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ABSTRACT

The design and results of a program evaluation of the Department Chairpersons Project in Florida are examined. The objective of the 1982 project was to design and test a model for planned change in higher education using Florida's university chairs. After presenting the history of the project, the following major project goals are described: development and testing of a model training program which focuses on problem solving, and institutionalization of the project. In addition, 13 issues pertinent to the program design are addressed, along with the following: perceptions of the program by the deans who attended one or two workshops, the reactions of chairperson participants and the extent to which they were able to make the changes they contemplated at the end of each workshop, informal benefits of the program, unexpected insights, problems of instituting change, and the contribution of the workshop for solving problems noted by participants. Finally, dean and chairperson questionnaires and response data are included. Additional areas covered by the questionnaires include individual background information, and the time allocation for, and importance of, chairpersons' activities. (SW)

A PROGRAM EVALUATION OF THE DEPARTMENT CHAIRPERSONS PROJECT SPONSORED BY THE W. K. KELLOGG FOUNDATION AND THE STATE UNIVERSITY SYSTEM OF FLORIDA, 1977-1981

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Institute for Departmental Leadership
Department of Educational Leadership
College of Education
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Table of Contents

Tables

A PROGRAM EVALUATION OF THE DEPARTMENT CHAIRPERSONS PROJECT SPONSORED BY THE W. K. KELLOGG FOUNDATION AND THE STATE UNIVERSITY SYSTEM OF FLORIDA 1977 - 1981

John S. Waggaman*

The Department Chairpersons Project was developed by Dr. Allan Tucker, Professor and Director, Institute for Departmental Leadership, Department of Educational Leadership, College of Education, The Florida State University. He contracted with the writer for a program evaluation which was conducted during the summer of 1982. An evaluation of the project had been scheduled in the proposal for the fifth year of the project.

The project was conceived during 1975 after Dr. Tucker joined the Higher Education faculty at F. S. U.; preceding this time he had served eleven years as vice chancellor for academic affairs at the Florida Board of Regents office. The project idea was transformed into a formal proposal in 1976; the W. K. Kellogg Foundation approved and funded the five-year project beginning January 1, 1977.

The formally stated purpose of the project was to design and test a model for planned change in higher education. Such change was to be made possible by enhancing the planning, management, and leadership competencies of departmental chairpersons within the nine institutions of the State University System of Florida.

The following five sections contain a brief review of the project, a statement and analysis of the implicit goals found for the project, a descrip-

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tion of the model training program, an examination of the perceptions of the workshops by the deans and chairpersons, and a review of the results of the departmental changes attempted by many of the chairpersons.

I. History of the Project

The first year of the project was devoted to planning the training program. A 300 item annotated bibliography was produced. Consultations were held with many expert faculty, chairpersons, and university administrators at Florida's nine universities. Experts outside Florida were visited and their inputs obtained. The focus on applied problem solving was made clear and five important subject areas were identified; several faculty members were retained as consultants to prepare drafts of relevant material. After a series of meetings and campus visits, work began on specific instructional units for the first workshop scheduled for the spring of 1978. In October 1977 a needs survey of the 375 chairpersons at Florida's nine universities was undertaken. The year ended with final drafts of 12 instructional units in a workshop manual; table 1 lists the titles of these units and their division into two sections.

The consultations held in 1977 also led to a change (from those listed in the Kellogg proposal) in the organization, location and scheduling of the workshops. Instead of all materials presented in a five day first session followed by a second review session, the instructional units were divided between two sessions, to be scheduled in the spring and fall of the calendar year. A plan for statewide meetings, rather than regional ones, was adopted. At this time some of the universities were evidencing interest in holding separate sessions for all of their chairpersons.

During 1977 it was discovered that there was a 15% annual turn-over rate of department chairpersons in the State University System. This meant that more than 50 of the chairpersons would be new each year. It was then decided that the academic vice president at each university would nominate 10% of their total chairpersons to participate in the workshop each year. This procedure would result in a minimum of 35 workshop participates per year, ranging from

Table 1

Units of Instruction for
First Workshops Held
In 1978

Volume I (Spring)

Unit I	The Chairperson: Responsibilities, Role, Authority, and Leadership Styles
Unit II	Implications of Collective Bargaining for Department Chairpersons
Unit III	Faculty Grievances
Unit IV	Assignment, Evaluation, and Performance Counseling
Unit V	Faculty Development
Unit VI	Departmental Renewal: Implementing Change Effectively

Volume II (Fall)

Unit VII	Department Decision Making
Unit VIII	Conflict Management for Department Chairpersons in Universities
Unit IX	Delegation as a Viable Administrative Strategy for the Department Chairperson
Unit X	Setting Departmental Goals and Objectives
Unit XI	Obtaining Departmental Resources Through Planning, Analysis, and Persuasion
Unit XII	Managing Departmental Resources

three to seven from each university. In addition, each university was to be allowed to nominate one dean, bringing the minimum total to 44.

The second year, 1978, began with a continuation of work on the instructional units. These were designed so that they could be used independently of one another, i.e. in any grouping or sequence. This was to be of particular benefit to any individual university wanting to use only selected units for short conferences. Before the Volume I materials were to be used at the May 1978 workshop they were presented to a panel of 13 experienced department chairpersons from different universities in the Florida system. The writers of the materials also attended this "pre-test" session. The resulting suggestions for modification and revision of the Volume I materials were incorporated before the May 1978 first workshop. A similar procedure was followed for the Volume II materials, with the pre-test meeting held in September and the second workshop in November of 1978.

By the end of March 1978 the data from the October 1977 needs survey of chairpersons and deans was processed and a summary distributed to a large audience in Florida and out-of-state. Of the 375 chairpersons surveyed 322, or 86%, responded. The resulting profile of Florida chairpersons distributed in March 1978 appears in Table 2. The data from this survey proved valuable during the revision of the final drafts of the instructional materials. The compiled data from this survey and the source computer tape were retained for use by any persons doing research on chairpersons; the data were valuable during the design of the survey instrument for this evaluation study.

Two independent institutional workshops were held during 1978, with staff from the project helping coordinate them. The success of the spring 1978 system-wide workshop, which was witnessed in part by academic vice presidents from two of the universities, was said to be the stimulus for these separate workshops. The first was conducted at the University of West Florida June 28

Table 2

PROFILE OF DEPARTMENT CHAIRPERSONS IN THE NINE STATE UNIVERSITIES OF FLORIDA *

1. The average age of department chairpersons in the SUS is 46.
2. One eighth, or 12%, are female.
3. Five percent are assistant professors.
   Twenty-six percent are associate professors.
   Sixty-nine percent are full professors.
4. Fourteen percent are not tenured.
5. The replacement of chairpersons over the last three years has been 50%, over the last six years has been 77%, and over the last nine years has been 90%.
6. The average size of departments in the SUS is 13 full-time faculty members.
7. Sixty-eight percent had no administrative experience prior to assuming their present position of chairperson. Of the remaining 32%, many had served as chairpersons or deans at other institutions.
8. Fifteen percent were appointed by the dean without faculty consultation. The remainder were either elected by the faculty or appointed by the dean from a list recommended by the faculty.
9. Forty-one percent were serving for periods of three years; the remainder for indefinite terms.
10. Eighty-one percent would consider becoming chairperson of a department at another institution if invited to do so. Seventy-five percent would accept invitations to be considered as candidates for academic administrative positions (deans or academic vice presidents) at the college or university level. Ninety percent of those serving three-year terms indicated that they would seriously consider serving an additional term as chairperson at their present institution if invited to do so.
11. Thirty-eight percent expect to remain in some university administrative position during the next three to five years. Forty-five percent expect to return to full-time teaching. Five percent plan to retire. Twelve percent are making plans for activities outside of academic institutions.
12. Seventy-five percent expressed interest in being involved as participants or consultants in workshops for department chairpersons.

* Institute for Departmental Leadership, F.S.U., 3-27-1978.

and at Florida State University on October 6. Two other university vice presidents requested assistance in planning for separate sessions at their campuses in 1979.

Reported in 1978 were the results of the evaluations conducted at the end of each workshop. Both a pre and post test had been given and each instructional unit was evaluated by all participants. The conclusions were that the workshops had been successful. The consultant who designed the evaluation instrument and analyzed the data from the assessment concluded that the participants mastered many of the objectives of the workshop and exhibited highly favorable attitudes toward their workshop experience. The evaluation instruments collected at the end of each workshop have been retained. A separate form, called "New Directions," was also used to record whether the participants had received any ideas which might induce them to attempt some changes in their department. They were asked to list the changes they planned to make and to indicate the date they expected to make them. These instruments became a valuable source of information for evaluating the impact of the workshops, the results of which are reported below in Section V.

Inquiries about the workshops began to arrive in 1978 from university officials outside Florida. Also, the American Council on Education began evidencing an interest this year in the Florida project.

The year 1979, the third year of the Kellogg grant and the second of the workshops, repeated many activities of the previous years. System-wide workshops were held in May and November 1979. Two more universities (South Florida and Florida International) held one-day workshops for all of their chairpersons and deans.

This year of the project was the one in which the details of the model training program were completely codified (see Section III, below). This also was the year when an effort was made to respond to the interest of the American

Council on Education; it wanted to initiate a national effort to help train new department chairpersons in university systems outside Florida. "Considerable time was spent in revising and modifying the training materials so that they would have general application to chairpeople of colleges and universities in the country" (Third Annual Report, 3).

By the end of 1979, the two years of workshops had had more than 100 department chairpersons participate in them. An additional 200 chairpersons and deans had used the materials at the five campuses where one-day sessions were conducted.

Two more system-wide workshops were conducted in 1980. Perhaps the most significant development this year was the request by Florida State University and the Board of Regents for state funds to begin underwriting the project when the Kellogg grant expired. As a result of the request, $12,000 was allocated in this year by the Board of Regents with a promise of increasing the allocations in future years until the program was fully state funded.

The year 1980 saw increasing cooperation between the director of this project and the program emerging through the auspices of the American Council on Education (ACE), which also was funded by the W. K. Kellogg Foundation. The instructional units were modified to make them less Florida-oriented and more appropriate for use by other state university systems. The total contents of the workshop manuals were also modified and revised in preparation for publication in book form. ACE had agreed to edit and publish the materials.

Another new development in 1980 was the expression of interest in the training program by several community colleges in Florida. Their interest led to a further adaptation of the basic workshop materials to the needs of the community colleges; about half of the materials were converted by the end of the year. Similarly, a Canadian group, the Atlantic Association of

of Universities, invited the director to Halifax to explain how it might develop a similar training program.

During 1980 the evaluation strategy for each workshop changed from an assessment of each learning unit (by the participants) to use of a more comprehensive procedure. The instrument now used asked participants to report whether or not they considered the workshops a valuable experience. "On a scale of one to five, with one indicating a poor ranking and five indicating an excellent ranking, the workshops are consistently ranked between 4.2 and 4.7 by participants." (Fourth Annual Report, 3.) Planning continued for use of the participants' "new directions" statements for planned departmental change, as they were still being collected.

At the end of the fourth year (1981) of the system-wide workshops in Florida, which is the fifth year of the project, over 200 persons had participated. As in previous years, spring and fall workshops were conducted in 1981. In addition, 43 chairpersons from Broward County Community College in Fort Lauderdale participated in a four day workshop. The latter occurred in the fall of 1981 after all of the workshop materials had been converted for use by community college division directors and chairpersons.

In 1981, the state made a second cash allocation of $37,500 to the project. Again, a commitment was obtained for full state funding of the project in the future.

The American Council on Education published the basic workshop materials as a book in April of 1981, titled Chairing the Academic Department: Leadership Among Peers. "The fact that there has been great demand for the book indicates the extent to which there is a hunger for more information about the nature of the position of department chairperson" (Fifth Annual Report, 2).

By the end of 1981 the director indicated he had provided information, coordinated or supervised workshops for new department chairpersons at colleges

and universities in 25 states of the U.S.A. and four provinces in Canada. Several state systems were to begin offering the workshops in 1982. Inquiries were now arriving from universities in South Africa and Australia.

A workshop was again held in Florida during May 1982 and one was scheduled for October 1982 also. More community colleges were interested in the workshops as was the American Association of Community Junior Colleges. It is anticipated that the State of Florida will support almost total funding of the Florida university system program in the 1982-83 fiscal year. This will, of course, lead to a full institutionalization of the entire program, one of the desired goals of the project.

II. Fundamental Goals of the Project

A close examination of the project proposal and the annual reports about it to the W. K. Kellogg Foundation reveals three specific goals for this project: (1) development of a model training program, both as to form and subject matter; (2) operation of a training program whose focus is problem solving, i.e. with an emphasis on the application of the information and skills acquired during the training program; and, (3) institutionalization of training for new department chairpersons. Each of these goals and their evidence of achievement are discussed below.

The Model Training Program

The model training program was developed and later adopted by several state systems of higher education. The experience of several states is instructive about the general nature of the model.* Money and time constraints in a few states have forced some telescoping of materials into a shorter workshop format. The second year in which the workshops are repeated in a state system may lead to some local adaptation. However, when the workshop materials and format are made optional in the first year it appears that much less is accomplished and some dissatisfaction may result. Also, it appears that the intercampus rivalries within a state system may sometimes reduce the cooperation needed to effectively conduct a successful workshop. Finally, it seemed clear that the training model could work well under a diverse set of organizational conditions, which have ranged from (apparently) continual involvement by a system academic vice president to delegation by central administrators to an institution-wide elected faculty coordinator. Even when adherence to

* This and the following information were gleaned from comments made by representatives of four U. S. state systems and one Canadian system, at a July 16, 1982 meeting sponsored by the American Council on Education in St. Paul, Minnesota.

the model was less than optimum, there was general agreement about the design concepts underlying the model, the need for the workshops, and the value of materials. The recommendations for improvement or changes in the model almost always appeared to be focused on the needs peculiar to their state system. When something, such as the evening skits, were dropped by one state, another would report enthusiastically on the benefits attributable to the same activity and the undesirability of dropping it. As will be described below, the training model was developed after substantial experimentation and consultation, and is still under review for further improvement. It seems clear that this goal has been achieved successfully. (The details of the model are presented in Section III below.)

Problem Solving

The second goal, operation of a training program whose focus is problem solving, is a three-step goal. First, the materials used in the workshop needed to be oriented toward a set of common problems with specification of workable solutions. The materials prepared for the workshops, and revised as needed, used several stylistic devices to enhance their utility for problem solving. These included the use of case materials, the inclusion of fairly detailed procedures for implementing some solutions, the use of provocative discussion questions and exercises, and the emphasis, often latent, on adaptation of proposed solutions to conditions at the local institution or system. With regular revision, reorganization and feedback from participants, there is a clear emphasis on keeping the materials current and directed toward real problems. Table 1 illustrates the subjects covered in the two workshops conducted in 1978.

The second step toward this goal involved a commitment by each participant to utilize the information obtained at each workshop. This commitment is stated

on one of the workshop evaluation forms and is retained in the Institute offices. An examination of all of these statements for this evaluation study revealed a substantial diversity among them; some contained many items listed in much detail while others were vague or only statements which appeared to be a quoted chapter heading from one of the units in the manual. One would expect to find such diversity given the disciplinary differences of the participants. From an exhaustive review of these statements 62 were chosen for follow-up; those chosen had to be both specific and complex enough that they could have been tried, but would require more than a single action.

Step three toward this goal required that each participant make some attempt at carrying out the commitment made in step two. This evaluation was the general means by which the implementation of a change was to be surveyed. Assessment of implementation efforts was dependent upon a self-report of each participant surveyed because no other data sources about them are available. For this reason, the survey of those making commitments was carried out; however, and in addition, all workshop participants were asked in a different set of questions for information related to their problem-solving activities after the workshops. The very candid replies submitted by a large number of participant-respondents indicates that a substantial number of them carried out their commitments; this does not necessarily mean they were successful, but only that they attempted to implement the changes they had proposed. A detailed analysis of these responses appears in Section V below.

In summary, it appears that the problem-solving focus of the workshops can be seen in the instructional materials, found in the statements of commitment to change at the end of the workshop and revealed in the survey reports that most of these changes were attempted, many with some degree of achievement. Thus, goal number two seems to have been realized in large part.

Institutionalization

Goal three, institutionalization of training for new department chairpersons, has two levels of consideration; the first is the system level, the second the institutional level. In Florida, the state governing board has undertaken full funding of the workshops, an unambiguous endorsement of the program and a substantial institutionalization of it. At the university level, the situation is mixed. All nine of the universities have undertaken some form of separate conference for department chairpersons and university administrators. Some have conducted formal one-day programs using some portions of the workshop materials; some have organized campus-wide councils of chairpersons; one arranged a series of breakfasts so the president could meet and talk with small groups of chairpersons. However, there now appears little activity of this kind at the universities. This is explained in large part by the continuance of the system-wide workshops which seems to have trained about two-thirds of the current chairpersons. Several vice presidents indicated they still planned to conduct separate conferences on their campuses when a clear need existed. Incidentally, three current academic vice presidents have attended the system-wide workshops when they were chairpersons; they and most other academic vice presidents support the workshops without reservation, as do their presidents.

This third goal refers particularly to institutionalization of the workshop in Florida. The provision of workshops for the state's community colleges opens up another set of possibilities not originally contemplated. There are several state systems which after contracting with the American Council on Education for the first year of workshops have decided to continue them for a second year. However, shrinking state revenues has thwarted one state from beginning a first year program.

Thus, there appears to be no doubt that the workshops have been institutiona-

lized at the system level in Florida. This is the level at which this project was specifically directed toward. If the larger universities like FSU, with many department chairpersons, continue to hold an annual meeting of them, then the workshop concept will have become a regular part of the university governance structure.

III. The Model Workshop for Training New Department Chairpersons

Development of a model workshop was a primary goal of this project. The central ideas, concepts and concerns in the development of the model were detailed in the 1979 annual report for the project. Those concepts are reordered below, summarized and commentary added from the observations of the writer who attended one workshop in each of 1978, 1979, and 1982.

1. The workshops were designed primarily for department chairpersons from the same university system. They could be used, and have been, by single institutions, including small church-related liberal arts colleges. It is doubtful whether a workshop program of this kind could be effective where participants came from a variety of state systems or independent colleges and universities, for their policy differences most likely would be too great.

2. A training cycle usually consists of two workshops whose sessions are 3½ days each, often separated by a six month period.* The interim period permits the participants time enough to attempt implementation of some of the ideas learned at the first workshop. A cycle usually begins with the spring workshop, however, new chairpersons may begin with the fall workshop.

The length of the sessions has been questioned by a number of officials in other states, especially those that are in financial difficulty. The 3½ days may be telescoped with elimination of the relaxation and exercise periods into a very compact 2½ day period. However, such a change would require night sessions for some of the subject units. It is not uncommon to find, even with a 3½ day session, a number of persons who are physically tired (i.e. they show slow reaction time and wide staring eyes) by the Thursday noon ending a workshop. A telescoping of time may reduce the time for reflection, informal discussion

*The October 1982 session has been shortened to 2½ days on an experimental basis, largely because of cuts in travel budgets.

after the work sessions, consultation with peers, and increase the fatigue factor substantially. Nevertheless, financial constraints may force a reduction.

3. The right size for a workshop is between 40 and 50 participants. Each person is nominated by his/her academic vice president. The number to be nominated depends on the total number of chairpersons in the system and their annual turnover or replacement rate. In Florida each of the nine universities in the system is allocated a pro rata share which totals about 40 chairpersons, 9 deans and 3 academic vice presidents. If there were insufficient new chairpersons to fill an institutional quota or share, then the least experienced chairpersons were nominated.

The academic vice president screens chairperson nominees to insure that some come from each group of cognate disciplines, new ones are included, a few senior ones added and that the local "Peck's Bad Boy" is left at home. This latter person usually has a reputation for attempting to derail most meetings they attend. It seems to help the discussion groups if a senior or experienced chairperson is included in each group. Chairpersons who are being considered (or groomed) for an assistant, associate or full deanship have also been nominated.

In Florida, a number of persons who had equivalent positions to chairpersons but who did not head academic departments also were nominated. These included librarians, museum curators, university public relations directors and others in similar support roles. A few of these persons provide counterpoint to the typical faculty concerns; the kinds of administrative problems these persons report stand out as real management concerns and can provide evidence to the chairpersons that little of what they typically focus on is of this character. However, too many of these persons can be disruptive to a serious consideration of academic administration and its problems.

4. A few deans are invited to each workshop. They can learn first-hand the concerns of chairpersons, some of whom may head departments in their

schools or colleges. It is recommended that not more than one dean for every four or five chairpersons be invited, so as not to intimidate the chairpersons. Systematic observation of the five groups of participants by the graduate student assistant facilitators during the May 1982 workshop indicated little impact on the discussions when deans were present. At this workshop it appeared that the other participants showed some deference the first day of discussions, but that it melted away by the end of the day, with the group functioning as a collection of peers. The deans showed substantial restraint during these discussions, unlike some senior chairpersons who had a comment on most every issue discussed.

A similar limitation was recommended on the number of academic vice-presidents in attendance at a workshop: not more than one for every ten or twelve chairpersons was thought best. The beneficial use of the academic vice president (or dean) as a resource person during discussion of complex topics was observed at several workshops. A vice president can be especially helpful when a chairperson from his/her own university reports an erroneous source and content of policy. For example, a chairperson may report the inability to do something because it was (allegedly) university, system or legislative policy; this speaker's vice president, if in attendance, can report that no such policy exists - at university level: "perhaps it's the dean's policy."

5. The pre-workshop activities necessary for a smooth running meeting involved many factors. Finding and reserving a desirable site required planning and a commitment of from six months to a year in advance of the first workshop. If any local materials were to be prepared, six months to a year also was necessary. Clearly, one person, one who would be around from inception through the workshop, needed to coordinate these pre-conference activities.

The Florida program director surveys the nominated participants to determine their department size, environmental preference (smoking, non-smoking),

and other characteristics. Per diem and travel arrangements are confirmed and coordination offered to assist car-pooling. Sufficient copies of all materials are obtained or printed, as are name tags and rosters. Discussion groups are organized; it was recommended that each participant be assigned to a discussion group of not more than ten members. Size of department was the principal criterion for group assignment because it was found to be the factor most likely to bring together persons with similar kinds of problems. However, each group's discipline configuration is examined to make sure that some balance is obtained among the various groups of disciplines (e.g. physical and natural sciences, social sciences, professional schools, etc.) A senior chairperson and a dean also may be assigned.

6. Also chosen several months in advance of a workshop were the group discussion leaders or facilitators. It was recommended that these be persons who are experienced and respected as chairpersons. The first-time group may be trained in a preworkshop session, or they may be selected from the most recent group to complete a full cycle of two workshops. The first-time workshop facilitators were trained by exposing them to the materials in a special one or two day session where they were given suggestions and guidance for leading discussions.

It is important for the workshop coordinator to obtain good evidence that the facilitators can keep their groups on task, but not be too rigid or authoritarian. It is especially important that the facilitator encourage discussion so that all sides of an issue are revealed and that no particular participant or value position become dominant. The facilitator who joins in the discussion by giving his or her point of view as that of another participant rather than as an authority figure does much to stimulate discussion.

Another set of persons to be selected sometime ahead of the workshop is the graduate student assistant facilitators. In Florida they have tended to be persons who were working for a doctorate in higher education. These persons find this experience very important as a means for learning first hand the problems of academic administration. Their duties are to keep notes, assist the facilitator to keep on task and schedule, and aid in any other way which will keep the sessions moving along smoothly. They can be especially helpful at the beginning of the workshop by helping with registration, distribution of materials, explanations of the workshop, location of meeting rooms, and so on.

7. One of the more complex tasks facing the workshop coordinator is the handling of special requests from nominated participants. Policies established ahead of time on some of these ticklish matters has facilitated decisions when the issues arose. The first of these is whether or not a participant can bring along a spouse; the added cost and special billing required usually are prohibitive. More importantly though, is the fact that when a spouse is present, who is not also a bona fide participant, it restricts the ability of the participant to interact informally with the other members, which is one of the important aspects of the workshops.

Another matter is what to do when nominees cancel out at the last minute, especially if their attendance is voluntary. One solution, after a workshop or two, is to set the quotas for each university high enough so that an optimum number will be likely to attend. If 50 is the optimum size, then the coordinator can make sure that 55 are nominated.

Conversely, what should be done when a participant decides to leave in the middle of the workshop, or decides he/she would rather play golf than attend the working sessions. In either case, the expenses being underwritten for a person

to attend the workshop could be assessed directly against the participant or that person's departmental budget. It would be appropriate to not accept these persons for a second workshop, unless they were clearly not at fault.

It should be apparent that the workshop coordinator requires a good working relationship with the academic vice presidents of the system (of universities). Furthermore, it is important that the council or committee of university presidents be fully apprised of the purposes of the workshops and that they endorse them by resolution of some kind. Whether the presidents or vice presidents were to require attendance by nominees is also a matter which should be decided early on. Their active encouragement is probably all that is needed to stimulate full participation.

8. "The site of the workshops should be selected very carefully- preferably far enough from any town or city which has night club activities so as not to tempt the chairpeople away from evening workshop programs" (Third Annual Report, 10). The atmosphere of a country club, vacation lodge, or even a fully staffed church retreat camp is most desired.

The physical facilities for the meetings need to provide a room for each discussion group and an assembly room large enough to hold all participants. A central dining facility and a cash bar in the evening are also desirable. The sleeping rooms must be comfortable and the food more than adequate. The purpose, of course, is to create an atmosphere which helps the participants enjoy their relative isolation and allows them to focus on the learning activities. It is also helpful if there is available the facilities and equipment for exercising, jogging, swimming, golf, tennis or any other sport appropriate to the area (or indoors, if possible).

9. The subject materials for discussion were developed with the sensitivities of faculty kept in mind. Because chairpersons in universities most often think of themselves as faculty, they often react with the same

biases toward the traditional business concepts of management as do faculty. These prejudices can be encouraged just by grouping participants according to their cognate discipline areas, e.g. the humanities and fine arts. The inclusion of procedural guides and examples of how to quantify activities (as in faculty assignments) often brings forth mildly hostile reactions; most are based on a fear of false concreteness of judgmental matters which quantification seems to exemplify. It seems clear from the several revisions of the materials that this sensitivity has enabled a rewriting of some chapters without a loss of effectiveness of the presentation of the basic ideas. The early evaluations of each unit of material was an especially effective device to obtain constructive criticism of the materials.

10. Listed in Table 3 is the spring 1982 set of topics by session for each workshop. This list can be compared with the one from 1978 in Table 1. The topics have shifter slightly in emphasis; parts of one have been grafted on to another more compatible host chapter, and so on. Now, however, some new topics may be in the offing. One or two new chapters may be added (e.g. faculty recruitment and affirmative action) and perhaps one or two reduced in size (e.g. grievances). For example, with several years of collective bargaining experience in Florida, the processing of grievances is no longer a traumatic event. It should be noted that local experts draft the topical materials; this makes it possible to initiate changes in existing chapters or to begin and complete work on a new topic in a relatively short time.

11. The following schedule is recommended for the model program of 3½ days:

Sunday

4:00 - 6:00 pm	Registration
6:00 - 7:00 pm	Social hour reception
7:00 - 8:00 pm	Dinner

Table 3

1982 Workshop Manual

TABLE OF CONTENTS

Chapters

Monday, Tuesday, and Wednesday

6:45 - 7:45 am	Breakfast
8:00 - 11:45 am	Morning sessions, including coffee break
12:00 - 1:00 pm	Lunch
1:15 - 3:30 pm	Afternoon sessions, including coffee break
3:30 - 6:30 pm	Recess for rest and recreation
6:30 - 7:30 pm	Dinner
7:30 - 9:30 pm	Evening sessions

Thursday Morning

Same as other mornings through lunch
Adjournment - after lunch

(Third Annual Report, 11.)

This schedule assumes a 3½ day workshop and four nights at the site. The Sunday evening social hour and dinner session has been used in Florida to permit everyone to be introduced to everyone else. A few remarks by the director of the Institute or a visiting expert have followed dinner on Sunday to set the tone for the workshop. The emphasis on interaction among peers is encouraged throughout.

The activities of the morning and afternoon sessions are carried out separately by each discussion group, while the evening sessions are held as an assembly of all participants. Speakers from the central system (or institutional) staff are often brought in to discuss some complex subjects (e.g. budgeting, legal aspects, or stress management) on some evenings. On others, the groups may report on their activities, or skits may be presented by the participants, using case materials or brief scenarios. The latter often reveal in bold and colorful caricature the frustrations faced by chairpersons when they attempt to act as leaders.

The learning activities of the morning and afternoon sessions are divided between reading or reviewing the written materials and a discussion of the central issues raised in them. The first part of this procedure is

unique, but it provides some assurance that all participants have some knowledge of the same set of materials. With the publication of Chairing the Academic Department, it now may be possible to send each nominee a copy before the workshop. A special workbook can then be prepared which includes the discussion questions and any other supplemental materials.* The latter can include any locally prepared items as well as new material relevant to any state system or institution (e.g. recruiting and retention of faculty).

12. The participants at each workshop receive a single volume manual for either Session I or II. Five or six subject areas or topical units are covered in each volume of the manual. The members of each discussion group are usually given one hour to read the material in a given unit and to individually work the exercises. Under the guidance of a group facilitator, each set of participants spends the second hour discussing the materials and the answers to the exercises provided for each unit. During the third hour, all participants from all groups assemble to hear reports from representatives of each discussion group. The reports focus on the conclusions reached by each group to the same set of issues.

> During the discussions in the subgroups and in the entire assembly, participants are encouraged to present specific problems and concerns from their respective departments which are related to the topic under discussion. Since all of the chairpeople come from the same university system or institution, there is a high probability that many of the problems are common to all of them. In many instances, responses from their fellow department chairpeople help to provide partial solutions to these problems.
>
> (Third Annual Report, 9.)

The above procedures and activities are repeated for the second workshop in a cycle, the only difference being the subject matter units and the central staff persons who are brought in as resource persons.

*Something like this was being tried in October 1982.

13. At the close of the workshop each participant is asked to rate the overall quality of the workshop and then to indicate (on a second form) their intentions to attempt some changes in their departments.

From an analysis of the survey data of the Florida participants, by year of attendance, it appears that a program evaluation should probably be conducted early every third year, rather than during the fourth or fifth year. It appears, and some respondents wrote this, that recall of events from a workshop held five years earlier is not very good. Furthermore, it becomes more difficult over a longer time period to remember what particular changes in behavior may have been induced by the workshop discussions. Even those who attended four years earlier had some difficulty trying to identify which of their current administrative behaviors were learned at the workshop. This recommendation, emerging from this evaluation study, is the only one specifically related to the training model.

IV. The Deans' Perceptions of the Workshops

Early in this evaluation study an attempt was made to obtain the assessments of the deans who had participated in the workshops. About 40 persons who carried the title of assistant or associate dean, dean, or assistant or associate vice president were surveyed. They were sent a two page open ended questionnaire, of which a copy is in Appendix A-1. Eighteen of this group responded; all were deans except one who was an assistant dean and another who was an assistant vice president. This group contained respondents from eight of the nine state universities of Florida.

Materials. The predominant views about the workbook materials which they found most useful often focused on the chapters covering faculty assignments, performance counseling and evaluation of faculty. Several mentioned the material related to legal matters, grievances, the union contract and the various case studies. A few listed departmental decision making, faculty development and budgeting. One dean of a professional school, now resigned and functioning as a dean in a different state university system, indicated the readings on decision making and introducing change were most important. This person had reached a conclusion before attending the fall workshop that systematic change in a school probably was not forthcoming; after the workshop, the dean developed a successful change strategy.*

The materials identified as least useful (mentioned by five persons) were those relating to the budget cycle. One dean suggested that the budgeting materials constituted an "overkill" on the subject. The second most often cited unit was that on faculty development, which was mentioned by two persons; several others had mentioned it favorably, but none did so for the budgeting materials. (One dean was totally negative about the workshops, the materials and anything else connected with the project.)

*This writer believes that the workshops helped this dean assess the likelihood of achieving professional goals, which led to a decision to leave the school; the dean left in good standing.

When asked about situations in which the workshop materials were helpful, several specific examples were given. Two deans mentioned faculty assignments; one said a new system of load assignments was developed and still undergoing refinement. The second said: "I think we are doing a better job of making written faculty assignments. Controversy seems to have lessened on this item." Two other deans indicated that the faculty evaluation material was useful, especially in a reevaluation of their college's faculty evaluation instruments. Another dean stated: "The guidance regarding grievance handling was specifically helpful in a particular situation here." A dean of a professional school indicated the materials on decision making and change strategies led to a reassignment of responsibilities among the program coordinators and subsequent creation of chairmanships. Three other deans couldn't recall any particular applications of the workshop materials, but felt that they or the discussions related to them were definitely of value. The remaining seven deans and the associate dean and assistant vice president either could not recall any use of the materials or made no response.

Internal Impact. The workshops as formal programs had a definite impact on at least five universities, for they organized separate programs for all of their chairpersons. One university had a workshop retreat for its Council of Deans. In addition, one dean reported that these workshops led his college to establish faculty orientation sessions and to begin solicitation of opinions about programs from recent graduates; he also said that workshops for chairpersons in his college were being planned. Another dean reported that workshops for the divisional chairpersons were conducted on the topics of personnel, budget planning and academic planning.

Several deans indicated that closer cooperation, professional/administrative development, and real problem solving resulted between they and their

chairpersons. This result was seen to have occurred even when the chairpersons had attended workshops in different years; good results were thought to be even more likely if the dean was a participant along with his/her chairpersons.

A number of deans perceived gradual changes resulting from the workshops, with some being only slight differences in attitudes among chairpersons who had attended. One very experienced dean thought she had observed a recognition by one or two chairpersons of personal shortcomings; she added: "Recognition is the beginning of resolution." "Increased sensitivity" to issues, problems, faculty needs, system policies, and budget complexities were most often suggested by deans as the premier change in their chairpersons. One dean indicated that he had observed some changes in the chairpersons who reported to him: "1. The leadership style of one of our chairmen has improved measurably. I think several of our chairmen are doing a better job of encouraging the professional growth of their faculty members." A few deans noticed no changes; two who headed professional schools (and were without chairpersons) explained that their own increased awareness was important.

Almost all deans reported becoming more sensitive to the problems of chairpersons. (One associate dean said "to a degree." A dean said: "No - [I] was a chairperson for 12 years." And, of course, one dean was totally negative.) The insight most often gained was about the dual role of chairpersons i.e. being an administrator and a faculty member, which was accented when collective bargaining permitted some chairpersons to remain "in-unit." It was also suggested that the full complexity of the role conflict could emerge during the grievance process.

Expected Impact. All but two of the deans outlined the impacts they would expect to see as results from these workshops. The survey question here asked for these statements in the context of the deans explaining to a person from

outside the state the likely impact of the workshops. Their explanations of benefits included the provision and transmission of information about the state laws, rules and regulations, system characteristics, definition of administrative problems (with case studies) and an outline of a spectrum of solutions to problems. The interaction with other chairpersons, administrators, system officials and academic leaders was often mentioned as being a beneficial outcome. The interaction was especially important because, as one dean put it, "Chairs [sic] are made aware to their nearly universal surprise that most of their colleagues have similar problems." The chairpersons learn this by discussing their problems with administrators from their own college or university and especially with the chairpersons from other universities. From a mixture of persons with a variety of experience and administrative skills, the new chairperson, as several deans mentioned, can learn much about his/her role, the range of problems and the various solutions tried. However, one dean suggested that this might not be all good: "I had the distinct impression that chairmen from UF and FSU were 'teaching' those from other places, and teaching them things not necessarily appropriate to those other places." (The first two universities mentioned have the greatest number of doctoral programs and the most extensive research undertakings in the State University System of Florida; there is one other research university and two other comprehensive four-year institutions plus four others which are small upper division universities with a few masters programs in addition to their bachelor degree offerings.)

The possibility that new chairpersons might be learning some things which were not in accord with the mission of their department, college or university was a vexing issue for this investigator. The meeting of the state coordinators (July 16, 1982) for the ACE sponsored and coordinated workshops revealed something similar to this concern; two coordinators indicated some mild hostility between representatives of the "flagship" universities and the others in their

state systems. These rivalries are not unheard of, but apparently are exacerbated by funding cutbacks in the states mentioned. The different missions do underlie differential funding patterns, average teaching workloads and a host of other variables. It is true that even experienced chairpersons learn (at these workshops) about the policies and practices of the senior universities.

In personal or telephone interviews with about a dozen deans, a comment was often received about the level of naivete of the chairpersons (at their and the other universities) they observed at the workshops. This investigator did not prompt these replies. It seemed that each dean who attended a workshop was evaluating the sophistication of each chairperson's questions, answers and comments made during the discussion periods. The deans from the most comprehensive universities commented about how well informed were most of their chairpersons. The deans from the newer and smaller institutions most often thought that a number of their chairpersons were less well informed and most often naive; the deans from the senior institutions generally agreed with this latter judgment. And while this investigator was personally interviewing a number of chairpersons at one of the four year universities, all but one of them mentioned how the workshop discussions had opened their eyes. They had reported that they had discovered how literally and inflexibly their central administration officials were interpreting important system and legislative budget and policy guidelines. Several revealed an envy for the relatively better teaching loads and perceived budget flexibility of the large universities. (Incidentally, the flexibility perceived by one set of chairpersons of another university's policies, are most often not seen that way by those at the second university - who often indicate that their policies are too restrictive.)

There is one more important factor here, which relates to an issue mentioned above. A large percentage of chairpersons (22.7%) come from outside their current university. Many come from universities with top notch reputations and from departments with very good standing in the national ratings of quality programs. As one academic vice president phrased it in an interview "these persons do not give up their excellence even when they move to a less excellent university." Many of these persons have experienced a set of policies and funding procedures quite different from those in Florida. Some, both insiders and outsiders, may be unsophisticated in their outlook about how things get done in their university or the SUS, but they may be accurate observers of the organizational world around them. That is, they may be ignorant of the way the larger university and system environment is shaped but be able to learn much about such things very quickly at the workshops. The deans from almost all of the universities thought the chairpersons should learn such things. Several did suggest that at least one session might be devoted specifically to the problems of urban universities, upper division universities and research universities.

Thus, it is the wide-open discussions of the chairpersons and other academic administrators from within the same system which is seen as having a significant impact. One dean said the workshops demonstrated that "reasonable people can work out solutions to most problems." Another dean suggested that the workshops identified and provided a common language for analyzing and solving administrative problems.

Suggestions for Strengthening. The suggestions for strengthening the positive impact of the workshops were many. Already mentioned was that a separate session might be organized for the chairpersons from, e.g., research universities. Another dean thought there ought to be some sessions in which the small and large departments were mixed, so that the small unit chairpersons could learn from the larger department heads. Contrary to the latter was the

recommendation for more homogeneous groups, all large, all small, etc. Another suggestion was that only new chairpersons be invited, mainly because some experienced chairpersons have shown resistance to the workshop concept when in attendance and may attempt to dominate the proceedings.

A few deans recommended that the workshop be shortened by one day, even if the readings had to be cut. One dean mentioned that the pacing of the workshop and its current length were about right. One or two thought the role playing skits contributed little to the learning, although they were somewhat entertaining. Two deans suggested that more visibility on campus be given to the workshops and that the university presidents be informed about them.

V. Reaction of Chairpersons to the Workshops

A major effort in the evaluation of the workshops was to survey the chairpersons who participated in them and determine their reactions to this experience. So, a questionnaire was developed and mailed to all those who had attended a workshop from 1978 through 1981; about 78% responded. The reactions which were solicited were only for those who had been chairpersons; the usable replies totaled 128. The survey questionnaire sent, the replies, and the frequency of answers all appear in the appendices. An analysis of the replies appears in the following eight sections.

Activities and Tasks of Chairpersons

The first responses to be considered are those in Part II of the survey instrument. The 25 items representing the typical chairperson's functions or activities were taken from the titles of the various instructional units of the workshop workbook, with two items coming from a few units. Several of the typical activities or tasks of chairpersons were added along with the more complex tasks listed in a 1977 survey. The respondents were asked to estimate the time they spent on each item, using a 5-point scale. No particular time period was specified for them to try to gauge how they spent their time, for most reactions to items like these are based on one's most current experience. A second column asked for a judgment about the importance of each item; this too used a 5-point scale. Importance was requested with the understanding that some items might take less time but be relatively important. One chairman suggested that the items rated more important and also rated lower on time should be seen overall as activities about which there is substantial frustration (in their conception, performance, or resolution.) The top seven items which reveal this pattern, based on the differences between the means (largest first), are:

4. Decide how to treat unsatisfactory faculty performance (11,15)*

17. Set aside time, and use it, for your academic role (4,8)

5. Recruit faculty and guide them toward success (3,5)

1. Make clear and specific faculty assignments (7,11)

6. Counsel faculty and staff periodically about the quality of their work (12,12)

2. Stimulate faculty growth and development (5,6)

22. Reduce causes of grievances (14,19)

* (First, number is rank order of importance, the second, the order for time. A low number indicates a higher rank.)

As can be seen, few of the rankings are similar. Item 17 appearing in second place on this list confirms what has been reported personally by chairpersons and helps validate the concept for this list.

In contrast to the above, the list below shows the more important items and their high time rankings; this list omits items included above. The list begins with the item rated (on the average) most important, as indicated by the first number in the parentheses.

18. Exercise responsible leadership (1,1)

25. Improve departmental climate and morale (2,2)

3. Evaluate objectively faculty performance of assignments (6,4)

13. Prepare persuasive departmental budget requests (8,5)

20. Initiate policies and oversee their implementation (9,3)

24. Resolve conflict through negotiation and compromise (10,9)

23. Implement policy changes initiated by faculty (13,10)

What should be noticed above are the rank order values; in this list, importance usually ranks less than does time. The "frustration" list preceding

this group reveals the opposite pattern, i.e. importance ranked higher than time. It must be noticed that the two top items, 18 and 25, selected as being the most important and requiring the most time, can also be seen as the broadest, or most encompassing, functions on this 25 item list.

The remaining 11 items from the list of 25 appear below. They are ordered according to the rank of the mean importance assigned them (the first number in the parentheses):

9. Recruit student majors (15,16)
21. Avoid legal pitfalls in dealing with faculty and students (16,20)
14. Use university data about the department advantageously (17,13)
7. Aid faculty grantsmanship efforts (18,18)
19. Clarify your role as chairperson with faculty, dean and others (19,22)
10. Facilitate development of inter-departmental programs (20,7)
8. Justify faculty workload and the size of course enrollments (21,17)
12. Explain the university budget and allocation process (22,21)
15. Locate (SUS) system and university policies, rules and statutes (23,23)
16. Explain to faculty the state higher education budget and allocation process (24,25)
11. Obtain data from the university information system (25,24)

Item 10 is listed as not very important, but relatively more time is spent on this activity. The lowest rated items are the bottom four. It is worth noting that several of these lower ranked importance items relate to the budgetary or resource management activities and understandings.

The first (or frustration) list of items probably represents those subjects about which the workshop provides the most helpful information and guidance, but for which there are few definitive answers. The second list indicates the functions which are relatively important but require more time. It appears that the second list has more items on it that result in a definable outcome, unlike the first list which seems to contain more items that represent ongoing processes (world without end?). The third list, even though a residual group, appears to contain more items which are "means" oriented and are facilitative in character. It would appear that persons other than a chairperson might be able to carry out many of these functions, which would move them down in importance. Of course, some of them may not be very important, which is the judgment asked to be made about them. When items are rated low on both importance and time, then that judgment seems clear and definitive for them. Additional comments related to the subjects of these 25 items will be provided when the benefits from the workshop as perceived by respondents are analyzed.

In an attempt to develop some data in contrast to that from those who attended the workshops, other State University System chairpersons were surveyed. The chairpersons who had not attended a workshop were identified in a two step process. First, a sample of 60 from among all chairpersons who had attended were selected by choosing randomly a quantity from each university in ratio to each university's proportionate share of chairpersons in the SUS. Second, a non-attending chairperson was then selected by matching cognate or applied areas of study to the discipline of the first person. The final group was then identified and sent questionnaires, which numbered 58; 42 or 72%, responded with usable replies.

The group of non-workshop (N) attending chairpersons was asked only to respond to Part II of the questionnaire. The responses were significantly different from the workshop (W) group in a few important instances. First

of all, the N group rated 24 of the importance items higher than the W group; for the time items, 17 were rated higher by the N than the W group. An easy first explanation for this difference might be that the non-attenders thought many of the items were more important and, consequently, spent more time on them. To determine the extent to which this seems plausible, a "t" test was run (via the SPSS contrast coefficient matrix and estimate of variance) comparing the N and W responses on each item. Five items on the importance scale were found to be significantly higher for the N group: 5, 10, 16, 18, and 25. Item 18 was $< .003$. In contrast, three items on the time scale were significant ($< .10$): 4, 5, and 20. Item 5 appears to be explained by the first interpretation in a very important way, being significant on both time and importance. The three items 16, 18, and 25 are higher on the time scale for the N group, but not significant statistically. Only one of the two other items significant on time differences, 20, is also high on importance, but the latter is not statistically significant. Both item 4 and 10 are lower on time and higher on importance, which places them in the frustration category. Here then are the items which seem to fit, in whole or in part, with the first explanation offered:

*a. 5. Recruit faculty and guide them toward success

---

b. 18. Exercise responsible leadership

25. Improve departmental climate and morale

16. Explain to faculty the state higher education budget and allocation process

---

c. 20. Initiate policies and oversee their implementaion

*a: N group significantly higher than W group on both importance and time.

b: N group significantly higher than W group on importance

c: N group significantly higher than W group on time, but not significantly so for importance.

Why do the W group members rate most of these items less on time and importance than does the N group? A possible explanation is that the workshops provided them with the confidence, understandings and tools to deal with these matters in a more efficient and effective way. This seems especially plausible after comparing the five items above with those of the W group on their second list above; it shows the items ranked most important and not on the frustration list. Items 18, 25, and 20 on the above N list also place at the very top of the importance list for the W group. In unexplained contrast is item 16 which ranks at the bottom of the list for both groups.

To further compare the non-workshop (N) attending group with the group who attended (W), the analysis of the items by their rank order will be considered. The presentation will follow the same order as for the workshop group (above). First are the N group's top seven items representing the greatest disparity between relatively high importance and low time, the now so-called frustration index.

4. Decide how to treat unsatisfactory performance by faculty or staff (11,21)
21. Avoid legal pitfalls in dealing with faculty and students (15,20)
6. Counsel faculty and staff periodically about the quality of their work (10,13)
2. Stimulate faculty growth and development (4,7)
5. Recruit faculty and guide them to success (3,4)
17. Set aside time, and use it, for your academic role (5,6)
3. Evaluate objectively faculty performance by faculty and staff (6,8)

This list has five of the same items as on the workshop frustration list. Item 4 heads both lists; items 21 and 3 are unique to this list, as are items 1 and 22 on the workshop list. Perhaps the most important item on this list is number 5, because, as indicated above, the time and importance ratings for the N group are significantly higher than for the workshop group. (A new section or chapter on recruitment for the training workbook is now being edited for reproduction and a tryout at one of the next workshops.) Even though there is workshop material on evaluation of faculty and performance counseling, apparently it is not sufficient to eradicate the anxiety and frustrations of the group W members who have experienced the tasks represented by the top items on this list.

The next list compiled for the N group contains those items which are more highly ranked on the importance scale but not listed above.

18. Exercise responsible leadership (1,1)
25. Improve departmental climate and morale (2,2)
13. Prepare persuasive departmental budget requests (7,5)
20. Initiate policies and oversee their implementation (8,3)
24. Resolve conflict through negotiation and compromise (9,10)
1. Make clear and specific faculty assignments (12.9)
23. Implement policy changes initiated by faculty (13,11)

The first items (18 and 25) on the list had significantly higher importance ratings than were assigned by the W group, <u>although</u> these two items were ranked 1 and 2 by <u>both</u> groups. In all, six of the seven items on this list are duplicates of items on the W group list. Item 1 is unique to the N group as item 3 is to the W group.

The remaining eleven items, by their rank on the importance scale, are: 22, 14,, 9, 7, 10, 19, 8, 12, 16, 15, and 11. The last five items here are in almost identical rank order to these on the W list. Only three of these eleven

items show large differences in the rank orders for importance and time: 10, (19,15), 19 (20,16), and 8 (21,19). Each one indicated low importance but relatively more time, the bane of most chairpersons.

In summary, it can be concluded that there is relatively high agreement about the importance of most of the 25 items, although the non-workshop chairpersons thought five of the items were significantly more important than did those who attended the workshops. This may be due to their lack of training on these items. There also was substantial agreement about the items which were relatively high on the frustration index, with only two differences. On the second list, which shows items ranked by importance but requiring more time, the groups agreed on six of seven items, although some variance in the rank order was found. Similar agreement was found on the lowest ranked items. Finally, it might be concluded that the five frustration items common to both groups could be seen as subject areas which deserve more elaborate and in-depth treatment in the workshops. It appears the workshop material is already strongly oriented toward the two items selected as most important and time consuming (18 and 25).

Information Exchanges

Part III A of the questionnaire represents a unique attempt at identifying the most important kinds or classes of information exchanged during the workshops. Because some of the chairpersons had attended four years ago, their recall was not expected to be perfect here, but they were encouraged to do their best. (It is possible that any of the respondents could have rated these items on the basis of their desired importance.) Following is a list of the 10 kinds of exchanges in rank order of importance; the mean scores are averages for 128 respondents who marked another five-point scale like the ones used in Part II of the questionnaire.

4. Reports of practices by persons from outside my university. 3.86 on a 5 point scale.
3. Reports of practices by persons from other schools or colleges in my university. 3.55
6. Examples of possible impacts of proposed solutions. 3.46
5. Suggestions for solving problems not yet experienced. 3.43
10. Specific solutions proposed by others to my reported problems. 3.33
2. Reports of practices by persons from other departments in my school or college. 3.31
7. Answers to my requests for clarification. 3.25
9. Criticism of my reported practices. 3.21
8. Support from others for the practices I reported. 3.17
1. Critiques of the procedures and proposals outlined in the workbook chapters. 2.78

This list and the order of the items on it reveal much about what transpires at the workshops. For example, the workshop materials and their exercises (item 1, bottom of list) are apparently used as the stimulus for initiating discussions but then the chairpersons move to their understandings and problems. The most valued information exchanges occur when "outsiders" are reporting their practices in relation to the topics being discussed. Second are the reports of activities by persons from inside the same university as the listener, but who come from other schools or colleges. These two kinds of exchanges point to a desire by participants for comparative information and for reports of alternative solutions to a wide variety of problems. This desire should be seen in light of the comments by the deans (in Section IV) about their persistent evaluation of the comments of chairpersons. These kinds of information transactions apparently represent one of the greatest benefits from the workshops.

The rank order of information transactions shows a much higher value being placed on the "hearing" of information which is expected to be useful. The very low positions of items 7,9, and 8 indicate relatively less value being placed on direct discussion of the problems of the listener. In fact, these rankings seem to point to a "learning" priority assigned to the information exchanges as compared with an emphasis on "show and tell" or specific problem solving. Direct observation of the discussion process in the four or five groups at four workshops confirm this interpretation in large part. There is a bit of show and tell, but the discussion becomes analytic and may move to problem solving by exploring alternatives reported by the participants. The group facilitator-discussion leader is the key person to bring out the reports from all participants.

Informal Benefits

The remaining items in Part III (B-E) asked for write-in answers to open-ended questions. All of the answers were coded from a set of categories developed after reading and analyzing the answers; coding was then undertaken by the project research assistants* and each set was verified and/or edited by the principal investigator.

Question III B asked for comments about any informal benefits which could be attributed to the workshops. In response, 78% reported some informal benefits, with 4% reporting none and 18% not responding. The first choice, with 34 mentions, was: "Discussion with others about similar problems, issues or ideas." A close second, with 33, was: "Interaction with others from different institutions." The next two answers, tied with 8 responses each, were: "Comparing and contrasting policies and practices of others " and "Builds peer group spirit among chairpersons and deans from the same university." These four benefits parallel the direction noted above in the discussion of

*Ms. Pamela Allen, advanced doctoral student in Communications, F. S. U. and Mr. David Tucker, Honors Political Science and History, The University of Michigan.

information transactions.

Problems of Implementation

Question III C asked for reports about any problems encountered while attempting to implement any of the procedures discussed at the workshop. Forty-eight percent responded to this question. Of those who responded to the survey (128), 16% indicated they had no problems and 32% commented on some problem or its aspects. Of the problems identified, those with two or more mentions numbered seven (two single problems also were listed). The top four problems were:

1. Lack of faculty cooperation or enthusiasm (but no obvious resistance) - 10
2. Overt faculty resistance or rejection - 8
3. Limited opportunities, due to red tape, bureaucracy, etc. - 7
4. Administrative demands, which prevented, restricted, or preempted - 6

For the respondents who listed more than one problem, numbers 1, 3 and 4 above were mentioned most. Some of the respondents indicated how they coped with the problems: 11 said it was difficult, 4 reported some success and one indicated the problem was overcome. It appears that the chairperson's power of leadership, e.g. "friendly persuasion," was insufficient to overcome faculty indifference or resistance in most instances.

Unexpected Insights

Question III D asked for comments about any unexpected insights which arose from attending the workshops. Forty-eight percent did not respond. Of all respondents, 9% reported no insights, 34% reported some insight related to the workshop program, and 8% indicated some genuine unexpected insights. The nature of the latter, of which each received at least two mentions, were:

- "the contrasts revealed between universities"
- "my problems are not unique"
- [negative or cynical reactions]

- "am considering resignation"

- "have decided to resign"

The kinds of insights mentioned which could be expected from the program material and format of the workshops included:

1. ideas, solutions to problems, etc., from specific topics covered, e.g., grievances - 24
2. felt better about self in role of chairperson, or increased self confidence - 17
3. information received led to a modification of approach to problems - 5

The first group of insights listed were, indeed, unexpected. Again, information exchanges of inter-institutional comparisons were seen as important. The second item shows real learning. The third reveals an adaptation to hopelessness apparently, but the fourth and fifth items show different reactions to what could be a similar kind of hopelessness. Obviously, these last two outcomes were not intended when the workshops were designed, but probably should not have been unexpected. It appears the workshops make it possible for some to realize that they really do not wish to continue in their role.

The first item on the second list was expected; the mention of grievance handling was somewhat surprising because so little publicity is given to this activity now that it's hard to realize that it continues. This seems to indicate that the materials on grievances are still quite relevant.

Important Events

Question III E asked each respondent to report about any important event or situation, after the workshop, in which the respondent was aided by information from the workshop. Thirty-four percent did not respond. Seven percent said no event could be recalled, while 18% gave some vague or unspecific benefit which had resulted from the workshops. However, 41% did report about some special situation or event of this character; the details given provide an

interesting review of the appropriateness of the program materials.

There appeared to be three main categories of responses and a miscellaneous one; they are, with the number of specific items (not mentions) in them:

- Professional relations problems (7)
- Professional and administrative leadership (6)
- Budgeting and financial problems (5)
- Other (3)

Here are the top three items in each category and their number of mentions:

- Professional relations problems:
  1. Grievances and faculty relations (12)
  2. "Effectively handled a faculty grievance" (5)
  3. Cases of unsatisfactory faculty behavior (3)
- Professional and administrative leadership:
  1. Faculty evaluation (6)
  2. Initiating faculty development (5)
  3. Developing faculty assignments (4)
- Budget and finance problems:
  1. Better budgeting allocations (5)
  2. Better method for deciding merit and other salary awards (4)
  3. Able to obtain more resources (3)
- Other important problems:
  1. Quarter to semester conversion (7)
  2. Clarification of chairperson's role (3)
  3. Perceived limits of responsibility (1)

A number of respondents, 53 or 41%, reported on the kinds of action taken in these situations; 35% said they applied information gained at their workshop. Another 5% were able to anticipate an emerging problem and "nipped it in the bud."

The importance of the information about grievances can not be over stated

according to this list. Similarly, the total mentions relating to evaluation and faculty development are important indications of the relevance of these materials.

The surprise on this list is the seven mentions of calendar conversion, a laborious and somewhat technical problem overlaid with much personal anxiety. What apparently happened with some success is that the chairpersons delegated this task after obtaining basic faculty agreement on the reduced number of courses. A separate workshop unit discusses delegation and the use of committees.

Attempted Departmental Changes

The original focus (or goal) of the workshops was to train chairpersons to solve real problems. At the end of each workshop all participants were asked to write out a statement about the changes they intended to attempt when they returned to their universities. All of these statements had been retained by the director of the program; they were all read by the principal investigator and the ones with some specificity and complexity to them were selected for return to the participants. About 62 of them were extracted in whole or part and specially included as Part IV in the survey of the appropriate chairpersons; 41 (66%) returned usable replies, although some replies contained more information than others. The 41 basic responses to this inquiry were:

- Doubted that quote was accurate or important [all were accurate] (2)
- Attempted to implement some procedures like those written and discussed at the workshops (27)
- Attempted to become more systematic, partly from ideas obtained at the workshops (9)
- Attempted only to redefine problem in light of workshop materials and discussions (3)

The changes reported being attempted were categorized like the items in III

E above. They included 2 in professional relations with 5 mentions; 6 under professional and administrative leadership with 23 mentions (7 for evaluation); 2 for budget and finance with 7 mentions; and 4 others. (See appendix B-4.)

Eight kinds of problems were reported by chairpersons as a result of their attempts to implement the above changes. Many of the problems here were the same as those mentioned in Part III C. There were 5 mentions of difficulties with faculty: overt resistance (3) and lack of cooperation (2); others included administrative demands (3), constraints from officials (3), and not enough resources (2). The largest single category, with 4 mentions, was: "Protracted effort required - solution needs to emerge gradually." This sounds very realistic and certainly seems the most likely way to make a permanent change in many departments.

Various estimates of success were reported; many were difficult to interpret and code. Here is the way a lack of success was indicated (8):

- Had to abandon effort: appeared impossible (5)
- Attempted and failed (3)

This overt admission of lack of success was often written in sufficient detail so that it could be clearly seen that a genuine effort had been made to implement the change. Next to be reported are the indications of partial success.

Moving along the continua from failure, the next position is where change was just starting, even though several years may have lapsed since the last workshop (6):

- Still at the beginning point (4)
- Building, with some modest success (2)

Next would be some forms of partial success (13):

- Partial change; progress has been made (7)
- Most of change is implemented (6)

Finally comes success (11):

- All of change is implemented (6)

- Change continuing beyond initial proposal (5)

The consequences or impact of attempting the changes were volunteered by several (20) respondents:

Generally accepted as good (12)

Change extended to like situations (5)

Negative reactions, or grievance (2)

In some instances, the changes attempted were already on the priority list of the chairpersons before they attended the workshop, rather than being stimulated by the workshop. In other cases a nagging problem was seen to have a possible solution as a result of discussions at the workshops. In both cases the workshops seem to have achieved their basic objective for this group of respondents, first as a catalyst, second as a resource.

Respondent Characteristics

The two major research universities (FSU and UF) were represented by 41% of the respondents. The other four-year universities (FAMU, UCF, and USF) had 29%. The historic upper division universities (FAU, FIU, UNF, and UWF) had 30%. The most under-represented institution was FAMU, which is not atypical given the poor rates of return for earlier surveys.

In the group of chairperson respondents were 17 who had served as discussion leaders; all but 5 had participated in the regular workshop sessions; however, at least 3 of these persons had attended some prior meetings where the materials were being "pre-tested."

The mean years of service as a chairperson for the respondents was 4.2. However, 18 had served 7 years or more; only 8 had served less than 2 years. Assuming the average term is 3-years for a chairperson, then 65, or 51%, of the respondents were serving their second term.

Although 77% of the chairpersons served on the faculty before assuming this position, 23% did not - they came from outside. On the average, a faculty member served 6.4 years before becoming a chairperson. However, 45% of the chairpersons had held some other administrative post almost 5 years before becoming a chairperson; the latter usually did not involve much responsibility, if any, over other faculty.

The survey respondents included 37, or 29%, who were no longer chairpersons. Almost 40% of them (14) left this position in 1982 and another 10 (27%) left in 1981. However, 13 of them now hold other administrative positions, of which 9 were assumed during 1981 and 1982.

Of all respondents 32, or 25%, aspire to another administrative position: 4 would like to become a vice president, 16 a dean, 3 an associate dean, 1 an assistant dean and 3 some other positions (5 didn't respond).

Summary and Conclusions to Chapter V

The workshops seem to have made some significant differences in the perceptions of participants about the importance and time necessary for several of their typical activities and tasks. The workshop experience might provide a chairperson with a more balanced perspective about these functions.

There are some items which seem to challenge all the chairpersons surveyed, i.e. the frustration items. Of particular concern are items 4, "Decide how to treat unsatisfactory faculty performance;" 17, "Set aside time, and use it, for your academic role;" and 5, "Recruit faculty and guide them toward success." The first two have instructional materials about them, the third will soon be covered.

The items selected as most important and time consuming are 18, "Exercise responsible leadership," and 25, "Improve departmental climate and morale." In a sense the entire workshop(s) is devoted to both of these functions. As the responses to the openended items indicated, a large variety of leadership

efforts were put forth by the respondents, with varying degrees of success. The reports of attempted implementation of changes in the departments indicated that a lack of faculty cooperation or overt resistance presented the greatest number of problems.

The workshop materials and discussions were seen as most helpful when a chairperson had to deal with faculty relations, grievances and unsatisfactory faculty behavior. Faculty evaluation, development and assignments were other important subjects used. A few chairpersons said they were able to make better budgetary allocations, better merit pay decisions and were able to obtain more resources after the workshops. On one university campus chairpersons indicated they learned the right questions to ask about resource decisions; they also learned to question decisions which were explained as "required" by the Board of Regents or Legislature (which the chairpersons may have learned were not required at the workshop).

There is very little doubt that these chairpersons made an effort to implement what they learned at the workshop. Their detailed reports about the efforts made to institute the changes they planned after the workshops were quite revealing and in some cases, heart rending. That is, when a person explains why he failed and subsequently resigned one wonders if an E for effort shouldn't have been awarded. In all, 8 failures and 11 successes were reported; there were an additional 13 partial successes and 6 continuing efforts underway at the time of the survey. If this group of respondents was representative, then one could project 21% failures, 29% successes and 50% partial implementations.

The defining characteristic of the workshops is the exchange of information. This process was questioned in the survey and respondents indicated that "Reports of practices by persons from outside my university" was the most valued media of exchange. The second choice was "Reported practices by persons from other schools or colleges in my university." In several contexts the

receipt of information from other universities and colleagues should be seen as an important part of the learning activity; its use in making inter-institutional comparisons was seen as very important. The process of exchanging information, as well as specific content, seems to serve a purpose not quite foreseen in the design of the workshops. That is, the process apparently serves a very important psychological purpose.

For example, the chairpersons believe strongly that an informal interaction with other chairpersons, especially those from other institutions, has a benefit far beyond the realm of problem solving. The opportunity to interact informally in a supportive and non-threatening environment permits a variety of explorations of role behaviors not otherwise available. The combination of the formal, but relaxed, discussion periods and informal interaction enables a new chairperson to develop a new concept of self. That is, as one respondent phrased it, they are able to learn that their perceptions of departmental affairs do not have to be interpreted by them as personal or subjective reactions. Instead, when the commonality of problems among chairpersons is recognized and understood, then it is possible for the chairperson, new or old, to treat departmental affairs as objective phenomena. With this realization seems to come an understanding of the demands of the role of chairperson and that its problems and solutions can be treated analytically. This clarification of the fundamental nature of the new role then appears to make it possible for the chairperson to explore alternatives, seek new insights and grow "administratively" while still retaining his or her most cherished personal and professional values (e.g. the use of fair procedures when they must act in their new role). Thus, it seems that the workshops may provide the equivalent of the rites of passage for a new chairperson when this transition takes place. It appears that even an experienced chairperson may make this same journey of discovery. The defining and testing of the role through consultation with peer chairpersons

seems to create a separate reality for that role. And, that may be the step which is needed before systematic change can be introduced or attempted in a department.

If this explanation of the reported psychological changes is correct, then the possibility for institutional change may be enhanced substantially through these workshops. The long-range results from this experience could be the difference between mere survival and an enhanced academic system during the next eight years of demographic change and economic hardship.

VI. Summary of the Evaluation Study

The project was approved in 1976 by the Florida Board of Regents and funded initially by the W. K. Kellogg Foundation. Program development occurred in 1977. From 1978 through 1981 more than 200 department chairpersons in the nine public universities of Florida attended the workshops. By the end of 1981 the director had provided information, coordinated or supervised workshops in 25 states of the U. S. A. and in 4 provinces of Canada. The materials had been converted for use by other states and for community colleges; in 1981 the American Council on Education published the basic materials in a volume titled: Chairing the Academic Department: Leadership Among Peers.

The goals for the Florida program can be stated as: (1) development of a model training program; (2) operation of a training program whose focus is on problem solving; and (3) institutionalization of training for new department chairpersons and deans. As the brief history of the project indicated, a model program was developed and widely adopted. The training materials also have been adopted and even published. The problem solving focus can be seen in the specific commitments made by participants to change; the data from the survey of chairpersons indicates many attempted to implement a variety of changes. In Florida the Board of Regents has undertaken almost complete funding of the workshops, a specific indication of institutionalization of the workshops. In sum, most of the originally intended goals have been achieved. However, revisions in the materials and structure of the conference continue to change, as new needs are identified.

The model workshop has 13 essential characteristics. The second one, length of workshop, is under review; a short, e.g. 2½ day, version is being tried in Florida in October 1982 to determine whether a telescoping of activities will still produce favorable results. Also, more deans are being nominated to the workshops (discussed in point 4). So far their presence has not stifled discussion as some observers had feared. The total set of characteristics of the model should be examined closely each time a workshop is to be held.

The deans who attended the workshops were surveyed to obtain their reactions to the training materials, the internal impact of the workshops (on their schools or colleges), the expected impact of the workshops and how to strengthen them. One of the most interesting reactions from deans centered on their assessment of the questions and answers of chairpersons during discussions. Apparently inter-university comparisons were being made by all participants most of the time. Naiveté, expertise and status seem to have been intertwined during the assessments made by the deans.

The chairpersons were surveyed to determine their judgment about the importance of the tasks and functions they perform, the value of certain classes of information exchanges and the problems and successes they encountered when they used what they learned at the workshops. Although some failures were honestly reported, more successes were indicated; it appears that all the chairpersons sampled had made at least a minimum effort at using what they had learned. But it was not just the subject content that was important. Many chairpersons, by discovering that their problems were not unique, also discovered that they could be analytic and objective in their problem solving efforts. Because of the latter, the workshops should have stimulated a process

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of change in academe at the level where educational services are organized for delivery, the level where it really counts.

Appendices

A. Questionnaires Used

1. Deans
2. Chairpersons

B. Frequency of Responses by Chairpersons

1. Part I Background Information
2. Part II Activities or Tasks:
   a. Chairpersons who attended workshops (W)
   b. Chairpersons not attending workshops (N)
3. a. Part III A Information Exchanges
   b. Part III B Informal Benefits
   c. Part III C Problems in Implementation
   d. Part III D Unexpected Insights
   e. Part III E Important Events
4. Part IV Response to Planned Changes

Appendix A 1

A SURVEY OF THE IMPACT OF THE SUS WORKSHOPS FOR NEW DEPARTMENT CHAIRPERSONS AND DEANS*

(Name) _____ (University) _____

(Division, School or College) _____ [Group _____ Year _____]

This project is being sponsored by the Institute for Departmental Leadership, Florida State University. The SUS workshops were conducted by Dr. Allan Tucker, director of the Institute, supported by the Kellogg Foundation and held at Howey-in-the-Hills, Florida.

The purpose of the project is to assess the impact of the workshops. Because you have attended one or both workshops and are in a position to observe the administrative behavior of others in your university, your responses will be valuable evidence for the assessment of impact.

Now that some time has elapsed since you attended a State University System workshop for new department chairpersons and deans, what is your reaction to this program? (See the program's list of topics that's attached.) Please write your comments below, on the back of this page or on additional pages, if needed.

1.a. What information from the readings and discussions did you find most useful? _____

b. Least useful? _____

2. If some information presented in the readings and discussions was particularly helpful, please give an example of a situation/decision at your institution in which it proved useful. _____

3. Because some other deans at your university also attended one or two of these workshops, usually at different dates, has this led to any changes in university procedures or policies (e.g. annual meetings for all department heads)? _____

*Jack Waggaman, Principal Investigator (Associate Professor of Higher Education, Florida State University, 107 Stone Building, Tallahassee, Florida 32306; SUNCOM 284-4706). (5/82)

4. Similarly, if some of the department or division heads who report to you have attended a workshop (or two), has their administrative behavior changed perceptively? If so, please give one or two examples.

5. If you had to explain to a fellow dean in another public university outside Florida what the likely impact of the workshops might be, what two or three points would you make?

6. What recommendations would you make for strengthening the positive impacts of the workshops?

7. Please express here any other reactions or information you think important for this study (e.g. the differential impact which the workshops might have on chairpersons from different universities, disciplines areas, etc.)

8. Did the workshop(s) help you become more aware of the unique problems of chairpersons? _____yes _____no. If yes, please give an example or two.

IDL
Institute for Departmental Leadership
107G Stone Florida State University Tallahassee, Fla. 32306

TOPICS COVERED IN DEPARTMENT CHAIRPERSON'S WORKSHOPS

1. Responsibilities, Roles, and Powers of Department Chairpersons
2. Types of Departments, Leadership Styles, Committees, and Delegation
3. Departmental Decision Making and Bringing About Change
4. Faculty Development: Encouraging Professional Growth
5. Faculty Evaluation
6. Performance Counseling: Dealing with Unsatisfactory Performance
7. Faculty Grievances and Unions
8. Dealing with Conflict and Maintaining Faculty Morale
9. Departmental Accomplishments and Aspirations: Setting Goals and Developing Action Plans
10. The Budget Cycle: Preparing Departmental Budget Requests and Persuading the Dean
11. Assigning and Reporting Faculty Activities
12. Managing Departmental Resources: Time, People, and Money

Appendix A 2

PROJECT TO EVALUATE THE EXPERIENCE AND TRAINING OF DEPARTMENTAL CHAIRPERSONS*

I. Background Information

This project is being sponsored by the Institute for Departmental Leadership, Florida State University. Its purpose is to assess the impact of experience and training of departmental chairpersons on the more complex tasks they perform.

You have been identified as a current (or former) chairperson.** You also may have attended one or two state workshops for new chairpersons. Being surveyed are those of you who attended the workshops plus a sample of chairpersons (from related program areas) who have not attended. Your response is desired so that your sample pair will be complete from your university.

Please complete your answers and return them in the attached pre-addressed courier envelope by June 25th. An earlier reply would be most welcome. Thanks.

YOUR NAME_____ UNIVERSITY_____

YOUR DEPARTMENT_____ [Group _____ List_____ Yr_____]

How long have you been/were you a chairperson here? _____(years, months)

For how many years were you a faculty member here, if any, before becoming a chairperson?_____(years)

Did you hold an administrative position before becoming a chairperson?
_____Yes _____No. If so, for how long?_____(years)

If you presently are no longer a chairperson, please give the date when you left that position._____(month, year)

If you now hold a different administrative position (assistant dean, VP, etc.) please list its title, _____,
and the date of appointment: _____.

Do you now aspire to another administrative position? _____yes _____no.
If so, please list its title: _____.

Do you think chairpersons should be evaluated by faculty? _____yes _____no.
If yes, should the evaluation be: _____formal, or _____informal?
_____annual, _____biannual or _____triannual?

Please indicate the number of faculty in your department: _____.

* Jack Waggaman, Principal Investigator (Associate Professor of Higher Education, Florida State University, 107 Stone Building, Tallahassee, Florida 32306; SUNCOM 284-4706).

** Or as a department head, division director or a holder of a related position of responsibility in a university.

(6/82)

II. Time Spent On and Importance Of a Chairperson's Activities

Each numbered statement below is an activity or task performed by most chairpersons in university departments. The "Time" column is to record the relative time spent on each activity. Similarly, the "Importance" column is to record your estimate of the relative importance of each task to the department. Please use the following scale to record the relative magnitude of your estimates; for each activity, circle one number in each column.

Time Spent	SCALE	Importance
Very little time	1	Relatively unimportant
Some time	2	Somewhat important
Median amount	3	Important or significant
Large amount	4	Extra important
Enormous amount	5	Exceedingly important

Activities or Tasks	Time Spent	Importance
1. Make clear and specific faculty assignments	1 2 3 4 5	1 2 3 4 5
2. Stimulate faculty growth and development	1 2 3 4 5	1 2 3 4 5
3. Evaluate objectively faculty performance of assignments	1 2 3 4 5	1 2 3 4 5
4. Decide how to treat unsatisfactory performance by faculty or staff	1 2 3 4 5	1 2 3 4 5
5. Recruit faculty and guide them toward success	1 2 3 4 5	1 2 3 4 5
6. Counsel faculty and staff periodically about the quality of their work	1 2 3 4 5	1 2 3 4 5
7. Aide faculty grantsmanship efforts	1 2 3 4 5	1 2 3 4 5
8. Justify faculty workload and the size or course enrollments	1 2 3 4 5	1 2 3 4 5
9. Recruit student majors	1 2 3 4 5	1 2 3 4 5
10. Facilitate development of interdepartmental programs	1 2 3 4 5	1 2 3 4 5

II. Continued...
Page Two

Activities or Tasks	Time Spent	Importance
11. Obtain data from the university information systems	1 2 3 4 5	1 2 3 4 5
12. Explain the university budget and allocation process	1 2 3 4 5	1 2 3 4 5
13. Prepare persuasive departmental budget requests	1 2 3 4 5	1 2 3 4 5
14. Use university data about the department advantageously	1 2 3 4 5	1 2 3 4 5
15. Locate (SUS) system and university policies, rules and state statutes related to departments	1 2 3 4 5	1 2 3 4 5
16. Explain to faculty the state higher education budget and allocation process	1 2 3 4 5	1 2 3 4 5
17. Set aside time, and use it, for your academic role	1 2 3 4 5	1 2 3 4 5
18. Exercise responsible leadership	1 2 3 4 5	1 2 3 4 5
19. Clarify your role as chairperson with the faculty, dean and others	1 2 3 4 5	1 2 3 4 5
20. Initiate policies and oversee their implementation	1 2 3 4 5	1 2 3 4 5
21. Avoid legal pitfalls in dealing with faculty and students	1 2 3 4 5	1 2 3 4 5
22. Reduce causes of grievances	1 2 3 4 5	1 2 3 4 5
23. Implement policy changes initiated by faculty	1 2 3 4 5	1 2 3 4 5
24. Resolve conflict through negotiation and compromise	1 2 3 4 5	1 2 3 4 5
25. Improve departmental climate and morale	1 2 3 4 5	1 2 3 4 5

III. Information Exchange and Problem Solving

A. The group discussions carried on after all members had read a chapter (and reviewed or answered the questions for discussion) resulted in several different information exchanges. Please indicate how important to you were these exchanges; use the same rating scale as used in the previous section (1=relatively unimportant, to 5=exceedingly important). Answer from your best recall, then proceed to items B - E.

		Importance
1.	Critiques of the procedures and proposals outlines in the workbook chapters.	1 2 3 4 5
2.	Reports of practices by persons from other departments in my <u>school</u> or <u>college</u>	1 2 3 4 5
3.	Reports of practices by persons from other schools or colleges in my <u>university</u>	1 2 3 4 5
4.	Reports of practices by persons from <u>outside</u> my university	1 2 3 4 5
5.	Suggestions for solving problems not yet experienced	1 2 3 4 5
6.	Examples of possible impacts of proposed solutions	1 2 3 4 5
7.	Answers to my requests for clarification	1 2 3 4 5
8.	Support from others for the practices I reported	1 2 3 4 5
9.	Criticism of my reported practices	1 2 3 4 5
10.	Specific solutions proposed by others to my reported problems	1 2 3 4 5

Con't....

III. Continued...
Page Two

Please answer the questions below; give as much detail as possible. Use additional pages, if needed.

B. Some chairpersons have indicated that the informal aspects of the workshops were beneficial. Please describe any informal benefits which you may have received during or after the workshops (e.g. meeting other chairpersons and consulting them about similar problems).

C. If you attempted to implement some of the procedures discussed at the workshops, but had a difficult time, please describe the principal problems encountered.

D. Workshops of this kind sometimes provide unexpected insights, reconceptualizations of old problems, novel solutions to problems, etc. If something like this happened to you, please describe it as best you can.

E. The workshops focus on departmental problem solving. Please describe a relatively important event or situation after the workshop in which you believe you were aided by information obtained while at the workshop.

IV. Planned Departmental Changes

At the end of one or both workshops, or a few days thereafter, you indicated that you would attempt to bring about some needed change(s) in your department. The quotation below was your statement about a change you intended. Please write a brief account of the actions you have taken to implement a change and the extent to which you have been able to achieve the results you intended. Do not hesitate to give details; disguise the names of effected persons, if necessary. Use the reverse side of this paper and any other pages needed.

Name_____

Appendix B-1

QUESTIONNAIRE RESPONDENTS, BY NUMBER OF PERSONS WHO ATTENDED THE WORKSHOPS

University of Appointment: (N = 128)

FAMU	2	FSU	24	UNF	5
FAU	12	UCF	18	UF	29
FIU	11	UF	29	UWF	10

Departments or Offices Named: 76

Chairpersons only - respondents who were:

Part of a subsample (QIV)	58
Not part of a subsample	70
TOTAL	128

Workshops attended:

	Both Sessions	Only 1st Session	Only 2nd Session	Split Session	Totals
1978	13	2	5		20
+1979				3	3
+1982				1	1
1979	19	5	4		28
+1980				5	5
1980	14	11	5		30
+1981				1	1
+1982				5	5
1981	18	5	4		27
+1982				3	3
Several years, as facilitators				5	5
TOTAL	64	23	18	23	128

Number of workshops at which a respondent served as a facilitator:

1 workshop	by 5 respondents
2 workshops	by 8 respondents
3 workshops	by 3 respondents
4 workshops	by 1 respondent

Years served as chairperson by number of respondents:

Less than one year	2	
1.0 to 2.0 years	6	
2.0 to 3.0 years	27	
3.0 to 4.0 years	26	
4.0 to 5.0 years	27	$\bar{x}$
5.0 to 6.0 years	12	4.2 years
6.0 to 7.0 years	7	
7.0 to 10.0 years	12	
11.0 to 14.0 years	3	
14.0 to 16.0 years	3	
Blank or no data	3	
TOTAL	128	

Years on faculty before becoming a chairperson:

0 years on faculty	29	
1-3 years on faculty	15	
4-6 years on faculty	23	
7-9 years on faculty	19	$\bar{x}$
10-12 years on faculty	22	6.4 years
13-15 years on faculty	11	
19-22 years on faculty	4	
25 years on faculty	1	
No data	4	
	128	

Those who held an administrative post before becoming a chairperson	58
Did not hold such a post	69
Didn't respond	1
	128

Number of years in which an administrative position was held before becoming a chairperson:

One year	6 persons	
2,3 years	21 persons	
4,5 years	13 persons	$\bar{x}$
6,7 years	6 persons	4.9 years
8,9 years	3 persons	
10 and more (to 17)	8 persons	
TOTAL	57 persons	

Year in which respondent left position as a chairperson:

1978	1 person
1979	6 persons
1980	6 persons
1981	10 persons
1982	14 persons
	37 persons

Number of persons holding a different administrative position now = 13.

Year in which current administrative position undertaken:

1979	2 persons
1980	0 persons
1981	5 persons
1982	4 persons
	11 persons

Number who aspired to another administrative position	32
Those who did not aspire	92
Those who didn't respond	4
	128

Title of position being aspired to:

Vice President	4
Dean	16
Associate Dean	3
Assistant Dean	1
Other	3
	27

Number who think chairpersons should be evaluated:

Should be	119
Should not be	7
Blank	2
	128

Kind of evaluation:

Formal	84
Informal	27
Both	6
Blank	11
	128

Frequency of evaluation:

Annual	76
Biannual	17
Triannual	19
Blank	16
	128

Number of departments by size of faculty in them:

Small	2 - 5 faculty	6 departments
	6 - 10 faculty	38 departments
Medium	11 - 15 faculty	32 departments
	16 - 20 faculty	20 departments
	21 - 25 faculty	6 departments
Large	26 - 30 faculty	10 departments
	31 - 35 faculty	4 departments
	36 - 40 faculty	3 departments
	41 - 45 faculty	1 department
	46 - 50 faculty	2 departments
	60 faculty	1 department
	Blank	5
		128

$\bar{X}$ 15.9 faculty in the average department

B2-a (W)

Part II of Questionnaire

(W) Workshop Respondents Only

N = 128

Scale: Low 1 - 5 High

Activities or Tasks	MEAN (X) Time Spent	MEAN (X) Importance
1. Make clear and specific faculty assignments	2.64	3.90
2. Stimulate faculty growth and develop	2.92	4.14
3. Evaluate objectively faculty performance of assignments	2.99	4.08
4. Decide how to treat unsatisfactory performance by faculty or staff	2.33	3.72
5. Recruit faculty and guide them toward success	2.92	4.27
6. Counsel faculty and staff periodically about the quality of their work	2.47	3.69
7. Aid faculty grantsmanship efforts	2.24	3.11
8. Justify faculty workload and the size of course enrollments	2.27	2.75
9. Recruit student majors	2.32	3.26
10. Facilitate development of interdepartmental programs	2.89	2.82
11. Obtain data from the university information systems	1.77	2.14
12. Explain the university budget and allocation process	2.06	2.66
13. Prepare persuasive departmental budget requests	2.98	3.80
14. Use university data about the department advantageously	2.43	3.19
15. Locate (SUS) system and university policies, rules and state statutes related to departments	1.84	2.36

B2-a(w)

Activities or Tasks	MEAN Time Spent	MEAN Importance
16. Explain to faculty the state higher education budget and allocation process	1.59	2.22
17. Set aside time, and use it, for your academic role	2.80	4.17
18. Exercise responsible leadership	3.79	4.31
19. Clarify your role as chairperson with the faculty, dean and others	2.05	2.86
20. Initiate policies and oversee their implementation	3.19	3.73
21. Avoid legal pitfalls in dealing with faculty and students	2.17	3.21
22. Reduce causes of grievances	2.21	3.39
23. Implement policy changes initiated by faculty	2.69	3.61
24. Resolve conflict through negotiation and compromise	2.74	3.72
25. Improve departmental climate and morale	3.39	4.30

B-2b(N)

Part II of Questionnaire
Responses by Chairpersons who
had NOT Attended Workshops
(N = 42)

Scale: Low 1 - 5 High

Activities or Tasks	MEAN (X) Time Spent	MEAN (X) Importance
1. Make clear and specific faculty assignments	2.88	3.80
2. Stimulate faculty growth and develop	3.07	4.37
3. Evaluate objectively faculty performance of assignments	3.07	4.28
4. Decide how to treat unsatisfactory performance by faculty or staff	2.00	3.90
5. Recruit faculty and guide them toward success	3.31	4.59
6. Counsel faculty and staff periodically about the quality of their work	2.57	3.90
7. Aid faculty grantsmanship efforts	2.10	3.26
8. Justify faculty workload and the size of course enrollments	2.24	2.95
9. Recruit student majors	2.15	3.27
10. Facilitate development of interdepartmental programs	2.32	3.20
11. Obtain data from the university information systems	1.97	2.38
12. Explain the university budget and allocation process	1.97	2.72
13. Prepare persuasive departmental budget requests	3.24	4.14
14. Use university data about the department advantageously	2.58	3.31
15. Locate (SUS) system and university policies, rules and state statutes related to departments	1.66	2.54

Activities or Tasks	MEAN (X) Time Spent	Importance
16. Explain to faculty the state higher education budget and allocation process	1.83	2.58
17. Set aside time, and use it, for your academic role	3.08	4.32
18. Exercise responsible leadership	3.95	4.78
19. Clarify your role as chairperson with the faculty, dean and others	2.24	3.14
20. Initiate policies and oversee their implementation	3.58	4.00
21. Avoid legal pitfalls in dealing with faculty and students	2.05	3.51
22. Reduce causes of grievances	2.41	3.51
23. Implement policy changes initiated by faculty	2.78	3.78
24. Resolve conflict through negotiation and compromise	2.84	4.00
25. Improve departmental climate and morale	3.59	4.59

Appendix B - 3a

Part III A of Questionnaire

Information Exchanges

		MEAN
1.	Critiques of the procedures and proposals outlined in the workbook chapters.	2.78
2.	Reports of practices by persons from other departments in my school or college.	3.31
3.	Reports of practices by persons from other schools or colleges in my university.	3.55
4.	Reports of practices by persons from outside my university	3.86
5.	Suggestions for solving problems not yet experienced	3.43
6.	Examples of possible impacts of proposed solutions	3.46
7.	Answers to my requests for clarification	3.25
8.	Support from others for the practices I reported	3.17
9.	Criticism of my reported practices	3.21
10.	Specific solutions proposed by others to my reported problems	3.33

Appendix B - 3b,c

Responses to Open - Ended

Questions in Part III

III B. Informal benefits attributed to workshop:

Basic Response:

Blank or no clear position	23
No benefit	5
Some benefit	100
	128

Kind of informal benefit

1.	Discussion with others about similar problems, issues or ideas	34
2.	Interaction with others from different institutions	33
3.	Builds peer group spirit among chairpersons and deans from a university	8
4.	Comparing and contrasting policies and practices of others	8
5.	Dispelling myths and misperceived constraints	6
6.	Information received about items of particular problems	5
7.	Solutions received to particular problems	3
8.	Other	3

III C. Problems of implementing some procedures discussed at workshop.

Basic response

Made a comment: No problems	20
Comment about problems	41
No comment	67
	128

Number of problems

1 - 8 problems	32
9 or more	7
	39

Appendix B - 3c

III C. (Continued)

Kinds of problems - principal ones mentioned:

1. Lack of faculty cooperation or enthusiasm (but no obvious resistance)	10
2. Overt faculty resistance or rejection	8
3. Limited opportunities (red tape and bureaucracy)	7
4. Administrative demands	6
5. Financial difficulties - shortages of $$	4
6. Only able to implement partially	3
7. Too much of an effort required	2
Other	2
	42

Secondary problems mentioned:

1. Lack of faculty cooperation	4
2. Limited opportunities	3
3. Administrative demands	2
Other	3
	12

Coping with problems - volunteered reactions:

Difficult to cope	11
Some success	4
Problem overcome	1
Other	1
	17

Appendix B - 3d

III D. Unexpected Insights from Workshops:

Basic response:

Comments, but no insights reported	11
Insights related to workshop program - could be expected	44
Something unexpected	10
Other comment	2
No comment	61
	128

The unexpected insights:

The contrasts revealed between universities	2
My problems are not unique	2
"Negative or cynical reactions"	2
Am considering resignation	2
Have decided to resign	2
Others	3
	13

Kinds of insights mentioned which could be expected from a workshop of this kind:

1. Insight from specific topics covered, e.g. grievances	24
2. Feels better about self in role of chairperson or increased self confidence	17
3. Information received led to a modification of approach to problems	5
	46

Appendix B - 3e

III E. An important event or situation after the workshop in which the respondent was aided by information from the workshop.

Basic response:

No event can be recalled	9
A specific solution or benefit mentioned	52
Some vague or unspecific benifit	23
No response	44
	128

Kinds of problems confronted or solved

Professional relations problems:

Grievances and faculty relations - general	12
Effectively handled a faculty grievance	5
Cases of unsatisfactory faculty behavior	3
Effectively handled a student grievance	2
New insights into solving conflicts	2
Resolved peer-relations problems	1
Now keep adequate professional records	1
	26

Professional and administrative leadership:

Faculty evaluation - general problems	6
Initiating faculty development	5
Developing faculty assignments	4
Developing departmental goals	3
Specific faculty evaluations	2
Carried out a department development activity	1
	16

Budget and finance problems:

Better budgetary allocations	5
Better method for deciding merit and other salary awards	4
Helped to receive more resources	3
General budget and salary decisions	2
Better understanding of budget process	2
	16

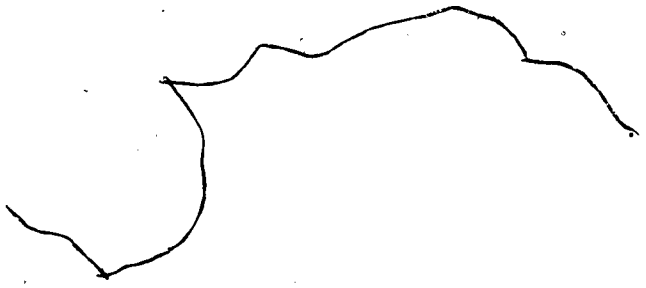
Other important problems:

Quarter to semester conversion	7
Clarification of chairperson's role	3
Perceived limits of responsibility	1
	11

B - III E. (Continued)

Kinds of action taken (when stated):

Applied information gained at workshop	45
Anticipated problems and prevented them	7
Other	1
	53



Appendix B - 4

IV. Responses to Quoted Statement of Planned Action

Basic responses:		
Doubted that quote was accurate or important [quote was accurate]	2	
Attempted to implement some procedures like those written and discussed at workshop	27	
Attempted to become more systematic partly from ideas at workshop	9	
Attempted to redefine problem (only) in light of workshop ideas	3	
	41	
Kinds of changes intended - improvements in:		
Professional relations:		
Reduce/prevent grievances	1	
More faculty input - collegialism	4	
		5
Professional and administrative leadership		
More effective faculty evaluation forms; e.g., using of weights	7	
More faculty development	5	
More counseling with faculty	4	
Better faculty assignments	4	
Develop departmental goals and objectives	2	
Other	1	
	23	23
Budget and finance		
Better budget and salary decisions	5	
Obtaining more resources	2	
		7
Other objectives	4	4
Total changes reported		39

Appendix B-4 Continued

Kind of problems encountered:	
Protracted effort required, solution needs to emerge gradually	4
Overt faculty resistance and rejection of proposal	3
Lack of faculty cooperation or enthusiasm	2
Too many other administrative demands, too little time	3
Constraints from dean, VP, due to their ineptness or authoritarianism	3
Not sufficient resources ($)	2
Only part of proposal could be implemented	1
Proposal generally impossible	1
Total responses	19
Estimates of success reported:	
Partial, but some change has taken place	7
Most of change is implemented	6
All of change is implemented	6
Change continuing beyond initial proposal	5
Still at beginning point	4
Building, some modest success	2
Had to abandon effort; appeared impossible	5
Attempted and failed	3
Total responses	38
Consequences or impact of attempting to induce change:	
Generally accepted as good or success	12
Change extended to like situation	5
Negative reactions; including grievance	2
Little positive response	1
Total responses	20