DOCUMENT RESUME

ED 091 959 HE 005 465

AUTHOR Faricy, William H.
TITLE Department Affiliation and Faculty Reference Group: Some Effects on Faculty Opinions.
SPONS AGENCY EXXON Education Foundation, New York, N.Y.
PUB DATE 74
NOTE 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *College Faculty; *Departmental Teaching Plans; Department Directors (School); *Higher Education; *Institutional Administration; Research Projects; Statistical Data; Surveys; *Teacher Attitudes

ABSTRACT

Opinions obtained by survey of faculty members of 42 universities on various aspects of department and university operations were categorized according to the faculty respondents' departmental affiliations. This paper reports an investigation of the relationship of faculty members' departmental affiliation to their responses to certain institution-related variables. Chi-Square tests of dependence and the phi coefficient of contingency were used to assess the variables' relationships. Most of the relationships were significant but weak. (Author)

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Department Affiliation and Faculty Reference Group: Some Effects on Faculty Opinions

William H. Farley
Michigan State University

Source of data

The findings reported here are based on data gathered in a survey conducted in Spring, 1971, by the Departmental Study Project at Michigan State University.* We mailed the survey questionnaire to 10,000 faculty members at 42 universities, in nine departments on each campus (biology/botany, chemistry, economics, electrical engineering, English, history, management, mathematics, and psychology). The survey included administrators, board members, and state legislators, but only faculty responses are reported here. About 4,000 faculty members responded, making a rate of 40 percent.

On the questionnaire, the faculty members were asked "What is your main departmental affiliation?" and "In general, do you usually think of yourself primarily as a member of your: (check one) university, department, discipline?" Thus, we could investigate the relationship between faculty members' department affiliation and reference group to the opinions they expressed through responses to other questionnaire items.

Note of caution

The low response rate of 40 percent suggests that the responding group might not represent the opinions of the entire sample. Also, we identified only one of many departmental characteristics--the subject matter or discipline studied--and ignored other possibly relevant characteristics such as the department's size, structure, and mode of operation. Thus, the value of these findings are limited by a possible population bias and by confounding variables.

Also, "department affiliation" in this report should be interpreted as "discipline," although the respondents are in fact all members of a university department.

Method of analysis

The findings are presented chiefly as the mean responses for each departmental group, reference group, and the total population. In order to show the pattern in the responses and to indicate tendencies, this report used a measure of mal-representation based on the mean responses that are 10 percent greater or lesser than the population mean. This simple analysis is intended only as a rough suggestion of the patterns of variation in these data.

An analysis based on the chi-square statistic seemed appropriate for these data, but since the population was large, and chi-square tends to be inflated by a large number of subjects, the phi coefficient was used instead.**

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*This project was supported by the Exxon Educational Foundation. The findings were summarized in Dressel and Faricy, 1972, Chapter 2.

**See Marascuilo 1971, pp. 406-409, for a discussion of the effect of sample size on chi-square and phi; and Connover 1971, pp. 176-184, for a discussion of various measures of dependency such as contingency coefficients. The measure called phi in this report is what Connover calls Pearson's contingency coefficient.

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Use of phi removed the size factor (which made almost all the chi-square relationships significant) and indicated relationships in a way that resembles a correlation coefficient.

The phi's for these findings were all quite low, ranging from .04 to .45. Phi may be interpreted as: 0-33= weak, 34-66= moderate, 64-100= strong. However, the true meaning of phi is ambiguous. At any rate, the phi's reported here indicate that there actually are relationships in the data, and that some relationships are stronger than others. In most tables a phi is given for both departmental affiliation and the reference group, to allow for comparisons.

Findings--institutional and individual

The 42 universities in the survey were identified by size, type of control, graduate prestige, and general educational caliber.* These institutional characteristics had negligible relationships to department affiliation or reference group. The only noteworthy finding was that the university reference group tends to be slightly over-represented in small, private universities.

Analysis of the relationship of rank (see Table I) to the other individual variables showed that some departments tended to have relatively more full professors (chemistry, economics, history) and others to have relatively more assistant professors (English, mathematics). Also, full professors tended to be slightly over-represented among the university-oriented; assistant professors to be slightly over-represented among the discipline-oriented.

When department affiliation and reference group are related, however, the pattern changes slightly. (See Table II). History was slightly over-represented in the discipline reference group although it had relatively more full professors, and more full professors tended to choose the university as reference group. Departments over-represented in the discipline reference group were economics, history, and psychology; those over-represented in the department reference group were biology, chemistry, and electrical engineering; those over-represented in the university reference group were chemistry, electrical engineering, and management.

Findings--faculty opinions

The survey asked respondents to indicate their opinions about a series of statements (Table III and item 1 in the appendix.) The statements in Part A of this section fell into two categories: those dealing with autonomy of departments and universities (statements 2, 5, 7 in Table III) and those dealing with various restraints on autonomy (statements 3, 4, 8, 9 in Table III). Using the averages of each department's mean resporses to these sets of statements, one could form these rank orders:

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* See Dressel and Faricy, 1972, Appendix B, for discussion of these characteristics.

Autonomy		Restraints	
English	2.11	Management	1.62
History	2.07	Biology	1.38
Biology	1.93	Electrical Engineering	1.36
Mathematics	1.87	Chemistry	1.33
TOTAL	(1.85)	Economics	1.33
Psychology	1.32	TOTAL	(1.30)
Chemistry	1.75	History	1.28
Electrical Engineering	1.69	Mathematics	1.26
Economics	1.67	English	1.23
Management	1.39	Psychology	1.18
Discipline	1.95	University	1.47
Department	1.87	Department	1.31
University	1.63	Discipline	1.20

In Part B, the first five statements suggest an activist attitude toward the university's problems. (The last two statements in Part B have small or negative correlations with the first five statements, and therefore appear to be a separate dimension.) A rank order based on the averages of mean responses to this set is as follows:

Activism	
Biology	2.38
Management	2.36
Psychology	2.27
Elec. Engineering	2.27
English	2.26
TOTAL	(2.24)
Chemistry	2.21
History	2.19
Economics	2.19
Mathematics	2.15
University	2.30
Department	2.27
Discipline	2.21

The order for this factor differed considerably from the rank orders for autonomy or restraints.

Another section of the survey concerned the faculty's opinions about the most appropriate institutional level for review of various departmental functions. (See Table IV and item 2 in the Appendix.) For this section, the rank order of the average means for departments and reference groups was:

Level of review

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Level of review	
Mathematics	3.09
Management	3.08
Economics	3.04
(Elec. Engineering	3.04

History	3.02
English	2.98
TOTAL	(2.97)
Chemistry	2.96
Psychology	2.86
Biology	2.76
University	3.04
Department	2.90
Discipline	2.86

These means indicate the overall level of review chosen by members of each department. They indicate that many members of mathematics departments would approve reviewing departmental functions at an institutional level higher than that approved by members of biology departments.

Faculty respondents were also asked to indicate which principles from a list of nine principles) would justify the review of departmental functions, whether by a department itself or by others outside the department. (See Table V and item 3 in the Appendix). The analysis in this section was based on the percent of respondents who chose each justification, since a mean score would be meaningless.

The justifications appeared to represent two broad values: the humane (in Table V, items 2, 3, 5, 6) and the managerial (items 1, 4, 3). The mal-representation (over and under) shown in Table V indicated that departments reflected these values as follows: the humane--biology, English, psychology; the managerial--economics, electrical engineering, management. History and chemistry seemed ambiguous.

The questionnaire also included a section concerned with the faculty's perceptions of the influence that various persons or groups seem to have on departments. (See Table VI and item 4 in the Appendix.) The major influences appeared to be within the departments (chairman, faculty). Departments varied only slightly in the total amount of influence their members perceived (measured by the average means).

Conflicts between departments and the university administrations was the subject of another survey section. (See Table VII and item 5 in the Appendix). The amount of conflict observed seemed moderate in general. Financial matters seemed to involve the most conflict; teaching loads and faculty personnel matters involved less; and curricular matters involved relatively little conflict. Department members perceived differing amounts of conflict overall, as indicated by the rank order based on the average means:

Amount of conflict perceived

Biology	1.47
Elect. Engineering	1.41

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The departments' emphasis on various educational objectives was the topic of two sections on the questionnaire. In one, the faculty was asked to indicate how they perceived the departmental emphasis. (See Table VIII and item 6 in the Appendix.) In the other, they were to indicate what they thought the departmental emphasis should be. (See Table IX and item 7 in the Appendix.) Among perceived emphases, graduate instruction was the most emphasized, but only slightly more so than research or undergraduate instruction; disciplinary contribution was emphasized only slightly less than the others, while service was clearly the least emphasized. The findings were much clearer for the emphasis preferred, since 62 percent of the respondents favored undergraduate instruction, against 15 percent for graduate instruction and less for the other objectives. Differences between the department's preferences were marked. English departments were clearly oriented to undergraduate instruction, psychology to graduate instruction and research; electrical engineering and management both preferred more graduate instruction but less research. The reference groups differed chiefly on research and disciplinary contributions, the discipline-oriented favoring more, the university-oriented and department-oriented favoring less.

Correlations and rank orders

A correlation of all items on the questionnaire gave a few interesting results. Within each of the seven sections of the questionnaire, correlations were usually low but some were moderate to weak (.73 to .30); between sections, correlations were usually negligible (below .10). This finding suggested that the sections did in fact deal with separate areas of opinion.

Corelations of the sections on influence and on conflict indicated that when faculty, students, and department chairmen (heads) have high influence on departmental affairs, the amount of conflict is low; and conversely, when the influence of the administration is high, the amount of conflict is high. Conflict appeared more closely related to the influence of the central administration than to that of deans.

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The reference group variable showed almost no correlation with other items. Its highest correlation coefficient was .24, with the opinion "Departments exist to carry out university policy." For this same item, the phi was .19 (second highest phi for the reference group variable).

Further interpretation of the correlations indicated a key relationship

between three items in the review-level section (in Table IV, items 3, 5, 11) and three items in the statement of opinions section (in Table III, part A, items 2, 5, 7). These correlations were weak but they were the only non-negligible correlations between these two sections. Apparently, attitudes about the appropriate review levels for tenure matters and selection of chairmen are key attitudes vis-a-vis autonomy of faculty and departments.

Also, it appeared from the correlations that an attitude favoring firm student discipline and against student participation in governance (Table III part B, items 5 and 6) might be a key attitude for a "conservative" form of activism. Faculty with such an attitude would likely also be against autonomy (to judge from correlations with items 3, 6, 8 in Table III part A) and against broadening the university's social involvement (to judge from correlations with items 3 and 4 in Table III part B). However, these inferences from correlations are at best clues that suggest possibilities for further study.

When the various rank orders already shown (including the rank orders for the key items just mentioned, which are not shown) were combined into a single classification, the results were thus:

Departmental characteristics

Pro-autonomy Anti-restraints Low levels of review	Anti-autonomy Pro-restraints High levels of review
Most typical:	
English Psychology (not pro-autonomy)	Electrical Engineering Management
Less typical:	
History Biology (pro-restraints) Mathematics (high review levels)	Chemistry Economics

Role of university as agent in social context

Activist role		Neutralist role
Electrical Engineering Management		Economics Mathematics
Biology Psychology English	] social activism	
Chemistry History	] conservative activism	

Correlations of the rank orders showed only one clearly meaningful result: for activism and conflict, the rank order correlation coefficient (Spearman) was .76. That signifies that when a department favors an activist role, members perceive more conflict with the university administration. (Presumably both the department and the university are activist). This result

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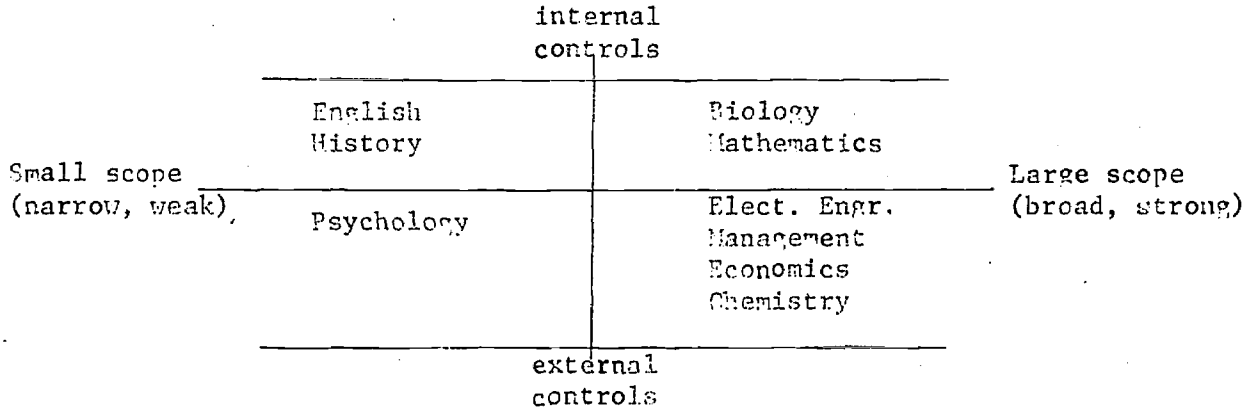
Summary and conclusions

1. Department affiliation does appear to affect faculty opinions. Although the relationship is not precise in the findings of this study, it is clear that certain departments are often associated with certain opinions.

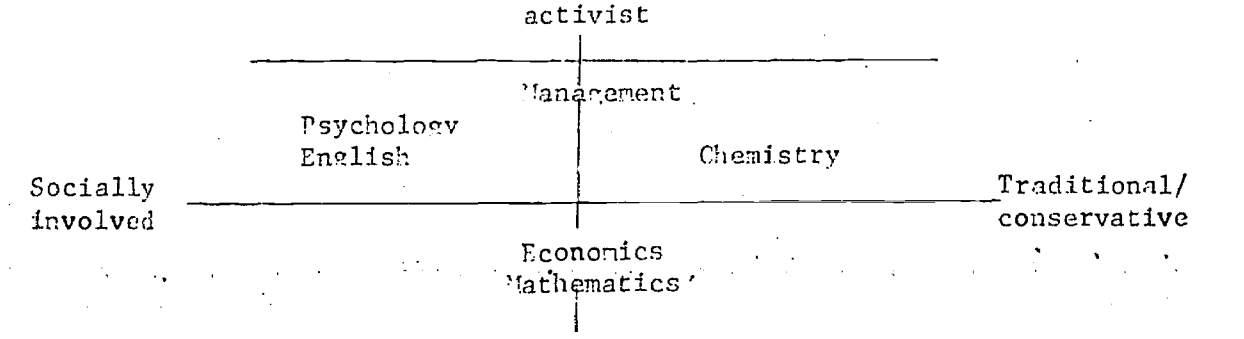
2. A tentative but mostly consistent pattern emerges from this analysis. The survey that produced these data focussed chiefly on faculty opinions about various aspects of departments' autonomy and the university's social role. The report suggests that three complex dimensions, each with two aspects, can be discerned in the data.

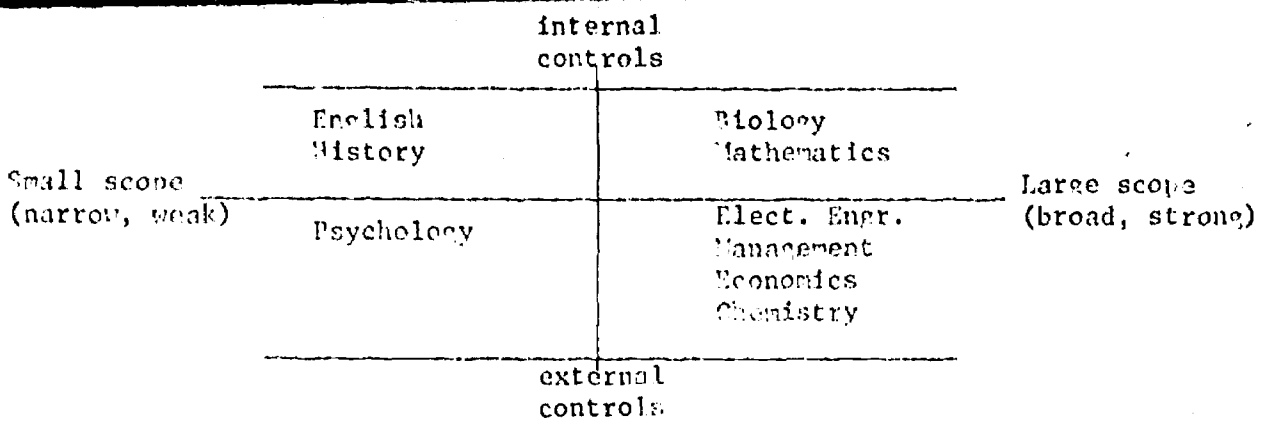
Dimension A: Control of departmental functions -- (1) locus or control (internal or external), (2) scope of control (the functions that are controlled and the degree of control).



One bit of evidence for the complex nature of this dimension seems to be the finding that the influence factor (Table VI) produced different rank orders for the total, external, and internal influences. In other words, the locus of control by itself is not likely to account for the observed differences. Also, restraints or reviews seem to have greater weight when applied to some departmental functions than to others, which again suggests that by themselves the level of review or locus of restraints do not sufficiently explain the situation.

Dimension B: Attitudes toward the university's social role -- (1) kind of role (socially involved or traditional/conservative), (2) degree of performance (activist or neutralist).





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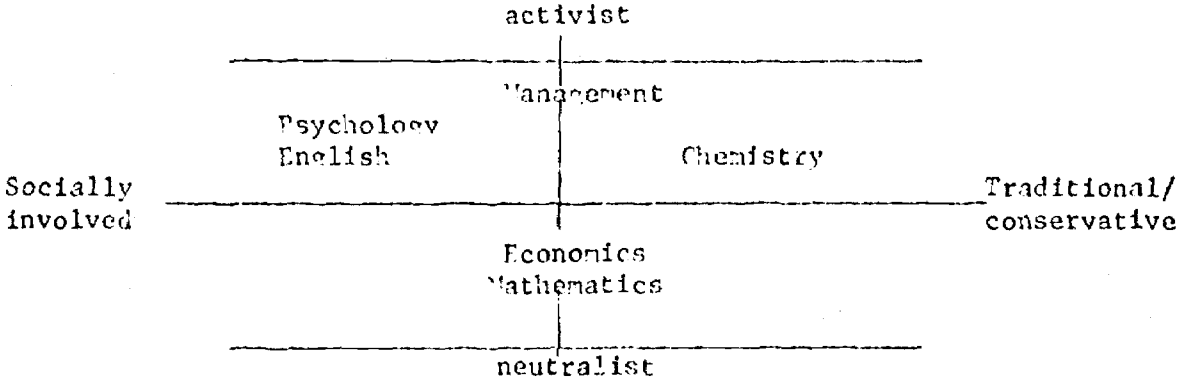
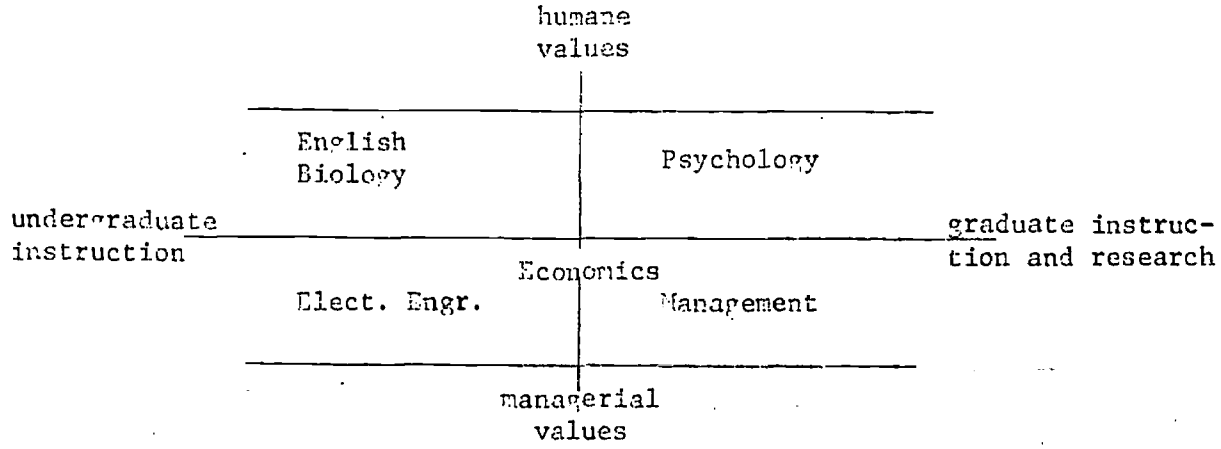


Dimensions A and B are similar to some extent but they are not co-terminous in the present study. Dimension B reflects the faculty's attitudes toward the universities' role, and a department could approve a neutralist role for the

university while approving a high review level for departmental functions.

Dimension C: Departmental philosophy - (1) educational objectives, (2) basic values.



There appears to be a slight tendancy for departments to be in the same quadrant on each dimension. However, the inter-relation of these dimensions cannot be made clear in the present study because of the limitations in the data mentioned at the beginning of this report. The value of this analysis is only in suggesting topics and concepts that may be of use to other investigators. Both objectives and values would have to be treated in far more refined manner than was relevant for the survey analyzed here.

3. The reference group identified by faculty members (discipline, department, or university) appears to affect the responses to this survey only slightly. However, a pattern of tendancies can be discerned here, also. The department-oriented are almost always similar to the average faculty response; the discipline-oriented are less typical, and the university-oriented least typical. The strongest contrast is between the discipline-oriented and the university-oriented.

Compared to the average faculty member who responded to this survey, the university-oriented are more likely to be full professors in positivistic disciplines (chemistry, management, electrical engineering), in smaller private universities. They prefer to emphasize research less, and consider the faculty senate and similar all-campus groups relatively more influential. They are less likely to cite academic freedom, advancement of a discipline, or assigned role as justifications for reviewing departmental functions. They give more approval to restraints on departments and to a conservative university role. Most significantly they tend to believe that the department exists for the sake of the university.

The discipline-oriented are relatively more often assistant professors in social sciences (history, economics, psychology). They are more likely to emphasize basic research and service within their departments, and they per-

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The discipline-oriented are relatively more often assistant professors in social sciences (history, economics, psychology). They are more likely to emphasize basic research and service within their departments, and they perceive the faculty as having less influence on the department. To justify reviewing departmental functions, they cite student welfare or administrative uniformity less than average, but cite advancing a discipline more than average.

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APPENDIX: Items from the survey questionnaire

1. Statements of opinions (See Table III)

Part A:

"The following statements express opinions about universities that one encounters today. To what extent do you agree with these statements? (Check one blank on each line)."

Part B:

"Various ways are being suggested today to increase the universities' prestige and credibility with the general public. Please indicate your reaction to each of these possible ways."

Respondents were asked to choose from five levels of agreement (for both parts): very great, great, some, slight, no.

2. Review of departmental functions (See Table IV)

On these pages "actions or decisions usually initiated in university departments are listed. For each action, please indicate your opinion as to the highest level at which an action could be justifiably reviewed with authority to veto it. While making your choices, consider them in terms of an ideal situation, not your actual situation.

"Please write the number of the organizational level from List I, below, to indicate the highest level at which departmental actions could justifiably be reviewed with authority for final veto.

"List I: (1) Individual faculty member, (2) Department (chairman or faculty committees, (3) College or School (dean or faculty committees, (4) All-univeristy faculty committees, (5) Administration (president, vice-presidents), (6) Trustees, governing board, (7) Central administration of a multi-campus institution, (8) Public officials or Legislature, (9) No review at all."

3. Justification for review of departmental functions (See Table V)

"Please write the number of a statement from List II, below, to indicate the one best justification for the veto authority you have indicated."

"List II: (1) Welfare of total faculty, (2) Welfare of students, (3) Academic freedom, (4) Improvement in quality of education, (5) Advancement of a discipline or profession, (6) Efficient use of financial or human resources, (7) Assigned role in a multi-campus system, (8) Counter-balance to departments' self-interest, (9) Uniform practice and policy in a university, (10) Other reasons."

4. Influences on departmental affairs, as perceived by the faculty

"In general, how much influence does each of the following have over what goes on in your department? (1) The department faculty as a whole, (2) The

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On these pages actions or decisions usually initiated in university departments are listed. For each action, please indicate your opinion as to the highest level at which an action could be justifiably reviewed with authority to veto it. While making your choices, consider them in terms of an ideal situation, not your actual situation.

Please write the number of the organizational level from List I, below, to indicate the highest level at which departmental actions could justifiably be reviewed with authority for final veto.

"List I: (1) Individual faculty member, (2) Department (chairman or faculty committees, (3) College or School (dean or faculty committees, (4) All-univeristy faculty committees, (5) Administration (president, vice-presidents), (6) Trustees, governing board, (7) Central administration of a multi-campus institution, (8) Public officials or Legislature, (9) No review at all."

Justification for review of departmental functions (See Table V)

"Please write the number of a statement from List II, below, to indicate the one best justification for the veto authority you have indicated."

"List II: (1) Welfare of total faculty, (2) Welfare of students, (3) Academic freedom, (4) Improvement in quality of education, (5) Advancement of a discipline or profession, (6) Efficient use of financial or human resources, (7) Assigned role in a multi-campus system, (8) Counter-balance to departments' self-interest, (9) Uniform practice and policy in a university, (10) Other reasons."

4. Influences on departmental affairs, as perceived by the faculty

"In general, how much influence does each of the following have over what goes on in your department? (1) The department faculty as a whole, (2) The dean of this college or school, (3) The department head or chairman, (4) Graduate students, (5) Undergraduates, (6) The university administration (president, vice-presidents), (7) You, personally, (8) All-university groups (committees, senate), (9) Department committees. (Check one on each line)"

APPENDIX, CONTINUED:

Respondents were asked to choose one of five levels of influence: very great, great, some, slight, none at all.

Note: Items (1) and (9); items (2) and (6); and items (4) and (5) were combined into single variables because they were relatively highly correlated.

5. Conflicts between departments and university administrations, as perceived by the faculty

"Within your university, how much difference of opinion exists between the central administration and the departments (or similar units) with regard to the matters listed below? (Check one blank on each line) (1) Hiring practices, (2) Promotion practices, (3) Salary decisions, (4) Curriculum innovation, (5) Teaching loads, (6) Financial allocations, (7) Course offerings."

Respondents were asked to choose one of five levels of difference of opinion: very great, great, some, slight, none.

Note: Items (1), (2), and (3); and items (4) and (7) were combined into single variables since they were relatively highly correlated.

6. Emphasis on objectives within departments, as perceived by the faculty

"Within your department how much emphasis is actually placed on each of the following? (Check one on each line) (1) Undergraduate instruction, (2) Graduate instruction, (3) Basic research, (4) Contributing to the discipline in your department, (5) Service to business, industry, or government."

Respondents were asked to choose one of five levels of emphasis: very great, great, some, slight, none at all.

7. Emphasis on objectives, preferred by faculty

"From the list in the item [6] above, select the one item you feel should receive the most emphasis in universities generally. (Write the letter in the space below) _____ should receive the most emphasis"

TABLE I. RANK, DEPARTMENTAL AFFILIATION, AND REFERENCE GROUP

		Department						
		Bio	Chem	Econ	Engr	Engl	Hist	Mgmt
Professors	42%*		more	more			more	less
Associate Professors	29%		less	less	more			more
Assistant Professors	29%	less	less		less	more	less	

NOTE: Department $\emptyset$ =.14; Reference $\emptyset$ =.15

* Percent of total population

ND REFERENCE GROUP

Department							Reference		
Econ	Engr	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Univ
more			more	less	less		less		more
less	more			more	less				
	less	more	less		more		more		less

TABLE II: DEPARTMENT AFFILIATION AND REFERENCE GROUP

		Department						
		Biol	Chem	Econ	Engr	Engl	Hist	Mgmt
Discipline	30%*	less	less	more	less		more	
Department	43%	more	more	less	more		less	less
University	20%	less	more		more			more

NOTE: $\phi = .21$

* Percent of total population

NCE GROUP

Department						
Econ	Engr	Engl	Hist	Mgmt	Math	Psyc
more	less		more			more
less	more		less	less		less
	more			more	less	less

TABLE III: STATEMENTS OF OPINION

PART A: Autonomy in university and department

	Mean *	Dept. phi	Ref. phi	Biol	Chem	Econ	Eng
Universities generally are trying to do more than their resources permit	2.65	.19	.07				
Autonomy is essential for quality education; chairmen should protect the faculty's autonomy; laymen lack understanding of autonomy	2.57	.20	.14				
Incursions into autonomy are justified when a university or department is inefficient	1.97	.20	.14		more		
The faculty should spend more time on teaching and be more attentive to instructional problems	1.85	.13	.12				
Infringements on departmental autonomy imply a denial of profes - sional competency	1.78	.19	.12			less	
Departments exist to carry out university policy	1.28	.16	.19				
Operation of the university should be turned over to the faculty	1.22	.17	.11			less	les
Governing boards and legislatures have the right to set teaching loads; the university administrators should exert more control over teaching loads	.85	.16	.13				mor

ept. ni	Ref. phi	Department								Reference		
		Biol	Chem	Econ	Engr	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Univ
9	.07						more		less				
0	.14							less					
0	.14		more					more		less			more
3	.12							more					more
9	.12			less		more	more	less		less			less
6	.19							more		less	less		more
7	.11			less	less	more	more	less	more		more		less
5	.13				more			more		less	less		more

continued---

TABLE III continued

	Mean *	Dept. phi	Ref. phi	Biol	Chem	Econ	Engr
Basic conflicts of interest between departments and a university require monitoring by others outside the university	.55	.15	.05	more			more
[illegible] actions a university should take to improve its prestige and credibility							
Increase communication with all clienteles show that university's output justifies input of resources	2.75	.17	.09				
Rationalize and streamline the university's organizational structure	2.40	.13	.06				
Make the governing board more representative of the university's total community	2.20	.15	.05				
Provide the community with new, relevant programs and courses provide more and better services	2.16	.13	.09				
Involve students more closely in the governance of the university	1.73	.14	.03		less		less
Maintain firm student discipline on campus	1.72	.20	.12	more			more
Reduce the university's budget	.25	.13	.09	more	less		more

* On a five-point scale of agreement: 4 - very great, 3 - great, 2 - some, 1 - slight, 0 non

pt.	Ref.	Department									Reference		
1	phi	Biol	Chem	Econ	Engr	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Univ
5	.05	more			more	less	less	more		less			
7	.09												
8	.06							more					
6	.05												
	.09												
	.03		less		less	more				more			
	.12	more			more			more		less			more
	.09	more	less		more		more	more		less	less	less	more

. 3 - great, 2 - some, 1 - slight, 0 none.

TABLE IV: LEVELS OF REVIEW OF DEPARTMENTAL FUNCTIONS

	Mean	Dept. phi	Ref. phi	Biol	Chem	Econ	D Engr
Policies affecting non-academic personnel	4.76	.21	.09				
Adding a new degree program	4.34	.17	.07				
Defining tenure criteria	4.21	.20	.14				
Amount of time permitted for paid off-campus consulting	4.06	.20	.17				
Tenure appointment of a faculty member	3.67	.18	.16				higher
Use of computer services	3.50	.27	.06	lower			
Determining salary for a faculty member	3.43	.19	.15				
Applications for research grants made by departmental faculty	3.18	.37	.13	lower			
Non-reappointment of a non-tenured faculty member	3.12	.20	.13				
Criteria for admitting undergraduate students	3.11	.23	.09				
Selecting departmental chairman	3.03	.23	.15				higher
Allocating expenses to accounts (supplies, instruction, research, travel, etc.)	2.98	.28	.11	lower			

Ref. pht	Department									Reference		
	Biol	Chem	Econ	Engr	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Univ
.09												
.07												
.14												
.17												
.16				higher								
.06	lower											
.15												
.13	lower											
.13												
.09							higher					
.15				higher								
.11	lower					higher						

continued---

TABLE IV: Continued

	Mean	Dept. phi	Ref. phi	Biol	Chem	Econ	Engr
Adding a new course	2.91	.21	.09				
Number and length of class meetings	2.90	.25	.08	lower			
Time of class meetings	2.82	.27	.09	lower	higher		
Approving expenditures for guest speakers, concerts, etc.	2.39	.31	.16		lower		
Number of students admitted to department	2.79	.24	.06	lower			
Class credit or contact hours assigned to a professor	2.76	.23	.11				
Determining faculty participation in departmental governance	2.74	.22	.12				
Determining student participation in departmental governance	2.72	.23	.10				
Adequacy and fairness of grading system	2.55	.17	.07				
Class or section size	2.49	.31	.10	lower			
Authorizing professors' travel paid from departmental funds	2.47	.16	.09				
Adding a variant of an existing course	2.34	.24	.07				
Assigning teachers to courses or to sections of multi-section courses	2.03	.24	.06				
Course reading assignments, requirements, and type of instruction used	1.52	.21	.09				

pt.	Ref.	Department									Reference		
1	phi	Biol	Chem	Econ	Engr	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Univ
1	.09												
5	.03	lower							higher				
7	.09	lower	higher						higher	lower			
1	.16		lower				higher	higher					
4	.06	lower						higher					
3	.11							higher					
2	.12												
3	.10							higher					
7	.07							lower					
1	.10	lower						higher	higher				
	.09												
	.07												
	.06												
	.09										lower		

TABLE V: JUSTIFICATIONS FOR REVIEWING DEPARTMENTAL FUNCTIONS

	percent of total choices	Biol	Chem	Econ	Depart ElEn
Efficient use of financial or human resources	24%	less		more	
Improvement in quality of education	19			less	less
Welfare of students	15		less		
Uniform practice and policy in a university	13				more
Welfare of total faculty	11	more	less		
Academic freedom	9	more			
Advancement of a discipline or profession	5			less	more
Counter-balance to departments self-interest	3	less			
Assigned role in a multi-campus system	1	less		less	less

	Department								Reference		
	Biol	Chem	Econ	ElEn	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Intv
	less		more			less						
			less	less		more						
		less			more	less	less			less		
				more	less		more		less	less		
	more	less										
	more				less	more		less	more			less
			less	more		more	less		less	more		less
	less						more					
	less		less	less		more			less			less

TABLE VI: INFLUENCE OF DEPARTMENTAL AFFAIRS, AS PERCEIVED BY FACULTY

	Mean*	Dept phi	Def phi	Biol	Chem	Econ	ElEn
Department head	2.90	.18	.09				
Department faculty	2.76	.10	.13				
Administration (college and university)	1.34	.16	.07				more
The faculty member, himself/herself	1.74	.17	.15				
All university groups (senate, committees)	1.36	.16	.11			less	more
Students (graduates and undergraduates)	1.27	.19	.10				

*On five-point scale of influence: 4 - very great, 3 - great, 2 - some, 1 - slight, 0 - none

...ED BY FACULTY

Pef phi	Department									Reference		
	Biol	Chem	Econ	ElEn	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Univ
.09							less					
.13											less	less
.07				more								
.15							more					
.11			less	more	more							more
.10								less				

great, 2 - some, 1 - slight, 0 - none.

TABLE VII: CONFLICTS BETWEEN DEPARTMENTS AND ADMINISTRATION, AS PERCEIVED BY FACULTY

	Mean*	Dept. phi	Ref. phi	Biol	Chem	Econ	Ener
Financial allocations	2.02	.15	.05				
Teaching loads	1.43	.19	.04	more	more		
Curricula and courses	1.35	.13	.07		less		
Faculty affairs (hiring, salary promotions)	.97	.14	.05		less		

* On a five-point scale of difference of opinions: 4 - very great, 3 - great, 2 - some, 1 -

STRATION, AS PERCEIVED BY FACULTY

pt. i	Ref. phi	Department									Reference		
		Biol	Chem	Econ	Engr	Engl	Hist	Mgmt	Math	Psyc	Disc	Dept	Univ
5	.05								Less				
9	.04	more	more				less		less				
3	.07		less			more				less			
4	.05		less										

- very great, 3 - great, 2 - some, 1 - slight, 0 - none.

TABLE VIII: [illegible] DEPARTMENTS, AS PERCEIVED BY THE FACULTY

	Mean**	Dept phi	Ref phi	Bio	Chem	Econ	Pol Sc
Graduate instruction	2.[illegible]3	.1[illegible]	.03				
Basic research	2.[illegible]4	.33	.05		more*		
Undergraduate instruction	2.[illegible]3	.27	.13				
Contributions to a discipline	2.62	.15	.06				
Service to business, industry, government	1.14	.45	.1[illegible]	more	more	more*	more*

** On a five-point scale of amount of emphasis:

4 - very great, 3 - great, 2 - some,

1 - slight, 0 - none.

*20% more or less

LIVING BY THE FACULTY

Dept phi	Ref phi	Departments									Reference		
		Bio	Chem	Econ	Fin	Engl	Hist	Mgmt	Math	Psyc	Misc	Dept	Univ
.19	.03												
.33	.05		more*			less*		less*					
.27	.13							less					
.15	.06												
.45	.1[illegible]	more	more	more*	more*	less*	less*	more*	less*				more

*20% more or less

TABLE IX: EMPHASIS WITHIN DEPARTMENT, AS PERCEIVED BY FACULTY

	percent of total faculty	Biol	Chem	Econ	Math
Undergraduate instruction	62%				
Graduate instruction	15	more	more		more
Basic research	13				less
Contribution to a discipline	8	less	less	more	less
Service to business, industry and government	1		less	more	more

NOTE: Department phi = .25; reference group phi = .20

FACULTY

	Department									Reference		
	Biol	Chem	Econ	Elem	Engl	Hist	Mgmt	Math	Psyc	Educ	Dept	Univ
					more				less			
	more	more		more	less	less	more	less	more			
				less	less		less	more	more	more	less	less
	less	less	more	less	less				more	more	less	less
		less	more	more		less	more	less		more		