What kind of curriculum do we want...?" then too many poor curricular decisions are going to be made that will seriously endanger the future of many English departments.

Another area of concern for English departments is how can they effectively meet the increased demands for more writing courses. A major issue that disturbs many English faculty members is that too often composition is perceived by many educators as "only" a service course and not a discipline. Gerstenberger (1978, p. 22) suggested that this attitude can be remedied if English faculties "... accept the idea of accountability seriously.... Departments need to see an opportunity instead of a burden in answering the needs diagnosed." Presently, the cry from the public sector is for better reading and writing skills for students - a "back to basics" as it is commonly referred to, and departments of English are expected to help ease this problem. Many English faculty members complain that there are plenty of books on composition

but very few good books on the theory and the teaching of composition. Williamson (1981, p. 14) attacked that problem from this perspective:

Only if writing is taken seriously as a subject will it nourish our discipline. It is not good enough to be cheerful about teaching composition or to have a director who is full of good will. We must now demand leadership which is knowledgeable not, just of technique but of theory. For in theory lies legitimacy and unity....

The teaching of writing as a service to the university versus the teaching of writing as a discipline has long been an area of contention in English departments in colleges and universities (Gerstenberger, 1978, p. 22; Smith, 1979, p. 74; Louis, 1978, p. 26). Part of this problem has to do with the image of the department within the university community. English departments have come a long way in changing the old traditional image of the department as "just" a service department, but with the current academic and public emphasis for better basic skills, that image could be jeopardized. English department executive officers and faculty members need to make the departmental changes that are necessary to meet the needs of students and at the same time promote the professionalism of the department.

Another problem confronting English departments is that the study of literature is taking a backseat to rhetoric. Saunders (1982, p. 150) reported that this present crisis in liberal arts education will force faculty members to finally change their teaching and thinking so that they become more concerned about basic questions of value and use. Saunders suggested that faculty members must convince themselves and their students that it is practical to study the humanities. Coffin (1979, p. 81), Gerstenberger (1981, p. 21), and Louis (1978, p. 29)

made similar conclusions.

English departments are responding to these problems slowly because of limited resources and fiscal restraints. Many departments are adding new programs and updating old ones in an effort to make their curriculums more flexible and to attract a broader range of students (Fisher, 1983, p. 54). Fisher (1983, p. 55) stated that English teachers need to throw away their dependency on "... engaging in recondite, intellectual games of analysis." He further suggested that English faculty members must get in touch with their students by breathing new life into their teaching and their profession. He contended that modern technology, in the forms of video aids, computers, and electronic sound systems, offers teachers just the medium with which to do it.

Brunson (1980, p. 7) reported that two factors will play a major role in helping English departments to remain viable. First, that department executive officers must acknowledge their need for strong, effective management skills and second, that they must do something about acquiring those skills.

Whatever the larger problems of the management models, however, they can help us. We can use them especially well to handle day-to-day tasks more efficiently and to engage in long-range planning. Some of us might benefit from reading several good books available on management or from attending seminars on the subject.

By familiarizing themselves with management skills and practices, department executive officers should recognize that management expertise is a tool and not an end in itself. As Astro (1976, p. 13) stated, "Planning and management systems are vehicles for implementing necessary change." English departments must be accountable in order to survive

and accountability in the 1980s demands effective management. McLaughlin et al. (1975, p. 25) reminded department executive officers and those involved in departmental administration that "In this area, higher education needs to internalize the same philosophies of improvement from learning which it continually exports to the remainder of our culture."

English departments are facing new challenges in the 1980s. Effective management of the department will be an important factor in determining how it will grow and survive within the university community.

CHAPTER III.

METHODS AND PROCEDURES FOR CONDUCTING THE STUDY

For discussion purposes, this chapter is divided into five sections:

1. Identification of the population
2. Selection of the sample
3. Development of the survey questionnaire
4. Distribution and collection of the data
5. Summary of data analysis

Identification of the Population

The sample population was comprised of one department executive officer and one faculty member from the departments of English in 120 colleges and universities in the United States. The 120 colleges and universities that were selected had to meet five criteria:

1. That they were state-supported;
2. That they had a department or division of English;
3. That they had an institutional enrollment of at least 12,000 students;
4. That the department or division of English within the institution had a full-time faculty of at least 20 members; and
5. That the department or division of English had at least a bachelor's and master's degree program.

For the reasons established at the end of Chapter II concerning the current status of English departments, it was necessary to select

colleges and universities with large English faculties. A large faculty would constitute a need for effective organization, planning, staffing, directing and controlling within a department. The decision to select only those institutions with English departments with at least 20 faculty members was based on a review of the literature and consultation with English administrators and faculty members at Iowa State University.

Selection of the Sample

The Carnegie Classification of Institutions of Higher Education (Carnegie Council on Policy Studies in Higher Education, 1976) was used to select the colleges and universities for the study. This classification system categorizes institutions into five groups according to size, function, and homogeneous characteristics of students and faculty. A list of the selected institutions can be found in Appendix B.

The questionnaire used in this study was mailed to the department executive officer and one faculty member of each institution selected. The faculty member was randomly selected from the faculty English department roster. Random selection was done by placing small wooden numbers in a rotating drum and pulling out a number each time a faculty member was to be selected. The number would represent the place that the faculty member's name appeared on the roster. For example, if number 21 was pulled from the drum, then the 21st faculty member (depending upon how the roster was arranged) would be selected to fill out the survey.

The only time a number would be redrawn was when the department execu-

tive officer's number was drawn or when there were not enough faculty members represented on the roster for the numerical size of the number.

Development of the Survey Questionnaire

The questionnaires mailed to the department executive officer and to one faculty member of each English department were developed to assess the level of importance and the level of implementation of five management functions (organizing, planning, staffing, directing, and controlling) and selected management activities. The department executive officer and the faculty member were asked to rank the management functions and activities and also to give demographical information about themselves, their department, and their institution. To do this, two instruments were developed: one for the department executive officer and one for the randomly selected faculty member.

The first two pages of each questionnaire were the same¹. (Samples of each instrument can be found in Appendices C and D.) The questions concerned the five management functions of planning, organizing, staffing, directing, and controlling. These functions were chosen based on a review of literature as cited previously in Chapter II. Each of the five management functions contained four items pertaining to that particular function. These items were chosen from the activities that Mackenzie had described in his analysis of the management cycle (Chapter II, pp. 15-16 of this paper). Not all of Mackenzie's activities

¹The first two pages of the instrument were adapted from an instrument developed by Susan F. Everett (1981) at Iowa State University.

were represented, only those that pertained to specific activities that would be used by department executive officers and recognized by faculty members were chosen.

In Part I of the questionnaire, the respondents were asked to rate both the level of importance and the level of implementation for each of the 20 items listed by using a seven-point Likert-type rating scale (one being low to seven being high). In Part II, the respondents were asked to rank the five management functions in order of importance (one being the most important, and five being the least important).

In Part III of the questionnaire, the respondents were asked to put an X by three of the activities they perceived to be the most important and an O by three of the activities they perceived to be the least important. The items in Part III were selected on the basis of use within academic departments as discerned through a review of the literature and through personal consultation with faculty members of the English department at Iowa State University.

In Part IV of the questionnaire, department executive officers and faculty members were asked to provide information about their position in the department. In this part, faculty members were also asked to provide information concerning their perceptions of the writing abilities of freshmen English students.

The faculty's questionnaire had four parts; the department executive officer's questionnaire had six parts. In Part V, the department executive officer was asked to provide information about his/her department, such as how it was organized, how many incoming students test out of freshman composition, and does the department have a computer, and if so,

how is it used. In Part VI, the department executive officer was asked to give some basic demographic information about his/her department, faculty, and academic program.

Before the questionnaires were sent out, the department executive officer at Iowa State University's English Department (Dr. Frank Haggard), the department executive officer of the Professional Studies Department in Higher Education at Iowa State University (Dr. Stanley Ahmann, a cited expert in measurement and evaluation), and three faculty members of the Iowa State University's English Department were asked to fill out the questionnaire and make necessary revisions. The questionnaires were finalized based on their suggestions as well as suggestions made by other administrators and faculty members on the graduate committee.

Distribution and Collection of the Data

A cover letter, a questionnaire, and a self-addressed envelope were mailed to each of the 240 selected individuals on March 15, 1983. A sample of the cover letters can be found in Appendices E and F. They were asked to complete the questionnaire and return it by March 30, 1983. On April 10, 1983, a follow-up letter along with another copy of the instrument and a self-addressed, stamped envelope were mailed to all the participants in the study who had not responded to the first mailing of the questionnaire. A sample of the follow-up letters can be found in Appendices G and H.

Two weeks after the second mailing, a reminder postcard was sent to each of the participants who had not responded by April 30,

1983. By June 1, 1983, 58% of the department executive officers and 56% of the faculty members had responded to the questionnaire.

Summary of Data Analysis

The data collected from the questionnaires were coded for key punching and computer analysis at the Iowa State University Computation Center. The information was processed through the Statistical Package for the Social Sciences (SPSS, 1982). Several descriptive statistical procedures were used including frequencies, percentages, means, and standard deviations. Inferential statistics were used (paired t-tests and one-way analysis of variance [ANOVA]) as a means for analyzing differences among the department executive officers and the faculty members.

The statistical procedures used to evaluate and analyze the data included:

1. Frequencies, percentages, means, and standard deviations for all demographic characteristics and management functions and activities.
2. Paired t-tests (department executive officers and faculty members were paired by institution) were used to determine if a significant difference existed between the department executive officers' and faculty members' perceptions of the level of importance and the level of implementation of the management activities, their rank ordering of management functions, and their selection of the three most and three least important department activities.

3. Paired t-tests for faculty members were used to determine if a significant difference existed among faculty members as to how they perceive the importance and implementation of management activities based on their rank as a professor.

4. Paired t-tests were used to determine if a significant difference existed among DEOs as to how they perceive the importance and implementation of management activities based on whether their department does or does not have a Ph.D. program.

5. Paired t-tests were used to determine if a significant difference existed among DEOs as to how they perceive the importance and implementation of management activities based on how long they have been the DEO.

6. Paired t-tests were used to determine if a significant difference existed among DEOs as to how they perceive the importance and implementation of management activities based on how much experience in administration they had before they became the DEO.

7. Paired t-tests were used to determine if a significant difference existed among DEOs as to how they perceive the importance and implementation of management activities based on whether they believed they should have some training in administration before holding the position of a DEO.

8. Paired t-tests were used to determine if a significant difference existed among DEOs as to how they perceive the importance and implementation of management activities based on the number of F.T.E. faculty members in their departments.

9. Paired t-tests were used to determine if a significant dif-

ference existed among DEOs as to how they perceive the importance of the management activities in their department in relation to how they perceive the implementation of the management activities in their department.

10. Paired t-tests were used to determine if a significant difference existed among faculty members as to how they perceive the importance of the management activities in their department in relation to how they perceive the implementation of the management activities in their department.

11. An ANOVA (a one-way analysis of variance) was used to determine if a significant difference existed between the department executive officers' and faculty members' perceptions of the level of importance and the level of implementation of management activities when compared with:

a. Institution size

The Scheffé and Duncan multiple range tests were used to determine where any differences may occur.

CHAPTER IV.
PRESENTATION OF DATA

The findings presented in this chapter are based on the responses from a questionnaire mailed to 120 Department of English Executive Officers (DEOs) and 120 Department of English faculty members. A breakdown of the responses is as follows.

Fifty-eight percent (70 out of 120) of the DEOs' questionnaires were returned. Nine percent (11 out of 70) of the DEOs responded by returning their questionnaires unanswered. Five of the eleven questionnaires were not answered because the DEOs were no longer in the department. Four of the eleven DEOs who responded refused to answer the questionnaire for personal reasons. Two of the eleven DEOs returned their questionnaires unanswered with no reasons given.

Fifty-six percent (68 out of 120) of the faculty members' questionnaires were returned. Sixteen percent (19 out of 68) of the faculty members responded by returning their questionnaires unanswered. Nine of the nineteen questionnaires were not answered because the faculty member was no longer in the department. Seven of the nineteen questionnaires were not answered because the faculty members did not wish to participate in the study. Three of the nineteen questionnaires were not used in the statistical analyses because the faculty members filled out the questionnaires incorrectly.

Therefore, 49 percent (59 out of 120) of the DEOs and 41 percent (49 out of 120) of the faculty members' questionnaires were used for the statistical analyses. Twenty-five percent (30 out of 120) of the

surveyed institutions resulted in matched pairs. This means that a questionnaire was received from a DEO and a faculty member from the same institution. A geographical representation of the 30 paired institutions can be found in Appendix A of this dissertation. An alphabetical listing by state of the 30 paired institutions, as well as a listing of all surveyed institutions can be found in Appendix B.

This chapter is divided into four parts: demographic characteristics, importance and implementation of management activities, rank ordering of management functions and selection of most and least important department activities, and group comparisons.

Demographic Characteristics

The tables and explanations presented in this part report the basic demographic information supplied by the 59 Department Executive Officers (DEOs) and the 49 faculty members who responded to the questionnaire. The number of responses may not always represent the 59 DEOs or the 49 faculty members because not all of the respondents answered all of the questions. A copy of the questionnaire mailed to the DEOs and the questionnaire mailed to the faculty members can be found in Appendices C and D, respectively.

Institution demographics

The total enrollment of the institutions used in this study at the beginning of the 1981-82 school year ranged from 8,911 to 61,071 students. The total enrollment of the same institutions at the beginning of the 1982-83 school year ranged from 8,346 to 57,498 students.

The enrollment information, presented in Tables 1 and 2, shows that the institutions surveyed were evenly distributed from small to large and that the mean enrollments over the two academic years did not change significantly.

Table 1. Institution enrollment, fall 1981

Institution enrollment	N	Percent
8,911-14,200	19	34
14,201-20,000	17	30
20,001-61,071	20	36
Total	56	100

Mean enrollment = 20,408.26
Standard deviation = 11,085.36

Table 2. Institution enrollment, fall 1982

Institution enrollment	N	Percent
8,346-14,100	19	34
14,101-21,000	18	32
21,001-57,498	19	34
Total	56	100

Mean enrollment = 20,557.33
Standard deviation = 11,072.88

Of the 59 schools surveyed, 43 (74%) were on the semester system. Fifteen (26%) of the schools were on the quarter system. Thirty-four (59%) of the English departments were administered through the college or division of Arts and Sciences. Ten (17%) of the departments were administered through the college or division of Liberal Arts. The remaining 14 (31%) of the departments were administered through Letters and Sciences divisions/colleges or Humanities and Arts divisions/colleges.

Fifty-three (91%) of the fifty-eight institutions required freshman composition for graduation with a bachelor's degree. Only 37 of the 59 DEOs reported their institution's English requirements for graduation. Four (13%) of the thirty-one schools operating on the semester system required a minimum of three hours of freshman composition. Fourteen (45%) required 4 to 6 hours, four (13%) required 7 to 9 hours, eight (26%) required 10 to 12 hours and one (3%) required 18 hours. Of the six schools operating on the quarter system, three required six hours, one required nine hours and two required twelve hours of freshman composition.

Forty-four (75%) of the fifty-nine institutions used a test-out procedure for English composition. Fifteen (25%) of the institutions did not use any kind of test-out procedure for English composition.

Thirty-four (77%) of the forty-four institutions that used a test-out procedure for English composition had the English department handle the procedure. Five institutions (11.5%) used the college or university testing center. Five institutions (11.5%) used testing facilities unique to their institutions.

Twenty-seven (47%) of the fifty-seven institutions required their

students to demonstrate additional proof of good writing skills other than passing out of freshman composition. Thirty (53%) of the institutions did not require additional proof of good writing skills.

Department demographics

The English department enrollments at the beginning of the 1981-82 school year ranged from 1,500 to 26,000 students. The enrollments for the same institutions at the beginning of the 1982-83 school year ranged from 1,530 to 25,800 students. The totals in Tables 3 and 4 indicate that the student enrollments did not change significantly. Twenty-six (44%) of the English departments surveyed offered a Ph.D. program.

The DEOs were asked to give the number, sex, and rank of their department faculty. Table 5 shows a breakdown of those percentages. The ratio of male to female professors is 5.85 to 1. The ratio of male to female associate professors is 2.78 to 1.

Table 6 shows the number of staff members in the departments who hold a half-time or greater administrative appointment. Twenty-four (42%) of the departments had 3 to 6 staff members who held a half-time or greater administrative appointment.

Tables 7, 8, and 9 give demographic information concerning the number of graduate assistants in the 59 English departments. Table 7 shows the number of administrative assistants, Table 8 shows the number of teaching assistants and Table 9 shows the number of research assistants. Fifty-five (93%) of the departments had no graduate administrative assistants. Thirty (52%) of the departments had from 6 to 40

Table 3. Department enrollment, fall 1981

Department enrollment	N	Percent
1,500-4,730	16	32
4,731-9,000	17	34
9,001-26,000	17	34
Total	50	100

Mean enrollment = 7,963.637
Standard deviation = 5,029.535

Table 4. Department enrollment, fall 1982

Department enrollment	N	Percent
1,530-5,000	16	33
5,001-9,000	17	35
9,001-25,800	15	32
Total	48	100

Mean enrollment = 7,508.770
Standard deviation = 4,967.842

graduate teaching assistants. Forty-two (71%) of the departments had no graduate research assistants.

DEO demographics

As shown in Table 10, forty-seven (80%) of the DEOs were titled department chairs. Fifty-seven DEOs (98%) were tenured faculty members,

Table 5. Number, sex, and rank of the faculty within the departments

No. of schools	Rank & number	N	Male	%	N	Female	%
56	Professors 904	54	772	86	54	132	14
56	Associate 759	54	558	74	54	201	26
56	Assistant 515	54	293	57	54	222	43
56	Instructors 343	54	147	43	54	196	57
55	Adjunct 132	53	59	45	53	73	55
55	Temporary 192	53	93	48	53	99	52
56	Part-time 577	53	218	38	53	359	62
55	Visiting 62	54	36	58	54	26	42
56	FTE 3484	54	2176	62	54	1308	38

as presented in Table 11. Table 12 shows that 44 (75%) of the DEOs were chosen by the faculty of the department and the dean of the college. Fifty-two (88%) were chosen as DEOs from within their departments, as presented in Table 13.

Table 14 shows that five (9%) of the DEOs surveyed were new to their position. Nineteen (32%) had been the DEO of their department from 1 to 2 years. Seventeen (29%) had been the DEO from 3 to 4 years. Eighteen (30%) had been the DEO from 5 to 12 years.

Table 6. Staff members who hold a 50% administrative appointment

Staff members	No. of schools	Percent
0	7	12
1 to 2	25	42
3 to 6	24	41
7 to 10	3	5
Total	59	100

Table 7. Number of graduate administrative assistants

Number of assistants	Number of schools	Percent
0	55	93
1	3	5
2	1	2

Tables 15-18, accordingly, report the years of employment the DEOs had as an English faculty member at their institution, an English faculty member at another institution, a DEO at another institution, and as a worker in business or industry. A majority 33 (56%), of the DEOs had been an English faculty member in their departments from 11 to 20 years. Twenty-two (37%) had never been an English faculty member at another institution. Seventeen (29%) had been an English faculty member at another institution ranging in time from 1 to 5 years. Fifty-three (90%) had not been a DEO at another institution

Table 8. Number of graduate teaching assistants

Number of assistants	Number of schools	Percent
0	9	15
1 to 5	9	15
6 to 10	8	14
11 to 20	9	15
21 to 30	6	10
31 to 40	7	12
41 to 50	4	7
51 to 60	1	2
61 to 70	2	4
71 to 80	1	2
81 to 90	1	2
91 to 100	1	2
Total	58	100

and 51 (87%) had not worked in business or industry before becoming the DEO of their department.

The DEOs were asked if their institutions had sponsored any activities to help them improve their performance as the DEO. Table 19 shows that 27 (46%) answered yes and 32 (54%) answered no.

Thirty-eight (65%) of the DEOs had received two or more years of experience in administration before they became the DEO of their department, as shown in Table 20. Thirty-five (59%) of the DEOs did not

Table 9. Number of graduate research assistants

Number of assistants	Number of schools	Percent
0	42	71.1
1	6	10.2
2	6	10.2
4	2	3.4
10	2	3.4
15	1	1.7
Total	59	100.0

Table 10. DEOs' title

Title	N	Percent
Department head	11	19
Department chair	47	80
Other	1	1
Total	59	100

Table 11. DEOs' tenure status

Yes/no	N	Percent
Yes	57	98
No	1	2
Total	58	100

Table 12. Method used to select the DEO

Selected by	N	Percent
The dean	3	5
The faculty of the department	10	17
Both of the above	44	75
Other	2	3
Total	59	100

Table 13. Where was the DEO chosen from?

Chosen as a DEO from	N	Percent
Within the department	52	88
An English department from another institution	7	12
Total	59	100

believe they needed training in administration before becoming the DEO, but 24 (41%) did believe they needed training, as shown in Table 21.

The DEOs were asked if they perceived their position as one of a manager based on the definition of a manager by Alex Mackenzie in his article in the Harvard Business Review (December 1969). Fifty-three (90%) perceived the position as one of a manager as shown in Table 22.

When asked how they would improve their administrative skills if given the chance, 18 (30%) of the DEOs reported that their skills were

Table 14. Amount of time spent as DEO in their department

Time	N	Percent
6 months	5	9
1-2 years	19	32
3-4 years	17	29
5-6 years	7	12
7-8 years	6	10
9-10 years	2	3
11-12 years	3	5
Total	59	100

Table 15. Amount of time spent by DEO as a faculty member of the department

Time	N	Percent
0 years	2	3
1-10 years	14	24
11-20 years	33	56
21-30 years	7	12
31-40 years	3	5
Total	59	100

Table 16. Amount of time spent by DEO as an English faculty member at another institution

Time	N	Percent
0 years	22	37
1-5 years	17	29
6-10 years	8	14
11-15 years	4	7
16-20 years	3	5
21-25 years	4	7
26-30 years	1	1
Total	59	100

Table 17. Amount of time spent by DEO as a DEO at another institution

Time	N	Percent
0 years	53	90
3 years	2	3
5 years	2	3
8 years	1	2
11 years	1	2
Total	59	100

Table 18. Amount of time spent by DEO in business or industry

Time	N	Percent
0 years	51	87
2 years	2	3
3 years	3	5
4 years	1	2
10 years	2	3
Total	59	100

Table 19. Does your college or university provide institutionally sponsored activities to improve your performance?

Yes/No	N	Percent
Yes	27	46
No	32	54
Total	59	100

Table 20. DEOs' previous administrative experience

Experience	N	Percent
None	12	20
Some	9	15
Two years or more	38	65
Total	59	100

Table 21. DEOs' expression of the need for administrative training

Yes/No	N	Percent
Yes	24	41
No	35	59
Total	59	100

Table 22. Do you perceive the position of DEO as a manager?

Yes/No	N	Percent
Yes	53	90
No	6	10
Total	59	100

adequate. A majority chose to either go to a seminar or attend a workshop in administration. The DEOs were allowed to choose more than one answer for this question; therefore, the percentages and numbers reflect that option. The findings are presented in Table 23.

As shown in Table 24, forty-two (75%) of the DEOs reported that they had adequate training prior to becoming a DEO. However, 14 (25%) reported that they did not have adequate training.

The DEOs were asked to give an estimate of the time that they allotted to administration, teaching, research, and service. Table 25 shows that 25 (42%) of the DEOs allotted from 55% to 70% of their time to administration. Thirteen (22%) allotted from 75% to 90% of their time to

Table 23. Methods favored by DEOs for improving their administrative skills

Choice	N	Percent
Take a course in administration	2	3
Go to a seminar in administration	27	46
Attend a workshop in administration	28	48
In my opinion, my skills are adequate	18	30
Other	7	12

Table 24. Did the DEOs have adequate administrative training prior to becoming a DEO?

Yes/No	N	Percent
Yes	42	75
No	14	25
Total	56	100

Table 25. Percentage of DEOs' time allotted to administration

Time	N	Percent
35% to 50%	21	36
55% to 70%	25	42
75% to 90%	13	22
Total	59	100

administration. Table 26 shows that a majority of the DEOs, 38 (64%), allotted from 11% to 30% of their time to teaching. Table 27 shows that eleven (19%) of the DEOs allotted none of their time to research. Thirty-one (52%) of the DEOs allotted from 1% to 10% of their time to research. Table 28 shows that ten (17%) of the DEOs allotted no time to service. Thirteen (22%) of the DEOs allotted from 1% to 5% of their time to service and 21 (36%) allotted from 6% to 10% of their time to service.

Table 26. Percentage of DEOs' time allotted to teaching

Time	N	Percent
0%	3	5
1% to 10%	14	24
11% to 20%	18	30
21% to 30%	20	34
31% to 40%	1	2
41% to 50%	3	5
Total	59	100

Of the 58 DEOs who responded to how their department facilitated decision-making, 52 (90%) said that they used a committee structure and staff meetings to facilitate decision-making within their department. The DEOs were allowed to choose more than one answer to this question; therefore, the percentages and numbers reflect that option. The results are presented in Table 29.

Table 27. Percentage of DEOs' time allotted to research

Time	N	Percent
0%	11	19
1% to 5%	13	22
6% to 10%	18	30
11% to 15%	5	9
16% to 20%	8	14
21% to 25%	2	3
26% to 30%	2	3
Total	59	100

Table 28. Percentage of DEOs' time allotted to service

Time	N	Percent
0%	10	17
1% to 5%	13	22
6% to 10%	21	36
11% to 15%	4	7
16% to 20%	8	13
21% to 25%	3	5
Total	59	100

Table 29. Department organization to facilitate decision-making

Organization	N	Percent
Committee structure only	2	3
Advisory committee only	4	7
Decisions made informally	0	0
Staff meetings only	0	0
Committee structure and staff meetings	52	90
Other	4	7

When the DEOs were asked how they would rate current freshman writing skills, as presented in Table 30, a majority, 37 (63%), reported that freshman writing skills were average. Fourteen (23%) reported that they were poor.

Table 30. Rating of freshman writing skills by the DEOs

Rating	N	Percent
Excellent	0	0
Good	7	12
Average	37	63
Poor	14	23
Very poor	1	2
Total	59	100

As shown in Table 31, a majority, 42 (74%), of the DEOs believed that English departments have a responsibility to offer remedial composition. Fifteen (26%) believed that the English department should not have that responsibility. For this question, the DEOs were given a space to explain why they answered yes or no to this question. The 15 who answered no gave a variety of reasons, the most common two being that university entrance standards were not being adhered to; therefore, students were being admitted who did not qualify for admission and that writing problems are a university problem, not a departmental problem.

Table 31. Do English departments have a responsibility to offer remedial composition?

Yes/No	N	Percent
Yes	42	74
No	15	26
Total	57	100

Of the 42 DEOs who responded yes to this question, the most common reasons given were that the English department was the department best qualified to teach remedial composition and that public institutions have a responsibility to help students with writing problems.

The DEOs were asked to rank the functions of teaching, research, advising, and service from 1 to 4 (with one being the most important and four being the least important) in their order of importance in their departments. Table 32 shows that 51 (89%) of the DEOs responded

Table 32. DEOs' ranking of the function of teaching

Rank	N	Percent
1	51	89
2	5	9
3	1	2
4	0	0
Total	57	100

that teaching was the most important function. Table 33 shows that 41 (73%) responded that research was the second most important function. Table 34 shows that 35 (63%) responded that advising was the third most important function. Table 35 shows that service was considered by the DEOs as the least important function in their departments.

Table 33. DEOs' ranking of the function of research

Rank	N	Percent
1	5	9
2	41	73
3	4	7
4	6	10
Total	56	100

Table 34. DEOs' ranking of the function of advising

Rank	N	Percent
1	0	0
2	9	16
3	35	63
4	12	21
Total	56	100

Table 35. DEOs' ranking of the function of service

Rank	N	Percent
1	1	2
2	1	2
3	16	28
4	38	68
Total	56	100

The DEOs were asked several questions about the use of computers and word processors in their departments. Tables 36 through 40 present their responses. Table 36 shows that 40 (69%) of the departments did not have a computer, while Table 37 shows that 33 (58%) did have a word processor in their department. Table 38 shows that all of the DEOs who responded believed they needed a computer or a word processor in their departments. Table 39 shows that 47 (92%) had requested funds for either

Table 36. Do you have a computer in your department?

Yes/No	N	Percent
Yes	18	31
No	40	69
Total	58	100

Table 37. Do you have a word processor in your department?

Yes/No	N	Percent
Yes	33	58
No	24	42
Total	57	100

Table 38. Is there a need for a word processor or a computer in your department?

Yes/No	N	Percent
Yes	50	100
No	0	0
Total	50	100

Table 39. Have you requested funds for a word processor or a computer for your department if you do not have one?

Yes/No	N	Percent
Yes	47	92
No	4	8
Total	51	100

Table 40. Activities accomplished using a word processor or a computer in your department

Activities	N	Percent
Record keeping	29	56
Research	34	58
Word processing	33	56
Other	8	14

a word processor or a computer in their department. Table 40 presents how the word processor or computer is used within the department. In this last table, the DEOs were allowed more than one choice; therefore, the percentages and the numbers reflect that option.

Faculty demographics

Out of the 49 faculty members who responded, 24 (49%) were professors, 17 (35%) were associate professors, 5 (10%) were assistant professors and 3 (6%) were instructors, as presented in Table 41.

Table 41. Rank of the professors who responded

Rank	N	Percent
Professor	24	49
Associate	17	35
Assistant	5	10
Instructor	3	6
Total	49	100

As shown in Table 42, almost all of the faculty members, 45 (92%), were tenured.

Table 42. Faculty members' tenure status

Position	N	Percent
Tenured	45	92
Tenure track	1	2
Temporary	1	2
Other	2	4
Total	49	100

Twenty-nine (59%) of the faculty members held a full-time teaching and research position in their departments. Twelve (25%) held a full-time teaching position and four (8%) held a one-half teaching and one-half administrative appointment. These findings are presented in Table 43.

Table 43. Types of appointments held by the faculty members

Appointment	N	Percent
Full-time teaching and research	29	59
Full-time teaching	12	25
1/2 teaching and 1/2 administrative	4	8
1/4 administrative and 3/4 teaching	1	2
3/4 administrative and 1/4 teaching	2	4
Part-time	2	4
Total	49	100

Each faculty member was asked to give an estimated percentage of the time that he/she allotted to teaching, research, advising, service and administration as presented in Tables 44-48. Table 44 shows the percentage of time allotted to teaching by the faculty members. A majority of the faculty members, 28 (57%), gave 50% to 70% of their time to teaching. The percentage of time allotted to research by the faculty members varied considerably, as presented in Table 45. Table 46 shows that the faculty members spent very little of their time advising students. Twenty faculty members (41%) spent no time advising students. Thirteen (26%) spent only 1% to 5% of their time advising students. Faculty members also spent little of their time in service-oriented activities, as presented in Table 47. The majority of faculty members, 28 (57%), spent no time with administrative duties, as shown in Table 48.

Table 44. Percentage of faculty members' time allotted for teaching

Percentage of time	N	Percent
10 percent	1	2.0
20 percent	1	2.0
25 percent	3	6.1
30 percent	1	2.0
35 percent	3	6.1
40 percent	3	6.1
50 percent	9	18.4
55 percent	1	2.0
60 percent	8	16.3
65 percent	2	4.1
66 percent	1	2.0
70 percent	7	14.3
75 percent	4	8.2
80 percent	1	2.0
90 percent	1	2.0
97 percent	1	2.0
100 percent	2	4.1
Total	49	100.0

Table 45. Percentage of faculty members' time allotted for research

Percentage of time	N	Percent
0	8	16.3
5 to 10 percent	9	18.3
11 to 15 percent	6	12.3
16 to 20 percent	6	12.3
21 to 25 percent	6	12.3
26 to 30 percent	8	16.3
31 to 35 percent	1	2.0
36 to 40 percent	2	4.1
41 to 45 percent	2	4.1
46 to 50 percent	1	2.0
Total	49	100.0

Table 46. Percentage of faculty members' time allotted for advising

Percentage of time	N	Percent
0	20	41
1 to 5 percent	13	26
6 to 10 percent	12	25
11 to 15 percent	1	2
16 to 20 percent	1	2
21 to 25 percent	1	2
26 to 30 percent	1	2
Total	49	100

Table 47. Percentage of faculty members' time allotted for service

Percentage of time	N	Percent
0	13	26.5
1 to 5 percent	12	24.5
6 to 10 percent	15	30.6
11 to 15 percent	1	2.0
16 to 20 percent	5	10.2
21 to 25 percent	2	4.0
26 to 30 percent	1	2.0
Total	49	100.0

Table 48. Percentage of faculty members' time allotted for administration

Percentage of time	N	Percent
0	28	57.0
1 to 10 percent	8	16.3
11 to 20 percent	4	8.2
21 to 30 percent	4	8.2
31 to 40 percent	0	0.0
41 to 50 percent	3	6.1
51 to 60 percent	1	2.0
61 to 70 percent	1	2.0
Total	49	100.0

When the faculty members were asked which academic function, teaching, research, advising or service, they believed was most important, 45 (92%) ranked teaching as the most important. Thirty-six (75%) ranked research as the second most important function. Twenty-two (46%) ranked advising as the third most important function and 27 (55%) ranked service as the least important of the four functions. The rankings of the functions are shown in Tables 49-52.

Table 49. Ranking of the teaching function by the faculty members

Rank/teaching	N	Percent
1	45	92
2	3	6
3	1	2
4	0	0
Total	49	100

Table 50. Ranking of the research function by the faculty members

Rank/research	N	Percent
1	3	6.2
2	36	75.0
3	5	10.5
4	4	8.3
Total	48	100.0

Table 51. Ranking of the advising function by the faculty members

Rank/advising	N	Percent
2	8	17.0
3	22	46.0
4	18	37.0
Total	48	100.0

Table 52. Ranking of the service function by the faculty members

Rank/service	N	Percent
1	1	2.2
2	2	4.0
3	19	39.0
4	27	55.0
Total	49	100.0

When asked what appears to be the department's priority with regard to the functions of teaching, research, advising and service, as presented in Tables 53-56, 30 (61%) of the faculty members stated that their departments rank teaching as the most important function, a clear difference from their personal ranking of teaching as seen in Table 49. Another major difference occurs in their ranking of research. Eighteen (37%) of the faculty members stated that their departments rank research

Table 53. The faculty members' perceptions of how their departments rank teaching

Rank/teaching	N	Percent
1	30	61
2	14	29
3	4	8
4	1	2
Total	49	100

Table 54. The faculty members' perceptions of how their departments rank research

Rank/research	N	Percent
1	18	37
2	16	33
3	7	14
4	8	16
Total	49	100

as the first most important function, again a difference from their personal ranking of research, as seen in Table 50.

When the faculty members were asked whether or not they perceived the position of DEO as a manager, based on Alex Mackenzie's definition of manager in his article in the Harvard Business Review (December 1969), 32 (67%) perceived that the DEO was a manager. These findings are

Table 55. The faculty members' perceptions of how their departments rank advising

Rank/advising	N	Percent
1	0	0
2	5	10
3	19	39
4	25	51
Total	49	100

Table 56. The faculty members' perceptions of how their departments rank service

Rank/service	N	Percent
1	1	2
2	14	29
3	19	39
4	15	30
Total	49	100

presented in Table 57. Nineteen (40%) of the faculty members believed that the DEO should have some administrative training in higher education before holding the office of DEO, as shown in Table 58.

The faculty members' ratings of the freshman writing skills at their institutions are presented in Table 59. Twenty-eight (57%) of the faculty members stated that freshman writing skills were average.

Table 57. Do you perceive the position of DEO as a manager?

Yes/No	N	Percent
Yes	32	67
No	16	33
Total	48	100

Table 58. Do DEOs need training in administration?

Yes/No	N	Percent
Yes	19	40
No	29	60
Total	48	100

Table 59. How would you rate freshman writing skills?

Quality	N	Percent
Excellent	0	0
Good	5	10
Average	28	57
Poor	13	27
Very Poor	3	6
Total	49	100

Thirteen (26%) stated that freshman writing skills were poor. A large majority, 43 (88%), of the faculty members reported that the English department has a responsibility to help remedial composition students. These findings are presented in Table 60.

Table 60. Do English departments have a responsibility to offer remedial composition?

Yes/No	N	Percent
Yes	43	88
No	6	12
Total	49	100

Importance and Implementation of Management Activities

The respondents' ratings of the level of importance and the level of implementation of management functions and activities included a list of 20 activities grouped into five management functions: planning, organizing, staffing, directing, and controlling. By statistically analyzing the number of responses, the mean and standard deviation were determined for each of the 20 management activities. Those respondents who failed to rate an activity were given a zero for that activity; the zero represented missing data.

In this part of Chapter IV, there are five comparisons: (1) a comparison of the DEOs' perceptions of the level of importance with the level of implementation of 20 management activities in 59 institutions;

(2) a comparison of the faculty members' perceptions of the level of importance with the level of implementation of the 20 management activities in 49 institutions; (3) a comparison of the DEOs' perceptions with the faculty members' perceptions of the level of importance of the 20 management activities in 30 paired institutions; (4) a comparison of the DEOs' perceptions with the faculty members' perceptions of the level of implementation of the 20 management activities in the 30 paired institutions; and (5) a comparison of the importance and implementation of the 20 management activities in the 30 paired institutions with one selected variable, institution size. This information is presented in Tables 61 through 75.

The responses given by the 59 DEOs were statistically analyzed at the .05 alpha level for differences between how they rated the importance of a management activity versus how they rated the implementation of that management activity in their departments. Ten activities: No. 1, develop long-range department goals; No. 2, establish department objectives; No. 3, formulate written department policies; No. 9, select qualified persons for available positions; No. 12, plan staff development program; No. 14, motivate staff; No. 15, resolve differences among staff; No. 16, encourage creative efforts; No. 18, assess progress toward program objectives; and No. 20, take corrective action based on evaluation, were found significant at the .05 level. Two activities: No. 5, establish a department organizational structure and No. 8, establish qualifications, approached significance. In all of these management activities, the DEOs rated the importance of the activity higher than the implementation of the activity within their departments.

Table 61. Means, standard deviations, t-values and probabilities for differences in the level of importance and the level of implementation of management activities as rated by the DEOs in 59 institutions

Planning activities		N	Impor. <u>mean</u> S.D.	Imple. <u>mean</u> S.D.	t-value	Probability
1.	Develop long-range department goals	58	<u>6.05</u> 1.05	<u>4.58</u> 1.35	8.58	0.000*
2.	Establish department objectives	57	<u>5.85</u> 1.15	<u>4.84</u> 1.35	6.64	0.000*
3.	Formulate written department policies	58	<u>5.10</u> 1.33	<u>4.72</u> 1.33	2.65	0.010*
4.	Prepare the department budget	58	<u>5.55</u> 1.30	<u>5.70</u> 1.42	-0.89	0.375
Organizing activities		N	Impor. <u>mean</u> S.D.	Imple. <u>mean</u> S.D.	t-value	Probability
5.	Establish a department organizational structure	57	<u>5.80</u> 1.38	<u>5.56</u> 1.50	1.91	0.061
6.	Define responsibilities of staff persons	56	<u>5.37</u> 1.50	<u>5.12</u> 1.37	1.31	0.196
7.	Develop descriptions for positions	58	<u>4.94</u> 1.57	<u>4.94</u> 1.38	0.00	1.000
8.	Establish qualifications for positions	56	<u>5.37</u> 1.30	<u>5.14</u> 1.29	1.79	0.079

*These activities are statistically significant at the .05 alpha level.

Table 61. Continued

Staffing activities	N	Impor. mean S.D.	Imple. mean S.D.	t-value	Probability
9. Select qualified persons for available positions	58	<u>6.58</u> 0.79	<u>5.96</u> 1.54	4.47	0.000*
10. Acquaint new persons with school and department	56	<u>4.92</u> 1.36	<u>4.71</u> 1.46	1.20	0.233
11. Supervise staff in performing new tasks	58	<u>4.72</u> 1.34	<u>4.48</u> 1.26	1.70	0.095
12. Plan staff development programs	57	<u>4.21</u> 1.76	<u>3.57</u> 1.70	3.55	0.001*
Directing activities	N	Impor. mean S.D.	Imple. mean S.D.	t-value	Probability
13. Coordinate departmental activities	58	<u>5.62</u> 1.07	<u>5.48</u> 1.11	1.21	0.231
14. Motivate staff	57	<u>5.57</u> 1.51	<u>4.89</u> 1.11	3.68	0.001*
15. Resolve differences among staff	58	<u>5.18</u> 1.51	<u>4.72</u> 1.55	3.33	0.002*
16. Encourage creative efforts	57	<u>5.89</u> 1.09	<u>5.19</u> 1.20	5.21	0.000*

Table 61. Continued

Controlling activities	N	Impor. <u>mean</u> S.D.	Imple. <u>mean</u> S.D.	t-value	Probability
17. Develop evaluation criteria or standards	56	<u>5.35</u> 1.15	<u>5.17</u> 1.29	1.46	0.151
18. Assess progress toward program objectives	56	<u>5.26</u> 1.18	<u>4.58</u> 1.39	5.02	0.000*
19. Evaluate staff performance	58	<u>5.75</u> 1.08	<u>5.60</u> 1.12	1.45	0.151
20. Take corrective action based on evaluation	57	<u>5.64</u> 1.15	<u>4.82</u> 1.51	5.41	0.000*

These findings are presented in Table 61.

The responses of the 49 faculty members were statistically analyzed at the .05 alpha level for differences between how they rated the importance of a management activity versus how they rated the implementation of that management activity in their departments. Sixteen activities: No. 1, develop long-range department goals; No. 2, establish departmental objectives; No. 6, define responsibilities of staff persons; No. 8, establish qualifications for positions; and activities 9 through 20 were found significant at the .05 level. In all of these management activities, the faculty members rated the importance of the activity higher than the implementation of the activity within their departments. These findings are presented in Table 62.

Table 62. Means, standard deviations, t-values and probabilities for differences in the level of importance and the level of implementation of management activities as rated by the faculty members in 49 institutions

Planning activities		N	Impor. <u>mean</u> S.D.	Imple. <u>mean</u> S.D.	t-value	Probability
1.	Develop long-range department goals	48	<u>5.62</u> 1.39	<u>4.33</u> 1.56	3.90	0.000*
2.	Establish department objectives	47	<u>5.74</u> 1.39	<u>4.48</u> 1.65	4.02	0.000*
3.	Formulate written department policies	48	<u>5.22</u> 1.66	<u>4.68</u> 1.74	1.84	0.072
4.	Prepare the department budget	45	<u>5.95</u> 1.31	<u>5.73</u> 1.37	0.89	0.379
Organizing activities		N	Impor. <u>mean</u> S.D.	Imple. <u>mean</u> S.D.	t-value	Probability
5.	Establish a department organizational structure	49	<u>5.12</u> 1.61	<u>5.10</u> 1.43	0.08	0.936
6.	Define responsibilities of staff persons	49	<u>5.32</u> 1.44	<u>4.71</u> 1.51	2.65	0.011*
7.	Develop descriptions for positions	49	<u>5.08</u> 1.64	<u>4.75</u> 1.53	1.42	0.163
8.	Establish qualifications for positions	48	<u>5.72</u> 1.45	<u>4.79</u> 1.75	3.24	0.002*

*These activities are statistically significant at the .05 alpha level.

Table 62. Continued

Staffing activities		N	<u>Impor. mean</u> S.D.	<u>Imple. mean</u> S.D.	t-value	Probability
9.	Select qualified persons for available positions	49	<u>6.57</u> 0.93	<u>5.22</u> 1.43	7.00	0.000*
10.	Acquaint new persons with school and department	47	<u>5.17</u> 1.40	<u>4.31</u> 1.32	4.13	0.000*
11.	Supervise staff in performing new tasks	47	<u>4.76</u> 1.64	<u>4.04</u> 1.35	3.60	0.001*
12.	Plan staff development programs	49	<u>5.48</u> 1.17	<u>4.40</u> 1.41	3.34	0.002*
Directing activities		N	<u>Impor. mean</u> S.D.	<u>Imple. mean</u> S.D.	t-value	Probability
13.	Coordinate departmental activities	49	<u>5.48</u> 1.17	<u>4.40</u> 1.41	4.50	0.000*
14.	Motivate staff	48	<u>5.18</u> 1.72	<u>3.72</u> 1.64	5.48	0.000*
15.	Resolve differences among staff	48	<u>5.00</u> 1.72	<u>4.02</u> 1.87	3.92	0.000*
16.	Encourage creative efforts	49	<u>5.95</u> 1.32	<u>4.28</u> 1.87	6.10	0.000*

Table 62. Continued

Controlling activities	N	Impor. mean S.D.	Imple. mean S.D.	t-value	Probability
17. Develop evaluation criteria or standards	47	<u>5.40</u> 1.34	<u>4.48</u> 1.50	3.43	0.001*
18. Assess progress toward program objectives	46	<u>5.15</u> 1.33	<u>4.06</u> 1.51	4.68	0.000*
19. Evaluate staff performance	48	<u>5.70</u> 1.14	<u>4.75</u> 1.56	5.22	0.000*
20. Take corrective action based on evaluation	48	<u>5.62</u> 1.26	<u>4.02</u> 1.56	6.27	0.000*

The DEOs' perceptions were compared with those of the faculty members for the level of importance of the 20 management activities. These data were analyzed using paired t-tests, where the respondents were paired by the institutions in which they were both currently working. Table 63 presents these findings. The only management activity that was significantly different at the .05 level was activity No. 5, establish a department organizational structure. The DEOs ranked this activity much higher in importance than the faculty did. Activity No. 1, develop long-range goals, approached significance.

The DEOs' perceptions were compared with those of the faculty members for the level of implementation of the 20 management activities. These data were analyzed using paired t-tests, where the respondents were paired by the institutions in which they were both currently

Table 63. Means, standard deviations, t-values and probabilities for differences in the level of importance of the management activities as rated by the DEOs and the faculty members in the 30 paired institutions

<hr/>					
Planning activities	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
<hr/>					
1. Develop long-range department goals	29	<u>6.13</u> 0.95	<u>5.48</u> 1.61	-1.79	0.084
2. Establish department objectives	28	<u>5.85</u> 1.07	<u>5.57</u> 1.62	-0.72	0.479
3. Formulate written department policies	29	<u>4.93</u> 1.03	<u>5.17</u> 1.79	0.65	0.520
4. Prepare the department budget	28	<u>5.57</u> 1.23	<u>5.85</u> 1.40	0.69	0.496
<hr/>					
Organizing activities	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
<hr/>					
5. Establish a department organizational structure	28	<u>6.07</u> 0.97	<u>4.82</u> 1.74	-3.17	0.004*
6. Define responsibilities of staff persons	29	<u>5.34</u> 1.56	<u>5.06</u> 1.53	-0.60	0.553
7. Develop descriptions for positions	29	<u>5.24</u> 1.40	<u>4.82</u> 1.77	-0.97	0.342
8. Establish qualifications for positions	28	<u>5.57</u> 1.06	<u>5.67</u> 1.61	0.28	0.780
<hr/>					

*These activities are statistically significant at the .05 alpha level.

Table 63. Continued

Staffing activities		N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
9.	Select qualified persons for available positions	29	<u>6.55</u> 0.87	<u>6.48</u> 1.09	-0.28	0.783
10.	Acquaint new persons with school and department	28	<u>4.85</u> 1.26	<u>5.17</u> 1.38	0.83	0.415
11.	Supervise staff in performing new tasks	28	<u>4.64</u> 1.25	<u>4.53</u> 1.73	-0.24	0.811
12.	Plan staff development programs	29	<u>4.13</u> 1.72	<u>4.24</u> 1.57	0.24	0.814
Directing activities		N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
13.	Coordinate departmental activities	29	<u>5.44</u> 1.21	<u>5.41</u> 1.24	-0.09	0.927
14.	Motivate staff	28	<u>5.67</u> 1.41	<u>5.25</u> 1.85	-0.83	0.415
15.	Resolve differences among staff	28	<u>5.28</u> 1.43	<u>4.89</u> 1.91	-0.78	0.441
16.	Encourage creative efforts	29	<u>5.96</u> 1.05	<u>6.00</u> 1.46	0.09	0.926

Table 63. Continued

Controlling activities	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
17. Develop evaluation criteria or standards	25	<u>5.48</u> 1.00	<u>5.32</u> 1.34	-0.53	0.603
18. Assess progress toward program objectives	28	<u>5.53</u> 1.07	<u>5.25</u> 1.26	-1.07	0.293
19. Evaluate staff performance	28	<u>5.78</u> 0.99	<u>5.71</u> 1.11	-0.25	0.805
20. Take corrective action based on evaluation	27	<u>5.62</u> 0.92	<u>5.66</u> 1.14	0.13	0.898

working. Table 64 shows these findings. Eight activities: No. 2, establish department objectives; No. 5, establish a department organizational structure; No. 9, select qualified persons for available positions; No. 13, coordinate departmental activities; No. 14, motivate staff; No. 16, encourage creative efforts; No. 18, assess progress toward program objectives; and No. 19, evaluate staff performance were found significant at the .05 level. Activities No. 1, develop long-range department goals and No. 15, resolve differences among staff, approached significance. In all of these management activities, the faculty rated the implementation of the activity significantly lower than the DEOs did.

A one-way analysis of variance (ANOVA) was used to determine whether any significant differences occurred as to how the DEOs of the

Table 64. Means, standard deviations, t-values and probabilities for differences in the level of implementation of the management activities as rated by the DEOs and the faculty members in the 30 paired institutions

<hr/>					
Planning activities	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
<hr/>					
1. Develop long-range department goals	30	<u>4.90</u> 1.32	<u>4.36</u> 1.60	-1.79	0.084
2. Establish department objectives	29	<u>5.10</u> 0.97	<u>4.41</u> 1.68	-2.14	0.041*
3. Formulate written department policies	30	<u>4.93</u> 1.01	<u>4.83</u> 1.68	-0.30	0.764
4. Prepare the department budget	29	<u>5.82</u> 1.25	<u>5.93</u> 1.19	0.38	0.703
<hr/>					
Organizing activities	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
<hr/>					
5. Establish a department organizational structure	29	<u>5.89</u> 1.08	<u>5.24</u> 1.27	-2.03	0.052*
6. Define responsibilities of staff persons	30	<u>5.26</u> 1.28	<u>4.70</u> 1.48	-1.48	0.149
7. Develop descriptions for positions	30	<u>5.06</u> 1.36	<u>4.76</u> 1.45	-0.74	0.467
8. Establish qualifications for positions	29	<u>5.34</u> 1.17	<u>4.96</u> 1.67	-1.10	0.281
<hr/>					

*These activities are statistically significant at the .05 alpha level.

Table 64. Continued

Staffing activities					
	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
9. Select qualified persons or available positions	30	<u>6.10</u> 0.84	<u>5.13</u> 1.43	-3.06	0.005*
10. Acquaint new persons with school and department	29	<u>4.68</u> 1.60	<u>4.06</u> 1.36	-1.40	0.171
11. Supervise staff in performing new tasks	29	<u>4.58</u> 1.32	<u>3.93</u> 1.33	-1.70	0.100
12. Plan staff development programs	30	<u>3.50</u> 1.75	<u>3.50</u> 1.52	0.00	1.000
Directing activities					
	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
13. Coordinate departmental activities	30	<u>5.53</u> 1.25	<u>4.23</u> 1.33	-4.45	0.000*
14. Motivate staff	29	<u>5.06</u> 1.03	<u>3.65</u> 1.73	-3.76	0.001*
15. Resolve differences among staff	29	<u>4.75</u> 1.40	<u>3.96</u> 4.75	-1.79	0.084
16. Encourage creative efforts	29	<u>5.20</u> 1.14	<u>4.27</u> 1.88	-2.18	0.038*

Table 64. Continued

Controlling activities	N	DEO <u>mean</u> S.D.	Faculty <u>mean</u> S.D.	t-value	Probability
17. Develop evaluation criteria or standards	26	<u>5.30</u> 1.28	<u>4.61</u> 1.52	-1.82	0.080
18. Assess progress toward program objectives	28	<u>4.96</u> 1.29	<u>4.07</u> 1.53	-2.77	0.000*
19. Evaluate staff performance	29	<u>5.72</u> 1.09	<u>4.82</u> 1.53	-2.68	0.012*
20. Take corrective action based on evaluation	28	<u>4.57</u> 1.47	<u>4.14</u> 1.43	-1.38	0.179

30 paired institutions perceived the importance of the 20 management activities when compared to the size of their institutions. The variable of institution size was chosen because it was hypothesized that the importance and implementation of the 20 management activities would be affected by the size of the institution. For instance, a larger institution might require more implementation of the activities than a smaller institution. The institutions were grouped into three sizes for all of the ANOVAS: Group 1 represents institutions of 8,911 to 14,200 students; Group 2 represents institutions of 14,201 to 20,000 students, and Group 3 represents institutions of 20,001 to 61,071 students. Because there were three groups, the Scheffé and Duncan Multiple-Range Tests were used to determine where the differences occurred. The ANOVA for the DEOs on the level of importance in relation

to institution size showed no significant differences at the .05 probability level.

An ANOVA was used to determine whether any significant differences occurred as to how the DEOs of the 30 paired institutions perceived the implementation of the 20 management activities when the DEOs were grouped into the three institution sizes. The F-values for management activity No. 6, define responsibilities of staff persons, was significant at the .05 level. This finding is presented in Table 65. The Duncan Multiple-Range Test and the Scheffé Test showed that the DEOs rated this activity significantly higher for implementation in larger institutions than they did in institutions of medium size. The group means for the three groups are as follows: Group 1 (5.3000), Group 2 (4.2500), and Group 3 (5.9000).

Table 65. Degrees of freedom, sum of squares, mean squares, and F-values for the level of implementation of management activities by DEOs when compared by institution size

Management activity	DEOs				
	D.F.	S.S.	M.S.	F-ratio	F-probability
Define responsibilities of staff persons					
Between groups	2	12.2143	6.1072	4.425	0.0226*
Within groups	25	34.5000	1.3800		
Total	27	46.7143			

*This activity is statistically significant at the .05 alpha level.

The F-values for two other activities, No. 8, establish qualifications for positions, and No. 13, coordinate departmental activities, were not significant at the .05 level, but are worth noting because of the mean differences among the groups. For management activity No. 8, establish qualifications for positions, the DEOs in large institutions rated this activity higher than the DEOs in medium institutions. The group means were as follows: Group 1 (5.4000), Group 2 (4.7500), and Group 3 (5.889). For management activity No. 13, coordinate departmental activities, the DEOs in medium institutions rated this activity higher than the DEOs in small and large institutions. The group means were as follows: Group 1 (5.4000), Group 2 (6.3750), and Group 3 (5.3000).

An ANOVA was used to determine whether any significant differences occurred as to how the faculty of the 30 paired institutions perceived the importance of the 20 management activities when compared to the size of their institutions. The Scheffé and Duncan tests were used to determine where the differences occurred. The institution sizes were the same as the ones used for the DEOs.

The ANOVA for the faculty on the rating of importance of a management activity in relation to institution size showed no significant differences at the .05 probability level. Management activity No. 15, resolve differences among staff, is worth noting because of the differences in group means: Group 1 (5.7000), Group 2 (5.000), and Group 3 (4.000). The faculty at small institutions ranked this activity higher than did the faculty at large institutions.

An ANOVA was used to determine whether any significant differences occurred as to how the faculty of the 30 paired institutions perceived

the implementation of the 20 management activities when compared to the size of their institutions. The Scheffé and Duncan Multiple-Range Tests were used to determine where the differences occurred. The ANOVA for the faculty on implementation in relation to institution size showed no significant differences at the .05 probability level. Three management activities, No. 6, No. 15, and No. 20 are worth noting because of the differences in the group means. For activity No. 6, define responsibilities of staff persons, the group means were as follows: Group 1 (3.9000), Group 2 (5.1250), and Group 3 (5.1000). The faculty at the medium and large institutions ranked this activity much higher than the faculty at the small institutions. For activity No. 15, resolve differences among staff, the group means were as follows: Group 1 (4.7000), Group 2 (4.3750), and Group 3 (3.000). The faculty at the small institutions ranked this activity higher than did the faculty at the large institutions. For activity No. 20, take corrective action based on evaluation, the group means were as follows: Group 1 (4.2000), Group 2 (3.2857), and Group 3 (4.6000). The faculty at the large institutions ranked this activity higher than the faculty at the medium institutions.

An ANOVA was used to determine whether any differences occurred as to how the faculty and the DEOs of the 30 paired institutions perceived the importance and the implementation of the 20 management activities when compared to the size of their institutions. The Duncan and Scheffé Multiple-Range Tests were used to determine where the differences occurred. The ANOVA was run comparing the differences of the means between the faculty and the DEOs by subtracting the DEOs' mean

rating for an activity from the faculty members' mean rating for an activity. Therefore, if a group mean has a negative number, it indicates that the DEOs rated that management activity higher than the faculty. If the group mean has a positive number, it indicates that the faculty rated that management activity higher than the DEOs.

The F-ratio and F-probability for management activity No. 12, plan staff development programs, for importance, was significant at the .05 probability level. This finding is presented in Table 66. The Duncan Multiple-Range procedure showed that for the three groupings of institution size, the DEOs rated this activity significantly more important at the smaller institutions. This is indicated by the negative number for Group 1. The group means were as follows: Group 1 (-1.4000), Group 2 (1.5000), and Group 3 (1.000). Since the means for Groups 2 and 3 are positive numbers, this indicates that the

Table 66. Degrees of freedom, sum of squares, mean squares, and F-values for the level of importance of management activities by DEOs and faculty when compared by institution size

Management activity	DEOs and faculty				
	D.F.	S.S.	M.S.	F-ratio	F-probability
Plan staff development programs					
Between groups	2	45.3143	22.6571	3.978	0.0316*
Within groups	25	142.3999	5.6960		
Total	27	187.7142			

*This activity is statistically significant at the .05 alpha level.

faculty rated this activity higher in importance than the DEOs in institutions of medium and large size.

The F-ratio and F-probability for management activity No. 15, resolve differences among staff, for implementation, was significant at the .05 probability level. This finding is presented in Table 67. For this activity, the Duncan Multiple-Range Test showed that Group 3 differs significantly from Groups 1 and 2. The DEOs in large institutions ranked this activity higher than the faculty in medium institutions. The group means for this activity were as follows: Group 1 (-0.3000), Group 2 (0.2500), and Group 3 (-2.500).

Table 67. Degrees of freedom, sum of squares, mean squares, and F-values for the level of implementation of management activities by DEOs and faculty members when compared by institution size

Management activity	DEOs and faculty				
	D.F.	S.S.	M.S.	F-ratio	F-probability
Resolve differences among staff					
Between groups	2	39.7571	19.8786	4.005	0.0310*
Within groups	25	124.0999	4.9640		
Total	27	163.8570			

*This activity is statistically significant at the .05 alpha level.

One activity under implementation that approached significance was No. 6, define responsibilities of staff persons. The F-ratio was 3.174 and the F-probability was 0.0590. The group means were as follows: Group 1 (-1.4000), Group 2 (0.8750), and Group 3 (-0.8000). The greater

mean differences occurred between the small and medium institutions. The DEOs tended to rate this activity higher at smaller institutions than the faculty. The faculty tended to rate it higher at medium institutions.

Rank Ordering of Management Functions
and Selection of Most and Least Important
Department Activities

The DEOs and the faculty members were asked to rank order (1 to 5, with 1 being the most important and 5 being the least important) the five management functions, planning, organizing, staffing, directing, and controlling, with regard to their importance in their departments. The DEOs and the faculty members were also asked to select the three most important and three least important department activities for their departments from a list of 11 activities. The number of respondents and the percentages are reported for the rank ordering of the management functions and for the selection of the three most important and the three least important department activities.

In this part of Chapter IV, there are four comparisons: (1) a comparison of the DEOs' perceptions (59 DEOs) with the faculty members' perceptions (49 faculty members) of the rank ordering of the five management functions; (2) a comparison of the DEOs' perceptions with the faculty members' perceptions in the 30 paired institutions of the rank ordering of the five management functions; (3) a comparison of the DEOs' perceptions (59 DEOs) with the faculty members' perceptions

(49 faculty members) of the three most important and three least important department activities; and (4) a comparison of the DEOs' perceptions with the faculty members' perceptions in the 30 paired institutions of the selection of the three most important and three least important department activities.

Fifty-nine DEOs and 49 faculty members were asked to rank order, from 1 to 5, the five management functions of planning, organizing, staffing, directing, and controlling. The number of respondents and the percentages are reported for each of the individual rankings in Table 68.

From the percentages in Table 68, it is evident that the DEOs and the faculty ranked planning and staffing as the most important functions. Thirty-one (54%) of the DEOs and 25 (52%) of the faculty ranked planning as either first or second. Twenty-nine (51%) of the DEOs and 30 (62%) of the faculty ranked staffing as either first or second. Organizing was generally placed third, as indicated by 16 (29%) of the DEOs and 16 (33%) of the faculty. Directing followed in the fourth position with 20 (35%) of the DEOs and 11 (23%) of the faculty members. Controlling received the lowest ranking with 34 (60%) of the DEOs and 32 (67%) of the faculty members ranking it fifth.

The DEOs and the faculty members of the 30 paired institutions were also compared as to their rank ordering of the management functions. Paired t-tests were used for the analysis. No significant differences were found at the .05 probability level. The number of respondents and the percentages are presented in Table 69. From the percentages, it is evident that 9 (31%) of the DEOs ranked organizing

Table 68. Respondents and percentages for the rank ordering of the five management functions by 59 DEOs and 49 faculty members

Function		Rank order				
		High 1	2	3	4	Low 5
		Number/percent				
Planning	DEOs N = 57	$\frac{15}{26}$	$\frac{16}{28}$	$\frac{13}{23}$	$\frac{11}{19}$	$\frac{1}{4}$
	Faculty N = 48	$\frac{14}{29}$	$\frac{11}{23}$	$\frac{10}{21}$	$\frac{11}{23}$	$\frac{2}{4}$
Organizing	DEOs N = 56	$\frac{12}{21}$	$\frac{14}{25}$	$\frac{16}{29}$	$\frac{9}{16}$	$\frac{5}{9}$
	Faculty N = 48	$\frac{6}{13}$	$\frac{12}{25}$	$\frac{16}{33}$	$\frac{9}{19}$	$\frac{5}{10}$
Staffing	DEOs N = 57	$\frac{14}{25}$	$\frac{15}{26}$	$\frac{14}{25}$	$\frac{4}{7}$	$\frac{10}{17}$
	Faculty N = 48	$\frac{17}{35}$	$\frac{13}{27}$	$\frac{6}{13}$	$\frac{9}{19}$	$\frac{3}{6}$
Directing	DEOs N = 57	$\frac{13}{23}$	$\frac{8}{14}$	$\frac{11}{19}$	$\frac{20}{35}$	$\frac{5}{9}$
	Faculty N = 48	$\frac{11}{23}$	$\frac{7}{15}$	$\frac{14}{29}$	$\frac{11}{23}$	$\frac{5}{10}$
Controlling	DEOs N = 57	$\frac{3}{5}$	$\frac{4}{7}$	$\frac{3}{5}$	$\frac{13}{23}$	$\frac{34}{60}$
	Faculty N = 48	$\frac{2}{4}$	$\frac{5}{10}$	$\frac{3}{6}$	$\frac{6}{13}$	$\frac{32}{67}$

Table 69. Respondents and percentages for the rank ordering of the five management functions by the DEOs and the faculty members of the 30 paired institutions

Function		Rank order				
		High 1	2	3	4	Low 5
		Number/percent				
Planning	DEOs N = 30	$\frac{5}{17}$	$\frac{10}{33}$	$\frac{8}{27}$	$\frac{5}{17}$	$\frac{2}{7}$
	Faculty N = 28	$\frac{8}{28}$	$\frac{9}{32}$	$\frac{6}{21}$	$\frac{4}{14}$	$\frac{1}{3}$
Organizing	DEOs N = 29	$\frac{9}{31}$	$\frac{6}{21}$	$\frac{8}{27}$	$\frac{5}{17}$	$\frac{1}{3}$
	Faculty N = 28	$\frac{5}{18}$	$\frac{4}{14}$	$\frac{10}{36}$	$\frac{7}{25}$	$\frac{2}{7}$
Staffing	DEOs N = 30	$\frac{8}{27}$	$\frac{7}{23}$	$\frac{7}{23}$	$\frac{2}{7}$	$\frac{6}{20}$
	Faculty N = 28	$\frac{9}{32}$	$\frac{9}{32}$	$\frac{2}{7}$	$\frac{6}{21}$	$\frac{2}{7}$
Directing	DEOs N = 30	$\frac{6}{20}$	$\frac{6}{20}$	$\frac{5}{17}$	$\frac{12}{40}$	$\frac{1}{3}$
	Faculty N = 28	$\frac{4}{14}$	$\frac{3}{11}$	$\frac{10}{36}$	$\frac{6}{21}$	$\frac{5}{18}$
Controlling	DEOs N = 30	$\frac{2}{7}$	$\frac{1}{3}$	$\frac{2}{7}$	$\frac{6}{20}$	$\frac{19}{63}$
	Faculty N = 28	$\frac{2}{7}$	$\frac{3}{11}$	$\frac{1}{3}$	$\frac{4}{14}$	$\frac{18}{64}$

first, while 9 (33%) of the faculty members ranked staffing first. Planning was ranked second by 10 (33%) of the DEOs, while planning and staffing were evenly ranked second by the faculty members. Organizing was ranked third by 8 (27%) of the DEOs, while organizing and directing were evenly ranked third by the faculty members. Twelve (40%) of the DEOs ranked directing fourth, while staffing and directing were evenly ranked fourth by the faculty members. Nineteen (63%) of the DEOs and 18 (64%) of the faculty members ranked controlling as fifth.

Fifty-nine DEOs and 49 faculty members were asked to select the three most important and the three least important department activities from a list of 11 department activities. The number of respondents and the percentages are reported for each of the individual activities in Table 70. From the percentages, it is evident that three activities, No. 9, provide an environment for creative efforts by staff; No. 2, plan program goals, objectives and policies annually; and No. 3, secure support for planned programs or activities, were most frequently selected as most important by the DEOs.

Three activities, No. 7, inform staff of program activities and new developments; No. 8, organize committees to handle specific areas of the department; and No. 9, provide an environment for creative efforts by staff, were most frequently selected as most important by the faculty members.

Three activities, No. 6, conduct regular staff meetings; No. 10, develop a plan for staff improvement; and No. 5, instruct new persons about policies and procedures, were most frequently selected by the DEOs and the faculty as the least important.

Table 70. Selection of the three most and the three least important department activities in all of the institutions which responded

Activities		Most important Number/percent	Least important
1. Organize and use a department advisory committee	DEOs N = 53	<u>16</u> 30	<u>19</u> 36
	Faculty N = 43	<u>10</u> 23	<u>13</u> 30
2. Plan program goals, objectives and policies annually	DEOs N = 53	<u>22</u> 41	<u>14</u> 26
	Faculty N = 43	<u>15</u> 35	<u>15</u> 35
3. Secure support for planned programs or activities	DEOs N = 53	<u>24</u> 45	<u>8</u> 15
	Faculty N = 43	<u>12</u> 27	<u>3</u> 7
4. Coordinate assignments to complement staff expertise	DEOs N = 53	<u>26</u> 30	<u>12</u> 22
	Faculty N = 43	<u>15</u> 35	<u>8</u> 19
5. Instruct new persons about policies and procedures	DEOs N = 53	<u>5</u> 9	<u>20</u> 38
	Faculty N = 43	<u>0</u> 0	<u>16</u> 37
6. Conduct regular staff meetings	DEOs N = 53	<u>5</u> 9	<u>33</u> 62
	Faculty N = 43	<u>4</u> 9	<u>25</u> 58
7. Inform staff of program activities and new developments	DEOs N = 53	<u>11</u> 21	<u>10</u> 19
	Faculty N = 43	<u>8</u> 19	<u>11</u> 25

Table 70. Continued

Activities		Most important Number/percent	Least important
8. Organize committees to handle specific areas of the department	DEOs N = 53	$\frac{21}{40}$	$\frac{4}{7}$
	Faculty N = 43	$\frac{22}{51}$	$\frac{6}{14}$
9. Provide an environment for creative efforts by staff	DEOs N = 53	$\frac{27}{51}$	$\frac{9}{17}$
	Faculty N = 43	$\frac{22}{51}$	$\frac{6}{14}$
10. Develop a plan for staff improvement	DEOs N = 53	$\frac{4}{7}$	$\frac{25}{47}$
	Faculty N = 43	$\frac{5}{12}$	$\frac{15}{35}$
11. Recognize staff achievements	DEOs N = 43	$\frac{14}{26}$	$\frac{5}{9}$
	Faculty N = 43	$\frac{16}{36}$	$\frac{4}{9}$

The responses of the DEOs and the faculty members of the 30 paired institutions were also compared as to their selection of the three most important and the three least important department activities. Paired t-tests were used to compare the selection of each activity for the matched DEOs and faculty members. A chi-square contingency table was used to show if any differences or similarities in the selection of a most important or a least important activity occurred between the DEO and the faculty member of the same institution. No significant differences were found at the .05 probability level. Activity No. 9, provide an environment for creative efforts by staff, approached significance

with a t-value of -2.11 and a probability of 0.055. The chi-square contingency table showed that for this activity, the DEOs and the faculty members from 14 paired institutions selected it as either a most important activity or a least important activity, that seven of the fourteen pairs selected activity 9 as a most important activity, that for six of the fourteen pairs, the DEOs rated the activity as a least important activity and the faculty members selected it as a most important activity, and that for one pair, the DEO selected it as a most important activity and the faculty member selected it as a least important activity. The findings for this activity are presented in Tables 71 and 72. The DEOs and faculty members of the 30 paired institutions varied in their selection of the three most important and three least important department activities as can be seen by the percentages in Table 73. It is evident from these percentages that three activities, No. 3, secure support for planned programs or activities; No. 4, coordinate assignments to complement staff expertise; and No. 9, provide an environment for creative efforts by staff, were selected as most important by the DEOs most frequently.

Table 71. T-value, degrees of freedom, and 2-tail probability for the selection of a most or least important activity in 30 paired institutions

Department activity	t-value	D.F.	2-tail probability
Provide an environment for creative efforts by staff	-2.11	13	0.055*

*This activity approached significance at the .05 alpha level.

Table 72. Chi-square contingency table for activity No. 9, provide an environment for creative efforts by staff

		DEO most important	DEO least important	Totals
Faculty most important	Count	7	6	13
	Row %	53.8	46.2	
	Column %	85.5	100.0	
	Total %	50.0	42.9	92.9
Faculty least important	Count	1	0	1
	Row %	100.0	0.0	
	Column %	12.5	0.0	
	Total %	7.1	0.0	7.1
Count total		8	6	14
Sum total %		57.1	42.9	100.0

Two activities, No. 9, provide an environment for creative efforts by staff, and No. 11, recognize staff achievements, were most frequently selected by the staff as most important.

Two activities, No. 6, conduct regular staff meetings, and No. 10, develop a plan for staff improvement, were most frequently selected by the DEOs and the faculty members as the least important.

Group Comparisons

In this part of Chapter IV, there are six group comparisons: (1) a comparison of how two faculty groups (Group 1 represents professors and Group 2 represents associate professors, assistant professors, and instructors) perceive the importance and implementation of management activities; (2) a comparison of DEOs with a Ph.D. program (Group 1)

Table 73. Selection of the three most and the three least important department activities in the 30 paired institutions

Activities		Most important Number/percent	Least important
1. Organize and use a department advisory committee	DEOs N = 28	$\frac{8}{28}$	$\frac{10}{35}$
	Faculty N = 26	$\frac{3}{11}$	$\frac{9}{35}$
2. Plan program goals, objectives and policies annually	DEOs N = 28	$\frac{9}{32}$	$\frac{8}{30}$
	Faculty N = 26	$\frac{10}{38}$	$\frac{10}{38}$
3. Secure support for planned programs or activities	DEOs N = 28	$\frac{15}{54}$	$\frac{3}{11}$
	Faculty N = 26	$\frac{4}{15}$	$\frac{3}{11}$
4. Coordinate assignments to complement staff expertise	DEOs N = 28	$\frac{12}{43}$	$\frac{6}{21}$
	Faculty N = 26	$\frac{10}{38}$	$\frac{4}{15}$
5. Instruct new persons about policies and procedures	DEOs N = 28	$\frac{0}{0}$	$\frac{10}{36}$
	Faculty N = 26	$\frac{0}{0}$	$\frac{7}{27}$
6. Conduct regular staff meetings	DEOs N = 28	$\frac{1}{3}$	$\frac{19}{68}$
	Faculty N = 26	$\frac{2}{8}$	$\frac{17}{65}$
7. Inform staff of program activities and new developments	DEOs N = 28	$\frac{6}{21}$	$\frac{3}{11}$
	Faculty N = 26	$\frac{5}{19}$	$\frac{8}{31}$

Table 73. Continued

Activities		Most important Number/percent	Least important
8. Organize committees to handle specific areas of the department	DEOs N = 28	$\frac{11}{39}$	$\frac{2}{7}$
	Faculty N = 26	$\frac{10}{38}$	$\frac{3}{11}$
9. Provide an environment for creative efforts by staff	DEOs N = 28	$\frac{13}{46}$	$\frac{7}{25}$
	Faculty N = 26	$\frac{17}{65}$	$\frac{3}{11}$
10. Develop a plan for staff improvement	DEOs N = 28	$\frac{1}{3}$	$\frac{14}{50}$
	Faculty N = 26	$\frac{4}{15}$	$\frac{12}{46}$
11. Recognize staff achievements	DEOs N = 28	$\frac{8}{28}$	$\frac{2}{7}$
	Faculty N = 26	$\frac{13}{50}$	$\frac{2}{8}$

and DEOs without a Ph.D. program (Group 2) as to how they perceive the importance and implementation of management activities; (3) a comparison of two groups of DEOs (Group 1 represents DEOs with 1 to 2 years of administrative experience before becoming the DEO and Group 2 represents DEOs with three or more years of administrative experience before becoming the DEO) as to how they perceive the importance and implementation of management activities; (4) a comparison of two groups of DEOs (Group 1 represents DEOs with 1 to 2 years of experience as a DEO and Group 2 represents DEOs with three or more years of experience as

a DEO) as to how they perceive the importance and implementation of management activities; (5) a comparison of two groups of DEOs (Group 1 represents DEOs who believe that DEOs should have training in administration before becoming a DEO and Group 2 represents DEOs who do not believe that DEOs need training in administration before becoming a DEO) as to how they perceive the importance and implementation of management activities; and (6) a comparison of two groups of DEOs (Group 1 represents DEOs with a F.T.E. of 53 people or less and Group 2 represents DEOs with an F.T.E. of 54 or more people) as to how they perceive the importance and implementation of management activities.

Group comparison No. 1 revealed one activity under importance, acquaint new persons with school and department, and three activities under implementation, acquaint new persons with school and department, supervise staff in performing new tasks, and take corrective action based on evaluation, that were significant at the .05 probability level. For all of these activities, Group 1 ranked the activity higher than Group 2. The findings are presented in Table 74.

For group comparison No. 2, no significant differences were found between the two groups for importance or implementation at the .05 probability level.

Group comparison No. 3 revealed one activity under implementation, coordinate departmental activities, significant at the .05 probability level. In this activity, Group 1 rated the activity more important than Group 2. The finding is presented in Table 75.

Group comparison No. 4 revealed two activities under importance, select qualified persons for available positions and encourage creative

Table 74. Means, standard deviations, t-values and probabilities as to how faculty members perceive the importance and implementation of management activities based on their rank as a professor (Group 1) or as an associate professor, assistant professor, and instructor (Group 2)

Activities		N	Importance		
			Mean S.D.	t-value	Probability
10. Acquaint new persons with school and department	Group 1	23	<u>5.13</u> 1.71	2.19	0.034*
	Group 2	24	<u>4.41</u> 1.53		
Activities		N	Implementation		
			Mean S.D.	t-value	Probability
10. Acquaint new persons with school and department	Group 1	23	<u>4.78</u> 1.56	2.46	0.019*
	Group 2	24	<u>3.87</u> 0.85		
11. Supervise staff in performing new tasks	Group 1	23	<u>4.43</u> 1.37	2.01	0.051*
	Group 2	24	<u>3.66</u> 1.23		
20. Take corrective action based on evaluation	Group 1	24	<u>4.45</u> 1.58	2.00	0.052*
	Group 2	24	<u>3.58</u> 1.44		

*These activities are statistically significant at the .05 alpha level.

Table 75. Means, standard deviations, t-values and probabilities as to how DEOs perceive the importance of management activities based on how much experience in administration they had before they became the DEO. Group 1 represents none or some experience and Group 2 represents two or more years of experience

Activity		N	Implementation		
			Mean S.D.	t-value	Probability
13. Coordinate departmental activities	Group 1	21	5.90 0.94	2.21	0.032*
	Group 2	38	5.28 1.16		

*This activity is statistically significant at the .05 alpha level.

efforts; and one activity under implementation, coordinate departmental activities, significant at the .05 probability level. For these activities, Group 2 rated them higher than Group 1. These findings are presented in Table 76.

Group comparison No. 5 revealed two activities under importance, supervise staff in performing new tasks and plan staff development programs, significant at the .05 probability level. For these activities, Group 1 rated them more important than Group 2. These findings are presented in Table 77.

Group comparison No. 6 revealed two activities under importance, evaluate staff performance and take corrective action based on evaluation; and the same two activities under implementation, significant at the .05 probability level. For these activities, Group 2 rated them more important than Group 1. These findings are presented in Table 78.

Table 76. Means, standard deviations, t-values and probabilities of whether there is any difference among DEOs as to how they perceive the importance and implementation of management activities based on how long they have been the DEO in their department. Group 1 represents DEOs with 1 to 2 years of experience and Group 2 represents DEOs with three or more years of experience

Activities	N	Importance		t-value	Probability
		Mean	S.D.		
9. Select qualified persons for available positions	Group 1	24	<u>6.25</u> 0.94	-2.65	0.012*
	Group 2	34	<u>6.82</u> 0.57		
16. Encourage creative efforts	Group 1	24	<u>5.54</u> 1.31	-2.08	0.044*
	Group 2	34	<u>6.17</u> 0.83		
Activities	N	Implementation		t-value	Probability
		Mean	S.D.		
13. Coordinate departmental activities	Group 1	24	<u>5.16</u> 1.09	-1.99	0.050*
	Group 2	34	<u>5.74</u> 1.09		

*These activities are statistically significant at the .05 alpha level.

Table 77. Means, standard deviations, t-values and probabilities as to how DEOs perceive the importance of management activities based on whether they believed they should have some training in administration before holding the DEO position. Group 1 represents yes for training in administration and Group 2 represents no for training in administration

Activities		N	Importance		t-value	Probability
			Mean	S.D.		
11. Supervise staff in performing new tasks	Group 1	24	<u>5.20</u>	1.06	2.25	0.015*
	Group 2	34	<u>4.38</u>	1.43		
12. Plan staff development programs	Group 1	24	<u>4.95</u>	1.45	2.85	0.006*
	Group 2	34	<u>3.37</u>	1.79		

*These activities are statistically significant at the .05 alpha level.

Table 78. Means, standard deviations, t-values and probabilities as to how DEOs perceive the importance and implementation of management functions based on the number of F.T.E.s that they have in their departments. Group 1 represents DEOs with a F.T.E. of 53 or fewer. Group 2 represents DEOs with 54 or more F.T.E.s

Activities		N	Importance		t-value	Probability
			Mean	S.D.		
19. Evaluate staff performances	Group 1	27	<u>5.44</u>	<u>1.05</u>	-2.25	0.029*
	Group 2	28	<u>6.07</u>	<u>1.01</u>		
20. Take corrective action based on evaluation	Group 1	27	<u>5.29</u>	<u>1.29</u>	-2.16	0.036*
	Group 2	27	<u>5.96</u>	<u>0.94</u>		
Activities		N	Implementation		t-value	Probability
			Mean	S.D.		
19. Evaluate staff performances	Group 1	28	<u>5.35</u>	<u>1.19</u>	-2.10	0.041*
	Group 2	28	<u>5.96</u>	<u>0.96</u>		
20. Take corrective action based on evaluation	Group 1	28	<u>4.32</u>	<u>1.65</u>	-1.98	0.053*
	Group 2	27	<u>5.14</u>	<u>1.43</u>		

*These activities are statistically significant at the .05 alpha level.

CHAPTER V.

FINDINGS, CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

Many contemporary DEOs of English departments throughout the country have stated that the DEO of today's English department should have training in managerial techniques before becoming involved in the administration of the department (Gerber, 1979; Astro, 1976; Williamson, 1976). The primary objectives of this study were to examine the current status of management functions and activities in large English departments of state-supported, four-year colleges and universities throughout the United States and to assess to what degree management plays a significant role in the running of those departments. More specifically, this study was designed to determine the level of importance and implementation of five management functions, planning, organizing, staffing, directing, and controlling, in English departments as perceived by the department executive officer (DEO) and a faculty member.

One hundred and twenty colleges and universities were selected and a questionnaire was sent to the DEO and one randomly selected faculty member of each English department. The Carnegie Classification of Institutions of Higher Education (Carnegie Council on Policy Studies in Higher Education, 1976) was used to select the colleges and universities for the study. Each college or university had to meet five criteria:

1. That they were state-supported;
2. That they had a department or division of English;

3. That they had an institutional enrollment of at least 12,000 students;
4. That the department or division of English within the institution had a full-time faculty of at least 20 members; and
5. That the department or division of English had at least a bachelor's and master's degree program.

The questionnaires mailed to the DEO and the faculty member of each department were designed to assess the level of importance and the level of implementation of the five management functions and selected management activities. The DEO and the faculty member were asked to rank the management functions and activities and also to give demographical information about themselves, their department, and their institution.

Data were collected from 49% of the DEOs and 41% of the faculty members of the sample. Twenty-five percent of the institutions surveyed resulted in matched pairs, meaning that a questionnaire was received from the DEO and a faculty member from the same institution.

The analyses of the data from the questionnaires involved selected statistical procedures including frequencies, percentages, means and standard deviations, and inferential statistics (paired t-tests and one-way analysis of variance).

Findings

The findings of this study are divided into four sections: 1. demographic characteristics, 2. importance and implementation of management activities, 3. rank ordering of management functions and selection of most important and least important department activities, and 4. group comparisons.

Demographic characteristics of the sample

Institution demographics:

1. Institution size ranged from 8,911 to 61,071 students for the 1981-82 school year and from 8,346 to 57,498 students for the 1982-83 school year.
2. Forty-three (74%) of the institutions were on the semester system.
3. Thirty-four (59%) of the English departments were administered through the college or division of Arts and Sciences.
4. Fifty-three (91%) of the institutions reported that they required freshman composition for graduation with a B.A. or B.S.
5. English requirements for graduation varied greatly for the 37 institutions that reported their requirements. Of the 31 schools on the semester system, the English requirement ranged from 3 to 18 hours. Of the six schools on the quarter system, the English requirement ranged from 6 to 12 hours.
6. Forty-four (75%) of the institutions reported using a test-out procedure for English composition.
7. Thirty-four (77%) of the institutions using a test-out

procedure for English composition reported that the English department handled the procedure.

Department demographics:

1. English department student enrollment ranged from 1,500 to 26,000 students for the 1981-82 school year and from 1,530 to 25,800 students for the 1982-83 school year.
2. Twenty-six (44%) of the departments offered a Ph.D. program.
3. The DEOs were asked to give the number, sex, and rank of their department's faculty. The breakdown is as follows:
 - a. 904 professors (772 male and 132 female).
 - b. 759 associate professors (558 male and 201 female)
 - c. 515 assistant professors (293 male and 222 female)
 - d. 343 instructors (147 male and 196 female).
4. Forty-nine (83%) of the departments had from 1 to 6 faculty members who held a 50% administrative appointment.
5. Fifty-five (93%) of the departments had no graduate administrative assistants.
6. Thirty (52%) of the departments had from 6 to 40 graduate teaching assistants.
7. Forty-two (71%) of the departments had no graduate research assistants.

DEO demographics:

1. Forty-seven (80%) of the DEOs held the title of Department Chair.
2. Fifty-seven (90%) of the DEOs were tenured faculty members.
3. Forty-four (75%) of the DEOs were chosen by the faculty of

the department and the dean of the college.

4. Fifty-two (88%) of the DEOs were chosen from within their department.

5. Thirty-six (61%) of the DEOs had held their position from 1 to 4 years.

6. Thirty-three (56%) of the DEOs had been an English faculty member in their department ranging from 11 to 20 years.

7. Fifty-one (87%) of the DEOs had not worked in business or industry.

8. Thirty-two (54%) of the DEOs reported that their institutions had not sponsored activities to help improve their performance as DEOs.

9. Thirty-eight (65%) of the DEOs had two or more years of experience in administration before becoming the DEO of their department.

10. Thirty-five (59%) of the DEOs did not believe they needed training in administration before becoming a DEO.

11. Fifty-three (90%) of the DEOs perceived their position as primarily that of a manager.

12. A majority of the DEOs stated that they would choose to improve their administrative skill, if given the opportunity, by either going to a seminar or attending a workshop on administration.

13. Forty-two (75%) of the DEOs believed that they had adequate training prior to becoming a DEO.

14. Twenty-five (42%) of the DEOs allotted from 55% to 70% of their time to administration.

15. Thirty-eight (64%) of the DEOs allotted from 11% to 30% of their time to teaching.

16. Thirty-one (52%) of the DEOs allotted from 1% to 10% of their time to research.

17. Forty-three (58%) of the DEOs allotted from 1% to 10% of their time to service.

18. Fifty-two (90%) of the DEOs reported that they used a committee structure and staff meetings to facilitate decision making within their department.

19. Thirty-seven (63%) of the DEOs reported that freshman writing skills were average.

20. Forty-two (74%) of the DEOs believed that English departments have a responsibility to offer remedial composition.

21. Fifty-one (89%) of the DEOs believed that teaching was the most important function of the department.

22. Forty-one (73%) of the DEOs believed that research was the second most important function of the department.

23. Thirty-five (63%) of the DEOs believed that advising was the third most important function of the department.

24. Thirty-eight (60%) of the DEOs believed that service was the least important function of the department.

25. Forty (69%) of the DEOs reported that their department did not have a computer.

26. Thirty-three (58%) of the DEOs reported that their department did have a word processor.

27. All of the DEOs who responded stated that their department needed a computer or a word processor.

Faculty demographics:

1. Twenty-four (49%) of the faculty members were professors.
2. Seventeen (35%) of the faculty members were associate professors.
3. Five (10%) of the faculty members were assistant professors.
4. Three (6%) of the faculty members were instructors.
5. Forty-five (92%) of the faculty members were tenured.
6. Twenty-nine (59%) of the faculty members held full-time teaching and research positions.
7. Twenty-eight (57%) of the faculty members gave 50% to 70% of their time to teaching.
8. Twenty-six (55%) of the faculty members spent from 5% to 25% of their time doing research.
9. Twenty-five (51%) of the faculty members allotted from 1% to 10% of their time to advising.
10. Twenty-seven (55%) of the faculty members allotted from 1% to 10% of their time to service.
11. Twenty-eight (57%) of the faculty members allotted no time to administrative activities.
12. Forty-five (92%) of the faculty members ranked teaching as the most important function of the department.
13. Thirty-six (75%) of the faculty members ranked research as the second most important function of the department.
13. Thirty-six (75%) of the faculty members ranked research as the second most important function of the department.
14. Twenty-two (46%) of the faculty members ranked advising as

the third most important function of the department.

15. Twenty-seven (55%) of the faculty members ranked service as the least important function of the department.

16. The departments' priorities toward the four functions of teaching, research, advising, and service, as perceived by the faculty, were as follows:

- a. Thirty (61%) ranked teaching as the most important function of the department;
- b. Eighteen (37%) ranked research as the most important function of the department;
- c. Twenty-five (51%) ranked advising as the least important function of the department; and
- d. Nineteen (39%) ranked service as the third most important function of the department.

17. Thirty-two (67%) of the faculty members believed that the position of the DEO was primarily that of a manager.

18. Twenty-nine (60%) of the faculty members stated that the DEO did not need training in administration before becoming the DEO.

19. Twenty-eight (57%) of the faculty members reported that freshman writing skills were average.

20. Forty-three (88%) of the faculty members believed that the English department has a responsibility to help remedial composition students.

Importance and implementation of management activities

1. When the DEOs' surveys were statistically analyzed for differences between how they rated the importance of a management activity versus how they rated the implementation of that activity, 10 activities

(No. 1, develop long-range department goals; No. 2, establish department objectives; No. 3, formulate written department policies; No. 9, select qualified persons for available positions; No. 12, plan staff development programs; No. 14, motivate staff; No. 15, resolve differences among staff; No. 16, encourage creative efforts; No. 18, assess progress toward program objectives; and No. 20, take corrective action based on evaluation) were found significant at the .05 alpha level. In all of these activities, the DEOs rated the importance of the activity higher than the implementation of the activity.

2. When the faculty members' surveys were statistically analyzed for differences between how they rated the importance of a management activity versus how they rated the implementation of that activity, 16 activities (No. 1, develop long-range department goals; No. 2, establish departmental objectives; No. 6, define responsibilities of staff persons; No. 8, establish qualifications for positions; No. 9, select qualified persons for available positions; No. 10, acquaint new persons with school and department; No. 11, supervise staff in performing new tasks; No. 12, plan staff development programs; No. 13, coordinate departmental activities; No. 14, motivate staff; No. 15, resolve differences among staff; No. 16, encourage creative efforts; No. 17, develop evaluation criteria or standards; No. 18, assess progress toward program objectives; No. 19, evaluate staff performance; No. 20, take corrective action based on evaluation) were found significant at the .05 alpha level. In all of these activities, the faculty members rated the importance of the activity higher than the implementation of the activity.

3. When the DEOs' perceptions were compared with the faculty members' perceptions (where they were paired by institution) on the level of importance of the management activities, only one activity (No. 5, establish a department organizational structure) was found significant at the .05 alpha level. The DEOs rated this activity higher in importance than the faculty members.

4. When the DEOs' perceptions were compared with the faculty members' perceptions of the level of implementation of management activities at the 30 paired institutions, eight activities (No. 2, establish department objectives; No. 5, establish a department organizational structure; No. 9, select qualified persons for available positions; No. 13, coordinate departmental activities; No. 14, motivate staff; No. 16, encourage creative efforts; No. 18, assess progress toward program objectives; No. 19, evaluate staff performance) were found significant at the .05 alpha level. The DEOs rated the implementation of these activities higher than the faculty members.

5. When an ANOVA was used to determine whether any significant differences occurred as to how the DEOs of the 30 paired institutions perceived the importance of the 20 management activities when compared to the size of their institution, no significant differences were found at the .05 alpha level.

6. When an ANOVA was used to determine whether any significant differences occurred as to how the DEOs of the 30 paired institutions perceived the implementation of the 20 management activities when the responses were grouped according to the size of the institution, only one activity (No. 6, define responsibilities of staff persons) was found

significant at the .05 alpha level. The DEOs at larger institutions rated this activity higher for implementation than the DEOs at institutions of medium or small size.

7. When an ANOVA was used to determine whether any significant differences occurred as to how the faculty members of the 30 paired institutions perceived the importance of the 20 management activities when the responses were grouped according to institution size, no significant differences were found at the .05 alpha level.

8. When an ANOVA was used to determine whether any significant differences occurred as to how the faculty members of the 30 paired institutions perceived the implementation of the 20 management activities when the responses were grouped according to institution size, no significant differences were found at the .05 alpha level.

9. When the DEOs' perceptions were compared with the faculty members' perceptions (where they were matched by institution) of the level of importance of the 20 management activities in relation to institution size, one activity (No. 12, plan staff development programs) was found significant at the .05 alpha level. The DEOs rated this activity more important at smaller institutions than the faculty. The faculty rated this activity more important at institutions of medium and large size than the DEOs.

10. When the DEOs' perceptions were compared with the faculty members' perceptions (where they were matched by institution) of the level of implementation of the 20 management activities in relation to institution size, no significant differences were found at the .05 alpha level.

Rank ordering of management functions and selection of most and least important department activities

A comparison of the DEOs' perceptions (59 DEOs) with the faculty members' perceptions (49 faculty members) of the rank ordering of the five management functions, planning, organizing, staffing, directing, and controlling, resulted in the following:

1. DEOs and faculty members ranked planning and staffing as the most important department management functions.
2. DEOs and faculty members ranked organizing as the third most important department management function.
3. DEOs and faculty members ranked directing as the fourth most important department management function.
4. DEOs and faculty members ranked controlling as the fifth most important department management function.

A comparison of the DEOs' perceptions with the faculty members' perceptions (in the 30 paired institutions) of the rank ordering of the five management functions resulted in the following:

1. No significant differences were found at the .05 alpha level. From the percentages, it is evident that a majority of the DEOs ranked organizing first and a majority of the faculty members ranked staffing first.
2. Planning was ranked second by a majority of the DEOs, while planning and staffing were evenly ranked second by the faculty members.
3. Planning and organizing were evenly ranked third by a majority of the DEOs, while organizing and directing were evenly ranked third by the faculty members.
4. Directing was ranked fourth by the DEOs, while staffing and

directing were evenly ranked fourth by the faculty members.

5. Controlling was ranked fifth by the DEOs and the faculty members.

A comparison of the DEOs' perceptions (59 DEOs) with the faculty members' perceptions (49 faculty members) of the selection of the three most important and three least important department activities resulted in the following:

1. Three activities (No. 9, provide an environment for creative efforts by staff; No. 2, plan program goals, objectives and policies annually; and No. 3, secure support for planned programs or activities) were most frequently selected as most important by the DEOs.

2. Three activities (No. 7, inform staff of program activities and new developments; No. 8, organize committees to handle specific areas of the department; and No. 9, provide an environment for creative efforts by staff) were most frequently selected as most important by the faculty.

3. Three activities (No. 6, conduct regular staff meetings; No. 10, develop a plan for staff improvement; and No. 5, instruct new persons about policies and procedures) were most frequently selected by the DEOs and the faculty as the least important department activities.

A comparison of the DEOs' perceptions with the faculty members' perceptions (in the 30 paired institutions) of the three most important and three least important department activities resulted in the following:

1. No significant differences were found at the .05 alpha level.
2. Three activities (No. 3, secure support for planned programs

or activities; No. 4, coordinate assignments to complement staff expertise; and No. 9, provide an environment for creative efforts by staff) were most frequently selected as most important by the DEOs.

3. Two activities (No. 9, provide an environment for creative efforts by staff; and No. 11, recognize staff achievements) were most frequently selected by the faculty as most important.

4. Two activities (No. 6, conduct regular staff meetings; and No. 10, develop a plan for staff improvement) were most frequently selected by the DEOs and the faculty members as the least important.

Group comparisons

Six group comparisons were made. The first comparison involved separating the faculty members into two groups and comparing those groups according to how they perceived the importance and implementation of the 20 management activities. The next five comparisons involved separating the DEOs into two groups (in five different ways) and comparing those groups as to how they perceived the importance and implementation of the 20 management activities. The groupings and findings are as follows:

1. Two faculty groups (Group 1 represented professors and Group 2 represented associate and assistant professors and instructors) were compared as to how they perceived the importance and implementation of the 20 management activities. One activity under importance (No. 10, acquaint new persons with school and department) and three activities under implementation (No. 10, acquaint new persons with school and department; No. 11, supervise staff in performing new tasks; and No.

20, take corrective action based on evaluation) were found significant at the .05 alpha level. Professors (Group 1) rated these management activities higher in importance within the department than associate and assistant professors and instructors (Group 2).

2. Two DEO groups (Group 1 represented DEOs with a Ph.D. program and Group 2 represented DEOs without a Ph.D. program) were compared as to how they perceived the importance and implementation of the 20 management activities. No significant differences were found between the two groups at the .05 alpha level.

3. Two DEO groups (Group 1 represented DEOs who stated that DEOs should have training in administration before becoming a DEO and Group 2 represented DEOs who stated that DEOs did not need training in administration before becoming a DEO) were compared as to how they perceived the importance and implementation of the 20 management activities. Two activities under importance (No. 11, supervise staff in performing new tasks; and No. 12, plan staff development programs) were found significant at the .05 alpha level. DEOs who stated that DEOs should have training in administration before becoming a DEO (Group 1) rated these activities higher in importance within the department than DEOs who stated that DEOs do not need training in administration before becoming a DEO (Group 2).

4. Two DEO groups (Group 1 represented DEOs with 1 to 2 years of administrative experience before becoming a DEO and Group 2 represented DEOs with 3 or more years of experience before becoming a DEO) were compared as to how they perceived the importance and implementation of the 20 management activities. One activity under importance (No. 13,

coordinate departmental activities) was found significant at the .05 alpha level. DEOs with 1 to 2 years of administrative experience before becoming a DEO (Group 1) rated this activity higher in importance within the department than DEOs with 3 or more years of administrative experience (Group 2).

5. Two DEO groups (Group 1 represented DEOs with 1 to 2 years of experience as a DEO and Group 2 represented DEOs with 3 or more years of experience as a DEO) were compared as to how they perceived the importance and implementation of the 20 management activities. Two activities under importance (No. 9, select qualified persons for available positions; and No. 16, encourage creative efforts) and one activity under implementation (No. 13, coordinate departmental activities) were found significant at the .05 alpha level. DEOs with 3 or more years of experience as a DEO (Group 2) rated these activities (Nos. 9 and 16) higher in importance and activity No. 13 higher in implementation within the department than DEOs with 1 to 2 years of experience as the DEO (Group 1).

6. Two DEO groups (Group 1 represented DEOs with a F.T.E. of 53 people or less and Group 2 represented DEOs with a F.T.E. of 54 people or more) were compared as to how they perceived the importance and implementation of the 20 management activities. Two activities under importance and implementation (No. 19, evaluate staff performances; and No. 20, take corrective action based on evaluation) were found significant at the .05 alpha level. DEOs with a F.T.E. of 54 or more people (Group 2) rated these activities higher in importance and implementation

within the department than DEOs with a F.T.E. of 53 people or less (Group 1).

Conclusions

Based on data from this study, it may be concluded that:

1. A majority of the DEOs had two or more years of experience in administration before becoming the DEO of their departments.
2. A majority of the DEOs would choose to improve their administrative skills if given the opportunity.
3. A majority of the DEOs believed that they had adequate training prior to becoming a DEO.
4. A majority of the DEOs perceived that their position was primarily that of a manager and that they were responsible for the managerial functions of planning, organizing, staffing, directing, and controlling.
5. A majority of the DEOs stated that teaching was the most important academic function of the department and that research was the second most important academic function of the department.
6. A majority of the DEOs, according to their writing standards, reported that freshman writing skills were average, when rated on a scale from excellent to very poor.
7. A majority of the DEOs stated that the English department had a responsibility to offer remedial composition.
8. All of the DEOs responded that a computer or a word processor

was essential to the effective management of their departments.

9. A majority of the faculty members perceived that the position of DEO was that of a manager and that as a manager, the DEO was responsible for the managerial functions of planning, organizing, staffing, directing, and controlling.

10. A majority of the faculty members reported that training in administration was not needed before becoming a DEO.

11. A majority of the faculty members responded that teaching was the most important academic function of the department and that research was the second most important academic function of the department.

12. A majority of the faculty members stated that advising was the least important academic function of the department.

13. The faculty members were divided on how they perceived the department's priority toward the four academic functions of teaching, research, advising, and service.

14. A majority of the faculty members reported that freshman writing skills were average.

15. A majority of the faculty members stated that the department of English had a responsibility to offer remedial composition.

16. DEOs rated the importance of many of the management activities higher than the implementation of the management activities in their departments.

17. Faculty members rated the importance of many of the management activities higher than the implementation of the management activities in their departments.

18. DEOs and faculty members in the 30 paired institutions generally agreed upon the importance of the management activities in their departments.

19. The DEOs and the faculty members in the 30 paired institutions disagreed upon the implementation of many of the management activities within their departments, most notably those concerning staff. Faculty members rated the implementation of many of those activities in their departments lower than the DEOs.

20. No significant differences were found among the DEOs of the 30 paired institutions on how they perceived the importance of the 20 management activities in relation to institution size.

21. DEOs in large institutions rated the implementation of management activity No. 6 (define responsibilities of staff persons) significantly higher than DEOs in medium and small institutions.

22. No significant differences were found among the faculty members of the 30 paired institutions on how they perceived the importance or the implementation of the 20 management activities in relation to institution size.

23. DEOs and faculty members in the 30 paired institutions differed on how they rated the importance of activity No. 12 (plan staff development programs) in relation to institution size. The DEOs rated this activity more important at smaller institutions and the faculty members rated this activity more important at medium and large institutions.

24. DEOs and faculty members in the 30 paired institutions generally agreed upon the level of implementation of the 20 management

activities in relation to institution size.

25. Professors disagreed with associate professors, assistant professors and instructors on the importance of activity No. 10 (acquaint new persons with school and department) and on the implementation of activities No. 10 (acquaint new persons with schools and department), No. 11 (supervise staff in performing new tasks), and No. 20 (take corrective action based on evaluation). Professors rated these activities higher in importance and implementation than associate professors, assistant professors, and instructors.

26. No significant differences were found between DEOs with a Ph.D. program and DEOs without a Ph.D. program on how they rated the importance and implementation of the 20 management activities.

27. DEOs who believed that DEOs should have training in administration before becoming a DEO compared to DEOs who believed that DEOs do not need training in administration before becoming a DEO disagreed on the importance of two activities, No. 11 (supervise staff in performing new tasks) and No. 12 (plan staff development programs). DEOs who believed that DEOs need training rated these activities higher in importance.

28. DEOs with 1 to 2 years of administrative experience before becoming a DEO compared to DEOs with 3 or more years of experience before becoming a DEO disagreed on the importance of activity No. 13 (coordinate departmental activities). DEOs with 1 to 2 years of administrative experience before becoming a DEO rated this activity higher in importance than DEOs with 3 or more years of experience.

29. DEOs with a F.T.E. of 53 people or less compared to DEOs with

54 people or more disagreed on the importance and implementation of two activities, No. 19 (evaluate staff performances) and No. 20 (take corrective action based on evaluation). DEOs with a F.T.E. of 54 or more people rated these activities higher in importance and implementation than DEOs with a F.T.E. of 53 or less people.

30. DEOs and faculty members ranked planning and staffing as the most important department functions, organizing was ranked third, directing was ranked fourth, and controlling was ranked fifth.

31. The DEOs and the faculty members disagreed upon the three most important department activities but generally agreed upon the three least important department activities.

Summary and Recommendations

From this study, it was learned that English DEOs are primarily chosen by the faculty of the department in cooperation with the dean of the college/division and were chosen from within the department. DEOs of English departments do perceive their position as that of a manager who is responsible for planning, organizing, staffing, directing, and controlling. Forty-one percent of the DEOs surveyed agreed that DEOs should have some training in administration before becoming the department executive officer.

A majority of the DEOs reported that their institutions had not sponsored activities to help them improve their administrative performance but if given the chance, they would improve their administrative skills by going to a seminar or by attending a workshop in administration.

The 59 DEOs generally rated the importance of the 20 management

activities higher than the implementation of the management activities within their departments. Ten activities were significantly higher in importance than implementation. Those activities were:

Planning Activities:

1. Develop long-range department goals
2. Establish department objectives
3. Formulate written department policies

Staffing Activities:

9. Select qualified persons for available positions
12. Plan staff development programs

Directing Activities:

15. Resolve differences among staff
16. Encourage creative efforts

Controlling Activities:

18. Assess progress toward program objectives
20. Take corrective action based on evaluation.

While these activities are rated important within the department, they are not implemented as well as they should be according to a majority of the DEOs.

DEOs ranked the management functions of planning and staffing as the most important functions, with planning being rated slightly higher in importance than staffing. They also generally agreed that providing an environment for creative efforts by staff, securing support for planned programs or activities and planning program goals, objectives, and policies annually were the three most important departmental activities.

A majority of the faculty members surveyed held a full-time teaching and research position. They spent 50% to 70% of their time teaching, 11% to 30% of their time in research, and 1% to 10% of their time advising students. Most of the faculty members were not involved in any administrative activities.

Faculty members generally agreed that the position of the DEO was that of a manager and that he/she is responsible for the management functions of planning, organizing, staffing, directing, and controlling. Forty percent of the faculty members agreed that DEOs should have some training in administration before becoming the department executive officer.

The 49 faculty members generally rated the importance of the 20 management activities higher than the implementation of the management activities within their departments. Sixteen activities were significantly rated higher in importance than implementation. Those activities were:

Planning Activities:

1. Develop long-range department goals
2. Establish department objectives

Organizing:

6. Define responsibilities of staff persons
8. Establish qualifications for positions

Staffing Activities:

10. Acquaint new persons with school and department
11. Supervise staff in performing new tasks
12. Plan staff development programs

Directing Activities:

13. Coordinate departmental activities
14. Motivate staff
15. Resolve differences among staff
16. Encourage creative efforts

Controlling Activities:

17. Develop evaluation criteria or standards
18. Assess progress toward program objectives
19. Evaluate staff performance
20. Take corrective action based on evaluation.

While these activities are rated important within the department, they are not implemented as well as they should be according to a majority of the faculty members.

Faculty members ranked the management functions of staffing and planning as the most important, with staffing being rated slightly higher in importance than planning. They also agreed that organizing committees to handle specific areas of the department, providing an environment for creative efforts by staff, and recognizing staff achievements were the three most important departmental activities.

In comparing the 59 DEOs' ratings with the 49 faculty members' ratings of the importance and implementation of the 20 management activities, it was apparent from the means and standard deviations of each activity that the DEOs and the faculty members rated the level of importance of the management activities similarly, except for activity No. 12, plan staff development programs. In this activity, the DEOs rated it much lower in importance than the faculty members. In their

ratings of implementation, the DEOs rated activity No. 12, plan staff development programs, much lower than the faculty members. The faculty members rated activities No. 13, coordinate departmental activities, No. 14, motivate staff, No. 15, resolve differences among staff, and No. 19, evaluate staff performances much lower than the DEOs. This indicates that the faculty members believed that the management activities that they are more closely involved with are not implemented at the level they should be within their departments.

In analyzing the data for the DEOs and the faculty members in the 30 paired institutions where the DEOs' ratings were compared to the faculty members' ratings of the importance and implementation of the 20 management activities, the DEOs generally rated the importance of the management activities higher than the faculty members. They were only significantly different on activity No. 5, establish a department organizational structure. The DEOs rated this activity higher in importance than the faculty members, which indicates their priority with departmental organization.

The DEOs generally rated the implementation of the 20 management activities higher than the faculty members. Eight activities, No. 2, establish department objectives; No. 5, establish a department organizational structure; No. 9, select qualified persons for available positions; No. 13, coordinate departmental activities; No. 14, motivate staff; No. 16, encourage creative efforts; No. 18, assess progress toward program objectives; and No. 19, evaluate staff performances, were rated significantly more important by the DEOs than by the faculty members. This indicates that the DEOs perceive that these activities

are implemented to a higher degree within their departments than the faculty members did.

An examination of the group means (summing of the means for the four activities under each function of planning, organizing, staffing, directing, and organizing) from the first part of the survey indicates that the DEOs in the 30 paired institutions rated the management functions similarly in importance, except for staffing which they rated lower in importance than the other functions. The faculty members in the 30 paired institutions rated the importance of the management functions of planning, directing, and controlling more important than the other functions. Both the DEOs and the faculty members rated the planning function as the most important.

While both DEOs and faculty members generally rated the implementation of the management functions lower than the importance of the functions, a greater difference between the DEOs and faculty members in their ratings of implementation is indicated in the functions of staffing, directing, and controlling. The faculty members rated the implementation of these management functions in their departments much lower than the DEOs. These findings are presented in Table 79.

This same general trend in the ratings of the importance and the implementation of the management functions is also indicated in the data obtained from the 59 DEOs and the 49 faculty members. These findings are presented in Table 80.

It is interesting to note that the management activity that was given the highest mean rating for importance by the DEOs and the faculty members in the 30 paired institutions was No. 9, select qualified

Table 79. Summed activity means for each function (planning, organizing, staffing, directing, and controlling) for the DEOs and the faculty members in the 30 paired institutions

Function	Importance	
	DEOs' group means ^a	Faculty members' group means ^a
Planning	22.48	22.07
Organizing	22.22	20.37
Staffing	20.17	20.42
Directing	22.35	21.55
Controlling	22.41	21.94

Function	Implementation	
	DEOs' group means ^a	Faculty members' group means ^a
Planning	20.75	19.53
Organizing	21.55	19.66
Staffing	18.86	16.62
Directing	20.54	16.11
Controlling	20.55	17.64

^aThe group means were obtained by summing the means for the four activities under each management function in Tables 63 and 64.

persons for available positions. The management activity that was given the lowest mean rating for importance by the DEOs and the faculty members was No. 12, plan staff development programs. The management activity that was given the lowest mean rating for implementation by the DEOs and the faculty members was also No. 12, plan staff development

Table 80. Summed activity means for each function (planning, organizing, staffing, directing, and controlling) for the 59 DEOs and the 49 faculty members

Function	Importance	
	DEOs' group means ^a	Faculty members' group means ^a
Planning	22.55	22.53
Organizing	21.48	21.24
Staffing	20.43	21.98
Directing	22.26	21.61
Controlling	22.00	21.87

Function	Implementation	
	DEOs' group means ^a	Faculty members' group means ^a
Planning	19.84	19.22
Organizing	20.76	19.35
Staffing	18.72	17.97
Directing	20.28	16.42
Controlling	20.17	17.31

^aThe group means were obtained by summing the means for the four activities under each management function in Tables 61 and 62.

programs. The management activity that was given the lowest mean rating for implementation by the DEOs and the faculty members was also No. 12, plan staff development programs. This same trend is also indicated in the ratings of the importance and implementation of the management activities by the 59 DEOs and the 49 faculty members.

In Part II of the survey, the DEOs in the 30 paired institutions ranked organizing and staffing as the most important management functions with organizing being ranked slightly higher than staffing. The faculty members in the 30 paired institutions ranked planning and staffing as the most important management functions within the department with staffing being ranked slightly higher than planning. The 59 DEOs ranked planning as the most important function and the 49 faculty members ranked staffing as the most important function. These results indicate that both the DEOs and the faculty members regard staffing as very important.

In Part III of the survey, the DEOs and faculty members in the 30 paired institutions selected providing an environment for creative efforts by staff as one of the most important departmental activities. This department activity was also selected as one of the most important activities by the 59 DEOs and the 49 faculty members. This indicates that DEOs and faculty members give high priority to the importance of providing an environment for creative efforts by staff in their departments.

The management functions and the activities associated with those functions are important to DEOs and faculty members in large English departments at state-supported, four-year institutions. All of the management activities were given ratings, for importance, of average to somewhat high (a rate of 4 to 6 on a Likert scale from 1 to 7) by both the DEOs and the faculty members.

The DEOs and faculty members slightly disagree on the implementation of the management activities, particularly those associated with

the functions of staffing, directing, and controlling. Faculty members generally rated the implementation of these functions, within the department, lower than the DEOs. This may indicate that these functions are some of the most difficult functions to manage within the department with regard to balancing the DEOs' priorities as a manager of the department with the faculty members' needs as staff members within the department.

Since DEOs and faculty members both consider the department executive officer a manager and since a large percentage of DEOs and faculty members also believe that DEOs could benefit by some training in administration before becoming the department executive officer, it would be interesting to investigate which activities DEOs and faculty members believe future department managers need more training in before assuming the role of department head or chair.

The general trend for education in the 1980s is toward excellence. New programs and activities aimed at providing better skills for administrators will accompany education just as it does business and industry. The demand from the public sector will always be toward improving the services that their tax dollars are paying for. Although English departments in state-supported schools may not be as readily affected as profit motivated private industries, they are still highly service oriented and therefore must continually seek to provide the best skills and services they can for their public audience.

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APPENDIX A:

GEOGRAPHICAL LOCATION OF THE 30 PAIRED INSTITUTIONS

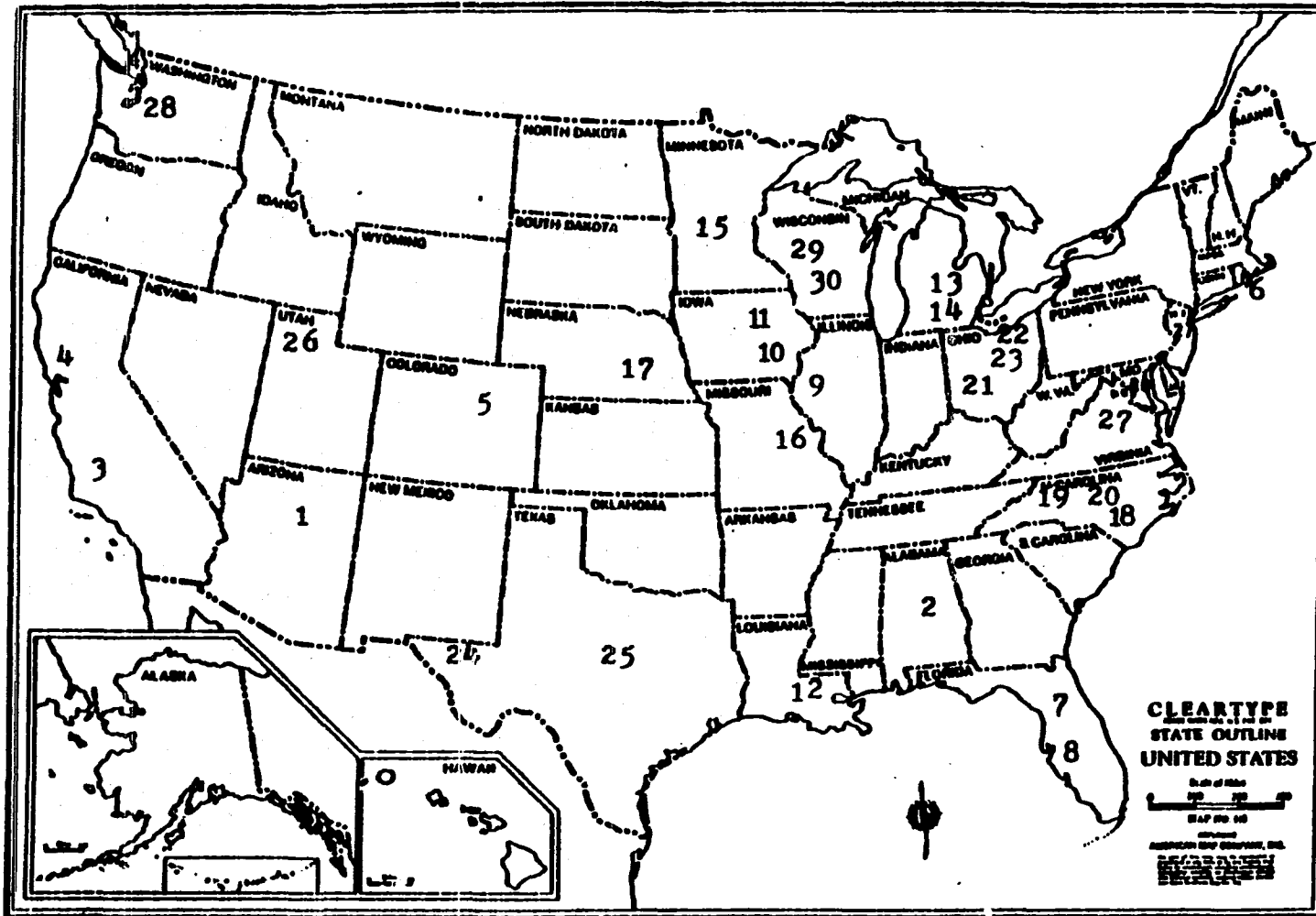


Figure 1. Geographical location of the 30 paired institutions

APPENDIX B:

LISTINGS OF ALL INSTITUTIONS

Thirty Paired Institutions

1. Northern Arizona University, Flagstaff, AZ
2. Auburn University, Auburn, AL
3. University of California, Santa Barbara, CA
4. San Francisco State University, San Francisco, CA
5. University of Colorado, Boulder, CO
6. Central Connecticut State University, New Britain, CT
7. University of Florida, Gainesville, FL
8. University of South Florida, Tampa, FL
9. Western Illinois University, Macomb, IL
10. University of Iowa, Iowa City, IA
11. University of Northern Iowa, Cedar Falls, IA
12. Louisiana State University, Baton Rouge, LA
13. Central Michigan University, Mt. Pleasant, MI
14. Eastern Michigan University, Ypsilanti, MI
15. St. Cloud State University, St. Cloud, MN
16. University of Missouri, St. Louis, MO
17. University of Nebraska, Lincoln, NE
18. East Carolina University, Greenville, NC
19. University of North Carolina, Greensboro, NC
20. North Carolina State University, Raleigh, NC
21. University of Cincinnati, Cincinnati, OH
22. Cleveland State University, Cleveland, OH
23. Youngstown State University, Youngstown, OH
24. University of Texas, El Paso, TX

25. University of Texas, Austin, TX
26. Utah State University, Logan, UT
27. University of Virginia, Charlottesville, VA
28. University of Washington, Seattle, WA
29. University of Wisconsin, Eau Claire, WI
30. University of Wisconsin, Madison, WI

Institutions Where the Surveys Were Received from the DEOs

1. Arizona State University, Tempe, AZ
2. University of Arkansas, Fayetteville, AK
3. California State University, Chico, CA
4. University of California, Davis, CA
5. California State University, Long Beach, CA
6. California State Polytechnic University, San Luis Obispo, CA
7. Colorado State University, Fort Collins, CO
8. University of Hawaii, Manoa, HI
9. Southern Illinois University, Edwardsville, IL
10. Purdue University, Indianapolis, IN
11. Ball State University, Muncie, IN
12. University of Kansas, Lawrence, KS
13. Wichita State University, Wichita, KS
14. Eastern Kentucky University, Richmond, KY
15. University of New Orleans, New Orleans, LA
16. Northern Michigan University, Marquette, MI
17. Wayne State University, Detroit, MI

18. University of Minnesota, Minneapolis, MN
19. Central Missouri State University, Warrensburg, MO
20. University of New Mexico, Albuquerque, NM
21. City University of New York, Queen's College, New York, NY
22. University of Oregon, Eugene, OR
23. University of Rhode Island, Kingston, RI
24. Memphis State University, Memphis, TN
25. Texas Agricultural and Mechanical University, College Station, TX
26. North Texas State University, Denton, TX
27. University of Wisconsin, Oshkosh, WI
28. University of Wisconsin, Milwaukee, WI
29. Marshall University, Huntington, WV

Institutions Where the Surveys Were Received
from the Faculty Members

1. University of Alabama, Birmingham, AL
2. University of Alabama, Tuscaloosa, AL
3. University of California, Berkeley, CA
4. University of California, Los Angeles, CA
5. California State University, Sacramento, CA
6. Indiana University, Bloomington, IN
7. University of Louisville, Louisville, KY
8. University of Southwestern Louisiana, Lafayette, LA
9. Mankato State University, Mankato, MN
10. State University of New York, Stony Brook, NY

11. Kent State University, Kent, OH
12. University of Akron, Akron, OH
13. University of Pittsburgh, Pittsburgh, PA
14. University of South Carolina, Columbia, SC
15. University of Tennessee, Knoxville, TN
16. Texas Technological University, Lubbock, TX
17. University of Houston, Houston, TX
18. Old Dominion University, Norfolk, VA
19. Washington State University, Pullman, WA

Institutions that Did Not Respond to the Questionnaire

1. University of Arizona, Tucson, AZ
2. California State University, Fullerton, CA
3. California State University, Los Angeles, CA
4. California State University, Fresno, CA
5. California State University, Northridge, CA
6. San Diego State University, San Diego, CA
7. San Jose State University, San Jose, CA
8. University of Connecticut, Storrs, CT
9. University of Delaware, Newark, DL
10. Florida State University, Tallahassee, FL
11. Georgia State University, Atlanta, GA
12. Northern Illinois University, Dekalb, IL
13. University of Illinois, Chicago Circle Campus, Chicago, IL
14. University of Kentucky, Lexington, KY

15. Northeast Louisiana University, Monroe, LA
16. University of Massachusetts, Amherst, MA
17. Oakland University, Rochester, MI
18. Michigan State University, East Lansing, MI
19. University of North Carolina, Chapel Hill, NC
20. University of North Dakota, Grand Forks, ND
21. William Patterson College, Wayne, NJ
22. State University of New Jersey, New Brunswick, NJ
23. New Mexico State University, Las Cruces, NM
24. State University of New York, Buffalo, NY
25. State University of New York, Albany, NY
26. City University of New York, Hunter College, New York, NY
27. Cornell University, Ithaca, NY
28. Ohio State University, Columbus, OH
29. University of Toledo, Toledo, OH
30. Bowling Green State University, Bowling Green, OH
31. Miami University, Oxford, OH
32. Oklahoma State University, Stillwater, OK
33. University of Oklahoma, Norman, OK
34. Temple University, Philadelphia, PA
35. Indiana University of Pennsylvania, Indiana, PA
36. Clemson University, Clemson, SC
37. East Tennessee State University, Johnson City, TN
38. University of Texas, Arlington, TX
39. University of Utah, Salt Lake City, UT
40. Virginia Commonwealth University, Richmond, VA

41. Virginia Polytechnic Institute and State University, Blacksburg,
VA
42. West Virginia University, Morgantown, WV

APPENDIX C:
SURVEY SENT TO DEOs

SURVEY OF ENGLISH DEPARTMENT ADMINISTRATIVE ACTIVITIES

Part I

Instructions: In the Level of Importance column, indicate how important you believe the implementation of the item is in administering an English department. In the Level of Implementation column, indicate the extent to which you believe the item is currently being implemented within your department. For both columns please use the following scale for each item.

1 2 3 4 5 6 7
 / _____ / _____ / _____ / _____ / _____ / _____ /
 LOW SOMEWHAT LOW AVERAGE SOMEWHAT HIGH HIGH

ITEM	LEVEL OF IMPORTANCE	LEVEL OF IMPLEMENTATION

Example: Manage budget	6	7

PLANNING

- | | | |
|---|-------|-------|
| 1. Develop long-range department goals. | _____ | _____ |
| 2. Establish department objectives. | _____ | _____ |
| 3. Formulate written department policies. | _____ | _____ |
| 4. Prepare the department budget. | _____ | _____ |

ORGANIZING

- | | | |
|---|-------|-------|
| 5. Establish a department organizational structure. | _____ | _____ |
| 6. Define responsibilities of staff persons. | _____ | _____ |
| 7. Develop descriptions for positions. | _____ | _____ |
| 8. Establish qualifications for positions. | _____ | _____ |

STAFFING

- | | | |
|--|-------|-------|
| 9. Select qualified persons for available positions. | _____ | _____ |
| 10. Acquaint new persons with school and department. | _____ | _____ |
| 11. Supervise staff in performing new tasks. | _____ | _____ |
| 12. Plan staff development programs. | _____ | _____ |

DIRECTING

- | | | |
|---|-------|-------|
| 13. Coordinate departmental activities. | _____ | _____ |
| 14. Motivate staff. | _____ | _____ |
| 15. Resolve differences among staff. | _____ | _____ |
| 16. Encourage creative efforts. | _____ | _____ |

CONTROLLING

- | | | |
|---|-------|-------|
| 17. Develop evaluation criteria or standards. | _____ | _____ |
| 18. Assess progress toward program objectives. | _____ | _____ |
| 19. Evaluate staff performance. | _____ | _____ |
| 20. Take corrective action based on evaluation. | _____ | _____ |

Part II

Instructions: Please rank from 1-5 the following functions (described by items listed in Part I) as to what you believe the order of importance should be in the administration of your English department. One (1) would indicate a function which you believe to be of most importance and five (5) would indicate a function which you believe to be of least importance. Use a rank (1, 2, 3, 4, or 5) only once.

<u>FUNCTION</u>	<u>RANK ORDER</u>
1. Planning	_____
2. Organizing	_____
3. Staffing	_____
4. Directing	_____
5. Controlling	_____

Part III

Instructions: After reading these 11 activities, please put an "X" by the three you perceive to be the most important and an "0" by the three you perceive to be the least important.

ACTIVITY

- | | |
|--|-------|
| 1. Organize and use a department advisory committee. | _____ |
| 2. Plan program goals, objectives and policies annually. | _____ |
| 3. Secure support for planned programs or activities. | _____ |
| 4. Coordinate assignments to compliment staff expertise. | _____ |
| 5. Instruct new persons about policies and procedures. | _____ |
| 6. Conduct regular staff meetings. | _____ |
| 7. Inform staff of program activities and new developments. | _____ |
| 8. Organize committees to handle specific areas of the department (such as undergraduate, graduate, etc.). | _____ |
| 9. Provide an environment for creative efforts by staff. | _____ |
| 10. Develop a plan for staff improvement. | _____ |
| 11. Recognize staff achievements. | _____ |

Part IV

Instructions: Please provide the information requested about your position as Department Executive Officer, by responding to the following questions.

1. What is your official title?
 - a. Department Head
 - b. Department Chair
 - c. Division Chair
 - d. Program Leader
 - e. Other _____
2. Are you a tenured faculty member of the English Department?
 - YES
 - NO
3. How were you chosen for your position?
 - a. By the Dean of the college or the division
 - b. By the faculty of the department
 - c. Both (a) and (b)
 - d. Other _____
4. What was your position prior to accepting the department executive officer position of your department?

5. Were you chosen as department executive officer from
 - a. Within the department
 - b. Another department within the institution
 - c. An English department from another institution
 - d. Another department from another institution
 - e. Other _____
6. How long have you been the department executive officer of this English department? _____
7. How many years of full-time employment in each of the following areas do you have? If none, indicate with a zero.
 - a. English faculty member in your department
 - b. English faculty member at another institution
 - c. Department executive officer at another institution
 - d. Business or industry
8. Since you have been appointed, have there been any institutionally-sponsored activities which were aimed at helping you to improve your performance as a department executive officer?
 - YES
 - NO
9. How much experience in administration did you have before you became the department executive officer in this department?
 - None
 - Some (Six months to a year and one-half of training or experience)
 - Two years or more

10. Do you believe a department executive officer should have some training in administration in higher education before holding a position such as that of a department executive officer?
- YES
 NO
11. Alex Mackenzie, in an article in the HARVARD BUSINESS REVIEW (Dec. 1969), describes a manager as a person who is responsible for planning, organizing, staffing, directing, and controlling. Do you perceive the position of department executive officer as a manager?
- YES
 NO
12. If you were interested in improving your administrative skills, would you (Check one or more)
- a. Take an academic course in organization and administration of higher education
 b. Go to a seminar on administration in higher education
 c. Attend a workshop on administration in higher education
 d. In my opinion, my administrative skills are adequate
 e. Other _____
13. Do you believe that you have had adequate administrative training prior to becoming a department executive officer?
- YES
 NO
14. Please indicate the percentage of your time allotted to administration, teaching, research, and service.
- Administration
 Teaching
 Research
 Service (Service activities would include such activities as serving on a university or college committee, working with a committee in another department, etc.)

Part V

Instructions: Please provide the information requested about the English department in your institution by responding to the following questions.

1. How is your department organized to help facilitate decision making? (Check the one(s) that apply to your department.)
- a. Committee structure only
 b. Only an advisory committee is used
 c. No committee structure -- decisions are made informally
 d. Most decisions are made at staff meetings only
 e. Decisions are made through a committee structure and staff meetings
 f. Other _____
2. How many incoming freshmen per year test out of freshman composition? (If actual data are not available, please give your best estimate.)
- _____

3. In your judgement, and based on your previous experience with freshman students, how would you rate the writing skills of freshman English students at your institution?

Excellent
 Good
 Average
 Poor
 Very Poor

4. If, in your assessment, you rated freshman English students as poor or very poor, would you please give a brief explanation as to why you believe this? Use the back of this page if you need more writing space.

5. Do you believe that English departments have a responsibility to offer remedial composition to students?

YES
 NO

Explain briefly why or why not. Use the back of this page if you need more writing space.

6. Which function do you believe is the most important, least important? Rank them 1-4, with one (1) being the most important and four (4) being the least important.

Teaching
 Research
 Advising
 Service

7. Do you have a computer in your department?

YES
 NO

8. Do you have a word processor in your department?

YES
 NO

9. If you answered "NO" to questions 7 and 8, do you use the university or college computer or word processor?

YES
 NO

10. If you answered "NO" to questions 7, 8, and 9, do you use a computer or word processor belonging to another department?

YES
 NO

11. Is there a need for a word processor or computer in your department?

YES
 NO

12. Have you ever requested funds for a word processor or computer for your department?

YES
 NO

13. Please check those activities that have been accomplished by a word processor or computer for your department.

- a. Recordkeeping
 b. Research
 c. Work processing
 d. Other _____

THE FOLLOWING PAGES CAN BE COMPLETED BY YOU
OR BY A STAFF PERSON RESPONSIBLE FOR RECORDS.

DATA INFORMATION SHEETPart VI

Instructions: Please provide the information requested about the English Department in your institution by responding to the following questions.

1. Through what college or division is the English Department administered?

2. What was the total student enrollment (head count) in your institution for the 1981-82 academic year? _____
for the 1982-83 academic year? _____
3. What was the total student enrollment (head count) in your department for the 1981-82 academic year? _____
for the 1982-83 academic year? _____
4. How is the academic year at your institution organized?
___ Quarterly
___ Semesters
___ Other _____
5. What degrees are offered in your English Department?
___ a. B.A.
___ b. M.A.
___ c. Ph.D.
___ d. Other _____
6. How many English undergraduates (head count) were enrolled in your department for the 1981-82 academic year? _____
for the 1982-83 academic year? _____
7. Identify the number and sex of persons of the following rank (head count) in your department currently. (If none, indicate with a zero.)

<u>NUMBER</u>	<u>RANK</u>	<u>MALE</u>	<u>FEMALE</u>
_____	Professor	_____	_____
_____	Associate Professor	_____	_____
_____	Assistant Professor	_____	_____
_____	Instructor	_____	_____
_____	Adjunct (all ranks)	_____	_____
_____	Temporary (all ranks)	_____	_____
_____	Part-Time (all ranks)	_____	_____
_____	Visiting (all ranks)	_____	_____
_____	FTE TOTAL	_____	_____

8. Indicate the number of English department persons currently filling positions with the following titles.

NUMBER

- Graduate Administrative Assistant
- Graduate Research Assistant
- Graduate Teaching Assistant
- Other _____

9. How many staff members in the department hold a half-time (or more) administrative appointment? _____

10. Is freshman composition required for graduation (B.A. or B.S. degree) at your institution?

- YES
- NO

11. Considering there may be differences according to a student's major, on the average, how many credit hours of English does your institution require for graduation with a bachelor's degree?

- Semester Hours
- Quarter Hours

12. Do you have a test out procedure for the English composition requirement?

- YES
- NO

13. If you answered "YES" to question #12, what department handles the testing and grading for this procedure? _____

14. Besides passing or testing out of freshman English, does your college or university require a student to demonstrate his/her writing competency in English before he/she graduates?

- YES
- NO

If you answered "YES," please explain the requirement.

WOULD YOU LIKE TO RECEIVE A COPY OF THE QUESTIONNAIRE RESULTS? YES NO

APPENDIX D:

SURVEY SENT TO FACULTY MEMBERS

SURVEY OF ENGLISH DEPARTMENT ADMINISTRATIVE ACTIVITIES

Part I

Introduction: In the Level of Importance column, indicate how important you believe the implementation of the item is in administering an English department. In the Level of Implementation column, indicate the extent to which you believe the item is currently being implemented within you department. For both columns please use the following scale for each item.



ITEM	LEVEL OF IMPORTANCE	LEVEL OF IMPLEMENTATION
*****	*****	*****
Example: Manage budget	6	7
*****	*****	*****

PLANNING

- 1. Develop long-range department goals. _____
- 2. Establish department objectives. _____
- 3. Formulate written department policies. _____
- 4. Prepare the department budget. _____

ORGANIZING

- 5. Establish a department organizational structure. _____
- 6. Define responsibilities of staff persons. _____
- 7. Develop descriptions for positions. _____
- 8. Establish qualifications for positions. _____

STAFFING

- 9. Select qualified persons for available positions. _____
- 10. Acquaint new persons with school and department. _____
- 11. Supervise staff in performing new tasks. _____
- 12. Plan staff development programs. _____

DIRECTING

- 13. Coordinate departmental activities. _____
- 14. Motivate staff. _____
- 15. Resolve differences among staff. _____
- 16. Encourage creative efforts. _____

CONTROLLING

- 17. Develop evaluation criteria or standards. _____
- 18. Assess progress toward program objectives. _____
- 19. Evaluate staff performance. _____
- 20. Take corrective action based on evaluation. _____

Part II

Instructions: Please rank from 1-5 the following functions (described by items listed in Part I) as to what you believe the order of importance should be in the administration of your English department. One (1) would indicate a function which you believe to be of most importance and five (5) would indicate a function which you believe to be of least importance. Use a rank (1, 2, 3, 4, or 5) only once.

<u>FUNCTION</u>	<u>RANK ORDER</u>
1. Planning	_____
2. Organizing	_____
3. Staffing	_____
4. Directing	_____
5. Controlling	_____

Part III

Instructions: After reading these 11 activities, please put an "X" by the three you perceive to be the most important and an "0" by the three you perceive to be the least important.

ACTIVITY

1. Organize and use a department advisory committee. _____
2. Plan program goals, objectives and policies annually. _____
3. Secure support for planned programs or activities. _____
4. Coordinate assignments to compliment staff expertise. _____
5. Instruct new persons about policies and procedures. _____
6. Conduct regular staff meetings. _____
7. Inform staff of program activities and new developments. _____
8. Organize committees to handle specific areas of the department (such as undergraduate, graduate, etc.) _____
9. Provide an environment for creative efforts by staff. _____
10. Develop a plan for staff improvement. _____
11. Recognize staff achievements. _____

Part IV

Instructions: Please provide the information requested about your position by responding to the following questions.

1. What rank do you hold?
 - a. Professor
 - b. Associate Professor
 - c. Assistant Professor
 - d. Instructor
 - e. Other _____

2. Are you
 - a. Tenured
 - b. Tenure-Track
 - c. Adjunct
 - d. Temporary
 - e. Other _____

3. How is the percentage of your time in the department divided among the following functions?
 - % Advising
 - % Administration
 - % Teaching
 - % Research
 - % Service (Committee service not involved with administrative duties)

4. Which function do you believe is the most important, least important? Rank them 1-4, with one (1) being the most important and four (4) being the least important.
 - a. Teaching
 - b. Research
 - c. Service
 - d. Advising

5. According to your perception, what appears to be the department's priority with regard to the functions in #4? Rank them 1-4 with one (1) being the most important and four (4) being the least important.
 - a. Teaching
 - b. Research
 - c. Service
 - d. Advising

6. Alex Mackenzie, in an article in the HARVARD BUSINESS REVIEW (Dec. 1969) describes a manager as a person who is responsible for planning, organizing, staffing, directing, and controlling. Do you perceive the position of department executive officer as a manager?
 - YES
 - NO

7. Do you believe a department executive officer should have some training in administration in higher education before holding a position such as that of a department executive officer?

YES
 NO

8. What kind of appointment do you hold in the department?

a. Full-time teaching and research appointment
 b. Full-time teaching only
 c. 1/2 teaching and 1/2 administrative
 d. 1/4 administrative and 3/4 teaching
 e. 3/4 administrative and 1/4 teaching
 f. Part-time faculty
 g. Other _____

9. In your judgement, and based on your previous experience with freshman students, how would you rate the writing skills of freshman English students at your institution?

Excellent
 Good
 Average
 Poor
 Very Poor

10. If, in your assessment, you rated freshman English students as poor or very poor, would you please give a brief explanation as to why you believe this? Use the back of this page if you need more space.

11. Do you believe that English departments have a responsibility to help remedial composition students?

YES
 NO

Briefly explain why or why not. Use the back of this page if you need more space.

WOULD YOU LIKE TO RECEIVE A COPY OF THE QUESTIONNAIRE RESULTS? YES NO

APPENDIX E:

COVER LETTER THAT ACCOMPANIED SURVEYS SENT TO DEOs

Iowa State University *of Science and Technology* Ames, Iowa 50011



March 14, 1983

*Research Institute for Studies in Education
College of Education
The Quadrangle
Telephone 515-294-7009*

Dear Departmental Executive Officer:

In cooperation with the Research Institute for Studies in Education and the Department of English at Iowa State University, we are conducting a national study of administrative activities in English departments in state-supported, four-year institutions of higher education.

Your opinions as a department executive officer of an English department are needed as an integral part of this project because you are the person most directly involved with the administrative activities in your department. This questionnaire is divided into six, short parts. In Part I we are asking you to respond to the level of importance and implementation of five areas of administration (Planning, Organizing, Staffing, Directing, and Controlling) as defined by Alex Mackenzie in his article "The Management Process in 3-D," HARVARD BUSINESS REVIEW, December 1969. In addition, we are requesting some information concerning your position in the department.

The questions in Parts I through V should be answered by you. The questions in Part VI can be answered by a staff person responsible for records. You will need approximately 20 minutes to complete this questionnaire.

Please return the enclosed questionnaire in the stamped, self-addressed envelope by March 30, 1983. You can be assured that your responses will remain confidential. The questionnaire has an identification number for mailing. The information will be reported in terms of group summarizations, not individual responses.

Thank you for your cooperation.

Sincerely,

Shelley Seim Cassady

Shelley Seim Cassady
Research Assistant
College of Education

Richard D. Warren

Dr. Richard D. Warren
Director, Research Institute
for Studies in Education

Larry H. Ebbers

Dr. Larry H. Ebbers
Assistant Dean
College of Education

SSC:mm

APPENDIX F:

COVER LETTER THAT ACCOMPANIED SURVEYS SENT TO FACULTY MEMBERS

Iowa State University *of Science and Technology* Ames, Iowa 50011



March 14, 1983

*Research Institute for Studies in Education
College of Education
The Quadrangle
Telephone 515-294-7009*

Dear Faculty Member:

In cooperation with the Research Institute for Studies in Education and the Department of English at Iowa State University, we are conducting a national study of administrative activities in English departments in state-supported, four-year institutions of higher education.

Your name has been randomly selected from the faculty roster of your English department for this study. Your opinions as an English professor are needed as an integral part of this project because of your knowledge about your department and the discipline of English.

This questionnaire is divided into four, short parts. In Part I, we are asking you to respond to the level of importance and implementation of five areas of administration (Planning, Organizing, Staffing, Directing, and Controlling) as defined by Alex Mackenzie in his article "The Management Process in 3-D," HARVARD BUSINESS REVIEW, December 1969. In addition, we are requesting some information concerning your position in the department. You will need approximately 15 minutes to complete this questionnaire.

Please return the enclosed questionnaire in the stamped, self-addressed envelope by March 30, 1983. You can be assured that your responses will remain confidential. The questionnaire has an identification number for mailing. The information will be reported in terms of group summarizations, not individual responses.

Thank you for your cooperation.

Sincerely,

Shelley Seim Cassady

Shelley Seim Cassady
Research Assistant
College of Education

Richard D. Warren

Dr. Richard D. Warren
Director, Research Institute
for Studies in Education

Larry H. Ebberts

Dr. Larry H. Ebberts
Assistant Dean
College of Education

SSC:mm

APPENDIX G:

FOLLOW-UP LETTER SENT TO DEOs

Iowa State University *of Science and Technology* Ames, Iowa 50011



April 20, 1983

*Research Institute for Studies in Education
College of Education
The Quadrangle
Telephone 515-294-7009*

Dear Departmental Executive Officer:

Recently, we mailed you a questionnaire regarding administrative activities in your English Department. As of this date, we have not received a response from you. We realize this is a very busy time; however, your opinions as a department executive officer are very important to the results of this study.

Would you please take a few minutes to complete the enclosed questionnaire and return it to us as soon as possible? Please be assured that your responses will remain confidential. A copy of the results will be available upon request.

If you have already returned the questionnaire, please disregard this request. Your response is appreciated.

Sincerely,

Shelley Seim Cassady
Research Assistant
College of Education

Richard Warren, Director
Research Institute for
Studies in Education

Larry H. Ebbers
Assistant Dean
College of Education

SSC:mm

Encl:

APPENDIX H:

FOLLOW-UP LETTER SENT TO FACULTY MEMBERS

Iowa State University *of Science and Technology* Ames, Iowa 50011



April 20, 1983

*Research Institute for Studies in Education
College of Education
The Quadrangle
Telephone 515-294-7009*

Dear Faculty Member:

Recently, we mailed you a questionnaire regarding administrative activities in your English Department. As of this date, we have not received a response from you. We realize this is a very busy time; however, your opinions as an English professor are very important to the results of this study.

Would you please take a few minutes to complete the enclosed questionnaire and return it to us as soon as possible? Please be assured that your responses will remain confidential. A copy of the results will be available upon request.

If you have already returned the questionnaire, please disregard this request. Your response is appreciated.

Sincerely,

Shelley Seim Cassady

Shelley Seim Cassady
Research Assistant
College of Education

Richard Warren

Richard Warren, Director
Research Institute for
Studies in Education

Larry H. Ebbers

Larry H. Ebbers
Assistant Dean
College of Education

SSC:mm

Encl.