ABSTRACT
                These three position papers were prepared as part of
a project to develop a job description for departmental chairpersons
at Delaware Technical and Community College (DTCC). The first paper,
"A Profile of the Role and Function of the Departmental Chairperson,"
contains a brief description of DTCC and an overview of the evolution
of the position of departmental chairperson. Drawing from a review of
the literature and documentation from selected community colleges,
this paper includes a profile of seven different roles and 48
functions comprising the work of community college department chairs.
The second paper, "Perceptions of Faculty, Departmental Chairpersons,
and Their Supervisors," contains the results of a study of the
perceptions of the roles and functions of a departmental chairperson
held by current department chairs, their supervisors, and the faculty
at DTCC. The study report compares the perceptions of these three
groups, identifies areas of agreement and conflict, and concludes
that over 90% of the respondents agreed that 28 of the 48 functions
should be part of the departmental chairpersons' responsibilities. In
the third paper, "Recommendations and Leadership Implications," a
plan to develop and implement a job description for DTCC's
departmental chairpersons is presented. The plan involves the use of
a nominal group process to involve deans and departmental
chairpersons in the expansion and refinement of the list of roles and
functions to create a job description appropriate to DTCC. The survey
instruments are appended. (JMC)

THE ROLE AND FUNCTION OF THE
DEPARTMENTAL CHAIRPERSON
AT DELAWARE TECHNICAL AND COMMUNITY COLLEGE

By

Cornelia N. Winner

Three executive position papers submitted to the Faculty of the
University of Delaware in partial fulfillment of the requirements for
the degree of Doctor of Education in Educational Leadership

May 1989

THE ROLE AND FUNCTION OF THE
DEPARTMENTAL CHAIRPERSON
AT DELAWARE TECHNICAL AND COMMUNITY COLLEGE

By

Cornelia N. Winner

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Warm affection and thanks are given to my family, especially my Mom and my sisters, Candy and Cathy, for always being there. And to my special friends, Catherine, Elizabeth, and Mary, I will always be grateful.

Finally, this paper is dedicated to J.J., Brian, Kelly, Tracie, Michael, Jacqueline, and Jake.

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ABSTRACT

The purpose of this study was to develop a job description for the departmental chairperson at Delaware Technical and Community College. Executive Position Paper I contains a brief overview of the community college and the evolution of the position of the departmental chairperson. A review of literature and documents of selected community colleges was completed in order to compose a profile of the work of the departmental chairperson in the community college. The profile consists of a description of 7 roles and 48 functions.

Executive Position Paper II contains the results of a study of perceptions of the roles and functions of a departmental chairperson by current departmental chairpersons, their supervisors, and the faculty at the College. The perceptions of these three groups were compared to determine areas of agreement and areas of conflict. Over 90 percent of all respondents agreed that 28 of 48 functions should be part of the departmental chairpersons' responsibilities.

In Executive Position Paper III, a plan to develop and implement a job description for the departmental chairperson was presented. Deans and departmental chairpersons would interact to expand and refine the list of roles and functions reported in Executive Position Paper II into a job description appropriate to Delaware Technical and Community College. The nominal group process was the participatory problem-solving model selected.

INTRODUCTION

Delaware Technical and Community College is an institution of higher education which provides academic, technical, and continuing education opportunities. The Delaware General Assembly created the college in 1966. The first campus was opened in 1967 near Georgetown in Sussex County and is known as the Southern Campus. The Northern Campus opened in Wilmington in 1968. The Terry Campus opened in 1972 north of Dover. The Northern Campus was split and a branch opened at Stanton in 1973 and one in Wilmington in 1974 (DTCC, Catalog, p. 7).

Delaware Technical and Community College was created to provide an open-door, two-year comprehensive program of education and training beyond the high school level. Admission to any campus of the college is open to all Delaware residents with a high school education or its equivalent, or to anyone who is 18 years of age or older and able to benefit from instruction (DTCC, Catalog, p. 7).

In 1987, Delaware Technical and Community College celebrated its twentieth anniversary as the community college system in the State of Delaware. During the first ten years, the administration concentrated on the building of four campuses and the establishment of the college as an integral part of the community. During the last ten years, the administration focused on the expansion of educational services provided to the community. While rapid changes were taking place in technology, Delaware Technical and Community College addressed the needs of the community by expanding college services. At the beginning of the third decade of Delaware Technical and Community College, the board and the

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president have focused on accountability and productivity. At a meeting of departmental chairpersons, Dr. John R. Kotula, president of Delaware Technical and Community College acknowledged: "As we have grown, some things have had to suffer" (Kotula, 1989). This scenario is not peculiar to Delaware Technical and Community College. Miles (1983) noted that professional training and standards of performance are typically ignored during periods of expansion. Why? Because growth and expansion conceal failures and weaknesses (Hammons and Hunter 1977). Prucnal (1982) agrees that "The quality of lower-level administration has been rarely questioned and mistakes have been tolerated because the pressures of growth and expansion have afforded little time for evaluation." (p. 17) Richardson (1987) observed:

> The community college movement has for two decades been preoccupied with the tasks of managing 'opportunity with excelence' in an environment of unrelieved growth. Only recently have conditions stabilized sufficiently to permit attention to other issues. (p. 41)

O'Banion and Roueche expanded on the issues to be addressed and are quoted by Baker, Roueche, and Rose (1988):

> No institution of higher education has ever undertaken a more challenging and difficult educational mission than the open-door college. The open admissions policy admits the most heterogeneous and diverse student body to be found in any educational setting in the world. Providing quality educational programs and excellent instruction to students who need the most structured support, while at the same time maintaining strong academic programs for well-qualified students and responding effectively to the needs of local communities, is the leadership challenge of the 1990s for community college executives. (p. 36)

The board of trustees has established the following objectives of Delaware Technical and Community College:

1. provide for the constantly changing educational needs in a changing community

2. provide curricula closely related to the economic and professional realities of the community

3. develop a comprehensive community college with strong emphasis on occupational/technical skills

4. establish the College's identity as a significant member of the community

5. develop the individual's ability to contribute to the economic base of the community

6. establish in the minds of the community that the College belongs to them

7. develop a strong guidance system--directing the student toward realistic, usable educational goals

8. develop strong emphasis on attitude and motivation training. (DTCC, Catalog, p. 8).

The President's Office maintains an administrative staff whose functions are to perform administrative and service roles for the community college system. These functions include statewide planning and development, public relations, consultation, inter-agency contacts and coordination, reporting, curriculum development, and financial planning and accounting. The staff of the President's Office provides support services for the campuses upon request or at the direction of the president (DTCC, Catalog, p. 9).

Campus administration is provided at the local campus level. The vice president and campus director is the chief administrator on the campus level. There are three vice presidents since

the Stanton and Wilmington campus share the same administration (DTCC, Catalog, p. 9).

The dean of instruction reports directly to the vice president. The Terry Campus instructional management follows direct line authority from the dean of instruction to the instructional directors, to departmental chairpersons, to faculty. (DTCC-Terry Campus, 1982). The Southern Campus and the Stanton/Wilmington Campus instructional management follows direct line authority from the dean of instruction to departmental chairpersons, to faculty.

At one time the Stanton/Wilmington Campus utilized division directors in the same line authority as the Terry Campus employs instructional directors. However, the campus chose to abolish the position. There remains one division director at the Stanton Campus who holds minimal line authority (Schell, 1988).

The departmental chairperson holds one of the critical leadership positions in the college. It is the leadership of the departmental chairperson which influences the activities of the academic departments toward the objectives of the college. Through communication, face-to-face interaction, and example, departmental chairpersons lead their department toward the objectives established by the board of trustees.

Each of the campuses has its own job description for departmental chairpersons. No standard, systemwide definition exists for departmental chairpersons that describes the role of the chairperson in the attainment of the objectives of the college. Teaching load, staff development, training, and evaluation of chairpersons are determined on the individual campuses.

An estimated 80,000 chairpersons exist in higher education, 80,000 key people who make 80 percent of the decisions (Rhem, 1987). Dr. John R. Kotula (1988), president of Delaware Technical and Community college, stated that departmental chairpersons are key people in the governance of Delaware Technical and Community College. Dr. John E. Roueche (1986), professor and director of the Community College Leadership Program at the University of Texas at Austin and co-author of Access and Excellence, wrote to this researcher, however, that the role of the departmental chairperson ". . . . represents the 'weak link' in most college and university leadership chains."

The function of the departmental chairperson in the community college is closely linked to organizational productivity. The position of departmental chairperson is much more than something nice to have. Tucker (1981) wrote:

> A brilliant university or college administration with inept chairpersons cannot survive; an inept administration, with the help of a group of brilliant chairpersons, usually can. (p. 4)

Leadership qualities in a departmental chairperson are demonstrated through communication and face-to-face interaction. Leadership is not a personality type, not a style, not a physical appearance. Leadership qualities may be more apparent when they are absent. Without leadership, members of a group would not act or change in a continuous, systematic manner. Each member of the group has potential, but without the leader, action and change would lack focus. Moloney (1979) defined leadership as ". . . an interpersonal process of influencing the activities of an individual or a group toward goal attainment in a given situation." (p. 10)

Gardner (1987) agrees with Moloney's definition:

> Leadership is the process of persuasion or example by which an individual or leadership team induces a group to pursue an objective held by the leader or shared by the leader and followers. (p. 16)

Dale Parnell, president of the American Association of Community and Junior Colleges, gave a similar definition in the Introduction to Roueche and Baker's book, Community College Leadership for the '80s (1984).

Statement of the Problem

The instructional division on each campus of Delaware Technical and Community College is comprised of departments representing specialized fields of study. Each field of study at each campus has a faculty member appointed by the vice president to serve as departmental chairperson. The departmental chairperson is primarily an instructor with a prescribed teaching load. The role of the departmental chairperson is a supplemental appointment and is the only position at Delaware Technical and Community College for which a standard job description does not exist. At least three different job descriptions for this position have been developed at the individual campuses. There are, however, conflicting expectations of chairpersons by their supervisors, their subordinates, and the chairpersons themselves. Chairpersons routinely interact with their peers systemwide. This interaction frequently provides an opportunity for comparison of one campus to another and of one position to another, and it often results in confusion and resentment on the part of the chairpersons.

The purpose of this study is to develop a description of the roles and functions of the departmental chairperson at Delaware

Technical and Community College. This would be accomplished through the implementation of the following:

1. the identification of a profile of the roles and functions of the departmental chairperson in the community college

2. the comparison of perceptions of the roles and functions of the departmental chairperson at Delaware Technical and Community College

3. the plan to develop and implement a systemwide description of roles and functions of departmental chairpersons at Delaware Technical and Community College

Rationale

The job description listing the performance expectations of departmental chairpersons at Delaware Technical and Community College varies from campus to campus. At various times in recent years, the college president, deans of instruction, and departmental chairpersons have expressed the need for clarification of what the role and function of the departmental chairperson should be at Delaware Technical and Community College.

Recent changes in the salary stipend for departmental chairpersons have drawn attention to their productivity and resulted in questions on the role of the departmental chairperson at Delaware Technical and Community College. At its August, 1988, meeting, the board of trustees approved a significant increase in the stipend for departmental chairpersons recommended by the deans of instruction. The deans also recommended the development of a systemwide position description. Dr. Lewis Atkinson, Chairman of the Joint Deans of Instruction, in a letter to this writer stated:

> One of the major agenda items for the Joint Deans
> during this academic year is the completion of the
> departmental chairmen's position description . . . .
> Your research which surveys perceptions of all major
> constituencies in the college will be the foundation for
> that position description (Atkinson, 1988).

A listing of role and function, however, is not sufficient. Clarification of intent and the goal of each role and function is necessary so that chairpersons, their supervisors, and the faculty they supervise understand these job expectations. A systematic process of implementation would integrate the role and function of the departmental chairperson into the structure of the community college. New chairpersons and those who aspire to the position can structure their own professional development activities based on their needs in relation to the described roles and functions of the chairperson. A uniform job description would also provide a set of indicators which can be the basis of a tool to measure the productivity of departmental chairpersons.

During its 20 years of existence, Delaware Technical and Community College has learned that the policies and procedures most widely accepted by its employees have been those which have been developed through participative problem solving methods. Some recent examples are: Salary Plan A--a salary plan for instructors and counselors; Professional Development Program--a plan for the professional development of Salary Plan A employees; and Advisement--a plan being developed by a systemwide committee of instructors and counselors to establish a philosophy and approach to student advisement. Because of past successes through participatory problem solving, a participatory problem solving strategy is recommended and described in this study to implement a job description for the departmental chairperson at Delaware Technical and Community College.

Definitions

Comprehensive community college: Offers liberal arts and technical education programs working in a thoroughly integrated manner. (Parnell, 1985)

Dean of Instruction: The administrative officer in charge of the instructional program and other aspects related to instruction in a community college (Prucnal, 1982). The dean serves as both academic and administrative leader of a particular campus and as spokesperson to the administration for his/her unit (Karol and Ginsburg, 1980).

Department: Administrative unit of the college composed of one specialized field of knowledge (French, 1980).

Departmental chairperson: A member of the faculty whose duties include the supervision and coordination of instruction in a department within a community college and who is responsible directly to the dean of instruction (Prucnal, 1982). The departmental chairperson is also known as a first-line administrator (French, 1980).

Function: The kind of action or activity proper to a person, thing, or institution (Stein, 1967). The action or activity that facilitates the accomplishment of a role. The part that one element plays in the operation of the larger system; the contribution that a partial activity makes to a larger whole (Bobbit et al., 1978).

Job Description: A written document that profiles the design of the job; an accurate and comprehensive picture of the work

design; position-specific responsibilities unique to the position being described which differentiate the job from all others (Grant, 1988).

Role: An assigned or achieved position established as a subunit of an organization. It may be defined by the expectations to which any incumbent of the role must address (Broadway, 1984). The part an individual plays in a group (Bobbit et al., 1978).

EXECUTIVE POSITION PAPER I

A PROFILE OF THE ROLE AND FUNCTION
OF THE DEPARTMENTAL CHAIRPERSON IN THE
COMMUNITY COLLEGE

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Procedures

A review of relevant literature was conducted to chronicle the evolution of the position of departmental chairperson and to compile a generic profile of the role and function of the departmental chairperson in the community college. Telephone interviews and written correspondence were conducted to supplement the review of literature. Sources for review of literature included but were not limited to: Resources in Education, Business Education Index, Dissertation Abstracts International, Current Index to Journals in Education, Educational Index, Sociological Abstracts, and the libraries of Delaware Technical and Community College and the University of Delaware. A computer-assisted search was also completed through Dialog Information Services, Inc., through the Department of Public Instruction of the State of Delaware.

A search for studies completed on the role and function of the departmental chairperson revealed fewer than 30 studies over the past 25 years, with only 2 of these completed after 1983 (Broadway, 1984; Bennett, 1983). Only 11 of the studies, furthermore, were specifically written about the departmental chairperson in the community college. In a letter to this researcher, Tucker (1986) confirmed this author's findings:

> There are quite a few people writing articles on this subject based on their experience, but most of the current research is being done by doctoral students and the results of their efforts are in their unpublished dissertations.

Since current research after 1983 on the role and function of the chairperson was minimal, the researcher decided to supplement the literature with a study of what other community colleges expected

of their chairpersons and how those expectations were communicated to faculty, administrators, and chairpersons.

A review of the duties and responsibilities of the departmental chairperson at five selected community colleges was, therefore, conducted. These open-access, comprehensive community colleges have been identified as outstanding in the area of classroom instruction by Roueche and Baker (1987). The selected colleges were: Central Piedmont Community College, Charlotte, North Carolina; DeAnza College, Cupertino, California; Jefferson Community College, Louisville, Kentucky; Lane Community College, Eugene, Oregon; and Miami-Dade Community College, Miami, Florida. These colleges are included here because they are considered representative of open-access community colleges including Delaware Technical and Community College.

The five community colleges cited above agreed to participate in the study. Documents such as college catalogs, staff manuals, job descriptions, policy manuals, planning documents, and organizational charts were solicited from these institutions and reviewed.

Review of Literature

Kassebaum (1987) has described the community college as a uniquely democratic institution because of its local focus, open-door policy, and low cost. It has provided educational opportunities to millions of American students who would otherwise forego higher education (Kassebaum, 1987). Community colleges have a mission of providing a higher education to people with a variety of abilities and backgrounds. Parnell (1985) calls them "people's colleges."

The community college has grown more rapidly than any other branch of higher education (Karol and Ginsburg, 1980). In 1947, the Truman Commission reported a total of 651 junior colleges: 328 were public and 323 were private. Enrollment totaled 500,536: 378,844 were in public colleges and 121,692 in private colleges (Parnell, 1985). Today, approximately forty years later, there are over 1,200 institutions; 1,060 public and 151 private. Enrollment is estimated at 5,300,000 with 5,162,000 enrolled in public colleges and 138,000 in private colleges during the 1988-89 academic year (AACJC, 1988). Enrollment now stands at an all-time high, making community, technical, and junior colleges the largest single sector of American higher education (Palmer, 1989).

Community colleges adopted a traditional departmental structure similar to the departmental structure of four-year colleges (Broadway, 1984; Bennett, 1983). The instructional part of the community college is organized into divisions or departments each headed by a chairperson (Branch and Hammons, 1984). Carroll (1974) calls departmental chairpersons critical position holders. Siever, Loomis, and Neidt (1972) agree that the position of chairperson represents a critical leadership position in a college or university. Emmet (1983) states that the departmental chairperson is the vital human resource in the college and the key to institutional vitality. Smart and Elton (1976) state that departmental chairpersons occupy a pivotal role in the process of administration of postsecondary institutions. Bennett (1983) described the typical academic departmental chairperson as definitely important, probably overworked, and rarely prepared for the job.

Bennett (1983) researched the evolution of the position of departmental chairperson in the structure of American colleges. He cited three major events: the first was the use of the title dean in 1772

for the head of the medical college of Columbia University; the second occurred at the University of Virginia when Thomas Jefferson organized six colleges with a professor at the head of each; the third occurred between 1828 and 1830 with the addition of modern languages to the curriculum at Harvard, and in 1848 with the addition of schools of natural science at Yale and Harvard. These changes strengthened the academic disciplinary structure and led to the emergence of departments in a few institutions prior to the Civil War. Such departmental structure continues today in colleges and universities. A recent survey of two-year colleges in Maryland, New Jersey, Pennsylvania, and Virginia found that all of the colleges surveyed were organized into departments or divisions. Sixty out of 69 respondents utilized the title departmental chairperson, while the remaining 9 utilized division director and/or dean (Winner, 1987).

The organizational structure of the community college corresponds to Mintzberg's (1979) recommended organizational structure. Although in theory one manager could supervise all the operators, Mintzberg explains that direct supervision requires close personal contact between manager and operator. Therefore, there is a limit to the number of people any one manager can supervise. Scheufler (1973) recommends that organizational units having as few as four faculty members, plus a leader, are at or near the point of needing a full-time middle manager. Ouche (1981) proposes that the smallest working unit is the key to quality and productivity.

The role of a member of an organization is based on the division of work and hierarchy of authority that exists in the organization. The role is often described in the form of a job description,

a standardized form that specifies what task activities are to be performed, what interactions must occur to get that job done, what roles are supervisory and subordinate to the given role (Bobbit, Breinholt, Doktor, and McNaul, 1978).

The division of administrative duties and responsibilities is inherent in any good organizational design (Foresi, 1974). According to Bobbit et al. (1978), organizational structure has several facets. First, the overall task of the organization must be divided into subtasks and distributed throughout the organization. This is accomplished through the division of work. Second, a communication system must be developed between the organizational parts. Third, to define the organizational decision-making points, a system of authority and influence must be established. Finally, to see that the parts coordinate and behave according to the needs of organizational desires, a system of control must be developed.

Researchers agree that the chairperson is a vital human resource in the college and the key to institutional vitality (Hammons and Hunter, 1977; Emmet, 1983; Broadway, 1984). Researchers also report, however, that it is a difficult and ambiguous role caught in the middle of the management hierarchy (Brann, 1972; Monroe, 1972; Carroll, 1974; Smart and Montgomery, 1976; Prucnal, 1982; Hammons, 1984; Tucker, 1987).

Research on the Position of the Departmental Chairperson

Allan Tucker and James Hammons were frequently quoted in the literature on the departmental chairperson. They were recommended to this author by Dr. Louis Bender, Florida State University, and Dr. John E. Roueche, the University of Texas at Austin, who were contacted during this study. Tucker and Hammons have studied the characteristics of the position of

departmental chairperson, and both recommend clarification of expectations, support in problem solving, and professional development of chairpersons (Tucker, 1981; Hammons, 1984; Hammons and Hunter, 1977; Hammons and Wallace, 1976 and 1977).

Hammons and Hunter (1977) determined that the following factors prevented chairpersons from exercising leadership:

1. lack of clear role definition,

2. weak support and direction from upper-level administrative personnel,

3. faculty-related problems, and

4. internal organization/management problems

Hammons' and Hunter's findings are supported in the works of Broadway (1984), Prucnal (1982), Scheufler (1973), and Tucker (1981). Broadway observed that the lack of role definition appears to be a problem and that the lack of a definitive job description has kept the chairperson in a lower monetary position. Prucnal wrote that the chairperson's duties are sometimes developed by the administration but are often left to the chairperson to define. Scheufler observed that the most significant problem facing the chairperson stems from the failure of the chairperson's supervisors rather than through any fault of the chairperson. He wrote that the failure of administrators to recognize the large volume of time-consuming interchange that takes place--or should take place-- between the faculty and the chairperson is a major problem. Scheufler has also observed practices of "administrative neglect" toward the departmental chairperson in the methods used to bypass him/her. In his handbook, <u>Chairing the Academic Department</u>, Tucker (1981) states that the chairperson ought to be concerned about faculty-related problems and internal problems because once they

occur, they tend to fester and grow. He observes that conflict "wastes time and effort that are best used in more creative endeavors." (p. 175)

Research on the role and function of chairpersons has typically resulted in a list of tasks, responsibilities, and duties (Broadway, 1984; French, 1980; Prucnal, 1982, Smart and Elton, 1976; Tucker, 1981). The following paragraphs briefly describe some of the research studies that have been completed on the role and function of the post-secondary departmental chairperson. This study delibera-tely concentrated on the research related to community colleges; however, since research on the departmental chairperson in the community college was minimal, research related to four-year post-secondary institutions was included.

Broadway (1984) studied the administrative duties and responsibilities of chairpersons in the public junior colleges of Mississippi. The departmental chairpersons' administrative responsibilities were divided into four areas: instructional, personnel, financial, and general. Of the 33 duties identified as common among the selected departmental chairpersons, 16 required interaction with people for accomplishment.

French (1980) studied administrative tasks, the importance of the administrative tasks, and the professional development needs of departmental chairpersons in the technical community colleges in Nebraska. French identified 7 categories and 88 tasks within those categories. French found that the major administrative function performed by the chairpersons was the human relations and personnel administration function. The function for which the chairpersons felt the most need for professional development was curriculum and instruction.

Prucnal (1982) investigated the role of the chairperson as perceived by deans of instruction, as perceived by the chairpersons themselves, and as perceived by faculty members. He compared participant responses of large colleges with the participant responses of small colleges and found that the respondents from the large colleges saw more of the stated functions listed on the questionnaire as being major responsibilities of the chairperson than did the small college respondents.

In their study of role behaviors of departmental chairpersons in 32 public universities across the nation, Smart and Elton (1976) grouped 27 duties typically performed by departmental chairpersons into four roles: faculty, coordinator, research, and instructional.

Tucker (1981) identified 28 possible roles that chairpersons assume to some degree at one time or another. He also identified 8 categories of tasks and 54 duties that face the departmental chairperson. The 8 categories identified by Tucker are: department governance, instruction, faculty affairs, student affairs, external communication, budget, office management, and professional development.

In summary, researchers identified the functions of the departmental chairperson in seven categories: instruction, personnel, budget, student affairs, departmental governance, professional development, and communications. This author agrees with Lombardi (1974) in his conclusions after his review of the duty statements:

> Often the lists seem to be an aggregate of every
> conceivable duty that a chairman in some college is
> performing or that the compiler believes he should
> perform. As a result many lists are so lengthy that they
> appear 'horrendous. . . . no chairman could possibly
> perform all the functions. . . .' (p. 2)

There is research on the role and function of the departmental chairperson at the post-secondary level. Yet it is difficult to identify a paradigm that fully describes those factors that would constitute the role and function of the departmental chairperson in the community college. It is even more difficult to find a paradigm that implements the described role and function of the chairperson within the community college organizational structure. This author agrees with Schuefler's (1973) opinion that the surface has hardly been scratched from the standpoint of implementation.

The Chairperson at Selected Community Colleges

A review of the literature from the five selected open-access community colleges identified by Roueche and Baker (1987) revealed five different descriptions of the first-line administrator. A compilation of the duties resulted in the identification of over 130 roles and functions of the departmental chairperson in the community college. The majority of the five colleges (shown in parentheses) listed the following as responsibilities of the departmental chairperson:

1. Develop and maintain a close relationship with the community through advisory committees. (3)

2. Make teaching assignments, with consideration given to the instructor's skills and college policy on workload. (3)

3. Recruit and recommend full- and part-time candidates with the assistance of staff members. (5)

4. Evaluate staff and make recommendations for tenure, promotion, and professional recognition. (4)

5. Utilize the assistance of the departmental staff in preparing, editing, and justifying the departmental budget. (4)

6. Make up class schedules. (3)

7. Determine whether courses and curriculum meet student needs. (3)

8. Develop and revise curriculum. (3)

It is interesting to note that six of these functions (No. 1, 2, 3, 4, 5, 7) involved skills in the area of interpersonal relations.

This review of literature from selected community colleges supported and supplemented the findings gleaned from the review of literature on the position of departmental chairpersons in the community college.

The Identification of the Profile

The roles and functions of departmental chairpersons identified in the review of literature were compiled into one list. To that list were added the roles and functions of departmental chairpersons as described in the literature from the five selected open-door community colleges. Karol and Ginsburgh (1980) suggest this procedure as the first step in the development of a profile.

The development of a profile of a managerial situation can be particularly important when there is no universal solution to a managerial problem (Bobbit et al., 1978). Bobbit et al. (1978) have explained that the effectiveness of a profile depends on three factors. First, the profile must be a valid representation of the situation it

depicts if it is to be of analytical value. Second, the more the profile contributes to ease of use, the more valuable it will be. Third, an effective profile will provide for the accurate prediction of behavior.

The data were compared to categories and items in the lists developed by Broadway (1984), French (1980), Prucnal (1982), Smart and Elton (1976), and Tucker (1981). In her study, French (1982) used a modified version of a list of responsibilities originally developed by the University of Nebraska for a study of departmental chairpersons in four-year colleges. The University of Nebraska Task Force on Management Practices in Higher Education identified seven categories of responsibilities: budget planning, development and control; student relations and administration; human relations and personnel administration; curriculum and instruction; internal administration; personal/professional development; and maintenance of internal/external relationships. Grant (1988) also recommends "a categorized listing that depicts several major classes of tasks and presents the breakdowns of tasks within each major category" (p. 57) to profile the job. This author found these categories to encompass a majority of the concepts expressed throughout the literature related to the role of community college chairpersons and in the documents of the five selected community colleges. French's seven roles were selected for the profile presented in this Executive Position Paper.

Roles and Functions of the Departmental Chairperson

The roles of the department chairperson are the categories of functions that are expected to be addressed by the chairperson. The functions are the particular tasks performed to fulfill the role.

The following are the seven roles selected for this study, a summary of what has been described in the literature about each role, and the functions identified for each role.

1. <u>Budget Planning, Development, and Control</u>

The departmental chairperson manages the departmental budget effectively, presents the budgetary needs of the department to the administration, and keeps account of grant monies (Jennerick, 1981). Prucnal (1982) found that a majority of participants in his study agreed that developing the budget for the department was one of the major responsibilities of the chairperson. Sergiovanni (1984) observes that supplies and equipment are most likely the major items considered by the departmental chairperson when preparing a budget. He also observes that chairpersons do not appropriate funds for their department; rather they accept the budget allocations.

Smart and Elton (1976) called this category of tasks research role behaviors, which encompass the duties involved in preparing, presenting, and administering the departmental budget; managing departmental facilities, equipment and finances; as well as obtaining and managing grants, gifts and contracts.

In Broadway (1984), financial responsibilities was one of the four areas of administrative duties and responsibilities of chairpersons. French (1980) found this role as the major administrative function for which the chairpersons surveyed felt the least need for professional development.

Four of the five community colleges included budget functions in their chairperson job descriptions. All four recognize a need for involvement of all departmental staff in the preparation of

the budget request, and all four describe the management tasks of the budget allocation as a duty of chairpersons.

  a.   To prepare and explain departmental budget requests.

  b.   To analyze current salary and benefits expenditures.

  c.   To plan upcoming year expenditures.

  d.   To plan upcoming fiscal year salary and benefits expenditures.

  e.   To monitor and/or supervise a system for all departmental expenditures (e.g. daily, monthly, yearly).

2. Student Relations and Administration

In French's study (1980), the chairpersons surveyed performed fewer tasks related to the student relations function than any other task and perceived it to be the least important function.

Prucnal (1982) found that only the large colleges indicated student relations tasks. Smart and Elton (1976) found that teaching and advising students and maintaining accurate student records were the only two student relations tasks in their study.

Three of the five community colleges included duties related to students. Lane, Central Piedmont, and DeAnza listed the responsibility of determining whether courses and curriculum meet student needs. Central Piedmont and De Anza listed counseling and advising students, and Lane included the maintenance of student files. Central Piedmont was the only one to include recruiting students, approving student petitions, and settling student grievances.

a.   To supervise maintenance of student files.

b.   To make decisions concerning individual student admissions.

c.   To handle student problems and complaints.

d.   To conduct reviews of departmental student policies.

e.   To advise students.

f.   To direct or coordinate faculty-student social functions.

3. <u>Human Relations and Personnel Administration</u>

The departmental chairperson manages others in the department in order to meet the department's goals and to communicate these goals internally and externally. The chairperson recruits new faculty in order to improve and strengthen the department (Jennerick, 1981). French (1980) found that human relations was the major administrative function most frequently performed by the chairpersons studied, and this function was perceived to be the most important function. Broadway (1984) identified personnel responsibilities as one of four administrative areas in her study.

In their study of role perceptions of departmental chairpersons, Siever et al. (1972) ranked two characteristics as important: ability to recruit promising faculty and good organization of faculty duties. Prucnal (1982) found that only the large colleges in his study identified any human relations and personnel administrative tasks as being major responsibilities of the chairperson: evaluating faculty performance and recommending employment of and/or dismissal of faculty. Smart and Elton (1976) also saw recruiting, selecting and evaluating departmental faculty as important. In addition,

managing clerical staff was perceived as part of the chairperson's responsibility.

In varying degrees, all five of the community colleges reviewed in this study included duties related to the evaluation of the departmental staff. All five include recruitment and recommendation of faculty for hire. De Anza included the interpersonal relations of the departmental staff as part of the responsibility of the chairperson.

a.   To identify personnel needs for departmental programs.

b.   To utilize faculty input in the selection of departmental personnel.

c.   To recruit new faculty.

d.   To prepare and conduct an on-going orientation program for all new departmental personnel.

e.   To supervise and evaluate the performance of the departmental staff.

4. Curriculum and Instruction

Instruction is the mainstay of any college or university (Blake, Mouton, Williams, 1981). A personal reputation for scholarship and teaching is the glue that bonds the departmental chairperson with students and faculty. The chairperson helps to initiate curriculum innovation and is open to new ideas and methods (Jennerick, 1981).

Instruction was one of the four areas of administrative responsibility studied by Broadway (1984). Prucnal (1980) found that curriculum and instruction was the function in which the chairpersons surveyed felt the most need for professional development.

Siever, et al. (1972) found that support of good teaching ranked as one of the most important characteristics of departmental chairpersons.

Prucnal (1982) found that maintaining identity as a faculty member by teaching classes each quarter was the only curriculum and instruction task identified as a chairperson responsibility. Respondents from large colleges also identified two other tasks: Studying community needs for curriculum changes and approving additions and/or deletions of courses. Smart and Elton (1976) also listed planning and reviewing the curriculum as a chairperson duty.

All five of the community colleges reviewed included the scheduling of courses as a role of the chairperson. All five indicate to some degree the review, development, and revision of the curriculum as a duty of the chairperson. Three of the colleges describe maintaining some type of relationship with the community and advisory committees. Two of the colleges list that the chairperson instruct classes, and two list the ordering of textbooks, materials, etc.

a. To establish departmental goals and objectives for curriculum and instruction.

b. To establish procedures for the development of curriculum guides, course descriptions, and objectives for the department.

c. To analyze departmental goals and objectives in relation to the mission and goals of the college.

d. To draft schedules of classes.

e. To develop and maintain a close relationship with the community through advisory committees.

f. To supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.

5. Internal Administration

The departmental chairperson takes action as and when necessary. The chairperson also finds the correct solution or solutions to problem situations (Jennerick, 1981). Siever, et al. (1972) found that a capacity for decisive thinking was an important characteristic for departmental chairpersons.

A majority of the respondents to Prucnal's (1982) survey focused on two internal administration tasks: assisting in developing policies for the division and assigning faculty class load. In addition, the respondents of the large colleges included the task of assigning offices and classroom space as a major responsibility of the chairperson.

Besides assigning teaching, research and other duties to the departmental faculty, Smart and Elton (1976) stated that maintaining a healthy departmental climate and providing informal faculty leadership were part of the responsibility of the departmental chairperson.

Four of the five colleges studied indicated that staff input was part of the decision-making process. Three of the colleges list in various ways the duty of the departmental chairperson to recommend, implement, and interpret policies and procedures. Two of the colleges list delegation and the formation of committees to deal with departmental matters. Lane Community College holds the chairperson responsible for the assignment of faculty offices and the maintenance of laboratory and classroom equipment.

a. To prepare departmental data for internal decision-making.

b. To make teaching assignments, taking into consideration the instructor's skills, and college policy on workload.

c. To assess the communication among departmental personnel.

d. To prepare standard operating procedures for expediting routine departmental activities.

e. To make decisions relative to the organizational structure of the department, i.e. governance, etc.

f. To delegate authority and responsibility to departmental personnel for completion of tasks.

g. To utilize committees relative to the accomplishment of departmental functions.

6. Personal/Professional Development

The departmental chairperson is entrusted with the care and education of the employees and students of the department. (Stein, 1967) The departmental chairperson evaluates the performance of faculty critically and effectively and provides avenues for improvement. The chairperson is a facilitator and encourager (Jennerick, 1981). Siever, et al. (1972) found that a reputation for scholarship was important to those surveyed.

Smart and Elton (1976) included two duties related to professional development and the role of the chairperson: encouraging the professional development of the faculty, and representing the department at professional meetings. Providing for in-service training was identified as only a minor responsibility of the departmental chairperson in Prucnal's (1982) study.

Three of the five colleges indicated the chairperson was responsible for orientation and staff development activities, and one of the colleges listed that the chairperson had a duty to stay current on instructional techniques.

a. To participate in professional development activities to improve skills as departmental chairperson.

b. To request evaluation and feedback about performance.

c. To make professional presentations at state, regional, and national conferences.

d. To present classroom instruction current with technology in the field.

e. To provide opportunities for professional development of staff.

f. To maintain a professional library for the department.

g. To assess and provide feedback to staff about their performance on a regular basis.

h. To provide for a continuous process of inquiry and discussion about the programs of the department.

i. To provide opportunities for faculty to keep abreast of changes in their area.

j. To counsel and advise faculty.

7. Maintenance of Internal/External Relationships

Mintzberg (1979) observed that most work cannot get done without informal communication. As a result of several studies, Mintzberg found that managers favor the verbal channels of informal communication over the written documents of formal communication.

Internal/external relationship tasks (4) out-numbered all other categories in Prucnal's (1982) study, and Smart and Elton (1976) identified four other internal/ external relationships .asks under their "coordinator role" of the chairperson.

Of all the functions listed within the literature from the five selected community colleges, the internal/external relationship tasks were the most numerous for Lane Community College (over 20 such tasks) and Central Piedmont (over 10). The remaining three colleges listed fewer than five each. Three of the colleges listed the responsibility of the chairperson to coordinate activities with other groups within and outside of the college. Four of the colleges indicated that the responsibility of the chairperson is to communicate both to administration and to faculty. Two of the colleges listed representation of the department to the public as a function of the departmental chairperson.

a. To represent the department to the administration and to the public.

b. To interpret college goals and policies to the departmental staff and students.

c. To attend college meetings.

d. To prepare departmental status reports.

e. To mediate faculty complaints and problems.

f. To solicit grants and outside funds for the department.

g. To contact prospective employers for departmental graduates.

h. To recruit students.

i. To motivate faculty and staff.

Conclusions

The two-fold mission of community colleges is to provide educational programs to a diverse student population and to respond to the training needs of local communities. The departmental chairperson is a key resource in the achievement of this mission. Current research on the roles and functions of the departmental chairperson in the community college is, however, minimal. Most articles published about the chairperson in the community college are based on the writers' experience. Several researchers have developed lists of tasks and responsibilities for the chairperson at the post-secondary level, but it is difficult to identify a paradigm that fully describes those factors that would constitute the roles and functions of the department chairperson in the community college setting.

Delaware Technical and Community College has not developed a systemwide job description for the position of departmental chairperson. Conflicting expectations of chairpersons have resulted in confusion and resentment on the part of chairpersons.

There is a need for further research on the roles and functions of the departmental chairperson in the community college. The development of the profile reported herein is one attempt at fulfilling the need. There is a need for a job description for the departmental chairperson at Delaware Technical and Community College. The profile can serve as a basis for further study of the position of departmental chairperson at Delaware Technical and Community College toward the implementation of a systemwide job description.

Summary

Delaware Technical and Community College is an open-door post-secondary institution consisting of four campuses and a central administrative office. In 1987, Delaware Technical and Community College celebrated its twentieth anniversary as the community college system in the State of Delaware.

Academic departments constitute the fundamental organizational unit of the community college. Departmental chairpersons are key people in the governance of Delaware Technical and Community College. At least three different job descriptions for the position of departmental chairperson have been developed at the individual campuses at Delaware Technical and Community College. Because there is confusion about the role of chairpersons, there is a need for this study at Delaware Technical and Community College.

The purpose of Executive Position Paper I was the development of a generic profile of the departmental chairperson in the community college. A review of relevant literature over the past 25 years revealed only 11 studies written about the departmental chairperson in the community college. Since current literature after 1983 was minimal, the researcher studied what some other community colleges expected of their chairpersons and how those expectations were communicated.

Researchers agree that the chairperson is a vital human resource in the community college. Researchers report that it is a difficult and ambiguous role. Research on the role and function of the chairperson has typically resulted in a list of tasks, responsibilities, and duties. The duties can be organized into seven categories:

instruction, personnel, budget, student affairs, departmental governance, professional development, and communications.

This researcher compiled a list of the functions identified in the literature including those listed by selected community colleges and sorted the duties into the seven categories. Duplicate functions were combined and the list was narrowed down to 48 items.

The 7 roles and 48 functions were modified into a generic profile of the roles and functions of the departmental chairperson in the community college. This profile is based on the latest research and practice in community colleges.

This profile can be used by community colleges as the basis of a data gathering instrument to determine which roles and functions are relevant to the particular college being studied. The profile will be utilized in Executive Position Paper II in a data gathering instrument to assist in role clarification of departmental chairpersons at Delaware Technical and Community College. Results of the study will be used in the development of a systemwide job description of the departmental chairperson at Delaware Technical and Community College.

EXECUTIVE POSITION PAPER II

PERCEPTIONS OF FACULTY, DEPARTMENTAL
CHAIRPERSONS, AND THEIR SUPERVISORS OF
THE ROLES AND FUNCTIONS OF THE
DEPARTMENTAL CHAIRPERSON
AT DELAWARE TECHNICAL AND COMMUNITY COLLEGE

<u>Procedures</u>

Utilizing the profile developed in Executive Position Paper I, the author designed a data-gathering instrument to obtain perceptions on the roles and functions of the departmental chairperson at Delaware Technical and Community College. All instructional directors, departmental chairpersons, faculty, and supervisors of chairpersons were requested to participate in order to determine the extent of agreement in their perceptions. The perceptions of these groups were compared and analyzed.

<u>Design of the Instrument</u>

The purpose of the instrument was to record the perceptions of faculty, chairpersons, supervisors of chairpersons at Delaware Technical and Community College regarding the roles and functions of the departmental chairperson. In Executive Position Paper I, a review of relevant literature including information from selected community colleges resulted in the identification of a wide range of roles and functions of the departmental chairperson in the community college.

Many instruments have been designed to assess the roles and functions of the departmental chairperson (Broadway, 1984; French, 1980; Jennerick; 1981; Prucnal, 1982; Silver, Loomis, and Neidt, 1972; Smart and Montgomery, 1976; Weinberg, 1984). The instrument used in this study is based on "Perceptions of Administrative Tasks and Professional Development Needs by Chairpersons of Academic Departments." This instrument was originally aesigned and administered by the University of Nebraska Task Force. French (1980) adapted the questionnaire for use in the technical community colleges in Nebraska. The French questionnaire entitled "A Department Chairperson's Perception of

Administrative Tasks and Professional Development Needs" was validated by chairpersons within the technical community college system of Nebraska. A pilot study was conducted in two Oklahoma two-year colleges.

The profile developed in Executive Position Paper I was modified into the format of the French data gathering instrument. The seven roles or categories of functions were identical to the seven roles identified by French. Forty-five of the eighty-eight functions listed by French were included in this data gathering instrument. Three functions we -e not identified by French and were added to the 45 as a result of the review of literature. Those items are:

- To draft schedules of classes

- To develop and maintain a close relationship with the community through advisory committees and laity not on advisory committees

- To make teaching assignments, taking into consideration the instructor's desires, skills, and college policy on workload.

There are basically three questions that have been asked by researchers in their studies on the departmental chairperson:

1. What does the departmental chairperson do? (Broadway, 1984; French, 1980; Prucnal, 1982)

2. What should the chairperson do? (French, 1980)

3. Is there a need for professional development for chairpersons in relation to particular activities performed? (French, 1980; Hammons, 1982)

In her study, French asked all three of these questions of departmental chairpersons. French recommended that all three of these questions be asked of chairpersons, their supervisors, and their

subordinates. This study expands upon the research of French by asking these three questions to these three groups at Delaware Technical and Community College.

The French data gathering instrument was modified based on recommendations by Dillman (1978) and Schuenemeyer (1988). As in French's study, the respondents were asked to respond to each specific function in three ways. First, consider whether the task was part of the chairpersons' current responsibilities by indicating yes or no. Second, indicate to what extent the task should be part of the chairpersons' responsibilities. As in French's study, a 5-point Likert scale was used for the response. Rather than use the numbered scale 1 to 5, this instrument contained the words none, little, some, considerable, great. Finally, indicate the need for professional development to improve the chairpersons' performance in the function being considered. A 3-point scale was used for the response. French used letter abbreviations: N, S, C. This instrument contained none, some, great. Professional development was defined as a deliberate commitment by the chairperson to achieve personal, instructional, and organizational growth (French, 1980).

The modified data gathering instrument was named "The Roles and Functions of the Departmental Chairperson in the Community College: A 1988 Statewide Study to Determine the Roles and Functions of the Academic Departmental Chairperson at Delaware Technical and Community College." Three versions of the instrument were prepared, one for supervisors of chairpersons, one for faculty, and one for chairpersons. Within the instrument, all roles and functions were identical except for the wording of the three overall questions which were adapted to suit each group. A sample of the final instrument is located in Appendix A.

The Human Subjects Approval Procedures of the University of Delaware were followed and documents submitted to the college's committee. The committee approved the project.

In order to increase the chance of participation, no demographic information was requested and no coding system of identifying respondents was used.

Administration of the Data Gathering Instrument

All 12 supervisors of chairpersons (Instructional Directors - 3, Division Directors - 1, Assistant Deans of Instruction - 2, Deans of Instruction - 3, and vice presidents - 3), all 54 chairpersons, and all 156 full-time faculty of all campuses of Delaware Technical and Community College were requested to participate in the study. During the week of May 3, 1988, each potential participant was sent a letter from Dr. John R. Kotula, president of Delaware Technical and Community College, to inform them of the purpose of the study and to request their cooperation in completing and returning the instrument (Appendix B).

During the week of May 9, 1988, the data gathering instruments were mailed to the participants with a cover letter and a return envelope. Comments were invited, and space was provided for responses within the data gathering instrument.

Within two weeks 149 instruments were returned. A follow-up letter was sent during the week of May 23, 1988. (Appendix C) As a result, 181 total responses or 81.5 percent were received.

Description of the Respondents

The instrument was sent to a total of 222 employees at the four campuses of Delaware Technical and Community College. The total surveyed in each group and the number of responses received can be found in Table I.

Table I.
Table of Respondents to Data Gathering Instrument
in the Study of Roles and Functions of the Departmental Chairpersons
at Delaware Technical and Community College
(May, 1988)

Groups Surveyed	Total Surveyed	Responses Received (%)
Supervisors	12	9 (75%)
Chairpersons	54	48 (88.8%)
Faculty	156	124 (81%)
Total Respondents	222	181 (81.5%)

Completed responses were received from 9 of the 12 supervisors (75%); 48 of the 54 chairpersons (88.8%); and 124 of the 156 faculty (79%) for a total response rate of 181 (81.5%).

Data Analysis

The problem of the study was to determine three things about the departmental chairperson at Delaware Technical and Community College in order to develop a job description:

1. What does the chairperson do?

2. What should the chairperson do?

3. Is there a need for professional development for chairpersons in relation to particular activities performed?

To determine answers to these three questions, perceptions of departmental chairpersons, their supervisors, and faculty were obtained through the use of a data gathering instrument. The data collected were analyzed by computing the level of agreement of respondents to each of the functions. The three questions of the study which are listed above were modified based on the design of the study, and the analysis of the data was completed to determine the following:

1. What level of agreement exists in the perceptions of faculty, supervisors, and departmental chairpersons regarding the current roles and functions of the departmental chairpersons?

2. What level of agreement exists in the perceptions of faculty, supervisors, and departmental chairpersons, regarding what the the roles and functions of the chairperson should be?

3. What level of agreement exists in the perceptions of faculty, supervisors, and departmental chairpersons regarding the need for chairpersons' professional development?

The data collected through the use of the instrument were compiled into a frequency distribution and into a cross tabulation of variables by type. The raw data were analyzed by actual number and by percentage of responses. The chi-square distribution was employed as the statistical testing procedure.

The purpose of the data gathering was to compare perceptions of three groups in order to develop a job description for an existing position at Delaware Technical and Community

College. It was more important to the researcher to determine areas of agreement among all groups in order to identify the job functions rather than prove statistical significance. A job description could then contain only those items which met with total agreement by all three populations. The chi-square tested for differences in population proportion, meaning the proportion of one group's responses to an item was different from the proportion of another group's responses to an item. This analysis, however, would not indicate the level of agreement between all three groups and within all three groups. Although the proportion of responses could possibly be the same between the three groups, it would not necessarily follow that all members of all three groups agreed that a function was part of the chairperson's responsibility.

The chi-square test was useful in identifying items on which there was a significant difference in perception between groups. Items identified as such represent areas of confusion and/or areas of disagreement. These items were not included in the proposed job description.

The chi-square test revealed a statistically significant difference in perception between the three groups on several of the current functions of the chairperson A majority of members of all three groups, however, agreed that those same items, although perhaps not a current function, should be part of the responsibility of the chairperson. Further explanation of the chi-square procedures and tables of results appear in Appendix D.

The data was analyzed at the 95 percent level of agreement, the 90 percent, and the majority (over 50 percent)

level of agreement. In the group of administrators respond-
ing, the 95 percent level of agreement would be exceeded to 100
percent of the respondents. Since nine supervisors responded,
if one disagreed with the others, the rate of agreement would
be 88.8 percent. In the group of departmental chairpersons
responding (48) 95 percent agreement would indicate that only
2 of the 48 were not in agreement. In the group of faculty (124)
95 percent agreement would indicate that 6 were in
disagreement with the rest of the group.

Using a 90 percent agreement standard, all supervisors
would be in agreement, as many as 5 chairpersons could disagree,
and up to 12 faculty could disagree out of the population responding.
The over 50 percent level was used for comparison purposes.

The Findings: Current Functions of the Departmental Chairperson

At the 95 percent level, supervisors agreed in their
perceptions that chairpersons are currently performing 15 of the 48
functions. Chairpersons were in agreement in their perception that
they currently perform 8 of the 48 functions. Faculty were in
agreement in their perceptions that chairpersons are performing 7 of
the 48 functions. Not all three groups agreed on the same items. All
three groups agreed that chairpersons are currently performing 5 of
the 48 functions.

When the percentage of agreement is dropped from 95 to 90
percent, the outcome of supervisor perceptions remains the same.
The outcome of the chairpersons' perceptions increases from 8 to 13
items that are currently performed by chairpersons. The outcome of
the faculty perceptions increases from 7 to 18 items that are currently
performed by chairpersons. Agreement among the three groups is
reflected in the increase from 5 to 8 items:

1. Identify personnel needs for departmental programs.

2. Supervise and evaluate the performance of the departmental staff.

3. Establish departmental goals and objectives for curriculum and instruction.

4. Supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.

5. Delegate authority and responsibility to departmental personnel for completion of tasks.

6. Assess and provide feedback to staff about their performance on a regular basis.

7. Represent the department to the administration and to the public.

8. Attend college meetings.

The Findings: Should Be Part of the Departmental Chairperson's Role

At the 95 percent level of agreement, supervisors perceived that the chairperson should be performing 40 of the 48 functions. Chairpersons perceived they should be performing 11 of the 48 functions. Faculty perceived that chairpersons should perform 28 of the 48 functions. All three groups agreed that the chairperson should be performing 9 of the 48 functions and should not be performing 2 functions.

At the 90 percent level, for the functions that should be part of the chairpersons' responsibilities, again the outcome for the supervisory group remains the same. Chairpersons perceive they should perform 30 items, up from 11. Faculty perceive chairpersons

should perform 38 functions, up from 28. All three groups agree that the chairperson should perform 28 of the 48 functions, up from 9:

1. Prepare and explain departmental budget requests.

2. Plan upcoming year expenditures.

3. Handle student problems and complaints.

4. Identify personnel needs for departmental programs.

5. Recruit new faculty.

6. Prepare and conduct an on-going orientation program for all new departmental personnel employed.

7. Supervise and evaluate the performance of the departmental staff.

8. Establish departmental goals and objectives for curriculum and instruction.

9. Analyze departmental goals and objectives in relation to the mission and goals of the college.

10. Supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.

11. Prepare departmental data for internal decision-making.

12. Make teaching assignments, taking into consideration the instructor's desires, skills, and college policy on workload.

13. Assess the communication among departmental personnel.

14. Prepare standard operating procedures for expediting routine departmental activities.

15. Delegate authority and responsibility to departmental personnel for completion of tasks.

16. Utilize committees relative to the accomplishment of departmental functions.

17. Participate in professional development activities to improve skills as departmental chairperson.

18. Request evaluation and feedback regarding performance.

19. Present classroom instruction current with knowledge and technology in the field.

20. Assess and provide feedback to staff about their performance on a regular basis.

21. Provide for a continuous process of inquiry and discussion about the programs of the department.

22. Provide opportunities for faculty to keep abreast of changes in their area(s).

23. Counsel and advise faculty.

24. Represent the department to the administration and to the public.

25. Attend college meetings.

26. Prepare departmental status reports.

27. Mediate faculty complaints and problems.

28. Motivate faculty and staff.

At the 50 percent level of agreement, all three groups agree that 46 of 48 items should be part of the chairperson's responsibility.

The Findings: Professional Development

Of the 48 items, over 50 percent of the respondents from all three groups agreed that there was a need for professional development by the chairperson in 33 functions. Eleven items were identified by over 50 percent of the respondents of all three groups that there was no need for professional development.

The responses of the chairpersons' perceived need for professional development were ranked and are listed in Appendix E.

Group Discussions

In order to supplement the information collected in the data gathering instrument, group discussions were held with chairpersons of three of the four campuses. One campus requested not to participate.

In the sessions, the chairpersons were asked five questions:

1. What is your favorite part of the job?

2. What is your least favorite part of the job--what would you like someone else to do?

3. What prevents you from functioning more effectively?

4. What are your feelings about the position of departmental chairperson?

5. What would you like to recommend about it?

The responses of the chairpersons are contained in Appendix F.

The chairpersons' favorite parts of the job can be summarized in two points: power to effect action and student success. The least favorite parts of the job related to: personnel responsibilities, paperwork, lack of a job description, little administrative authority, and ambivalent objectives.

The chairpersons identified several things that prevented them from functioning more effectively which included lack of a job description, limited resources, lack of communication, limited participation in decision making, and various examples of inequities between campuses.

The chairpersons feel the position has potential but that it is not developed, which results in their underutilization. They also feel they are overworked and underpaid. The chairpersons also discussed the loneliness of the position--they often find themselves working in isolation.

What would the chairperson like to recommend about the position? There were two main points: develop a systemwide job description recognizing the responsibility of the position, and develop the potential of the chairpersons.

Interpretation of Results

None of the items were agreed upon by 100 percent of the respondents in all three groups. Booth (1978) suggested that administration would have one perception of what a chairperson should do and the faculty would have another perception. The data reveal that administrators (supervisors of chairpersons) in this study are in 100 percent agreement on 40 of 48 functions while there was not 100 percent agreement on any item by either of the other two groups-- departmental chairpersons or faculty.

Supervisors perceive that chairpersons are performing 15 of the 48 functions but chairpersons report that they are performing only 8 functions. This discrepancy could be a result of the differences between departments and between campuses. Supervisors may perceive that the departmental chairpersons who are expected to perform a function are performing the function and in reality only some of the chairpersons perform the function. One example of this phenomenon is with the function, "To plan upcoming year expenditures." One hundred percent of the supervisors perceived that the chairpersons are currently performing this function. Only 72.9 percent of the chairpersons reported that it is a current function. This could reflect the situation in some departments that the budget is allocated to the department rather than planned and requested. The budget allocated, furthermore, may not be significant, amounting to only a few hundred dollars.

The author chose the over 90 percent level of agreement as appropriate to this study. An analysis of the data compiled from the responses of supervisors of chairpersons, faculty, and chairpersons at Delaware Technical and Community College revealed agreement by over 90 percent of respondents that 28 of the 48 items should be functions of the chairperson. A job description could be written using the 28 items agreed upon. All seven roles of the chairperson are represented in the 28 items. There are 12 functions, however, which are perceived by supervisors (100 percent) as functions which should be performed by the chairperson but to which fewer than 90 percent of chairpersons agree. And there are two functions which chairpersons agree should be part of their responsibilities but which supervisors are not in 100 percent agreement that the function should be part of the chairpersons' responsibilities. These are areas of disagreement between two groups of people who should have a

clear understanding of the role and function of the departmental chairperson.

In the question on the need for professional development, there were several areas of agreement and some areas of disagreement. The majority of respondents (over 50 percent) agreed that there is a need for professional development for departmental chairpersons in 33 of the 48 functions.

The chairpersons' responses to the need for professional development were ranked separately from the entire group according to frequency and degree of need for professional development. Within the top 10 ranked items, 2 items have already been identified as functions that are not part of the chairpersons' responsibilities. The function ranked as the number one need of the chairpersons for professional development is to supervise and evaluate the performance of the departmental staff. This particular function elicited a significant difference in responses between the three groups. Although the majority of respondents from all three groups (69.3) agreed that there is a need for professional development, the degree of need was perceived to be greater by supervisors of chairpersons and lesser by faculty, with the chairpersons' responses falling between the other two groups.

Group discussions with departmental chairpersons at Delaware Technical and Community College verified that there is a need for a systemwide job description that recognizes the scope of the role of the chairpersons. The discussions also disclosed the desire on the part of the chairpersons for development of their potential.

Conclusions

An analysis of the data collected regarding the perceptions of the roles and functions of the departmental chairperson at Delaware Technical and Community College reveals that there was agreement throughout all three groups--faculty, chairpersons, supervisors--that 28 of 48 items should be functions of the departmental chairperson at Delaware Technical and Community College.

Supervisors of chairpersons were in 100 percent agreement on 40 out of 48 items. Chairpersons were over 90 percent in agreement in 30 out of 48 items. Faculty were over 90 percent in agreement in 38 of 48 items that the function should be part of the chairpersons' responsibilities. The individual groups responded with over 90 percent in agreement within each group to 30 out of 48 items. In 18 out of 48 items, there was a lack of clarity as to what extent the function should be part of the chairpersons' responsibilities. Because of the lack of clarity, there is a need for additional clarification of the roles and functions of the departmental chairperson at Delaware Technical and Community College.

Recommendations

As a result of the data analysis, a list of responsibilities of the departmental chairperson was compiled for Delaware Technical and Community College. The list includes 7 roles and a general description of each, and 28 functions that should be performed by chairpersons to fulfill their role at Delaware Technical and Community College. The development of a job description made up of these 28 functions would be met with a high percentage of agreement among supervisors, chairpersons, and faculty. There are, however, 18 additional functions which have been designated by over 50 percent of the respondents in all three groups that the function should be part

of the chairpersons' responsibilities. This demonstrates the level of agreement between the three groups and demonstrates disagreement in perception whether some functions should be part of the chairpersons' responsibilities. No attempt is made here to determine why these discrepancies exist. Discussion of these discrepancies is recommended to clarify the reasons for the different perceptions and to determine which functions should be performed and who should be responsible for each. If any of these 18 functions is important, it will take a participatory process to adequately identify which ones and to educate and prepare all three groups in the accomplishment of these controversial functions. Finally, implementation of the job description should be systematic and disseminated throughout the organization in order to standardize the accountability of chairpersons at Delaware Technical and Community College.

Recommended Roles and Functions for Departmental Chairpersons at Delaware Technical and Community College

The following roles and functions are expected to be fulfilled by the departmental chairperson. Through supervision, management, and leadership, the chairperson coordinates the activities of the departmental staff toward the accomplishment of these responsibilities.

1. ## Budget Planning, Development, and Control Tasks

The departmental chairperson plans for future departmental goals, personnel and fiscal needs as well as relates these to the overall institutional goals. These plans are both short-range and long-range in nature. The departmental chairperson manages the departmental budget effectively, presents the budgetary needs of the department to the administration, and keeps account of the budget allocation.

A. Prepare and explain departmental budget requests.

B. Plan upcoming year expenditures.

2. <u>Student Relations and Administration Tasks</u>

The departmental chairperson guides and directs students toward the accomplishment of their educational goals.

A. Handle student problems and complaints.

3. <u>Human Relations and Personnel Administration Tasks</u>

The departmental chairperson has the ability and is ready to inspire, guide, direct, and manage others in the department in order to meet the department's goals. The chairperson uses diplomacy in dealing with individuals as people, recognizing the needs, aspirations, and desires of each faculty member. The chairperson recruits new faculty in order to improve and strengthen the department. The chairperson evaluates the performance of faculty critically and effectively and provides avenues for improvement.

A. Identify personnel needs for departmental programs.

B. Recruit new faculty.

C. Prepare and conduct an on-going orientation program for all new departmental personnel employed.

D. Supervise and evaluate the performance of the departmental staff.

4. <u>Curriculum and Instruction Tasks</u>

The departmental chairperson maintains a personal reputation for scholarship and teaching in a particular discipline.

The chairperson helps and initiates curriculum innovation and improvement and is open to new ideas and methods.

 A. Establish departmental goals and objectives for curriculum and instruction.

 B. Analyze departmental goals and objectives in relation to the mission and goals of the college.

 C. Supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.

5. <u>Internal Administration</u>

 The departmental chairperson takes action as and when necessary. The chairperson also finds the correct solution or solutions to problem situations. The chairperson is objective and fair in dealing with faculty and is trusted by the members of the department.

 A. Prepare departmental data for internal decision-making.

 B. Make teaching assignments, taking into consideration the instructor's desires, skills, and college policy on workload.

 C. Assess the communication among departmental personnel.

 D. Prepare standard operating procedures for expediting routine departmental activities.

 E. Delegate authority and responsibility to departmental personnel for completion of tasks.

 F. Utilize committees relative to the accomplishment of departmental functions.

6. Personal/Professional Development

The departmental chairperson is entrusted with the care and education of the employees and students of the department.

A. Participate in professional development activities to improve skills as departmental chairperson.

B. Request evaluation and feedback regarding performance.

C. Present classroom instruction current with knowledge and technology in the field.

D. Assess and provide feedback to staff about their performance on a regular basis.

E. Provide for a continuous process of inquiry and discussion about the programs of the department.

F. Provide opportunities for faculty to keep abreast of changes in their area(s).

G. Counsel and advise faculty.

7. Maintenance of Internal/External Relationship Tasks

The departmental chairperson utilizes both verbal and written forms of communication to the members of the faculty, administration, students, and the public.

A. Represent the department to the administration and to the public.

B. Attend college meetings.

C. Prepare departmental status reports.

D. Mediate faculty complaints and problems.

E.   Motivate faculty and staff.

Professional Development

Systemwide professional development of chairpersons was recommended to achieve consistency throughout Delaware Technical and Community College. It is further recommended that professional development activities be developed and carried out in a dynamic ongoing program which continually meets the needs of the chairpersons. The first topics to be addressed should be from the top ten list of prioritized topics which have been identified by chairpersons themselves as areas of perceived need for professional development.

1. Supervising and evaluating the performance of departmental staff.

2. Developing skills as departmental chairperson.

3. Assessing and providing feedback to staff about their performance.

4. Monitoring a system for departmental expenditures.

5. Planning, implementing and evaluating instructional materials, texts, and methodologies.

6. Motivating faculty and staff.

7. Preparing and explaining departmental budget requests.

8. Handling student problems and complaints.

9. Requesting evaluation and feedback regarding performance.

10. Providing opportunities for professional development of staff.

Periodic evaluation and planning of professional development activities should occur with input from departmental

chairpersons. This list is an initial recommendation. A professional development program should be dynamic and continuously meet the current needs of the chairpersons and the college.

Summary

Delaware Technical and Community College consists of four campuses and three local administrations which are governed by a systemwide board and president. All positions at the college have a systemwide job description except for the position of departmental chairperson. At least three different job descriptions have been developed by the leadership at the individual campuses. As a result, there are conflicting expectations of chairpersons.

The purpose of Executive Position Paper II was the examination of perceptions of faculty, chairpersons, and supervisors of chairpersons relative to the roles and functions of the chairperson at Delaware Technical and Community College. The paper includes a summary of the perceived need for professional development of chairpersons at Delaware Technical and Community College.

A data-gathering instrument was designed from the profile presented in Executive Position Paper I. The instrument was used to obtain perceptions of the roles and functions of departmental chairpersons at Delaware Technical and Community College. All supervisors of chairpersons, chairpersons, and faculty were invited to participate. In addition to the data gathering instrument, group discussions were held with chairpersons to obtain more feedback on their perceptions.

Group discussions and written comments on the data gathering instrument reinforced the desirability for a systemwide job description of departmental chairpersons at Delaware Technical and

Community College. Analysis of the data resulted in the development of a list of roles and functions which should be part of the chairpersons' responsibilities as perceived by the groups surveyed. The list includes 28 of the 48 items originally identified in the profile presented in Executive Position Paper I. A prioritized list of topics for professional development programs was compiled from the feedback.

Since 18 of the 48 functions in the profile were not perceived by all respondents as functions that should be performed by the chairperson at Delaware Technical and Community College, there is a need for further clarification to refine the list into an agreed upon systemwide job description. All chairpersons shou'1 understand what roles ar 1 functions they are to perform. All chairpersons and those holding them accountable should maintain the same interpretation of the roles and functions of the chairpersras. This author recommended that an action plan be implemented that involves chairpersons and their supervisors to refine and implement a systemwide job description developed from the recommended roles and functions identified in this position paper. This author also recommended the establishment of a dynamic ongoing program of professional devel opment for departmental chairpersons.

In Executive Position Paper III, this author described a step-by-step plan beginning with feedback of the study through the implementation of a systemwide job description for departmental chairpersons at Delaware Technical and Community College.

EXECUTIVE POSITION PAPER III

RECOMMENDATIONS AND LEADERSHIP IMPLICATIONS

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<u>Procedures</u>

A profile of roles and responsibilities of community college departmental chairpersons was described in Executive Position Paper I. The profile was developed into a data gathering instrument to obtain perceptions of the roles and functions of the departmental chairperson from faculty, supervisors of chairpersons, and chairpersons at Delaware Technical and Community College. Executive Position Paper II reports from the study of perceptions a listing of roles and functions the chairperson should fulfill at Delaware Technical and Community College and a list of professional development topics to help the chairperson perform the roles and functions.

Perceptions of administrators, chairpersons, and faculty were not in total agreement, however, on either the roles and functions or the need for professional development of the departmental chairperson at Delaware Technical and Community College. Further clarification is needed to refine roles and functions of the departmental chairperson described in Executive Position Paper II into a job description for chairpersons at Delaware Technical and Community College.

Hammons (1982) stresses the need for a plan to close the gap between where an organization wants to be and where it is. Knowledge of the gap does not make change happen:

> . . . change demands the participation of members of the organization in making things happen that meet the needs and goals of the organization and the individual. Once planned, change is managed to see that events occur according to plan and that required changes are made" (p. 11).

Executive Position Paper III is a description of a step by step plan that is recommended for the implementation of a job description of the departmental chairperson at Delaware Technical and Community College. The study begins with a review of literature on organizational change, problem solving, and staff development.

The data gathering process described in Executive Position Paper II has helped to prepare faculty, chairpersons, and their supervisors for change. This systemwide participatory approach is recommended throughout the implementation process of a job description for the department chairperson at Delaware Technical and Community College.

Leadership implications and recommendations for further study are included in Executive Position Paper III.

Review of Literature

The consequences and effects of role conflict were identified by Carroll (1974):

1. Individuals caught between conflicting expectations have been shown to frequently experience stress.

2. Persons reporting role conflict have stated that their trust in the person who imposed the pressure was reduced; they liked them less personally; they held them in lower esteem; they communicated with them less; and their own effectiveness was decreased.

3. Potential sources of role conflict have resulted in significant decision-making difficulty.

4. Role conflict is associated with decreased satisfaction, coping behavior that would be dysfunctional for the organization, and experience of stress and anxiety.

5. The emotional costs of role conflict include low job satisfaction, low confidence in the organization, and a high degree of job-related tension.

6. A frequent behavioral response to role conflict is withdrawal from or avoidance of those whc are seen as creating the conflict.

Grant (1988) has described the job description as potentially one of management's most powerful tools.

> Every phase of human resources management, from job design through reward system design, staffing, training and performance control, can be aided with such a description. (page 53)

To realize its potential, the description must be properly prepared, it must be accurate, and it must be comprehensive.

A list of roles and functions that should be performed does not, however, change the behavior of a departmental chairperson. In their study of organizational development, Neale, Bailey and Ross (1981) observed that over the last several decades, a shift has occurred in the way change is introduced in organizations. Traditionally, change was imposed upon employees resulting in a low level of employee morale and resistance to change. Currently, there is a new emphasis on a more participative management style. Participatory management involves members at all levels of the organization in the analysis of problems and the decisions about changes to be made (Neale, et al. 1981).

Another strategy used in organizational development is action research. Action research involves constant feedback to participants throughout the change process (Neale et al., 1981). French (French and Bell, 1984) identified the key aspects of an action research model:

1. diagnosis
2. data gathering
3. feedback to the group
4. data discussion and work by the group
5. action planning
6. action

The first two steps of French's model--diagnosis and data gathering--were completed and reported in Executive Position Papers I and II. The purpose of the Executive Position Paper III is to describe how the last four steps in French's problem-solving model can be followed at Delaware Technical and Community College in the implementation of the job description of departmental chairpersons.

The kind of change being considered is explained by Bennis (1976):

> [It] consists not of an event but of a process or series of events occurring over a period of time, usually involving a more or less orderly and somewhat predictable sequence of interactions. Though it involves the reactions of individuals, it also entails reorganization of group, organizational, and even community behavior patterns and requires some alteration of social values. (p. 118)

Watts (1982) recommends feedback of the results of the data gathering in functional work groups. In this study the groups would be defined as: supervisors (vice presidents, deans and directors), departmental chairpersons, and faculty. Dyer (1984) observes that most activities in an organization occur within the context of a

functioning group. Most organizations are composed of interlocking groups or departments. Group meetings would be held to present results of the study, to discuss the results, and to identify areas of discrepancy between present conditions and described conditions. Based on the analysis, each group proceeds to devise constructive plans to reduce those discrepancies.

As a result of their review of literature, French and Bell (1984) reported that "almost all authors stress the collaborative nature of action research with some seeing it as the primary reason for the model's efficacy." They conclude that "people tend to support what they have helped create" (p. 113).

Fox (1987) found in his review of research that group participation in problem solving increases the likelihood of good solutions and of their implementation because it increases understanding and commitment. It also enhances team spirit and increases self-respect. Fox also found that there is an increasing demand on the part of better educated group members for a bigger role in defining, analyzing, and solving problems that concern them. He quotes Lawler: "People are becoming less comfortable with a society in which work organizations are autocratic while the political and other features of their lives are democratic" (Fox, 1987, p. 2).

According to Blake, Mouton, and Williams (1981), there are three conditions essential to change:

1. a comprehensive understanding of the topic being addressed;

2. the experience of a discrepancy between one's current ways of administering and what one regards as the most desirable ways; and

3. the presence of social support.

Although the campus or the department would be the natural unit in which to address change efforts, Blake et al. (1981) recommend a broader approach which realizes the existence of the campus and the department within the whole college culture. Dyer (1984) describes organizational cultural patterns as the "ways of thinking and acting that everyone accepts as 'the way things are done around here'" (p. 109). Blake et al. support their broad approach to change with these reasons. First, members of the unit (campus or department) are highly sensitive and responsive to the system of rewards that operates throughout the college as a whole. Second, throughout the college, there are many comparisons made between departments and campuses. These comparisons have grown up over the years, and some of them may be justified.

> But many of them are based upon misunderstandings, slights, or careless and thoughtless criticisms by members of other disciplines. Given this climate, it is naive to think that if an effort at departmental development were successful in one department, it would naturally spread to others. No department that has pride in itself wants to copy another department (Blake et al., 1981, pp. 285-286).

Tichy (1983) described these reactions as the "political barrier" to change. Different constituencies within the organization view the change process with personal or departmental biases. These biases or differences become barriers to the change process. Tichy states that the key to managing change will be in the alignment of components of the organization, their goals and strategies, and their structures.

Hammons and Hunter (1977) made the following recommendations as a result of their research:

1.   There is a real need for some means of assisting chairpersons in solving as many of their problems as they can, and

2.   There is a need for deans and presidents to assume an active role in first determining problems of their chairpersons and then working to resolve them.

Blake et al. recommend that development start at the top and "cascade" down through the college so that no campus or department is put in a position of copying another. In this approach, all campuses, all departments, are given an opportunity to participate in the change effort. All can then make equal contributions to the successful outcome. "Team building starts at the top and proceeds down through the departmental level" (Blake et al., 1981, p. 287).

Bolman (1984) explains that the president has several advantages in serving as a catalyst for change. Subordinates usually accord the president a legitimate role in setting organizational standards and influencing the culture. The president's behavior serves as a model to others about hcw the people in the organization are suppose to behave. Also, the president is spared fighting uphill battles against entrenched authorities.

Alfred (1985) advocates an on-going, organized staff development program to overcome resistance to change and to get faculty to move in new directions. Furthermore, personnel development must be continuous and intentional:

> ...there is not any one thing as important to institutions
> and to the future of them than people, and, what we do
> in terms of selecting people, placing them on the job,
> orienting them, developing them, the way we utilize our
> personnel, and then the way we evaluate and hopefully
> as a consequence of that, reward them. There's no other
> aspect of our institution, in my opinion, that is as
> important as that (Campbell, 1985, pp. 117-118).

In his experience with staff development programs with departmental chairpersons, Shtogren (1978) found that some chairpersons rejected solutions presented in workshops because instead of being involved more personally in the learning process, they felt they were told what was good for them. Shtogren also found that chairpersons were resistant to ideas presented by outside consultants. Consultants seem to aggravate the chairperson's sense of alienation and may convince the chairperson that no one is really trying to understand his particular situation. As a result of his experience, Shtogren recommends a collaborative approach to finding answers to the particular problems of the chairperson rather than "dispensing prescriptive solutions."

Rather than fund an outside trainer to oversee the change effort, Blake et al. (1981) recommend that line administrators take the initiative of learning "what constitutes sound administrative behav' ir" and then conduct the seminars in which faculty and other administrators are helped to learn the same concepts. This approach conveys a sense of commitment to change and creates a foundation of effective implementation.

Lucas (1986) designed a pilot project for chairperson development that was evaluated as successful by workshop participants. Each workshop included a mini-lecture followed by participant involvement through case studies, role play, and

simulations which were based on actual problems generated by chairpersons.

Blake et al. (1981) advocate team administration which promotes the basic assumption that those who have a stake in a situation should be allowed to contribute to its development. The administrator continues to lead, but he or she leads the process as well as the content of the problem.

To summarize the literature, a job description should be developed to alleviate role conflict within an organization. In order for the job description to be effective, a change process should be followed which includes feedback, discussion, planning, and implementation. Various groups should be involved in the process beginning with the top of the hierarchy of the organization. The changes which are anticipated by any new job description should be supported by an ongoing staff development program. Staff development activities which involve staff and their supervisors reinforce the committment to change and clarify desired behavior.

Conclusions

There is an increasing demand on the part of the employees of Delaware Technical and Community College for a more significant role in defining, analyzing, and solving problems that concern them. Participative problem solving techniques have worked successfully for Delaware Technical and Community College in the past. A problem-solving model used to refine the recommended roles and functions of a departmental chairperson into a systemwide job description will involve all levels of the organization. The nominal group process is a participative problem-solving model. The steps in the process are easy to follow and can be used in other problem solving situations.

The change process for the implementation of a job description for departmental chairpersons should begin at the top of the organizational hierarchy and work throughout the organization. The president is an important change agent in the group process.

To assist in the behavioral changes implied in a newly approved job description, professional development activities are needed for departmental chairpersons and should include their supervisors as activity leaders or participants. Involvement of both of these groups in these activities will reinforce practices that are consistent with the newly implemented job description.

The job description may also serve as the basis of a tool for use in the measurement of productivity of the departmental chairperson at Delaware Technical and Community College.

An Action Plan

These three Executive Position Papers will be presented to Dr. John R. Kotula, president of Delaware Technical and Community College. The list of 7 roles and 28 functions developed in the study reported in Executive Position Paper II will be recommended as a basis for a systemwide job description for departmental chairpersons at Delaware Technical and Community College. The results will then be presented to the supervisors included in the study--vice presidents, deans, directors and the departmental chairpersons. Feedback to the faculty would be accomplished through a brief written summary of the study including the list of roles and functions recommended.

What is recommended to the president of Delaware Technical and Community College is an approach that will enable

participation of chairpersons and their supervisors, that will encourage team effort, that will not require costly external consultants, and that will provide an appr(.ch to problem solving that can be learned and utilized by all the participants within their own work groups.

To summarize the literature, the implementation stages of an action research model include: feedback, discussion, planning, and implementation. Feedback and problem solving should be done in functional work groups starting at the top of the organization and working throughout the hierarchy to the departmental level.

The nominal group process is a group problem-solving technique that develops team building beginning at the top of the hierarchy and down throughout all levels of the organization. The process provides for feedback, discussion and problem solving, and action planning--three of the four steps defined in French's problem solving model. The following description of the nominal group process is a summary of literature by Delbecq, Van de Ven, and Gustefson (1975), Fox (1987), and Brightman (1988).

Step 1.   Executive Position Papers presented to Dr. John R. Kotula, president of Delaware Technical and Community College

Step 2.   List of recommended roles and functions of the departmental chairperson at Delaware Technical and Community College sent to all participants involved in the study of perceptions.

Step 3.   Group meetings: to refine the list of roles and functions and to identify problems for later resolution.

a.   President with vice presidents, deans, instructional directors (one meeting systemwide)

b.   Deans with departmental chairpersons (one meeting on each campus)

c.   Deans

d.   Appropriate personnel and special interest groups

Step 4.   Deans recommend a final job description to the president; form appropriate committees for problem solving of issues identified in the group meetings.

Step 5.   If the president approves the job description, it is given to the board of trustees for final approval and implementation into college policies and procedures.

If the president does not approve any portion of the recommended job description, it would be sent back to the deans for revision.

Step 6.   Begin professional development activities for departmental chairpersons based on their recommendations.

Step 7.   Ongoing group meetings for problem resolution throughout implementation; these meetings involve appropriate personnel and special interest group representations.

Step 8.   Periodic monitoring and evaluating of the job description and professional development activities.

The steps described would be utilized within each group involved in the study. The first group meeting would include vice presidents, deans, and directors working with the president as group leader. The second group meeting would include departmental chairpersons and instructional directors working with deans of instruction as group leaders. The nominal group process works well with a single group of up to twenty participants (Fox, 1987).

Prior to any meetings, the list of the recommended roles and functions of the departmental chairperson at Delaware Technical and Community College should first be distributed to all participants in the study. Deans and departmental chairpersons would be informed of meeting dates for discussion and refinement of the list.

The president becomes the group leader of the meeting of the vice presidents, deans and directors. The deans become the leaders of the group meeting of departmental chairpersons (Watts, 1982).

The leader (the president or the dean) starts the meeting with a welcome and a statement of the objectives of the meeting. This objective statement would have been printed up and distributed to each participant prior to the meeting. The objective of the group meetings is to discuss and adjust the items on the list of recommended roles and functions of the departmental chairperson and discuss any new items that might be suggested by the participants. The leader records the ideas on a flip chart that is visible to the entire group. After all items are displayed, the leader provides five to ten minutes for the group to suggest any more ideas that might come to mind after seeing the new ideas. If anyone submits problems as well as ideas for refinement of the profile, the problems are to be recorded on a page separate from the pages devoted to proposed changes (Delbacq et al., 1975, Fox, 1987).

The goal of this step is the recording of an accurate list of ideas in brief words or phrases in view of the entire group. The list becomes the guide for further discussion. Each item on the list is assigned a number (Delbecq et al, 1975).

The next step is to discuss each idea. The leader reads each item out loud and asks the group if there are any questions, statements of agreement or disagreement, or statements of clarification. Clarification is a group task, and any member of the group can be asked: "What do the words mean to you?" (Fox, 1987).

Since the first objective of the meetings is to refine the list, when the discussion of a proposed change is finished, the leader says: "Is there any objection to the adoption of this change?" If there is no objection, the change is adopted and entered on every participant's copy with its reference number before going on to the next item. Fox (1987) recommends this procedure to facilitate group process.

Once all items have been discussed and recorded, the group is left with a potential job description and a list of perceived problems and proposed changes that were not agreed upon by all members in the group. Items which have not been agreed upon by all groups will be compiled into a separate list.

Problems identified in the process would become the topic of another set of group meetings. The problems should be classified into categories. The purpose of this classification is to guide the formation of problem-solving groups. Problem-solving groups for these classifications should be designed to involve appropriate personnel and special interest groups. The goal of these problem-solving activities is the implementation of changes in policies and practices (Neale, et al. 1981).

The first meeting between the president, deans, and directors, would result in modifications to the list of roles and functions of the departmental chairperson. This list would become the working list for the next level of group meetings between the deans and

chairpersons on each campus. The same process described for the meeting of the president and the deans will be followed in the meeting of the deans and chairpersons. After the deans and chairpersons have discussed all the items in the proposed job description, each dean will be left with a job description.

Fox (1987) has summarized this stage of the process, drawing heavily upon Delbecq, et al. The meeting begins with each dean listing his/her group's final items on a flipchart for display. The deans discuss the items that appear to be similar, and if there is agreement, similar items are combined into one statement that maintains the similarity of meaning that the respective groups had in mind. The objection of one dean, however, is sufficient to block the rewording or assumed similarity of any items. These items will be retained as separate items.

The meeting of the deans ends with the production of a consolidated list of items that has been considered by all group members. A final job description for departmental chairpersons will be recommended to the president by the deans of instruction. It will reflect input from the president, directors, deans, instructional directors, and departmental chairpersons systemwide and will include only those items that have been agreed upon systemwide. The approved systemwide job description will be distributed to all administrators, instructional directors, and departmental chairpersons.

The last step in French's problem solving model is "action." The adoption of the job description as modified by the work groups through the nominal group process will be reflected in the personnel policies of Delaware Technical and Community College upon approval by the president and the board of trustees.

Items which have not been agreed upon by all groups will be compiled onto a separate list. In addition, the deans will have a list of items that have not been agreed upon systemwide but which may have been strongly recommended by one or more of the campuses. Campus meetings of the dean and departmental chairpersons are recommended to resolve the list of items which were not agreed upon systemwide. If some functions are not performed by all chairpersons, who is carrying out the function if not the chairperson? If some chairpersons are performing a function and others are not, is it desirable for someone other than the chairperson to fulfill the function? Do some departments have unique needs that require certain functions to be performed beyond the systemwide job descriptions of chairpersons? These and other questions should be resolved at each campus.

Each department and each campus probably has its own local needs. It is recommended, therefore, that the systemwide job description be supplemented on each campus as needed. It is further recommended that the participatory problem-solving process described in Executive Position Paper III be utilized in the development of any supplemental job descriptions on the campus level.

Once the job description is adopted officially by the college, continued support of departmental chairpersons is recommended through professional development activities which address the needs identified by the chairpersons themselves. Adding the job description to the policy of the college will not alone change behavior. Continued monitoring and evaluating of the job description and professional development activities will reinforce the desired behavior.

As a result of the study of the roles and functions of the departmental chairperson and perceived needs for professional

development reported in Executive Position Paper II, a prioritized list of topics is recommended for in-service training for departmental chairpersons and for those interested in training to prepare for the position. The ten highest frequency responses are listed in Table II. As these needs are addressed, other needs and priorities may surface. Attempting to address this abbreviated list is a start, and as professional development programs are implemented, the priority of remaining needs should be assessed.

A professional development program should include a process for group participation which builds on the group process utilized in the action plan described earlier. Continued use of these methods will reinforce their benefits and become an accepted approach to problem solving within Delaware Technical and Community College. It is recommended, therefore, that supervisors of chairpersons conduct the professional development seminars for the chairpersons at Delaware Technical and Community College. This approach is consistent with the group leadership approach taken in the action plan of problem solving.

Table II.
The Top Ten Professional Development Needs
Identified by Departmental Chairpersons at
Delaware Technical and Community College
May, 1988

Rank	Function No.	Role No.	
1	16.	III.	Supervise and evaluate the performance of the departmental staff.
2	30.	VI.	Participate in professional development activities to improve skills as departmental chairperson.
3	36.	VI.	Assess and provide feedback to staff about their performance on a regular basis.
4	2.	I.	Analyze current salary and benefits package expenditures.
5	5.	I.	Monitor and/or supervise a system for all departmental expenditures (e.g., daily, monthly, yearly).
6	22.	IV.	Supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.
7	48.	VII.	Motivate faculty and staff.
8	1.	I.	Prepare and explain departmental budget requests.
9	4.	I.	Plan upcoming fiscal year salary and benefits package expenditures.
10	8.	II.	Handle student problems and complaints.

Leadership Implications

By utilizing the problem-solving process recommended in
Executive Position Paper III, the leadership at Delaware Technical

and Community College will be able to approach problem solving in a consistent, organized fashion. This approach will demonstrate appropriate team leadership to those supervised. This approach recommended will help the college leaders develop these abilities in others.

The action plan for the leadership of Delaware Technical and Community College requires the interaction of individuals at all levels within the organization thus reinforcing and promoting interpersonal relations for task accomplishment.

Since the chairperson is considered a key position holder at Delaware Technical and Community College, the performance of chairpersons should be appraised annually. The job description for department chairpersons can become the basis of a tool to be used in the performance appraisal of departmental chairpersons. As a tool, it can be used by the chairperson's supervisor, by the faculty supervised by the chairperson, or by the chairperson for self-evaluation. In conjunction with performance appraisal, the job description becomes an individualized instrument to reflect the need for professional development activities.

With the implementation of a professional development program for departmental chairpersons, a program evaluation should be considered. The evaluation of professional development activities can be made through feedback from participants, through observations of changes in the behavior of departmental chairpersons, and ultimately through improvement in student outcomes.

Recommendations

During this research, the author became aware of another area of inconsistency between the campuses besides the job descrip-

tion of departmental chairpersons. The instructional division of each of the campuses of Delaware Technical and Community College uses its own organizational chart. While one campus follows a direct line of supervision between the dean and the chairperson, another uses the position of instructional director as a middleman, and another uses assistant deans of instruction. Recent retirements and staffing changes resulted in vacancies in all assistant dean positions. This becomes a rare opportunity for the college to examine the organizational structure of the instructional division and implement one consistent from campus to campus. The author recommends a review of the instructional division organizational charts by the deans of instruction for possible recommendations to the vice presidents that would standardize those organizational charts from campus to campus.

In reviewing the detailed organizational charts of the campuses, the author observed a wide range in the size of departments--from single-person departments to over 40-member departments. The author recommends a review of the structure of departments and consideration of a reorganization that would reflect a reasonable number of employees to be supervised.

During the time of this study, deans of instruction discussed the length of the contract year for departmental chairpersons. The length of annual contracts for departmental chairpersons varies from 10 to 12 months. The author recommends further discussion of the length of contract for departmental chairpersons to determine if the various lengths of contracts are meeting the needs of the college. If the needs are not being met, suitable adjustments in contracts should be made.

In the comment section of the data-gathering instrument it was revealed that at the present time, departmental chairpersons at Delaware Technical and Community College are appointed by the vice president and campus director for an unlimited term. Those making this comment and the author recommend that the college review this practice and consider the desirability of 3-year or 5-year terms for departmental chairpersons.

The departmental chairpersons are key people in the governance of Delaware Technical and Community College. The methods and criteria for the selection of departmental chairpersons is, however, left to the vice president and campus director without the support of college guidelines. This author recommends the formulation of guidelines for consideration in the appointment of departmental chairpersons which would be shared with all members of the instructional unit.

The job description is the basis of performance appraisal. The author recommends the development and implementation of a performance appraisal process for departmental chairpersons at Delaware Technical and Community College.

Summary

In 1987, Delaware Technical and Community College celebrated its twentieth anniversary as the community college system in the State of Delaware. Academic departments constitute the fundamental organizational units of Delaware Technical and Community College. Each department has an appointed departmental chairperson, a member of the faculty whose duties include the supervision and coordination of instruction.

Departmental chairpersons are key people in the governance of Delaware Technical and Community College. There is confusion about the role of chairpersons at Delaware Technical and Community College. At least three different job descriptions for the position of departmental chairperson have been developed at the individual campuses.

The purpose of this study was to develop a job description for the departmental chairperson at Delaware Technical and Community College. This study consists of three executive position papers which report the following:

1. a profile of the role and function of the departmental chairperson in the community college.

2. a recommended job description for departmental chairpersons at Delaware Technical and Community College based on the results of a study of perceptions of faculty, chairpersons, and their supervisors.

3. a plan for further refinement of the recommended roles and functions resulting from the study reported in Executive Position Paper II and a plan for systemwide implementation of the job description at Delaware Technical and Community College.

Through a review of relevant literature including a review of appropriate documents from selected community colleges, a profile was developed that describes the roles and functions of the departmental chairperson in the community college. The profile includes a description of seven functional roles of the chairperson in the community college.

1.   Budget Planning, Development, and Control

2.   Student Relations and Administration

3.   Human Relations and Personnel Administration

4.   Curriculum and Instruction

5.   Internal Administration

6.   Personal/Professional Development

7.   Maintenance of Internal/External Relationships

Forty-eight functions were identified within these seven functional roles. This profile can be used by community colleges as a foundation to determine which roles and functions are relevant to the particular college.

The profile was the basis of a data gathering instrument used to gather perceptions of faculty, chairpersons, and supervisors at Delaware Technical and Community College on the roles and functions and the need for professional development of the departmental chairperson at Delaware Technical and Community College. An analysis of the data reveals that there is agreement throughout all 3 groups that all 7 functional roles and 28 of 48 functions should be part of the responsibility of the departmental chairperson at Delaware Technical and Community College.

There were 18 other functions perceived by a majority in all three groups that the function should be part of the chairpersons' responsibil: es, but there was a considerable percentage of disagreement on the. items.

The nominal group process is a participative problem-solving model that is recommended for use to clarify the areas of

disagreement and to develop the job description of the departmental chairperson at Delaware Technical and Community College. Participative problem solving techniques have worked successfully for Delaware Technical and Community College in the past, and a step by step plan to follow the nominal group process is described.

All 3 groups agreed that there was a need for professional development by the chairperson in 33 functions. A professional development program should include a process for group participation. It is recommended that supervisors of chairpersons conduct the professional development seminars for the chairpersons at Delaware Technical and Community College.

By utilizing the participatory problem-solving approach described in Executive Position Paper III, the leadership of Delaware Technical and Community College will be able to approach problem solving in a consistent, organized fashion. This participative approach will demonstrate appropriate team leadership and will help to develop problem-solving abilities in others.

Departmental chairpersons are key people in the governance of Delaware Technical and Community College. It is important that chairpersons understand their roles and be held accountable for their productivity.

Clearly defined roles and functions expected of departmental chairpersons and an appropriate professional development program will only contribute to the accomplishment of the mission of Delaware Technical and Community College to provide an open-door, two-year comprehensive program of education.

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Appendix A

Sample Data Gathering Instrument
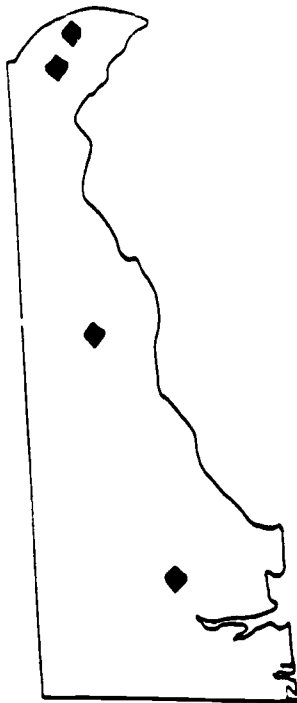
THE ROLES AND FUNCTIONS OF THE DEPARTMENTAL CHAIRPERSON IN THE COMMUNITY COLLEGE

A 1988 STATEWIDE STUDY TO DETERMINE THE ROLES AND FUNCTIONS OF THE ACADEMIC DEPARTMENTAL CHAIRPERSON AT DELAWARE TECHNICAL AND COMMUNITY COLLEGE.

<u>*PLEASE RETURN THIS QUESTIONNAIRE TO:*</u>

CORNELIA N. WINNER
DELAWARE TECHNICAL & COMMUNITY COLLEGE
333 SHIPLEY STREET
WILMINGTON, DE 19801

WORK: 571-5376
HOME: 368-5492

PLEASE ANSWER ALL THREE PARTS OF EACH QUESTION. EACH QUESTION IS ANSWERED FROM LEFT TO RIGHT ON THE SAME LINE ACROSS BOTH PAGES. IF YOU WISH TO COMMENT ON ANY QUESTIONS OR QUALIFY YOUR ANSWERS, PLEASE USE THE MARGINS, THE SPACE PROVIDED AT THE END OF THE QUESTIONNAIRE, OR A SEPARATE SHEET OF PAPER.

Example:

A.

```
This is part of the
chairpersons' current
responsibilities.
Circle one.
```

YES   NO   1. To prepare and explain departmental budget
                                       requests.

B. | Regardless of your response to PART A (YES or NO) indicate to what extent this should be part of the chair-persons' responsibilities. Circle one.

C. | Indicate the need for profes-sional development to improve the chairperscns' performance in the function being considered. Circle one.

NONE   LITTLE   SOME   CONSIDERABLE   GREAT   1.   NONE   SOME   GREAT

I Budget Planning. Development. and Control Tasks. Consider these budget planning, development, and control tasks related to the department level irrespective of whether they are performed by the chairperson or delegated to an individual or committee

A | This is part of the chairpersons' current responsibilities. Circle one. |

YES	NO	1	To prepare and explain departmental budget requests.
YES	NO	2	To analyze current salary and benefits package expenditures.
YES	NO	3.	To plan upcoming year expenditures.
YES	NO	4	To plan upcoming fiscal year salary and benefits package expenditures.
YES	NO	5	To monitor and/or supervise a system for all departmental expenditures (e.g. daily, monthly, yearly).

II Student Relations and Administration Tasks Consider these student relations and administration tasks related to the department level irrespective of whether they are performed by the chairperson or delegated to an individual or committee.

YES	NO _	6	To supervise and maintain student files.
YES	NO	7.	To make decisions concerning individual student admissions.
YES	NO	8.	To handle student problems and complaints.
YES	NO	9.	To conduct reviews of departmental student policies.
YES	NO	10.	To advise students.
YES	NO	11.	To direct or coordinate faculty-student social functions.

B.

Regardless of your response to PART A (YES or NO) indicate to what extent this should be part of the chairpersons' responsibilities. Circle one

C

Indicate the need for professional development* to improve the chairpersons' performance in the function being considered. Circle one.

NONE	LITTLE	SOME	CONSIDERABLE	GREAT	1.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	2.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	3.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	4.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	5.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	6.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	7.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	8.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	9.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	10.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	11	NONE	SOME	GREAT

*For purposes of this questionnaire, professional development is defined as a deliberate commitment by the chairperson to achieve personal, instructional, and organizational growth.

III. <u>Human Relations and Personnel Administration Tasks</u>. Consider these human relations and personnel administration tasks related to the department level irrespective of whether they are performed by the chairperson or delegated to an individual or committee

A | This is part of the <u>chairpersons' current responsibilities</u>. Circle one.

YES	NO	12. To identify personnel needs for departmental programs.
YES	NO	13 To utilize faculty input in the selection of departmental personnel.
YES	NO	14. To recruit new faculty.
YES	NO	15. To prepare and conduct an on-going orientation program for all new departmental personnel employed.
YES	NO	16 To supervise and evaluate the performance of the departmental staff.

IV <u>Curriculum and Instruction Tasks</u>. Consider these curriculum and instruction tasks related to the department level irrespective of whether they are performed by the chairperson or delegated to an individual or committee.

YES	NO	17. To establish departmental goals and objectives for curriculum and instruction.
YES	NO	18. To establish procedures for the development of curriculum guides, course descriptions, and objectives for the department.
YES	NO	19. To analyze departmental goals and objectives in relation to the mission and goals of the college
YES	NO	20. To draft schedules of classes.
YES	NO	21. To develop and maintain a close relationship with the community through advisory committees and laity not on advisory committees.
YES	NO	22. To supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.

B | Regardless of your response to PART A (YES or NO) indicate to what extent this should be part of the chairpersons' responsibilities. Circle one

C. | Indicate the need for professional development to improve the chairpersons' performance in the function being considered. Circle one.

NONE	LITTLE	SOME	CONSIDERABLE	GREAT	12.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	13.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	14.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	15.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	16.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	17.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	18.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	19	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	20.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	21.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	22.	NONE	SOME	GREAT

V   <u>Internal Administration Tasks</u>. Consider these internal administration tasks related to the department level irrespective of whether they are performed by the chairperson or delegated to an individual or committee.

A.

This is part of the <u>chairpersons' current responsibilities</u>   Circle one

YES   NO   23. To prepare departmental data for internal decision-making.

YES   NO   24. To make teaching assignments, taking into consid- eration the instructor's desires, skills, and college policy on workload.

YES   NO   25. To assess the communication among departmental personnel.

YES   NO   26. To prepare standard operating procedures for expediting routine departmental activities.

YES   NO   27. To make decisions relative to the organizational structure of the department, i.e. governance, etc.

YES   NO   28. To delegate authority and responsibility to departmental personnel for completion of tasks

YES   NO   29. To utilize committees relative to the accomplishment of departmental functions.

VI <u>Personal/Professional Development Tasks</u>. Consider these personal/professional development tasks related to the department level irrespective of whether they are performed by the chairperson or delegated to an individual or committee.

YES   NO   30. To participate in professional development activities to improve skills as departmental chairperson.

YES   NO   31 To request evaluation and feedback regarding performance.

YES   NO   32. To make professional presentations at state, regional, and national conferences.

YES   NO   33. To present classroom instruction current with knowledge and technology in the field.

YES   NO   34. To provide opportunities for professional development of staff.

YES   NC   35 To maintain a professional library for the department.

Regardless of your response to PART A (YES or NO) indicate to what extent this should be part of the chairperson's responsibilities. Circle one. | | | | | C | Indicate the need for professional development to improve the chairperson's performance in the function being considered. Circle one. | | |

NONE	LITTLE	SOME	CONSIDERABLE	GREAT	23.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	24	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	25.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	26.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	27.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	28.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	29.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	30.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	31.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	32.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	33.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	34.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	35.	NONE	SOME	GREAT

VI. __Personal/Professional Development Tasks, continued__.

A.

This is part of the chairpersons' current responsibilities. Circle one.

YES   NO   36. To assess and provide feedback to staff about their performance on a regular basis.

YES   NO   37. To provide for a continuous process of inquiry and discussion about the programs of the department.

YES   NO   38. To provide opportunities for faculty to keep abreast of changes in their area(s).

YES   NO   39. To counsel and advise faculty.

VII. __Maintenance of Internal/External Relationship Tasks__. Consider these internal/external relationships tasks related to the department level irrespective to whether they are performed by the chairperson or delegated to an individual or committee.

YES   NO   40. To represent the department to the administration and to the public.

YES   NO   41. To interpret college goals and policies to the departmental staff and students.

YES   NO   42. To attend college meetings.

YES   NO   43. To prepare departmental status reports.

YES   NO   44. To mediate faculty complaints and problems.

YES   NO   45. To solicit grants and outside funds for the department.

YES   NO   46. To contact prospective employers for departmental graduates.

YES   NO   47. To recruit students.

YES   NO   48. To motivate faculty and staff.

B. | Regardless of your response to PART A (YES or NO) indicate to what extent this should be part of the chair-persons' responsibilities. Circle one.

C. | Indicate the need for profes-sional development to improve the chairpersons' performance in the function being considered. Circle one.

| NONE | LITTLE | SOME | CONSIDERABLE | GREAT | 36. | NONE | SOME | GREAT |

| NONE | LITTLE | SOME | CONSIDERABLE | GREAT | 37. | NONE | SOME | GREAT |

| NONE | LITTLE | SOME | CONSIDERABLE | GREAT | 38. | NONE | SOME | GREAT |
| NONE | LITTLE | SOME | CONSIDERABLE | GREAT | 39. | NONE | SOME | GREAT |

| NONE | LITTLE | SOME | CONSIDERABLE | GREAT | 40. | NONE | SOME | GREAT |

NONE	LITTLE	SOME	CONSIDERABLE	GREAT	41.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	42.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	43.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	44.	NONE	SOME	GREAT

| NONE | LITTLE | SOME | CONSIDERABLE | GREAT | 45. | NONE | SOME | GREAT |

NONE	LITTLE	SOME	CONSIDERABLE	GREAT	46.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	47.	NONE	SOME	GREAT
NONE	LITTLE	SOME	CONSIDERABLE	GREAT	48.	NONE	SOME	GREAT

IF THERE IS ANYTHING YOU WOULD LIKE TO ADD ABOUT THE ROLES AND FUNCTIONS OF THE ACADEMIC DEPARTMENTAL CHAIRPERSON AT DELAWARE TECHNICAL AND COMMUNITY COLLEGE, PLEASE USE THE SPACE PROVIDED BELOW.

IF THERE ARE ADDITIONAL COMMENTS YOU WISH TO MAKE WHICH YOU THINK MAY HELP IN FUTURE PROFESSIONAL DEVELOPMENT EFFORTS OF THE DEPARTMENTAL CHAIRPERSON, PLEASE USE THE SPACE PROVIDED OR ATTACH A SEPARATE LETTER.

YOUR CONTRIBUTION TO THIS EFFORT IS GREATLY APPRECIATED. THANK YOU IN ADVANCE FOR YOUR SUPPORT AND PROMPT ATTENTION.

Appendix B

Letter to Potential Participants

May 3, 1989

Name and Address
Delaware Technical and Community College
Stanton Campus
400 Stanton-Christiana Road
Newark, DE 19702

SURVEY OF PERCEPTIONS OF THE ROLES AND FUNCTIONS
OF THE DEPARTMENTAL CHAIRPERSON AT DELAWARE TECH

In the near future you will receive a questionnaire requesting your viewpoint of the roles and functions of the department chairperson at Delaware Tech. This study is being conducted by Connie Winner, Assistant Dean of Instruction, Stanton/Wilmington in pursuit of her doctorate at the University of Delaware.

I ask that you assist Connie in this endeavor and complete the survey and return it to her in a timely manner. I believe that this research will benefit all of us as well as our student body.

Thank you for your participation in this valuable study.

JOHN R. KOTULA - PRESIDENT

Appendix C

Follow-Up Letter to Non-Respondents

May 25, 1988

Name and Address
Delaware Technical and Community College
Stanton Campus
400 Stanton-Christiana Road
Newark, DE 19702

SURVEY OF PERCEPTIONS OF THE ROLES AND FUNCTIONS OF THE DEPARTMENTAL CHAIRPERSON AT DELAWARE TECH

Recently you should have received a questionnaire concerning a study on the roles and functions of the department chairperson at Delaware Tech. The data from your completed questionnaire is essential to the study.

If you have already completed and returned the questionnaire, please accept my sincere appreciation for your assistance. If you have not returned the questionnaire, I shall be grateful if you will do so at your earliest convenience.

Perhaps the questionnaire never reached you. If this is the case, please call and I shall be glad to send you another one. Thank you again for your assistance.

CORNELIA N. WINNER
571-5376 (O)
368-5492 (H)

Appendix D

Chi-Square Procedures & Analysis

To compare the three populations--chairpersons, supervisors, and faculty--the chi-square (x^2) distribution was employed as the statistical testing procedure. The chi-square distribution made it possible to test the population proportions simultaneously to see if they differ. The null hypothesis of this position paper is that there are no differences in the perceptions of faculty, supervisors, and departmental chairpersons regarding the roles and functions of departmental chairpersons and the chairpersons' need for professional development.

The chi-square test was used to compare equality of proportions. The chosen levels of significance were .05 and .10. The interpretation of x^2 .05 is that due to chance, this number will be exceeded on the average by only 5 percent of all x^2 values calculated from repeated samples, each taken from a population where the null hypothesis is true (Lapin, 1975, p. 444). Since this study involved the entire population and not a sample of the population, and since the study deals with the development of a job description of departmental chairpersons who are already in place, the .10 level of significance was acceptable to this author as a second chi-square test to compare equality of proportions of responses between groups.

The data in Table III indicate the percentage of agreement on each of the items in the instrument. The percentage of positive responses is indicated for question 1 regarding the current role of the chairperson and question 2 regarding what should be the function of the chairperson. Responses to each of the items are displayed for each group--supervisors, chairpersons, and faculty--and for the total population responding.

Table III.

**Summary of Responses from Each Group to
Each of the Items in the Instrument.
Comparison of Percentage of Responses for Each Item:
Currently a Function/Should be a Function of the Departmental
Chairperson at Delaware Technical and Community College
(May, 1988)**

	Supervisors	Departmental Chairpersons	Faculty	Total Group
1.	77.8/100.0	79.2/93.9	90.2/98.4	86.6/97.7
2.	0.0/ 44.4	6.3/62.5	5.7/44.3	5.6/49.2
3.[1]	100.0/100.0	72.9/95.8	91.0/96.8	86.6/96.7
4.	0.0/ 33.3	2.1/58.4	6.6/45.1	5.0/48.0
5.[1]	66.7/100.0	58.3/87.6	77.9/92.7	72.1/91.6
6.	77.8/ 88.8	75.0/81.2	75.4/87.8	78.4/86.1
7.[1,3]	22.2/ 66.6	33.3/70.9	54.1/80.3	46.9/87.1
8.	88.9/100.0	93.8/91.7	92.6/96.7	92.7/95.6
9.	88.9/100.0	85.4/89.7	90.2/95.8	88.8/94.4
10.[2]	100.0/100.0	85.4/89.7	86.1/91.9	86.6/91.7
11.[3]	33.3/ 55.5	29.2/58.4	31.1/59.0	30.7/58.7
12.	100.0/100.0	97.9/93.8	91.8/95.8	93.9/95.5
13.	77.8/ 88.8	81.3/91.7	77.9/95.2	78.8/93.8
14.	88.9/100.0	87.5/95.9	86.1/94.2	86.6/95.0
15.	55.6/100.0	64.6/95.9	75.4/97.5	71.5/97.2
16.	100.0/100.0	97.9/95.9	96.7/96.7	97.2/96.7
17.	100.0/100.0	97.9/91.7	96.7/98.3	97.2/96.6
18.[2]	100.0/100.0	89.6/89.6	95.1/97.6	93.9/95.5
19.[1,2]	77.8/100.0	97.9/91.8	95.9/98.4	95.5/96.6
20.	100.0/100.0	77.1/83.3	85.2/91.8	83.8/90.0
21.	100.0/100.0	85.4/89.6	80.3/93.5	82.7/92.7
22.	100.0/100.0	95.8/93.9	90.2/96.7	92.2/96.1
23.	88.9/100.0	81.3/93.8	88.5/97.5	86.6/96.7
24.	100.0/100.0	93.8/93.8	89.3/95.9	91.1/95.5
25.	88.9/100.0	85.4/93.7	85.2/94.3	85.5/94.4

[1] Significant difference in perception between the three groups that the function is currently performed by the departmental chairperson.

[2] Significant difference in perception between the groups that the function should be performed by the departmental chairperson.

[3] The majority of respondents perceive this is not currently a function but it should be.

Table III. (continued)

**Summary of Responses from Each Group to
Each of the Items in the Instrument.
Comparison of Percentage of Responses for Each Item:
Currently a Function/Should be a Function of the Departmental
Chairperson at Delaware Technical and Community College
(May, 1988)**

	Supervisors	Department Chairpersons	Faculty	Total Group
26.	100.0/100.0	83.3/91.7	86.9/97.5	86.6/96.1
27.	66.7/ 88.8	81.3/97.9	87.7/95.1	84.9/95.5
28.	100.0/100.0	97.9/93.7	95.1/98.4	96.1/97.2
29.[2]	77.8/100.0	72.9/91.7	81.1/91.7	78.8/92.2
30.	77.8/100.0	81.3/95.8	82.8/95.9	82.1/96.1
31.	66.7/100.0	81.3/95.9	77.9/95.8	78.2/96.1
32.	44.4/100.0	52.1/79.3	53.3/85.3	52.5/84.4
33.[1]	88.9/100.0	91.7/93.8	86.9/93.5	88.3/93.8
34.	66.7/100.0	81.3/87.5	86.1/97.6	83.8/95.0
35.[3]	22.2/ 88.8	47.9/75.1	45.9/81.1	45.3/79.9
36.	100.0/100.0	97.9/95.8	91.8/98.4	93.9/97.7
37.	88.9/100.0	87.5/98.0	90.2/98.4	89.4/98.3
38.	77.8/100.0	83.3/93.7	82.0/94.3	82.1/94.4
39.	66.7/100.0	79.2/93.8	81.1/91.0	79.9/92.2
40.	100.0/100.0	97.9/95.9	95.9/97.5	96.6/97.2
41.[2]	88.9/100.0	87.5/89.6	91.8/96.7	90.1/94.9
42.	100.0./100.0	95.8/95.9	99.2/96.8	98.3/96.6
43.	77.8/100.0	93.8/93.8	90.2/97.5	90.5/96.7
44.	77.8/100.0	83.3/91.8	91.0/95.1	88.3/94.4
45.	55.6/100.0	68.8/87.5	63.1/85.3	64.2/86.6
46.[2]	66.7/100.0	56.3/62.5	49.2/73.8	52.0/72.1
47.	88.9/100.0	70.8/79.1	66.4/87.7	68.7/86.1
48.	88.9/100.0	89.6/93.8	82.8/95.9	84.9/95.5

[1] Significant difference in perception between the three groups that the function is currently performed by the department chairperson.

[2] Significant difference in perception between the groups that the function should be performed by the department chairperson.

[3] The majority of respondents perceive this is not currently a function but it should be.

The percent of positive responses of supervisors remained the same or increased from question 1 to question 2 in all items. The percent of positive responses of departmental chairpersons remained the same or increased from question 1 to question 2 in 29 out of 48 items. On 9 of the items, the percentage of positive responses decreased from question 1, the current responsibility, to question 2, should be a responsibility.

The percentage of positive responses of faculty remained the same or increased from question 1 to question 2 on all but one item. On one item, the percent of positive responses decreased between question 1 and question 2.

The majority of supervisors perceived that 42 of the 48 items were currently being performed by chairpersons and that chairpersons should be performing 46 of 48 functions.

The majority of departmental chairpersons responded that they currently perform 43 of 48 functions and that they should be performing all 48 of the functions.

The majority of faculty perceive that their chairperson is performing 44 of 48 items and that their chairperson should be performing 46 of 48 functions listed.

As a total group, the population responding perceived that the chairperson is currently performing 43 of the 48 functions listed and should be performing 46 of the 48 functions.

Table IV is a list of the current roles and function of departmental chairpersons at Delaware Technical and Community College as perceived by a majority of chairpersons, their supervisors, and faculty at Delaware Technical and Community College. The

percentage of total respondents is shown who indicated that the function is a current responsiblity. Four of the functions elicited a significant difference in perceptions between the three groups even though all three gorups were in agreement that the function was part of the curent responsiblity of the chairperson.

Five functions were identified as not a part of the chairpersons' current responsiblities, and one of the five tested at a significant difference in perception between the three groups. These items can be found in Table V.

One function was viewed differently by different groups. Although a majority of respondents (over 50 percent) agreed that it is a current function, not all three groups agreed that it is a curent function. (Table VI)

Table IV.

Current Role and Function of Departmental Chairpersons
at Delaware Technical and Community College
as Perceived by Chairpersons, Their Supervisors, and Faculty
at Delaware Technical and Community College
(May, 1988)

% of Respondents	Function No.	Function
86.6	1.	To prepare and explain departmental budget requests.
86.6	*3.	To plan upcoming year expenditures.
72.1	*5.	To monitor and/or supervise a system for all departmental expenditures (e.g. daily, monthly, yearly).
75.4	6.	To supervise and maintain student files.
72.1	8.	To handle student problems and complaints.
92.7	9.	To conduct reviews of departmental student policies.
86.6	10.	To advise students.
93.9	12.	To identify personnel needs for departmental programs.
78.8	13.	To utilize faculty input in the selection of departmental personnel.
86.6	14.	To recruit new faculty.
71.5	15.	To prepare and conduct an on-going orientation program for all new departmental personnel employed.
97.2	16.	To supervise and evaluate the performance of the departmental staff.
97.2	17.	To establish departmental goals and objectives for curriculum and instruction.
93.9	18.	To establish procedures for the development of curriculum guides, course descriptions, and objectives for the department.
95.5	*19.	To analyze departmental goals and objectives in relation to the mission and goals of the college.
83.8	20.	To draft schedules of classes.
82.7	21.	To develop and maintain a close relationship with the community through advisory committees and laity not on advisory committees.
92.2	22.	To supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.
86.6	23.	To prepare departmental data for internal decision-making.
91.1	24.	To make teaching assignments, taking into consideration the instructor's desires, skills, and college policy on workload.
85.5	25.	To assess the communication among departmental personnel.
86.6	26.	To prepare standard operating procedures for expediting routine departmental activities.
84.9	27.	To make decisions relative to the organizational structure of the department, i.e. governance, etc.
96.1	28.	To delegate authority and responsibility to departmental personnel for completion of tasks.

78.8	29.	To utilize committees relative to the accomplishment of departmental functions.
82.1	30.	To participate in professional development activities to improve skills as departmental chairperson.
78.2	31.	To request evaluation and feedback regarding performance.
88.3	*33.	To present classroom instruction current with knowledge and technology in the field.
83.8	34.	To provide opportunities for professional development of staff.
93.9	36.	To assess and provide feedback to staff about their performance on a regular basis.
89.4	37.	To provide for a continuous process of inquiry and discussion about the programs of the department.
82.1	38.	To provide opportunities for faculty to keep abreast of changes in their area(s).
79.9	39.	To counsel and advise faculty.
96.6	40.	To represent the department to the administration and to the public.
90.5	41.	To interpret college goals and policies to the departmental staff and students.
98.3	42.	To attend college meetings.
90.5	43.	To prepare departmental status reports.
88.3	44.	To mediate faculty complaints and problems.
64.2	45.	To solicit grants and outside funds for the department.
52.0	46.	To contact prospective employers for departmental graduates.
68.7	47.	To recruit students.
84.9	48.	To motivate faculty and staff.

*Areas of significant difference in perception between the three groups.

Table V.

Functions Not Part of the Chairpersons' Current Responsibilities at Delaware Technical and Community College as Perceived by Chairpersons, Their Supervisors, and F ulty (May, 1988)

% of Respondents	Function No.	Function
I.	**Budget Planning, Development, and Control Tasks**	
92.7	2.	To analyze current salary and benefits package expenditures.
93.3	4.	To plan upcoming fiscal year salary and benefits package expenditures.
50.8	*7.	To make decisions concerning individual student admissions.
II.	**Student Relations and Administrative Tasks**	
66.5	11.	To direct or coordinate faculty-student social functions
VI.	**Personal/Professional Development Tasks**	
54.2	35.	To maintain a professional library for the department.

*Areas of significant difference in perception between the three groups.

Table VI.

Area of Confusion of Current Functions
of Departmental Chairperson at Delaware Technical and
Community College as Perceived by
Their Supervisors and Faculty
(May, 1988)

VI. Personal/Professional Development Tasks

% of Respondents	Function No.	Function
52.5	32.	To make professional presentations at state, regional, and national conferences.

Over 50 percent of the respondents in all three groups responded that 46 of the 48 functions should be part of the departmental chairpersons' responsiblities at Delaware Technical and Community College. These functions and the percentage of respondents agreeing can be found in Table VII.

Two functions were identified by a majority of respondents as functions which should not be part of the responsibilities of the department chairperson at Delaware Technical and Community College. These functions can be found in Table VIII.

Six of the functions which should be a responsibility of chairpersons elicited a significant difference in response between the three groups even though all three groups agreed that these should be functions of the chairperson at Delaware Technical and Community College. These functions can be found in Table IX.

Thirty-one of 48 functions were perceived by the majority of respondents as areas in which chairpersons at Delaware Technical and Community College need professional development (Table X). Eleven of the items were perceived by a majority of respondents as areas in which chairpersons do not need professional development. These items are listed in Table XI. Fourteen of the items were perceived differently between the three groups and these statistics are reported in Table XII. There were four functions which elicited a different response from the different groups. These items represent areas of disagreement between the three groups as to the perceived need for professional development for departmental chairpersons at Delaware Technical and Community College. These four items are listed in Table XIII with the percentage of responses of each group.

Table VII.

A Majority of All Respondents in all Three Groups--
Chairpersons, Their Supervisors, and Faculty--
All Groups Agreed That These Functions Should be Part of the
Departmental Chairpersons' Responsibilities
at Delaware Technical and Community College
(May, 1988)

% of Respondents	Function No.	Function
97.7	1.	To prepare and explain departmental budget requests.
96.7	3.	To plan upcoming year expenditures.
91.6	5.	To monitor and/or supervise a system for all departmental expenditures (e.g. daily, monthly, yearly).
86.1	6.	To supervise and maintain student files.
87.1	7.	To make decisions concerning individual student admissions.
95.6	8.	To handle student problems and complaints.
94.4	9.	To conduct reviews of departmental student policies.
91.7	*10.	To advise students.
58.7	11.	To direct or coordinate faculty-student social functions.
95.5	12.	To identify personnel needs for departmental programs.
93.8	13.	To utilize faculty input in the selection of departmental personnel.
95.0	14.	To recruit new faculty.
97.2	15.	To prepare and conduct an on-going orientation program for all new departmental personnel employed.
96.7	16.	To supervise and evaluate the performance of the departmental staff.
96.6	17.	To establish departmental goals and objectives for curriculum and instruction.
95.5	*18.	To establish procedures for the development of curriculum guides, course descriptions, and objectives for the department.
96.6	*19.	To analyze departmental goals and objectives in relation to the mission and goals of the college.
90.0	20.	To draft schedule of classes.
92.7	21.	To develop and maintain a close relationship with the community through advisory committees and laity not on advisory committees.
96.1	22.	To supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.
96.7	23.	To prepare departmental data for internal decision-making.
95.5	24.	To make teaching assignments, taking into consideration the instructor's desires, skills, and college policy on workload.
94.4	25.	To assess the communication among departmental personnel.
96.1	26.	To prepare standard operating procedures for expediting routine departmental activities.
95.5	27.	To make decisions relative to the organizational structure of the department, i.e. governance, etc.

97.2	28.	To delegate authority and responsibility to departmental personnel for completion of tasks.
92.2	*29.	To utilize committees relative to the accomplishment of departmental functions.
96.1	30.	To participate in professional development. .vities to improve skills as departmental chairperson.
96.1	31.	To request evaluation and feedback regarding performance.
84.4	32.	To make professional presentations at state, regional, and national conferences.
93.8	33.	To present classroom instruction current with knowledge and technology in the field.
95.0	34.	To provide opportunities for professional development of staff.
79.9	35.	To maintain a professional library for the department.
97.7	36.	To assess and provide feedback to staff about their performance on a regular basis.
98.3	37.	To provide for a continuous process of inquiry and discussion about the programs of the department.
94.4	38.	To provide opportunities for faculty to keep abreast of changes in their area(s).
92.2	39.	To counsel and advise faculty.
97.2	40.	To represent the department to the administration and to the public.
94.9	*41.	To interpret college goals and policies to the department staff and students.
96.6	42.	To attend college meetings.
96.7	43.	To prepare departmental status reports.
94.4	44.	To mediate faculty complaints and problems.
86.6	45.	To solicit grants and outside funds for the department.
72.1	*46.	To contact prospective employers for departmental graduates.
86.1	47.	To recruit students.
95.5	48.	To motivate faculty and staff.

*Areas of significant difference in perceptions between the three groups. See Table IX.

Table VIII.

Functions Should Not be Part of the Responsibilities of the Departmental Chairperson at Delaware Technical and Community College as Perceived by Chaipersons, Their Supervisors, and Faculty (May, 1988)

% of Respondents	Function No.	Function
50.8	2.	To analyze current salary and benefits package expenditures.
52.0	4.	To plan upcoming fiscal year salary and benefits package expenditures.

Table IX.

**Areas of Significant Difference in Perception Between the Three Groups--
Chairpersons, Their Supervisors, Faculty--of Whether the
Function Should be Part of the Departmental Chairpersons' Responsibility
at Delaware Technical and Community College
(May, 1988)**

	degree of freedom	Chi Square	Level of Significance	Alpha
10. To advise students.				
	10	16.6527	.10	$x^2 > 15.987$
18. To establish procedures for the development of curriculum guides, course description, and objectives for the department.				
	10	17.2777	.10	$x^2 > 15.987$
19. To analyze departmental goals and objectives in relation to the mission and goals of the college.				
	10	17.2066	.10	$x^2 > 15.987$
29. To utilize committees relative to the accomplishment of departmental functions.				
	10	18.946	.05	$x^2 > 18.307$
41. To interpret college goals and policies to the departmental staff and students.				
	10	16.4207	.10	$x^2 > 15.987$
46. To contact prospective employers for departmental graduates.				
	10	21.6547	.05	$x^2 > 18.307$

Table X.

Areas of Agreement by a Majority of Respondents in all Three Groups--
Chairpersons, Their Supervisors, Faculty--That There is a
Need for Professional Development on the Part of the Departmental
Chairperson at Delaware Technical and Community College
(May, 1988)

% of Respondents	Function No.	Function
64.8	1.	To prepare and explain departmental budget requests.
62.6	3.	To plan upcoming year expenditures.
63.1	5.	To monitor and/or supervise a system for all departmental expenditures (e.g. daily, monthly, yearly).
60.9	8.	To handle student problems and complaints.
51.9	9.	To conduct reviews of departmental student policies.
50.9	*10.	To advise students.
54.8	12.	To identify personnel needs for departmental programs.
53.1	14.	To recruit new faculty.
65.9	*15.	To prepare and conduct an on-going orientation program for all new departmental personnel employed.
69.2	*16.	To supervise and evaluate the performance of the departmental staff.
55.9	17.	To establish departmental goals and objectives for curriculum and instruction.
59.3	18.	To establish procedures for the development of curriculum guides, course descriptions, and objectives for the department.
59.2	19.	To analyze departmental goals and objectives in relation to the mission and goals of the college.
52.5	21.	To develop and maintain a close relationship with the community through advisory committees and laity not on advisory committees.
60.9	22.	To supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.
51.4	23.	To prepare departmental data for internal decision-making.
53.0	*25.	To assess the communication among departmental personnel.
50.8	*26.	To prepare standard operating procedures for expediting routine departmental activities.
55.9	27.	To make decisions relative to the organizational structure of the department, i.e. governance, etc.
50.9	*29.	To utilize committees relative to the accomplishment of departmental functions.
71.5	30.	To participate in professional development activities to improve skills as departmental chairperson.
57.6	33.	To present classroom instruction current with knowledge and technology in the field.
60.9	34.	To provide opportunities for professional development of staff.

62.6	36.	To assess and provide feedback to staff about their performance on a regular basis.
55.8	*37.	To provide for continuous process of inquiry and discussion about the programs of the department.
60.9	38.	To provide opportunities for faculty to keep abreast of changes in their area(s).
56.4	*39.	To counsel and advise faculty.
51.4	*40.	To represent the department to the administration and to the public.
51.3	*41.	To interpret college goals and policies to the departmental staff and students.
59.8	44.	To mediate faculty complaints and problems.
67.0	48.	To motivate faculty and staff.

*Areas of significant difference in perception between the three groups. See Table IX.

Table XI.

Areas of Agreement by a Majority of Respondents in all Three Groups--Chairpersons, Their Supervisors, Faculty--That There is No Need for Professional Development on the Part of the Departmental Chairperson at Delaware Technical and Community College (May, 1988)

% of Respondents	Function No.	Function
52.5	*2.	To analyze current salary and benefits package expenditures.
58.7	*4.	To plan upcoming fiscal year salary and benefits package expenditures.
58.1	6.	To supervise and maintain student files.
53.6	7.	To make decisions concerning individual student admissions.
74.3	11.	To direct or coordinate faculty-student social functions.
59.8	20.	To draft schedules of classes.
51.4	24.	To make teaching assignments, taking into consideration the instructor's desires, skills, and college policy on workload.
50.8	32.	To make professional presentations at state, regional, and national conferences.
63.1	35.	To maintain a professional library for the department.
73.7	42.	To attend college meetings.
58.1	43.	To prepare departmental status reports.

*Areas of significant difference in perception between the three groups. See Table IX.

Table XII.

Areas of Significant Difference in Perception of the Need for Professional Development on the Part of the Departmental Chairpersons at Delaware Technical and Community College as Perceived by Chairpersons, Their Supervisors, and Faculty

	degree of freedom	Chi Square	Level of Significance	Alpha
2. To analyze current salary and benefits package expenditures.				
	6	28.4805	.05	$x^2 > 12.592$
4. To plan upcoming fiscal year salary and benefits package expenditures.				
	6	28.9685	.05	$x^2 > 12.592$
10. To advise students.				
	6	29.6306	.05	$x^2 > 12.592$
15. To prepare and conduct an on-going orientation program for all new departmental personnel employed.				
	6	13.6315	.05	$x^2 > 12.592$
16. To supervise and evaluate the performance of the departmental staff.				
	6	12.8304	.05	$x^2 > 12.592$
25. To assess the communication among departmental personnel.				
	6	18.1032	.05	$x^2 > 12.592$
26. To prepare standard operating procedures for expediting routine departmental activities.				
	6	11.7647	.10	$x^2 > 10.645$
29. To utilize committees relative to the accomplishment of departmental functions.				
	6	13.6288	.05	$x^2 > 12.592$
31. To request evaluation and feedback regarding performance.				
	6	27.0279	.05	$x^2 > 12.592$

37. To provide for a continuous process of inquiry and discussion about the programs of the department.

6	14.0725	.05	$x^2 > 12.592$

39. To counsel and advise faculty.

6	14.0236	.05	$x^2 > 12.592$

40. To represent the department to the administration and to the public.

6	11.1696	.10	$x^2 > 10.645$

41. To interpret college goals and policies to the departmental staff and students.

6	14.2775	.05	$x^2 > 12.592$

45. To solicit grants and outside funds for the department.

8	21.7528	.05	$x^2 > 15.507$

Table XIII.

Areas of Disagreement Between Groups as to the
Perceived Need for Professional Development
for Departmental Chairpersons
at Delaware Technical and Community College

	% of Agreement		
Function #	Supervisors	Chairpersons	Faculty
13 To utilize faculty input in the selection of departmental personnel	66.7	43.8	50.8
28. To delegate authority and responsibility to departmental personnel for completion of tasks.	66.6	45.8	55.7
46. To contact prospective employers for departmental graduates.	66.6	29.1	27.9
47. To recruit students.	100.0	52.1	47.6

Appendix E

Ranking of Responses of Departmental Chairpersons
of Topics for Professional Development from
Highest Frequency Responses to
Lowest Frequency Responses

Ranking of Responses of Departmental Chairpersons
of Topics for Professional Development from
Highest Frequency Responses to Lowest Frequency Responses

Rank	Function No.	Role No.	
1	16.	III.	To supervise and evaluate the performance of the departmental staff.
2	30.	VI.	To participate in professional development activities to improve skills as departmental chairperson.
3	36.	VI.	To assess and provide feedback to staff about their performance on a regular basis.
4	2.	I.	To analyze current salary and benefits package expenditures.
5	5.	I.	To monitor and/or supervise a system for all departmental expenditures (e.g. daily, monthly, yearly).
6	22.	IV.	To supervise and coordinate the planning, implementation, and evaluation of instructional materials, texts, and methodologies.
7	48.	VII.	To motivate faculty and staff.
8	1.	I.	To prepare and explain departmental budget requests.
9	4.	I.	To plan upcoming fiscal year salary and benefits package expenditures.
10	8.	II.	To handle student problems and complaints.
11	31.	VI.	To request evaluation and feedback regarding performance.
12	34.	VI.	To provide opportunities for professional development of staff.
13	37.	VI.	To provide for a continuous process of inquiry and discussion about the programs of the department.
14	3.	I.	To plan upcoming year expenditures.
15	19.	IV.	To analyze departmental goals and objectives in relation to the mission and goals of the college.
16	38.	VI.	To provide opportunities for faculty to keep abreast of changes in their area(s).

17	18.	IV.	To establish procedures for the development of curriculum guides, course descriptions, and objectives for the department.
18	14.	III.	To recruit new faculty.
19	15.	III.	To prepare and conduct an on-going orientation program for all new departmental personnel employed.
20	39.	VI.	To counsel and advise faculty.
21	44.	VII.	To mediate faculty complaints and problems.
22	45.	VII.	To solicit grants and outside funds for the department.
23	27.	V.	To make decisions relative to the organizational structure of the department, i.e. governance, etc.
24	33.	VI.	To present classroom instruction current with knowledge and technology in the field.
25	21.	IV.	To develop and maintain a close relationship with the community through advisory committees and laity not on advisory committees.
26	25.	V.	To assess the communication among departmental personnel.
27	26.	V.	To prepare standard operating procedures for expediting routine departmental activities.
28	9.	II.	To conduct review of departmental student policies.
29	12.	III.	To identify personnel needs for departmental programs.
30	41.	VII.	To interpret college goals and policies to the departmental staff and students.
31	7.	II.	To make decisions concerning individual student admissions.
32	17.	IV.	To establish departmental goals and objectives for curriculum and instruction.
33	23.	V.	To prepare departmental data for internal decision-making.
34	40.	VII.	To represent the department to the administration and to the public.
35	47.	VII.	To recruit students.
36	10.	II.	To advise students.
37	28.	V.	To delegate authority and responsibility to departmental personnel for completion of tasks.

38	13.	III.	To utilize faculty input in the selection of departmental personnel.
39	29.	V.	To utilize committees relative to the accomplishment of departmental functions.
40	32.	VI.	To make professional presentations at state, regional, and national conferences.
41	6.	II.	To supervise and maintain student files.
42	43.	VII.	To prepare departmental status reports.
43	24.	V.	To make teaching assignments, taking into consideration the instructor's desires, skills, and college policy on workload.
44	35.	VI.	To maintain a professional library for the department.
45	46.	VII.	To contact prospective employers for departmental graduates.
46	11.	II.	To direct or coordinate faculty-student social functions.
47	20.	IV.	To draft schedules of classes.
48	42.	VII.	To attend college meetings.

Appendix F

Departmental Chairpersons
Group Discussions

The following are responses to the group discussion questions.

1. **What is your favorite part of the job?**

   Interaction with department staff
   Ability to effect action
   Control of the department--calling the shots
   Ability to make own schedule
   Seeing student achievement
   Summer contract extension
   Influence the direction of the department
   Input on curriculum and new courses
   Responses on graduates' success
   "Pride of authorship"
   Doing everything

2. **What is you least favorite part of the job--what would you like someone else to do?**

   Hiring part-time and evening staff
   Ceremonial staff evaluation; personnel evaluations
   Personnel problems
   Student complaints
   No job description
   Inability to effect action
   Paper flow (lack of--slow, last, purchase
       requisitions, etc.)
   Drudgery of paperwork
   Money (salary)
   Mediating student complaints
   Do everything (see No. 1)
   Fund raising
   No administrative authority; not much control;
       considered lower management
   Ambivalent--changing objectives year to year
   Space constraints

3. **What prevents you from functioning more effectively?**

   Lack of list of responsibility and authority
   Money, staff, support

Lack of communication top down--Need more
   timely written communication
Lack of participation in decision-making
Increasing lack of autonomy (decision making of
   departmental chairpersons is not recognized or
   at risk)
Delay in responsiveness
Space
Lack of personnel--all types, professional and
   support
Inequities between campuses
   student/faculty ratio
   salary inequities
   working hours
   working conditions
   size and age of campuses contribute to inequities
      in terms of common progress
Recommendation for collegewide planning as
   opposed to campus planning
Lack of concern by central administration
No clear idea of what the departmental chairperson
   is suppose to do--ranges from purchase of
   furniture to recruitment--It is a hot seat within
   the organization

4.   **What are your feelings about the position of
     departmental chairperson?**

The position has potential but it is not developed
It is frustrating--departmental chairperson is
   limited in trying to correct problems
The faculty and students view the chairperson
   differently from administrators who hold them
   in less esteem
The expertise of the departmental chairperson is
   not utilized
The chairpersons are underpaid and overworked
The position requires a perspective to work within
   parameters--create your own balance
It is lonely--working in isolation

5. **What would you like to recommend about it?**

Clean up the things mentioned in question No. 2

Develop the potential of the chairpersons

Recognize the responsibility of the position and
reward the chairpersons for it; however, there
needs to be consideration of more than the
number of staff supervised by the chairperson.
All department chairpersons have similar
duties; however single-man departments
shoulder all responsibilities

Attend ne professional organization conference a
year

Statewide job description, not just a supplemental
position. (Defined in the Manning Table.)