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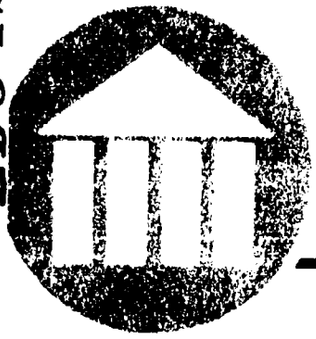
ABSTRACT

The Research About Teacher Education (RATE) project, a longitudinal study ongoing since 1985, constitutes an effort to establish a reliable database about teacher education, and to provide descriptive information about programs, students, and faculty. The focus of this report is on leadership (department chairs and deans) in schools, colleges, and departments of education (SCDEs). Data reported here were taken from institutional, administrator, and faculty questionnaires. The publication is organized into six sections: (1) introduction and methodololgy; (2) institutional characteristics; (3) deans and chairs of education--self-reports of background and role; (4) education faculty and their perceptions of leadership in SCDEs; (5) deans' and chairs' perceptions of governance, influence, and change in SCDEs; and (6) a summary. An extensive list of tables and figures is included. Appendices describe the RATE research team and participating institutions in the 1990 RATE V survey. (LL)

1991



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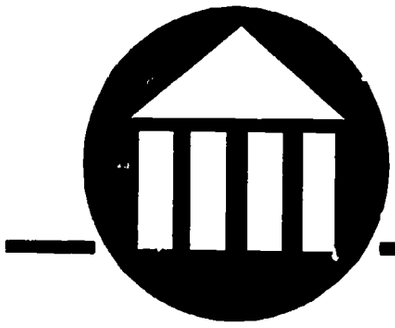

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FOREWORD

The RATE studies have made a unique contribution to our understanding of teacher education. These studies provide descriptive information about programs, students, and faculty that is carefully collected and analyzed, as well as suggestive of new ways to think about who prepares teachers and how they do it. RATE V is of particular interest to me, as leadership and management of teacher education is a central theme for my year as AACTE president.

Deans and department chairs are not only essential to the smooth and proper functioning of their units, they are most often the keys to successful innovation and reform in teacher education. Without their savvy administrative skills and their commitment to excellence in teacher education, needed changes to programs, organization, and personnel will not happen. Though faculty and students may, at times, ignore them (okay, curse them), it is the academic administrator who "has the point," and must lead the way in teacher education reform.

Where the dean or chair is going, and who will follow, is of great concern in this critical time. The more we know about this important work, the more likely we are to improve the quality with which it is done, and make faster, firmer progress toward our aspirations for excellence. RATE V is a distinct contribution to these worthy ends. On behalf of the Association, I wish to express to the researchers and the participants our thanks and congratulations.

Gary D Fenstermacher
AACTE President

ACKNOWLEDGMENTS

The information generated by the RATE Project reflects the individual commitments of eight AACTE Research and Information Committee members: Richard I Arends (Central Connecticut State University); Edward Ducharme (Drake University); Gary Galluzzo, cochair (University of Northern Colorado); Antoine Garibaldi (Xavier University, Louisiana); Kenneth Howey, cochair (Ohio State University); Mary Kluender Ducharme (Drake University); Sam Yarger (University of Wisconsin-Milwaukee); and Nancy Zimpher (Ohio State University). Sam Yarger was the first chair of the committee, and his institution provided generous support to the project during the early years. Generous institutional support has also been provided by the University of Northern Colorado, the University of Maryland, and by Western Kentucky University where the data are currently analyzed.

Members of the staff at AACTE contribute in many ways. Mary Dilworth, senior director for research and the ERIC Clearinghouse on Teacher Education, plays an important role as staff liaison between the Research and Information Committee and the AACTE office. She is ably assisted by Mark Lewis, research assistant for research and information services, and Deborah Rybicki, administrative assistant. Sharon Givens, director of publications and marketing, performs her responsibilities with skill and enthusiasm.

Most important, however, in a study of this type is data collection; the research representatives who coordinated the data collection on their individual campuses deserve the profession's deepest gratitude and thanks. Without their unending effort to collect reliable and accurate data, there would be no RATE reports. Kim Maxson, at the University of Northern Colorado, coded the data for analysis. The names of the participating institutions are listed in the Appendix.

INTRODUCTION AND METHODOLOGY

Since 1985 a team of researchers, working under the auspices of the American Association of Colleges of Teacher Education (AACTE), has been studying teacher education in the 700 plus institutions that make up the Association's membership. Known as the Research About Teacher Education (RATE) studies, the project annually surveys a random sample of 90 (small liberal arts colleges, medium-sized regional colleges and universities, and large multipurpose colleges and universities. This work has produced reports on more than 3,000 teacher candidates, and on faculty, deans, and chairs of education in more than 125 teacher education programs.

The purposes of the RATE studies are: to collect information about institutions of higher education where teachers are prepared; to study the characteristics of the programs at these institutions; and to measure the attitudes and perceptions that leaders, faculty, and students have about various features of teacher education. From its inception, the RATE Project was envisioned as an effort to establish a reliable data base on teacher education that can be used by other teacher educators to pursue further inquiry, to compare their own programs to a national profile, and to stimulate discussion and improvement across the profession.

The RATE Project, now in its fifth year, has collected some basic demographic and descriptive information that has remained the same from year to year; for example, yearly information is collected about the characteristics of the institutions and SCDEs (schools, colleges, and departments of education) that house teacher education programs. Demographic data about students in teacher education programs and the faculty are also collected each year.

At the same time, each RATE study has had a particular focus. In this fifth year (RATE V), the focus was on the leadership (department chairs and deans) in SCDEs. The data collected for RATE I focused on secondary methods courses, the faculty who taught them, and students in secondary programs. The data collected for RATE II focused on foundations courses and their faculty and students. RATE III focused on elementary education programs, the faculty who taught in them, and the students enrolled in them, while the focus of RATE IV was on laboratory, clinical, and field experiences associated with teacher education programs. The research team has followed this approach because it believes that longitudinal data are important for understanding some aspects of teacher education; for example, racial and ethnic backgrounds of the professoriate. Rotating the specific focus of particular studies allows an overall picture about the many components of teacher preparation to emerge and become clearer over time.

The data reported here, in RATE V, were taken from three questionnaires: an institutional questionnaire, a leadership questionnaire, and a faculty questionnaire. The surveys were sent to a sample of schools, colleges, and departments of education (SCDEs) in spring 1990. The data requested on the institutional questionnaire covered the fall 1988/spring 1989 academic year and fall semester of 1989.

The data on the leadership and faculty questionnaires were collected directly from deans, chairs, and faculty members during spring 1990. The data were collected by campus-based research representatives who were briefed by the RATE researchers at the 1990 AACTE annual meeting in Chicago. Each research representative was given a *Research Representatives Manual* in which the instrumentation was described and data collection methods were outlined. (See the Appendix for a list of participating institutions in RATE V.)

Sampling Techniques

In the initial year of RATE (1986), 90 institutions were randomly selected from the AACTE membership list of 700 plus institutions. This constituted the sample for the first year's study. The AACTE membership list was stratified into three groups according to the highest degree offered by the school, college, or department of education. From each stratification a sample of 30 institutions was selected, for the total of 90 institutions. The classification system used for stratification is described below:

Stratum 1 AACTE member institutions offering baccalaureate programs in education (209 in 1990)

Stratum 2 AACTE member institutions offering baccalaureate, master's, and sixth-year degree programs in education (312 in 1990)

Stratum 3 AACTE member institutions offering baccalaureate, master's, sixth-year, and doctoral degree programs in education (179 in 1990)

As the annual study progressed, some institutions from the original group chose to drop out. In each case, a replacement was randomly selected from the pool of institutions in a particular stratum. The sample in RATE V included 36 institutions that had participated from the beginning. The remainder (54 institutions) were replacements.

In this year's RATE study, research representatives completed and returned institutional questionnaires from 65 of the 90 institutions. A total of 57 deans from the 65 institutions completed and returned the leadership questionnaire. Within those same institutions, the leadership questionnaire was completed by 156 department chairs. In addition, research representatives were asked to give a faculty questionnaire to a random sample of education faculty, with the maximum number of faculty from each institution limited to five. For institutions with fewer than five faculty, the questionnaire was to be completed by all faculty members. The faculty questionnaire was completed by 316 faculty members in the 65 institutions that participated in RATE V.

At the 95 percent confidence level, the error estimate for the institutional questionnaire ranges from one-fifth to one-third of a standard deviation, or between 2 and 10 percent for proportional data. There is some variability among strata: Stratum 2 institutions provided the fewest number of complete data sets, and Stratum 3 institutions provided more than either Stratum 1 or Stratum 2.

Instrumentation

A total of eleven questionnaires have been developed during the RATE Project to elicit information useful in understanding and improving teacher education programs. Also, in an effort to design

questionnaires that retain the attention of the respondents, the project research team typically restricts the number of items so that questionnaires can be completed in 25 to 30 minutes. Each year a set of core items is retained to allow for longitudinal analysis, while specific items are always included to allow the collection of information on the specific program or aspect of teacher education that is the focus of a particular study.

RATE V's three questionnaires were constructed as follows:

- Institutional Questionnaire—Completed by the research representative, this instrument asked for information about the institution, the SCDE, and current enrollment data.

- Administrator Questionnaire—Given to deans, chairs, and department heads in SCDEs, this instrument collected demographic data and sought information on career path, leadership style, leadership roles and functions, and leaders' perceptions of governance and change processes in teacher education.

- Faculty Questionnaire—Completed by faculty, this instrument collected demographic information about faculty and, as in previous years, information about how they spend their time and perform their work in areas of research, teaching, and service. The faculty questionnaire also elicited information about faculty perceptions of the role of their administrators, and the leadership functions performed by deans and chairs.

Procedures and Analyses

All other aspects of the study, including the development of the *Research Representative Manual,* the briefing session, and the delivery and retrieval of the questionnaires, remained the same as for previous RATE studies. Data were analyzed using the Statistical Analysis System (SAS). The data in this report are descriptive and are reported using measures of central tendency and cross-tabulations by category or interval. Aggregate data are weighted. Numbers in the tables and figures may not total 100 percent, as a result of rounding.

INSTITUTIONAL CHARACTERISTICS

This section of report describes selected features of the institutions in the RATE V sample and the enrollments in those institutions and in their SCDEs.

Types of Institutions Surveyed

In 1990, a total of 65 institutions responded to the RATE V Survey. Of those, 36 had participated in all previous years of the study. The remainder (54) were institutions that had been randomly selected and added to the sample as institutions initially selected dropped out. Institutions in the sample had been randomly selected according to the strata classification system described in the previous section. However, the RATE research team has thought it desirable to keep records each year on additional characteristics of the institutions in a particular sample. One characteristic has been the historical missions of the institutions. The following five categories were used for this classification: public land grant, public non-land grant, independent liberal arts, church-related liberal arts, and private university. Table 1 shows the classification of the institutions that participated in RATE V.

Table 1
Historical Tradition of Institutions Housing Teacher Education

Degree Offered	Public Land Grant	Public Non-Land Grant	Independent Liberal Arts	Church-related Liberal Arts	Private University	Total
Bachelor's	3	8	2	10	3	26
Master's	3	11	0	6	0	20
Doctoral	9	8	0	0	2	19
Total	15	27	2	16	5	65

Source: AACTE, RATE V Institutional Survey, 1990.

Data in Table 1 show that the sample consisted of a cross section of institutions representing the five historical traditions. Overall the pattern was similar to previous years. Public non-land grant institutions comprised the largest proportion of institutions overall. More church-related liberal arts and private universities made up the sample of Stratum 1 institutions, whereas public institutions comprised the largest proportion of Stratum 2 and Stratum 3 institutions.

Size of Institutions Surveyed

Project researchers believe the size of the institutions in the sample is another important contextual feature to monitor over time. Yearly, institutional representatives have reported the number of students enrolled for the calendar year and fall semester prior to the survey period, and have designated students' enrollment status using the following classification system: undergraduate, postbaccalaureate, graduate, and full-time and part-time. Table 2 shows the mean institutional enrollments in the sample for the five survey periods which represent annual enrollments for the fall semesters of 1985 through 1989.

Table 2
Mean Enrollments in Institutions for the Five Survey Periods

Stratum	RATE I (1985 data)	RATE II (1986 data)	RATE III (1987 data)	RATE IV (1988 data)	RATE V (1989 data)
Stratum 1	1,660	1,849	2,072	2,228	2,006
Stratum 2	6,876	5,307	6,411	6,819	7,714
Stratum 3	17,380	17,138	17,594	16,180	19,639

Source: AACTE, RATE Institutional Surveys, 1986, 1987, 1988, 1989, 1990.

Data in Table 2 show that, in general, over the five survey periods, Stratum 1 institutions averaged enrollments in the 1,600 to 2,000 student range, while those in Stratum 2 institutions averaged enrollments in the 5,000 to 7,000 student range, and those in Stratum 3 in the 17,000 to 19,000 student range. Overall these data show a moderate increase in enrollments in sample institutions between 1985 and 1989. Although we cannot be precise at this point about the exact nature of these increases, it appears that the change can be attributed to two factors: (1) Part of the increase is due to a real increase in the number of students attending institutions that make up the AACTE membership from which the sample is drawn. (2) Part of the increase could be the result of larger institutions being selected to replace those institutions in the sample that drop out each year.

Size and Enrollments in SCDEs

The RATE studies have also collected information yearly about the enrollments in the SCDEs in the sample. These enrollment data for the five survey periods are found in Table 3.

As can be observed in Table 3, SCDE enrollments in the institutions that participated in the RATE studies have, for the most part, increased rather substantially in all types of institutions between 1985 (RATE I) and 1989 (RATE V). Because only appoximately one-third of the institutions are left from the original sample, and because of the relatively low return rate for RATE V, we have not estimated the proportion of increase between 1985 and 1989. However, in previous reports we have calculated more precise analyses of these enrollment trends and have estimated that enrollments in teacher education have increased approximately 20 percent across all institutions during the first four survey periods. We have also estimated that, across all SCDE programs between 1985 and 1988, Stratum 1 institutions in the sample have reported a 22 percent increase; Stratum 2, a 20 percent increase; and Stratum 3, a 13 percent increase. (See *RATE IV Teaching Teachers: Facts & Figures, 1990*, for details.)

The data in Table 3, and our previous analyses, suggest that a major part of the enrollment increases in Stratum 1 can be accounted for by several of these institutions introducing postbaccalaureate and graduate programs in teacher education. In Strata 2 and 3 institutions, we can observe substantial increases in part-time students enrolled in postbaccalaureate programs.

Table 3
Mean Enrollments in SCDEs for the Five Survey Periods

Stratum	RATE I (1985 data)	RATE II (1986 data)	RATE III (1987 data)	RATE IV (1988 data)	RATE V (1989 data)
Stratum 1					
Undergraduate					
Full-time	204	236	244	260	249
Part-time	116	16	2	37	69
Post-BA					
Full-time	10	7	5	11	14
Part-time	9	5	2	12	28
Graduate					
Full-time	-	-	79	108	55
Part-time	-	-	58	76	95
Stratum 2					
Undergraduate					
Full-time	552	527	556	629	746
Part-time	113	91	147	110	142
Post-BA					
Full-time	29	38	33	36	67
Part-time	122	129	148	139	264
Graduate					
Full-time	48	52	54	85	67
Part-time	317	271	270	369	412
Stratum 3					
Undergraduate					
Full-time	906	776	912	1,046	1,081
Part-time	134	146	148	156	177
Post-BA					
Full-time	31	51	58	61	46
Part-time	76	171	202	251	144
Graduate					
Full-time	218	188	212	219	211
Part-time	498	488	651	483	551

Source: AACTE, RATE Institutional Surveys, 1986, 1987, 1988, 1989, 1990.

DEANS AND CHAIRS OF EDUCATION: SELF-REPORTS OF BACKGROUND AND ROLE

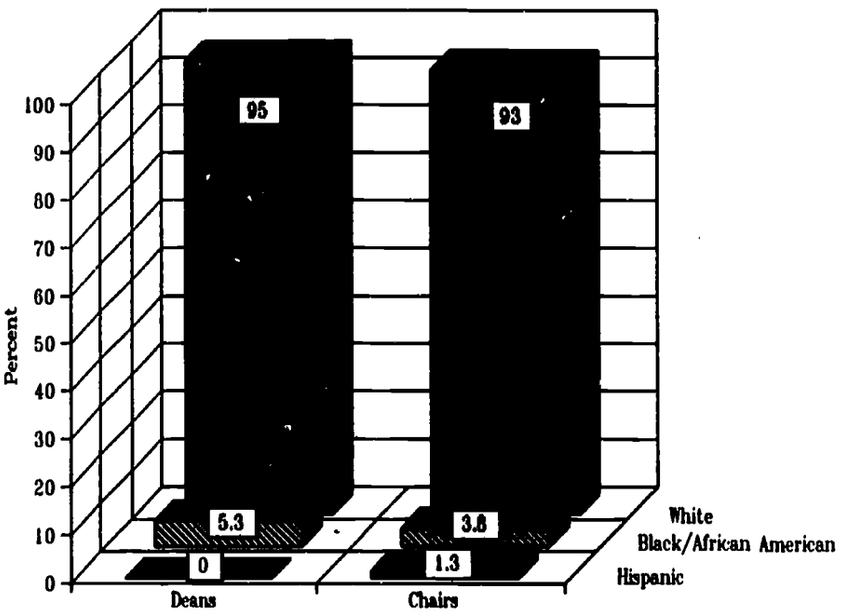
The sample of administrative respondents for RATE V totaled 216 individuals. Of the total, 158 of the respondents identified themselves as chairs of education and 57 as deans. The portion of the administrator questionnaire reported in this section was completed by deans and chairs. The questionnaire provided professional background and demographic information, as well as information about career paths, leadership style, leadership roles and functions, and satisfaction and difficulties experienced with the role.

Professional Background

The average current length of tenure in these roles was 5.8 years for chairs, and 5.5 years for deans. Chairs reported that they expected to remain in their position another 4 years, deans another 5 years.

Figure 1 reports race/ethnicity among chairs and deans. As can readily be seen, minority cultures are underrepresented in these roles.

Figure 1
Deans and Chairs by Race/Ethnicity

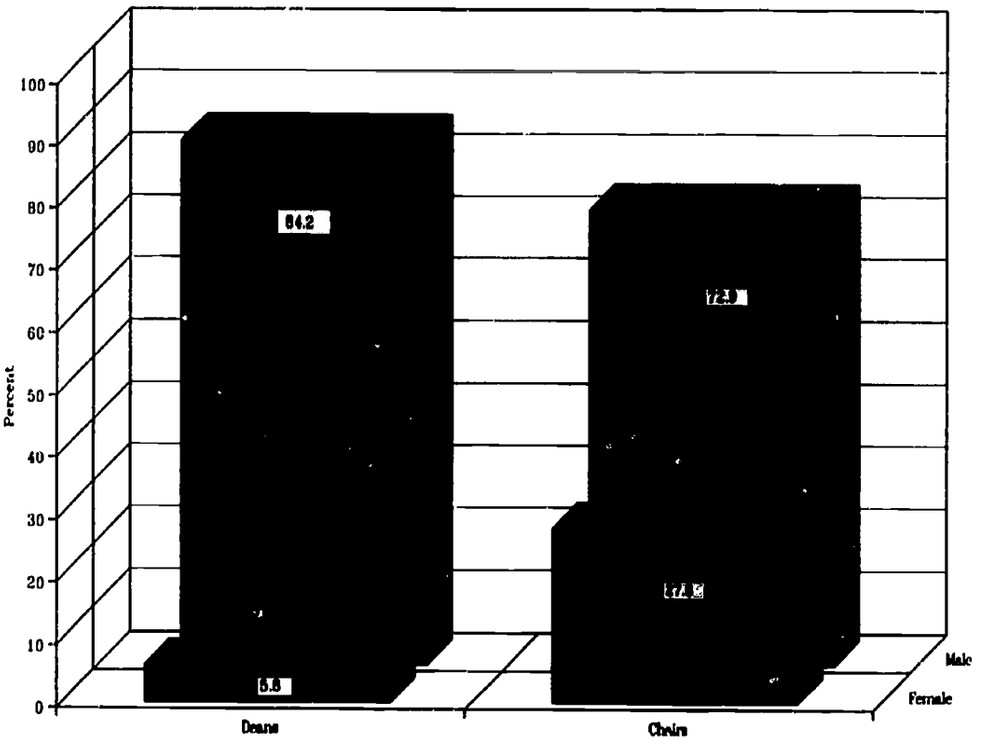


Source: AACTE, RATE V Administrator Survey, 1990.

These data were compared with findings from a similar study of deans conducted fifteen years ago (Cyphert and Zimpher, 1980). The percentage of White deans has changed little; 93 percent in the previous study compared to 95 percent in the present study. In the previous study, there were slightly more Black/African American deans, 6 percent. The RATE V survey also revealed that 93 percent of chairs are White.

Figure 2 illustrates gender distribution in the study. As is the situation with minority cultures, women are greatly underrepresented among the top administrators of SCDEs.

Figure 2
Deans and Chairs by Gender



Source: AACTE, RATE V Administrator Survey, 1990.

Of the total, 84 percent of the deans in the RATE V sample were male and 73 percent of the chairs were male. Again, in the previously referenced 1980 study of the deanship, the percent of females was precisely the same, 16 percent. The RATE V survey also revealed that the lowest proportion of female deans was in the Ph.D.-granting institutions, and the lowest portion of female chairs was in the master's level institutions.

The mean age of respondents was 51 years for chairs and 53 years for deans. Of the total, 73 percent of the chairs were married; 10 percent widowed, divorced or separated; and 11 percent never married. For deans, 86 percent were married; 7 percent widowed, divorced or separated; and 7 percent never married. For both role types, the average number of children was one. In both Strata 1 and 2 institutions, the percentage of respondents who never married was 14 percent, in contrast to only 4 percent in Stratum 3, possibly reflecting some institutions with theological orientations that dissuade marriage.

In terms of formal education, almost all of the respondents had earned a Ph.D or Ed.D (96.3%). We examined where the greatest number of these academic leaders received their terminal degree and present this information in Table 4.

Table 4
Eight Institutions with Greatest Number of Terminal Degree Alumni

Institution	Number of Leaders Granted Doctoral Degrees
Indiana University	12
Ohio State University	9
Michigan State University	6
University of Iowa	6
University of Maryland	6
Columbia University	5
University of Northern Colorado	5
University of Alabama	5

Source: AACTE, RATE V Administrator Survey, 1990.

The top four institutions from which these deans and chairs earned their doctorate were in the "Big 10" athletic conference. The most common disciplines were educational administration, 35; educational psychology, 26; curriculum and instruction, 24; elementary education, 23; secondary education, 20; special education, 13; physical education, 11; and teacher education, 7.

The academic leaders were asked to report specifically on the type and amount of formal training they had received in educational leadership and/or administration. As Table 5 illustrates, more than eight of tend deans and chairs reported they had completed several courses in this area; surprisingly, over 60 percent reported at least a minor in educational administration.

Table 5
Extent of Formal Training in Educational Leadership and/or Administration

Formal Training	Deans (%)	Chairs (%)
1 or 2 Courses	17	18
Several Courses	22	22
Graduate Major/Minor	61	60

Source: AACTE, RATE V Administator Survey, 1990.

The highest percentage of academic leaders who reported a major or minor in educational leadership and/or administration was among deans in Stratum 2, a sample that was also 90 percent male. One-third of the total sample was also licensed in K-12 administration. Thus, a common pattern indicates that those who had administrative responsibilities in K-12 schools also assume administrative roles in higher education. Also, while it is not clear why so many of those in academic leadership pursued coursework in administration, one could infer some interest in administrative services early on, at the time of doctoral study.

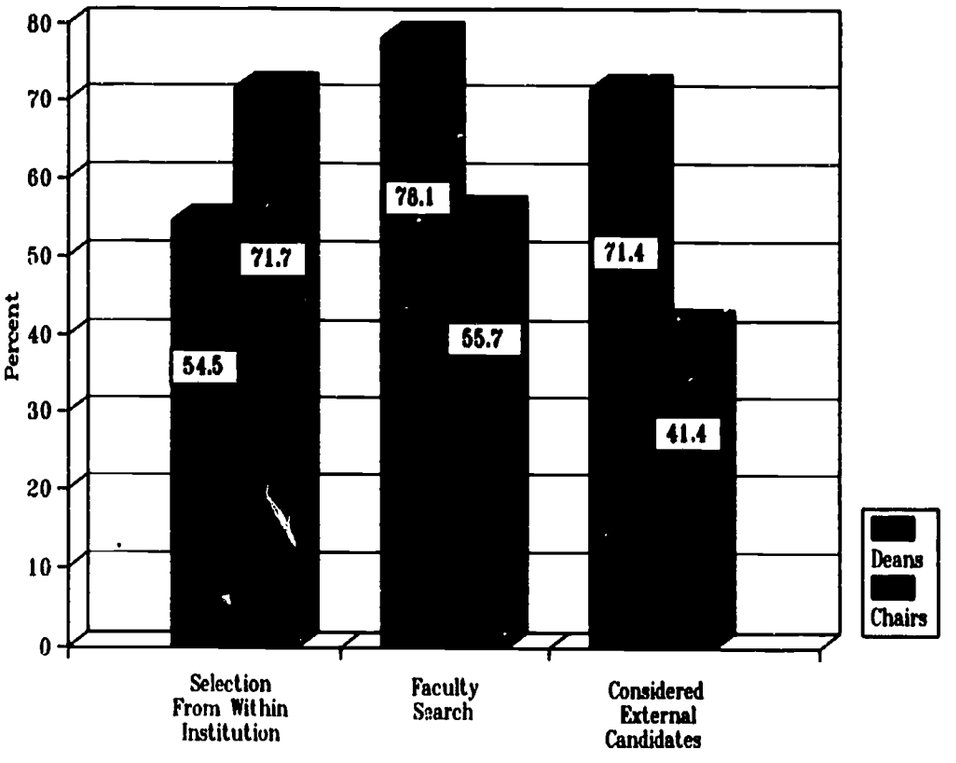
Career Paths

The administrators in this study were asked to trace their career paths prior to assuming their current positions. Chairs reported an average of 17 years in academia, with the majority of their prior experience in the professoriate (12 years), and five years primarily as an administrator. Deans reported an average of 20 years in academia, equally divided between service as a faculty member and service as an administrator. For the total sample, there was considerably less administrative experience reported by administrators in the smaller (Stratum 1) institutions, totaling 13 years on average, compared to 18 years in Stratum 3 institutions. Total years in administration for Stratum 1 was three years, compared to eight years in Stratum 3 institutions. Eighteen of 57 deans, or almost one-third of the sample, reported serving in a previous deanship. Among all respondents, previous positions in the chair's role were reported 60 times. There were 88 instances of service in administrative roles in K-12 schools reported. Ten respondents also reported holding administrative positions in a central administrative capacity.

Selection Procedures

Figure 3 summarizes information regarding selection procedures for deans and chairs.

Figure 3
Selection Process for Deans and Chairs



Source: AACTE, RATE V Administrator Survey, 1990.

Chairs (71.7%) were more typically selected from within the institution than were deans (54.5%). Chairs (55.7%) also were less likely to have received their administrative position through a regular faculty search than deans (78.1%). Nine out of every ten deans selected in the doctoral-granting institutions involved a faculty search process with external candidates. In contrast, for the selection of the chairs in baccalaureate-only institutions, less than one-third were selected through a faculty search process. Deans in the baccalaureate-only institutions, however, were selected through a search process approximately three-fourths of the time. Of those administrators selected from within the institution, 60 percent reported receiving a specific salary increment beyond their regular faculty salary.

Work Load and Responsibilities

Among the department chairs surveyed, 89 percent reported that they were partially released from their teaching responsibilities, as opposed to full-time release. Even in the large doctoral institutions, where one might expect administrative responsibilities to be more extensive, the percentage of chairs reporting release from all teaching responsibilities was only 11 percent.

There were modest strata differences relative to the appointment of vice or assistant chairs. Four percent of the chairs in Stratum 1 reported having an assistant, compared to 12 percent in Stratum 2, and 16 percent in Stratum 3. Forty-five percent of the chairs reported an extension of their appointment to a 12-month contract, but this was the situation for only 16 percent of the chairs in Stratum 1, where summer employment was extremely limited. Only a little more than one-half (54%) reported sharing a secretarial or clerical assistant, and only 9 percent reported having the assistance of a graduate teaching associate or administrative assistant.

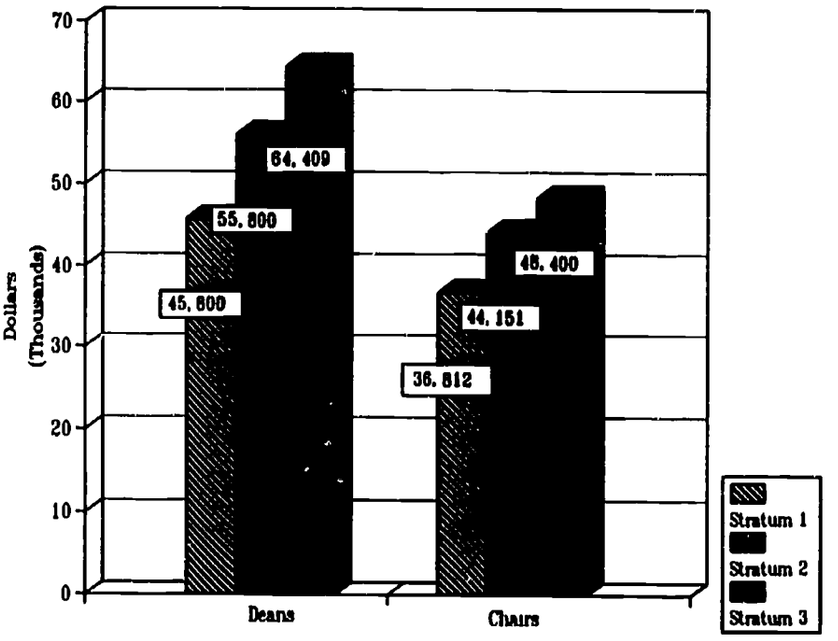
Deans were asked to record the number of associate or assistant deans on their staff. Stratum 1 respondents usually had none in this capacity, Stratum 2 averaged one additional dean, and Stratum 3 averaged almost two. Chairs reported responsibility for an average of 14 full-time faculty members in their units, and deans reported an average of 63 full-time faculty members in their units.

Salaries

Figure 4 reflects reported salaries for chairs and deans with 9- and 12-month contracts.

The average 12-month salary of deans was reported as slightly less than the average published in the *Chronicle of Higher Education* (January 23, 1991) for the same period, which was $68,300. Salaries varied considerably by stratum, however. It is interesting to note that the highest 9-month salary reported for administrators in Stratum 1 ($46,300) was lower than the mean 9-month salary reported for administrators in Stratum 3 ($48,400). The highest reported salary was paid to a Stratum 3 dean, $98,600. Deans reported $1,745 for external consulting activities. In addition, chairs reported receiving an average supplemental income of $2,079 annually from consulting activities.

Figure 4
Education Administrator Salaries, by Stratum
(9- and 12-month contrasts)



Source: AACTE, RATE V Administrator Survey, 1990.

Table 6 reflects the extent to which administrative responsibilities constrain academic leaders' capacity to earn supplemental income; the responsibilities of the deanship appear more constraining than those associated with the chair's role. Most constrained were deans in Stratum 1 (80%) in contrast to chairs in Stratum 3 (47%).

Table 6
Extent of Constraint to Earn Supplemental Income

	Extent of Constraint				
	Not At All (%)	Marginally (%)	Moderately (%)	Substantially (%)	Very Substantially (%)
Deans	7	13	9	30	41
Chairs	16	12	19	31	22

Source: AACTE, RATE V Administator Survey, 1990.

Scholarly Activity

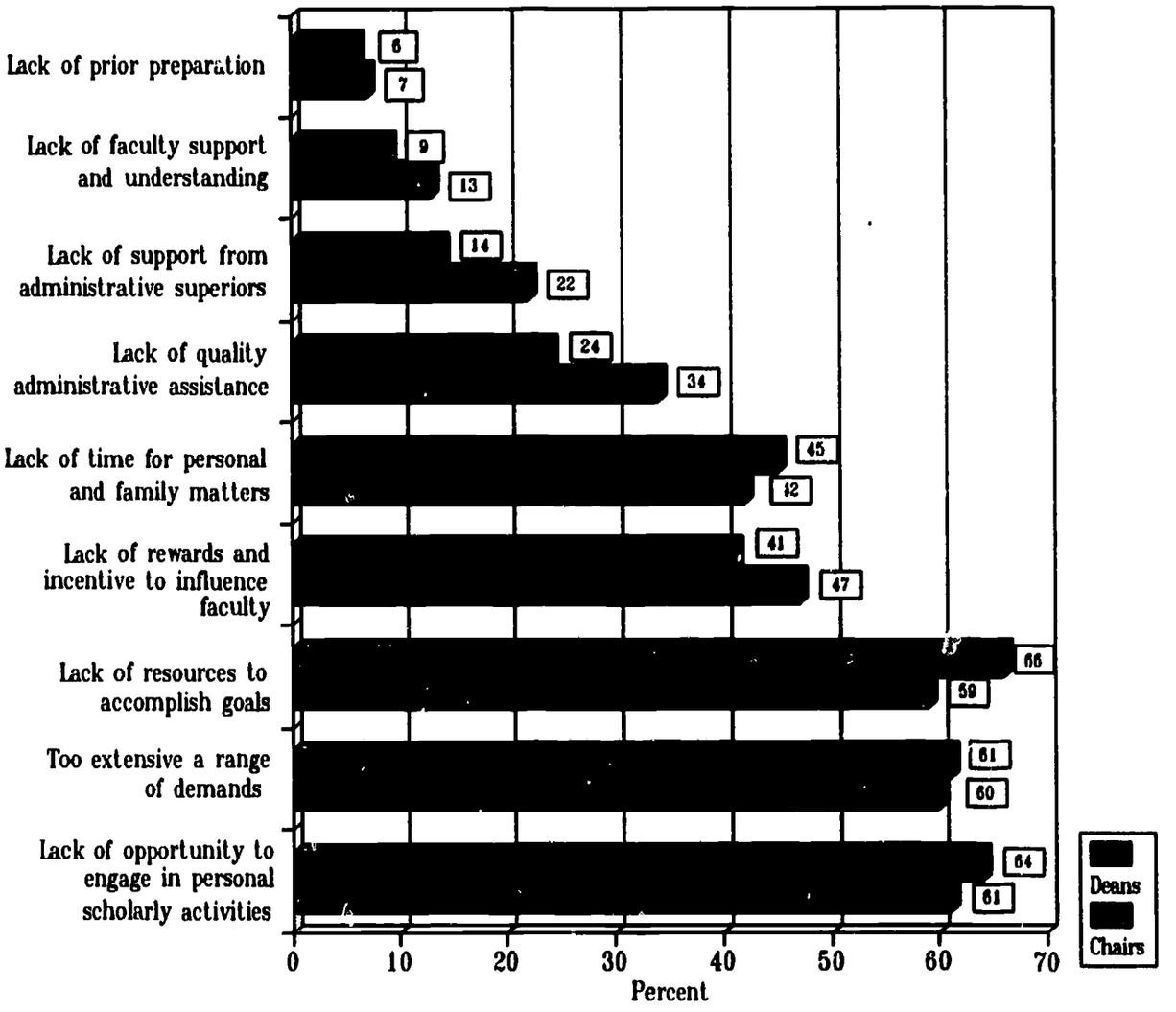
In terms of publications, chairs and deans were asked to compare productivity while in their administrative roles to their productivity during a similar period of time before assuming their administrative role. Chairs published 1.5 books prior to assuming the role, and 1.1 while in the role. Deans reported 2.5 books prior to the deanship, and 1.3 while in the role. With regard to articles, chairs reported publishing 5.1 articles prior to assuming their role, and 4 while in the role; deans reported publishing 6.7 articles prior to assuming their role, and 4.6 while in the role. One can conclude from

these data that overall participation rate is not particularly high for those in administrative roles, but neither was it prior to their assuming the role. The publication rate did not diminish that much. Chairs and deans publish an average of about one journal article a year, and one book every 3 to 5 years.

Of all chairs in the study, 50 percent continued to engage in funded research in their administrative roles; whereas slightly fewer deans (44%) reported this kind of involvement. Only 18 percent of dean respondents in Stratum 1 reported engaging in funded research, in contrast to 54 percent of the dean respondents in Stratum 3. So understandably, there are major differences across strata.

During the past year, chairs reported spending an average of 10 days attending professional conferences; deans reported 15 days. Slightly less than one-half of the respondents reported participation in activities during the past year for the specific purpose of improving their competence as administrators. Highest participation was in Stratum 1 (59% for the total population, and 65% for chairs specifically) and the lowest in Stratum 2 (39%). Most of the activities reported involved attending conferences and workshops.

Figure 5
Extent of Problems in Educational Administration Positions



Source: AACTE, RATE V Administrator Survey, 1990.

Role and Function

Chairs and deans were asked to assign a percentage to the time they spent in activities associated with their role. Time spent on administration for chairs totalled 50 percent, but for deans 75 percent. In contrast, chairs reported spending 32 percent of their time teaching, as compared to deans' reported 9 percent of their time in this activity. While both role respondents reported equivalent time in service-related activities (10%), chairs reported that they are slightly more engaged in scholarly activities (10%) than deans (6%).

Chairs and deans were also asked to compare the percentage of time they regularly spend in role-related activities, and the percentage of time they would prefer to spend engaged in these same activities. For chairs, the greatest discrepancy was found in the time they preferred to spend on day-to-day administration: 42 percent actual versus 26 percent desired. Thus, chairs spent upward to one-half of their time in day-to-day administration when they preferred to spend more like one-quarter of their time engaged in such activities. Essentially, deans reported the same discrepancy. Both samples would prefer to spend more time on long-range planning and goal setting; twice the 5 percent they both reported. The same is true for time spent on stimulating research and scholarship.

Satisfaction with Role

Academic leaders were asked to identify the most satisfying accomplishments in their role. The most frequent responses occurred in the areas of (a) modifying curriculum, (b) establishing organizational climate, and (c) assuring effective faculty communication. When asked to identify the most difficult issues or concerns these administrators had to deal with, the three most frequently cited areas were (a) faculty concerns, (b) budgeting, and (c) day-to-day administration. Both role groups were also asked to identify the extent to which selected activities were a problem.

When two of the five categories on a five-point Likert scale were collapsed (merging "considerable" with "very considerable"), the three most frequently identified problem areas for chairs were (a) lack of opportunity to engage in personal scholarly activities, (b) too extensive a range of demands, and (c) lack of resources to accomplish goals. For deans the three most frequently cited problem areas were (a) lack of resources to accomplish goals, (b) lack of opportunity to engage in personal scholarly activities, and (c) too extensive a range of demands.

Chairs and deans were also asked how efficacious they felt about their role; the mean response was 7.7 on a scale of 1 to 10 (10 = highly effective), with basically no variation between roles. Of the total, 45 percent of the respondents reported that their role was "often satisfying" or "highly satisfying," with 32 percent of mixed opinion on this question and 23 percent "often to highly frustrated" (See Table 7.) Thus, both chairs and deans appear similar in their views. They see themselves as making a difference, but they encounter many problems, several of which they view as major. Less than one-half of deans and chairs reported that the role is satisfying on a continuing basis.

Table 7
Administrator Level of Satisfaction in Role

Level of Satisfaction	Chairs (%)	Deans (%)
Highly satisfying	13	27
Often satisfying	31	38
Equally frustrating and satisfying	33	24
Often frustrating	20	11
Highly frustrating	3	0

Source: AACTE, RATE V Administrator Survey, 1990.

Deans reflected slightly higher satisfaction in their role, with almost two-thirds (65%) of the respondents reporting "often satisfying" or "highly satisfying" experiences, as compared to less than one-half (44%) of the chairs reporting these two responses. With regard to the degree to which the position infringes on time for personal and family matters, those reporting the least problems were deans and chairs in Stratum 3 institutions. In contrast, these concerns were raised by 50 percent of chairs and 55 percent of deans in Stratum 1. Perhaps surprisingly, lack of faculty support or understanding is a problem reported infrequently by all respondents. In summary, it appears that chairs find their role considerably less satisfying than deans, and administrators of both types report more infringements on their time in smaller (Stratum 1) institutions.

Table 8 reflects the respondents' perceptions compared to other persons in their role in their academic units.

Table 8
Administrators' Level of Influence on Institutionwide Policies

Level of Influence	Chairs (%)	Deans (%)
Less than average influence	13	5
About the same influence as others	48	47
More than average influence	39	47

Source: AACTE, RATE V Administrator Survey, 1990.

These data can be viewed as another measure of efficiency as 90 percent of the chairs and almost half of the deans view themselves as having more influence than those in similar roles.

If chairs had it to do over again almost seven of ten (69%) reported that they would pursue or agree to accept the role again. Of the total, 86 percent of the deans reported they would repeat the experience.

For the almost one-third of the chairs who would not repeat the role, most of them (83%) reported that they would prefer to return to their faculty roles. In contrast, deans who would not renew their term in role were equally divided between returning to the faculty role and assuming yet another administrative role. These responses were highest for Stratum 1 chairs, which may reflect the effects of rotating the role among a small group of colleagues. In such cases, individuals assume the role with less enthusiasm and an acknowledged need for more preparation to successfully carry out role responsibilities.

Role Profiles

Analyzing responses for each role by stratum, it is possible to draw the following general profiles.

Chairs in Stratum 1. Chairs in Stratum 1 are White males (64%) and 52 years old; only three respondents were from a minority culture. They have held their current position 7.6 years, with nine previous years as a faculty member. They earn a 9-month salary of $36,800. They are on a 9-month contract. They rarely and barely augment their annual salaries with an average of $1,000 in consulting income. They publish infrequently and spend 42 percent of their time on administrative duties, 46 percent on teaching, and 6 percent on scholarship and service. They are responsible for an average of eight faculty members and rate their efficacy in role as 7.5 on a 10-point scale (10 = highly effective).

Deans in Stratum 1. Deans in this stratum are White (only two from minority cultures) and male (64%). They are 51 years old, have held the position 6.7 years with the previous 10 years on the faculty, and earn a 12-month salary of $49,250. They add another $800 annually in consulting. Their time is spent predominently on administrative duties (71%); on teaching (10%), on scholarship (5%), and on service (14%). They are responsible for an average of 29 faculty (with a range of 9 to 76), and rate their efficacy as 7.2 on a 10-point scale (10 = highly effective).

Chairs in Stratum 2. Chairs in this stratum are White (3 are minorities), male (64%), and 52 years of age. They have been in the role 5.5 years, with 12 previous years in faculty rank. Their annual 12-month salary is $52,700 and they average an additional $2,100 from consulting. Administrative responsibilities consume one-half of their time (52%), with lesser amounts devoted to teaching (29%), scholarship (9%), and service (10%). They are responsible for 12 faculty members. They give themselves a 7.7 on a 10-point scale in terms of efficiency.

Deans in Stratum 2. Deans in this stratum are White males (91%) (one respondent was Black/ African American). They had been in the profession for 11 plus years. They receive a 12-month salary of $63,800, with $3,000 more from consulting. They administer 72 percent of their time, with 12 percent of their time devoted to teaching, 6 percent to scholarship, and 11 percent to service. They are responsible for an average of 50 faculty members (with a range of 6 to 120), and report an efficacy rating of 7.8 on a 10-point scale.

Chairs in Stratum 3. Chairs in this stratum are 85 percent White males. Again, they average slightly over 50 years old; one respondent was Hispanic and two were Asian or Pacific Islander. They have been in the role for 5.3 years and were professors for 13 years. Their annual 12-month salary is $60,250, with an additional $2,500 in consulting fees. Their time is consumed by administration (57%) and teaching (27%). They report 12 percent of their remaining time for scholarship and 9 percent for service. They are responsible for about 20 faculty. Their efficacy rating is 7.6 (10 = highly effective).

Deans in Stratum 3. Deans in this stratum are 88 percent male and 53 years old. All respondents are White. They have held their position for 5.4 years and have been faculty members for nine years. Their annual 12-month salary is $73,800, with an additional $1,200 for consulting. They administer most

of the time (79%), with 7 percent of the time for teaching, 6 percent for scholarship, and 8 percent for service. They are responsible for an average of 93 faculty members (with a range from 28 to 186). The major private research institutions in the sample reduce the mean, which is in the 125 faculty range in most institutions. Their efficacy rating is reported at 7.8 on a 10-point scale.

Reflections on Practice

The last item on the survey instrument asked the respondents to share a favorite adage about life in their administrative position. While it is difficult to categorize the wide range of responses, many of the responses reflect a degree of humor and tolerance for the trials and ambiguities associated with leadership in higher education. In closing, a few of the most representative responses are shared:

- "The chances of anybody doing anything are inversely proportional to the number of other people who are in a position to do it instead."
- "Be not the first to take up the new, nor the last to lay down the old."
- "It is like being the father of a large family. All of the children want something from dad, but dad only has so much money."
- "You don't have to do this forever."
- "Excellence is always anchored in perseverance."
- "You can only remain as long as you can laugh at the events and yourself."
- "If you are willing to ask the question, be willing to accept the answer."
- "Being an administrator is 90 percent physical and the other 50 percent is mental."
- "Life is too short for long questionnaires."

EDUCATION FACULTY AND THEIR PERCEPTIONS OF LEADERSHIP IN SCDEs

The faculty sample in RATE V consisted of respondents from across all programs and departments (elementary, secondary, foundations) found in SCDEs. This sample differs from the faculty sample selected in previous RATE studies, where respondents were randomly selected from particular program areas such as elementary education, secondary education, foundations of education, or clinical components. (See Section 1 for a description of how the faculty sample in RATE V was chosen.) The demographic information collected about faculty in RATE V, however, were the same as in previous studies: namely, data about race/ethnicity and gender, academic background and faculty rank, tenure status, age, and degrees attained. Regardless of the change in sampling procedures, the characteristics of the faculty in RATE V of the 1990 study greatly resemble the characteristics of faculty in previous years: generally White and male, tenured and in senior rank, experienced in elementary and secondary education, and settled in place.

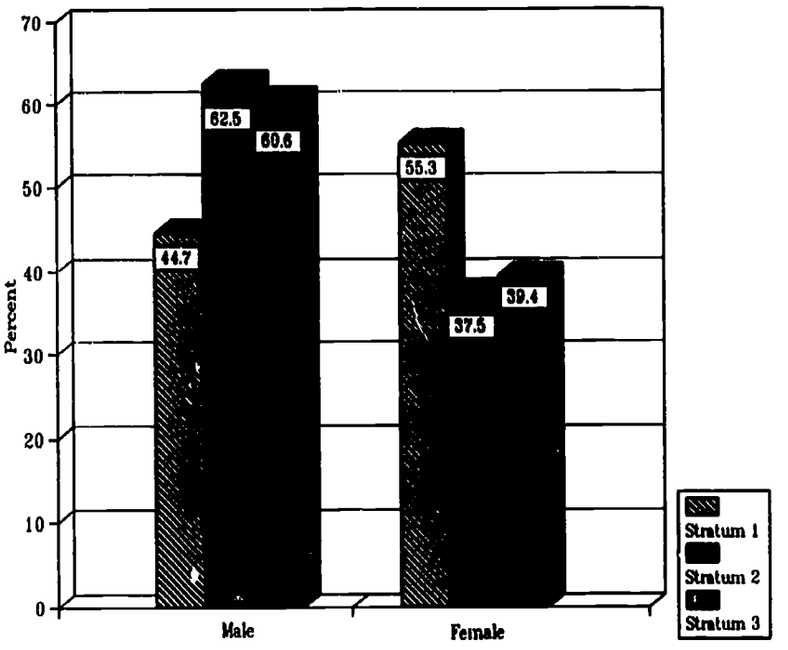
The questionnaires for faculty, in addition to providing demographic data, also sought faculty attitudes toward and perceptions of leadership within their academic units: who leads, how they should lead, what role they themselves play, effectiveness of the leadership, and related matters. Faculty and leaders were asked several parallel questions about leadership and their perceptions about leadership. This section of the report summarizes demographic information about the faculty in the RATE V sample and, in some instances, compares characteristics to those of previous years. It also describes faculty's perception of leadership in SCDEs and compares these perceptions with those held by deans and chairs of education described in the previous section.

Demographic Data

Faculty respondents in the RATE V sample, as in previous years, were predominantly White (91.7%.) Only twenty-six of the 316 respondents (8.2%) were of a minority culture (Black/African American, Hispanic, Asian, and Native American). Given the ethnic and racial demographics of the American professoriate, it would be extraordinary were any higher education survey to produce data different from those in RATE V. What is disturbing—although it may reflect an anomaly—is that only three minority faculty (one Black/African American and two Hispanic) are among the 103 faculty responding from the sample of Stratum 3 institutions. This represents a substantial decrease when compared to previous samples.

The gender distribution of faculty in this survey was 56 percent male and 44 percent female. The distribution of faculty by gender varied across strata. As can be observed in Figure 6, in Stratum 1 institutions, women made up over half the faculty (55.3%), whereas in Stratum 2 and Stratum 3 institutions, the majority (60 plus percent) of faculty were male.

Figure 6
Gender Distribution of Faculty
by Type of Institution



Source: AACTE, RATE V Faculty Survey, 1990.

Faculty in the RATE V sample were fairly evenly distributed across ranks as shown in Table 9.

Table 9
Faculty by Rank and Strata

Rank	Stratum 1 (%)	Statum 2 (%)	Stratum 3 (%)	Total (%)
Professor	26.8	32.5	35.3	31.7
Associate	26.8	35.0	30.1	31.0
Assistant	37.1	29.1	31.4	32.3
Other	9.3	3.4	2.9	5.0

Source: AACTE, RATE V Faculty Survey, 1990.

Nearly two-thirds of the faculty (63%) were at senior ranks; the percentage of those at senior rank was lowest at the Stratum 1 institutions, a condition in part found because 9 percent of the faculty in these institutions were in nonprofessorial-level positions such as lecturer. These data were consistent with earlier RATE studies, with the exception of RATE IV, which surveyed faculty field supervisors and clinical staff.

The tenure data reflected similar conditions as illustrated in Table 10.

Table 10
Faculty by Tenure Status and Strata

Rank	Stratum 1 (%)	Stratum 2 (%)	Stratum 3 (%)	Total (%)
Tenured	45.2	57.0	66.7	56.7
Untenured	41.1	37.7	30.5	36.3
Not Tenurable	13.7	5.3	2.9	7.0

Source: AACTE, RATE V Faculty Survey, 1990.

Of the total, 93 percent of the faculty in all institutions reported they were either tenured or eligible for tenure. However, only 86 percent of the faculty in Stratum 1 institutions were in this status. Almost all (97%) of the faculty in the Stratum 3 institutions were tenured or eligible for tenure, with two-thirds of the faculty at these institutions actually tenured. This compares to less than one-half (45%) of the faculty in Stratum 1 institutions who reported holding tenure at the time of the survey.

Faculty rank and tenure status are undoubtedly related to the highest degree which faculty hold. Given the above data, it is not surprising that 84 percent of faculty in all the institutions reported having either a Ph.D. or an Ed.D. However, only 77 percent of the faculty in Stratum 1 institutions reported holding the doctorate compared to 93 percent of the faculty in Stratum 3 institutions.

Faculty in Stratum 3 institutions have been in their current institutions for an average of more than 13 years, while faculty in Stratum 1 institutions have been in theirs, on the average, for only nine-plus years, a difference of more than three and one-half years. In terms of the total years in higher education, the spread between the two types of institutions was only 2.4 years (15.4 versus 13.0). These latter figures, suggest higher faculty stability in Stratum 3 institutions. As can be observed, faculty in Stratum 2 institutions fall in the middle between Stratum 1 and Stratum 3 institutions in many of the categories in these data.

As in previous years, faculty in the RATE V sample reported extensive experience in other education positions prior to going into higher education. The data summarized in Table 10 shows that over one-half of the respondents have had experience as elementary teachers, with an average of 6.3 years experience. One-third of the respondents reported having been middle school teachers, and over 40 percent of the respondents were secondary school teachers. Faculty also reported considerable experience in other school-based roles such as curriculum supervisors, counselors, and administrators. The range of experience was consistent with data reported in previous RATE studies and confirms that the education professoriate is firmly grounded in experience in elementary and secondary schools.

Table 11
Faculty Experience in Education Other Than Higher Education

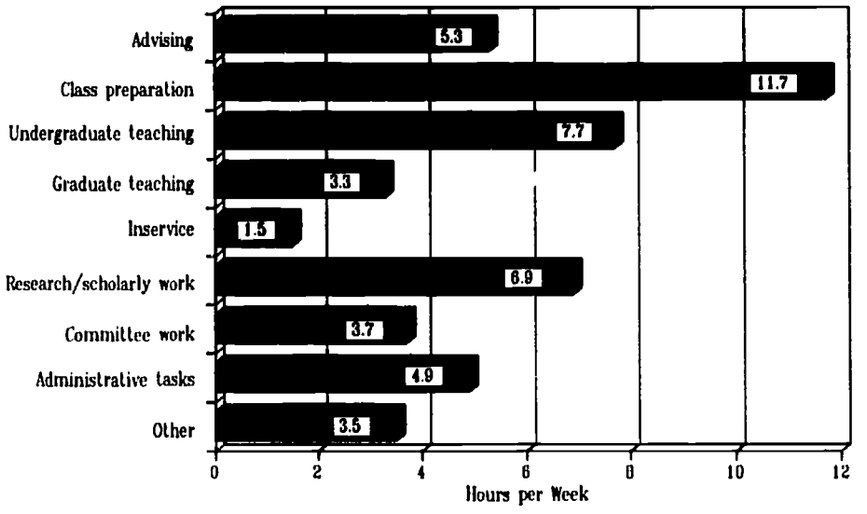
Position	Percent of Faculty	Mean Years
Elementary Teacher	55.3	6.3
Middle School Teacher	32.8	3.6
Secondary School Teacher	43.2	5.1
Counselor	7.4	3.8
Curriculum Supervisor	11.0	3.8
Department Chair	17.2	4.6
Assistant Principal	5.5	2.4
Principal	18.1	5.1
Superintendent	4.9	7.9
Other	30.6	5.8

Source: AACTE, RATE V Faculty Survey, 1990.

Faculty Work

Faculty in RATE V reported that they spend over 48 hours per week on professional activities. As displayed in Figure 7, most of that time was spent in preparing for class and teaching: Faculty spent more than 11 hours preparing for class, just over seven hours teaching undergraduates, and just over three hours teaching graduate students. About seven hours were used for scholarship or research, while the remainder of their time was distributed among administrative tasks, committee work, inservice, and advising. How time was used varied by type of institution, as might be expected, and also as confirmed by earlier RATE studies. Faculty in Stratum 1 institutions reported spending relatively more time preparing for class and teaching undergraduates compared to faculty in Stratum 2 and Stratum 3 institutions, where more time was devoted to research. Committee work and administrative tasks also consumed more time in Stratum 2 and Stratum 3 institutions.

Figure 7
Faculty Use of Time



Source: AACTE, RATE V Faculty Survey, 1990.

The faculty questionnaire asked respondents to estimate the percentage of their time spent on the three major activities expected of higher education faculty: teaching, service, and scholarship. In addition, faculty were asked to indicate their preferred allocation of time for each activity and the expectations of their institution. These data are summarized in Table 12.

Table 12
Faculty Allocation of Time Across:
Actual, Expected, and Ideal

	Stratum 1 (%)	Stratum 2 (%)	Stratum 3 (%)
Percent of Time Spent:			
Teach/Supervise	73.4	65.3	57.5
Scholarship	11.1	15.2	22.1
Service	14.8	19.5	20.1
Percent of Time Institution Desires:			
Teach/Supervise	69.6	60.5	49.6
Scholarship	13.9	26.1	34.3
Service	16.6	20.8	18.2
Percent of Time as Personal Ideal:			
Teach/Supervise	62.2	58.1	50.5
Scholarship	21.3	23.8	31.1
Service	16.7	18.1	18.5

Source: AACTE, RATE V Faculty Survey, 1990.

Consistent with their reports of use of time on professional activities, faculty at the three different types of institutions reported that teaching took more than one-half of their time: Stratum 1, 73 percent; Stratum 2, 65 percent; and Stratum 3, 58 percent. On the other hand, respondents perceived that their institution wanted them to spend less time on teaching: Stratum 1, 70 percent; Stratum 2, 61 percent; and Stratum 3, 50 percent. The percentages of what faculty said they do and what they perceived their institutions expected them to do were consistent with societal expectations for the three types of institutions: namely, Stratum 1 institutions are known to be heavily committed to teaching, Stratum 2 institutions less so, and Stratum 3 institutions even less so, as research takes on larger importance. It is important to remember that these self-report data do not reflect the quality of teaching either by individual faculty, or the overall quality of teaching in different institutions. They represent only the perceptions of what faculty say they do, what they would prefer to do, and their perceptions of what others want them to do.

The activity in which there was the greatest degree of correspondence between what faculty reported doing and what they thought their institutions wanted them to do was service: Stratum 1, 15 percent versus 17 percent; Stratum 2, 20 percent versus 21 percent; and Stratum 3, 20 percent versus 18 percent. The extent of this agreement is provocative and suggests further inquiry inasmuch as service is generally perceived to be the least valued and regarded of all faculty work efforts. Further, there appear to be few identifiable indicators that service has been done. In teaching, there are classes and student credit hours; in research and scholarship, there are articles, books, chapters, and proposals. It would be interesting

to inquire as to how faculty conclude what the institutional expectations about service are, given the few indicators.

Perceptions of Leadership

RATE V focused on issues of leadership in SCDEs. Faculty and administrators answered parallel questions about how they perceived the role of administrators, the activities considered most important for them to be engaged in, and the extent to which administrators should assume responsibility for specific functions. Administrators were also asked how they thought their supervisors would respond to the same questions. While there was general agreement about some of the roles and responsibilities of administrators of education programs, some interesting differences of perception also emerged.

Faculty and administrators were asked to rank order, from a list of 11, what they believed to be the three most important activities for the chief academic officer of an education unit. In addition the administrators were asked to provide their perceptions of what they thought were the most important to their superior(s). The activities reported upon have been organized into three clusters: activities related to faculty development; activities related to administration of programs; and activities related to external constituencies. Responses to this item are summarized in Table 13.

Table 1?
Perceptions of Faculty, Administrators, and Administrators' Perceptions of Superiors
(Percent selecting item as top three priorities and rank of item)

	Faculty		Administrators		Adm Perceptions of Superiors' Views	
Perceptions	%	Rank	%	Rank	%	Rank
Activities Related to Faculty:						
Ensuring conditions for faculty to perform at a high level	59.7	1	53.9	2	28.6	5
Promoting faculty development	23.8	5	27.7	5	13.4	9
Ensuring fairness in salary, promotion & tenure decisions	24.3	7	10.1	9	10.1	10
Recruiting high quality faculty; affirmative action	8.1	10	18.4	6	18.4	7
Activities Related to Adminstration of Programs:						
Long-range planning and goal setting	50.6	2	30.4	4	28.6	5
Contributing to program, curriculum & instructional improvements	32.2	3	59.1	1	37.8	2
Enabling a healthy organizational climate	30.3	4	43.8	3	31.8	3
Managing budget effectively	18.1	8	11.1	8	40.1	1
Activities Related to External Audiences						
Garnering resources within & outside the institution	23.4	6	14.3	7	20.3	6
Serving in a major external public relations capacity	12.5	9	7.8	10	16.6	8
Influencing external policy impacting on the SCDE	4.4	11	6.0	11	4.2	11

Source: AACTE, RATE V Faculty and Administrator Surveys, 1990.

Faculty and administrators generally agreed about the order in which they value various administrative and leadership activities. However, they differed in the emphasis they gave to particular activities. Faculty believed that the administrator's highest priority activity should be to ensure conditions for faculty to perform at a high level; almost 60 percent of faculty selected that item as one of their top three priorities; nearly one-half (48%) selected it as the first priority. Administrators, on the other hand, did not rate this activity quite as high. Although 54 percent of administrators selected it as one of their top three, only 15 percent rated it as the top priority.

Administrators ranked "contributing to program, curriculum, and instructional improvement" as the most important activity to be performed. Of the total, 48 percent of administrators ranked this activity first. However, faculty did not place as much priority on program development activities; approximately 8 percent listed this activity as the first priority, and nearly one-third (32%) placed contributing to program, curriculum, and instructional improvement as one of the top three activities administrators should engage in.

Faculty chose "long-range planning and goal-setting" as their second priority; 51 percent selected that item, with 24 percent of faculty rating the item first, 14 percent rating it second, and 13 percent rating it third. Only 30 percent of administrators made long-range planning and goal-setting a priority, and of those, only 6 percent rated it first. Administrators rated "enabling a healthy organizational climate" as their third priority activity with 44 percent selecting that item. Faculty ranked that item as their fourth priority.

What emerges from the rankings of leadership activities, then, is a similar cluster of key activities but with different emphasis. Faculty would prefer that administrators take a broad role in leadership by ensuring optimum condition for faculty, establishing direction through long-range planning and goal-setting, and only after that contributing to program improvement. Administrators, on the other hand, appear to think that they should be more directly involved in program development activities.

Administrators were also asked how they perceived that their superiors would rank the same activities. In this case, more marked differences occurred. Administrators perceived that their superiors would place highest priority on managing the budget effectively, followed by contributing to program improvement, and enabling a healthy organizational climate. According to administrators' perceptions, their superiors would place less priority on ensuring conditions for faculty to perform at a high level than they did; only 29 percent of administrators ranked that item as a priority for their superiors, compared to 54 percent for administrators, and 60 percent as rated by faculty.

In a related set of items, both faculty and administrators were asked to report the extent to which they perceived administrators should take responsibility for certain activities. These data are summarized in Table 14.

The findings for this set of items (Table 14) were consistent with the priorities of activities reported in Table 13. Administrators were more likely to see themselves as having responsibility for personal leadership in program innovation and curriculum development, as compared to faculty expectations. Administrators also perceived themselves as having more responsibility for monitoring faculty performance and ensuring merit pay. The two items that faculty rated higher than did the administrators have to do with external audiences. Faculty perceived a higher level of administrative responsibility for fund raising and development, and for advocating promotion and tenure decisions at the college/university level than did the administrators in the sample.

Table 14
Perceived Responsibilities of Administrators

Responsibility	Faculty	Administrators
Personally assume leadership for program innovation and curriculum improvement	3.74	4.37
Contribute directly to a healthy organization climate and harmonious faculty iteractions	4.73	4.88
Regularly monitor faculty performance	3.88	4.40
Ensure merit pay and differentiated rewards	3.84	4.18
Play a key role in fund raising and development	3.48	3.16
Clearly communicate priorities to unit	4.39	4.39
Ensure faculty participation in governance	4.31	4.31
Exert influence on state, local, and national policy	4.23	4.21
Play a key role in faculty recruitment	4.45	4.74
Advocate promotion and tenure decisions at university/college level	4.51	4.39
Serve as check and balance in faculty promotion and tenure decisions	4.16	4.19

Source: AACTE, RATE V Faculty and Administrator Surveys, 1990.

Summary

In summary, faculty in the RATE V sample were demographically similar to faculty in previous RATE studies, despite that they were selected using different sampling procedures. The very redundancy of the results to similar questions asked over the years of the RATE studies suggests that we now possess a comprehensive and reliable repository of information about teacher education faculty.

The responses to the focus of this year's survey--leadership in SCDEs—suggests some ambiguities and differences of point of view between faculty and administrator in all types of institutions, and also some differences across strata. These differences, however, are not as large as they might be, and that differences exist is not surprising; indeed, unanimity would be extraordinary. However, the differences in points of view lead us to conclude that most institutions would find discussion and analysis of these and related matters both clarifying and helpful.

DEANS' AND CHAIRS' PERCEPTIONS OF GOVERNANCE, INFLUENCE, AND CHANGES IN SCDEs

This section of the report summarizes the responses by deans and chairs in the RATE V sample concerning their orientation and attitudes toward leadership, and their perceptions of the types of changes that have occurred in their institutions over the past several years. Information in this section was provided by 57 deans and 158 chairs to questions on the previously described administrator questionnaire, and was completed during spring 1990. The discussion is organized around responses to each of several items included on the administrator questionnaire.

Governance

Deans and chairs were asked to describe the governance mechanisms at their institutions and to characterize these into four different types: collegial, bureaucratic, political, or anarchical. Those who felt their institution did not fall within these categories could select "other."

Collegial—The dean functions as first among equals in an organization of professionals.

Bureaucratic—There is a clear division of labor and a visible hierarchy. Operating goals are set by management, and critical decisions are made by key executives at the top of the hierarchy.

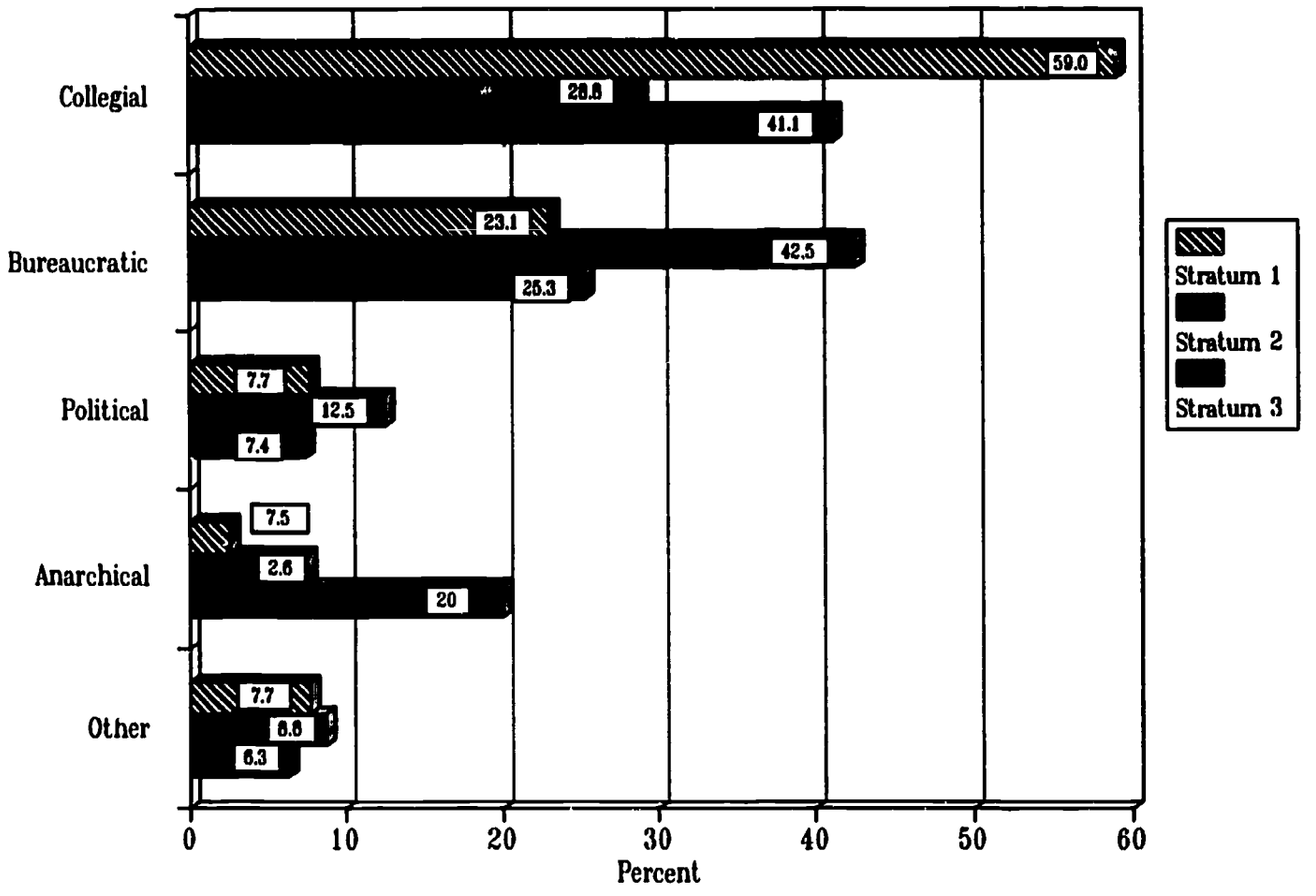
Political—Conflict is the normal state, and the dean's role is to function as a mediator.

Anarchical—Colleges are viewed as eclectic, diverse organizations that offer a variety of choices in dealing with and solving problems. There is no clear strategy for decision making. (See note.)

NOTE: These categories grew out of the work of theorists and researchers who have studied organizational environments over the past two decades. For example, McCarty and Reyes's (1987) literature review found that the most readily recognized model of organization and governance in higher education was that of the "collegium," where decisions are made in community and by consensus and where administrators are considered "first among equals" (Perkins, 1973). The second model was "bureaucratic" (Etzioni, 1975); it occurs where organizations are governed by policies and procedures, and where administrators assume more traditional line-and-staff functions. The third model described higher education as a "political system," where actors ally with one another in coalitions seeking to influence the outcomes of policy decisions, and where administrators are viewed as mediators among competing factions (Karpik, 1978; Baldridge, 1971, 1977). Fourth, some (Cohen, March and Olsen, 1972) have described higher education as "organized anarchies," where the organization and its decisions are influenced by the contexts in which they occur; administrators in this model seek solutions to problems based upon understanding of contextual influences and ambiguities.

Figure 8 summarizes the responses of deans and chairs in the sample to the question about governance, and compares responses across strata.

Figure 8
Governance Mechanisms
as Reported by Administrators



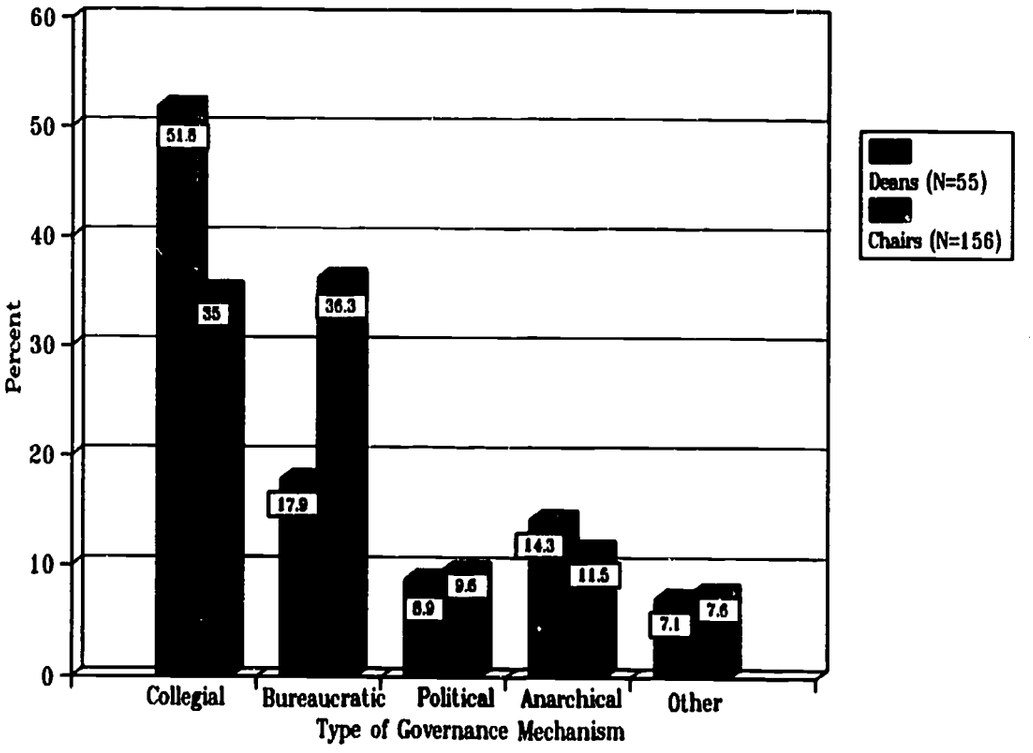
Source: AACTE, RATE V Administrator Survey, 1990.

Characterization of governance mechanisms differ across strata. Of the total, 59 percent of the administrators in Stratum 1 institutions reported that collegial structures best characterized their institution, as compared to only 29 percent in Stratum 2 and 41 percent in Stratum 3 institutions who reported collegial governance structures. Of the total, 43 percent of the administrators in Stratum 2 reported that their institutions were characterized by bureaucratic structures; this compared to 23 percent and 25 percent who reported bureaucratic structures existing in Stratum 1 and Stratum 3 institutions.

Of the total, 20 percent of the administrators in Stratum 3 institutions reported that their institution's governance mechanism could best be characterized by "anarchy." This is a much larger percentage of deans and chairs than those reporting anarchical structures in either Stratum 1 or Stratum 2 institutions. A relatively small percentage of administrators (7% to 12%) across all strata described governance mechanisms as political, as defined for them on the questionnaire.

Figure 9 compares the perceptions of deans and chairs across all institutions.

Figure 9
Administrator Perceptions of Governance Mechanisms Across All Institutions



Source: AACTE, RATE V Administrator Survey, 1990.

Deans were more likely to characterize the governance mechanisms as collegial (52%) than were chairs (35%). Chairs, however, were more likely to report governance structures as bureaucratic (36%) than were deans (18%). This could be a factor of strata in that there are fewer chairs in Stratum 1 institutions than in Stratum 2 and 3 institutions. It could also be a factor of placement within the hierarchical structure of the institutions. Perhaps chairs, regardless of the type of institution, deal with the day-to-day management and bureaucratic processes of the organization more so than do deans. Differences in the percentage of deans and chairs who perceived their governance structures as being political or anarchical were very small.

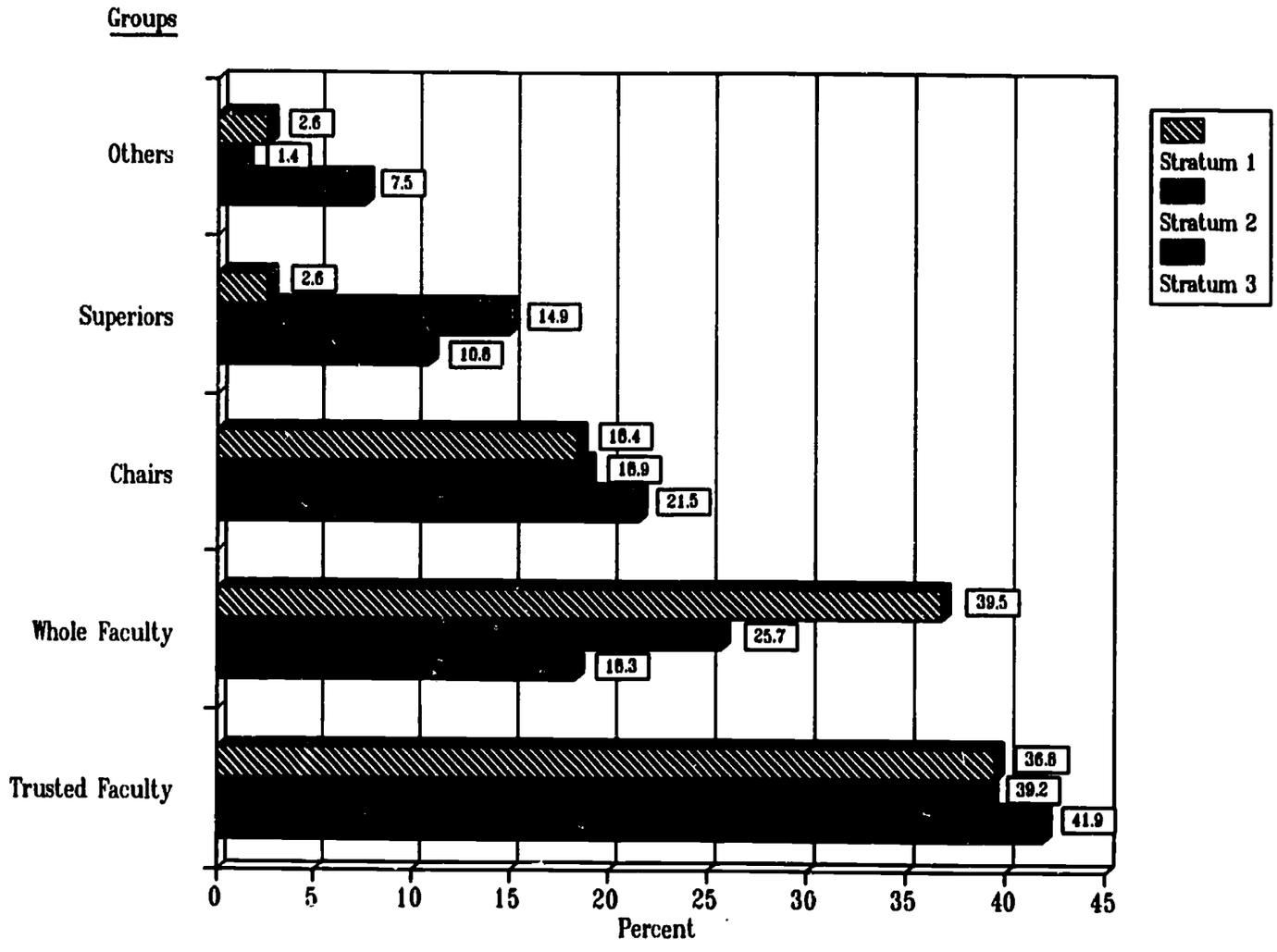
Perceptions of Influence

Two questions on the leadership questionnaire asked deans and chairs to report processes and individuals or groups that they thought had the most influence, particularly around the initiation of new ideas or achievement of change. The first question asked respondents to report which of four strategies they would use if they were initiating an idea they wanted to see succeed:

Option 1. Convene a meeting of administrative superiors and lay out the plan.
Option 2. Convene a meeting of the departmental chairs and lay out the plan.
Option 3. Convene a select group of trusted faculty to lay out the plan.
Option 4. Convene the faculty as a whole and make a presentation on the plan.

Figure 10 summarizes all administrators' responses to this item and compares responses across strata.

Figure 10
Groups Most Important in the Success of a New Idea



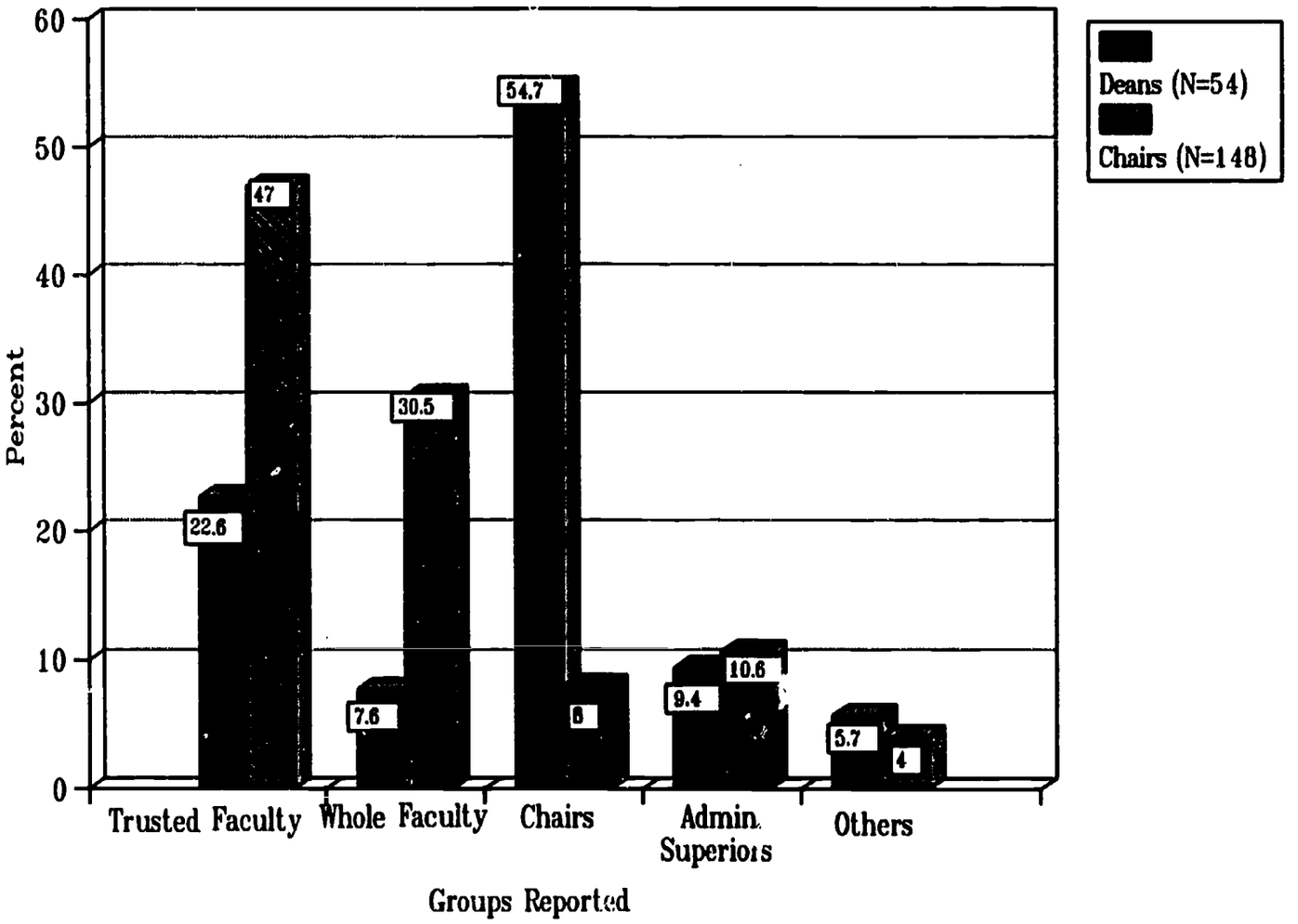
Source: AACTE, RATE V Administrator Survey, 1990.

As depicted in Figure 10, deans and chairs reported most frequently that the group they would convene first, regardless of strata, would be "trusted faculty" (39% and 40%). The next groups most frequently reported were the "whole faculty" and the "chairs." Administrative "superiors" were the least preferred group.

Stratum differences were observed in two areas. The "whole faculty" as the group to convene first was reported significantly more often by Stratum 1 administrators (37%), as compared to administrators in Stratum 2 and 3 institutions, where the percentages were 26 percent and 18 percent respectively. Less then 3 percent of Stratum 1 administrators reported administrative "superiors" as those to convene first, a percentage quite smaller than the 15 percent and 11 percent figures reported by administrators in Stratum 2 and 3 institutions. This finding appears to be consistent with the earlier reported perceptions of administrators in Stratum 1 institutions of seeing their organization as being more collegial.

When the views of deans and chairs were compared (see Figure 11), "trusted faculty" and the "whole faculty" were the most frequent choices of chairs (47% and 31%), whereas deans report their first choice to be their chairs (55%). These perceptions are certainly linked to the differences in the organizational position of chairs and deans. Chairs, in most instances, work more directly with the faculty on a day-to-day basis, whereas particularly in larger institutions, deans work through and with their chairs. Likewise, chairs often do not have another group of "chairs" to convene.

Figure 11
Administrator Perceptions About Groups Most Important in the Success of New Ideas



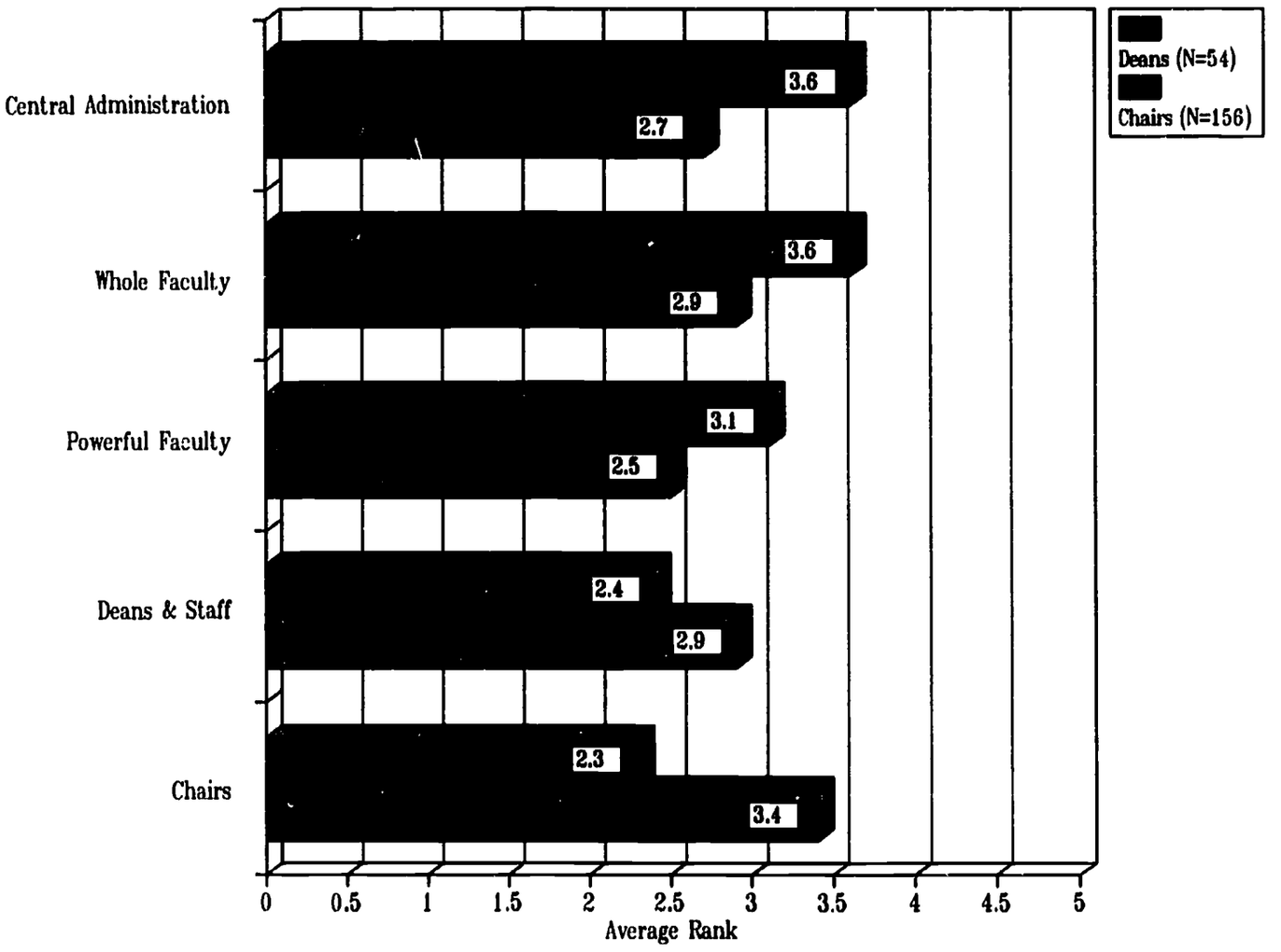
Source: AACTE, RATE V Administrator Survey, 1990.

A second question relating to influence asked respondents to rank order five different groups in terms of how important each was to make a particular change successful—"1" was designated as the most important and "5" the least. The five groups were:

1. Members of the central administration
2. Immediate administrative staff
3. Department chairs
4. Powerful individual members of the faculty
5. The faculty as a whole

Figure 12 summarizes the average ranks of deans and chairs to this questionnaire item.

Figure 12
Administrators' Ranking of Groups
for Ability to Effect Change
(Five-point scale)



Source: AACTE, RATE V Administrator Survey, 1990.

Because of the way the item was posed, the lower the mean score the more important and influential the group. Across all institutions, deans reported that they perceived the "chairs" (2.3) and the "dean and staff" (2.4) as being the most important groups in effecting change. Deans perceived the "central administration" as being the least important (3.6).

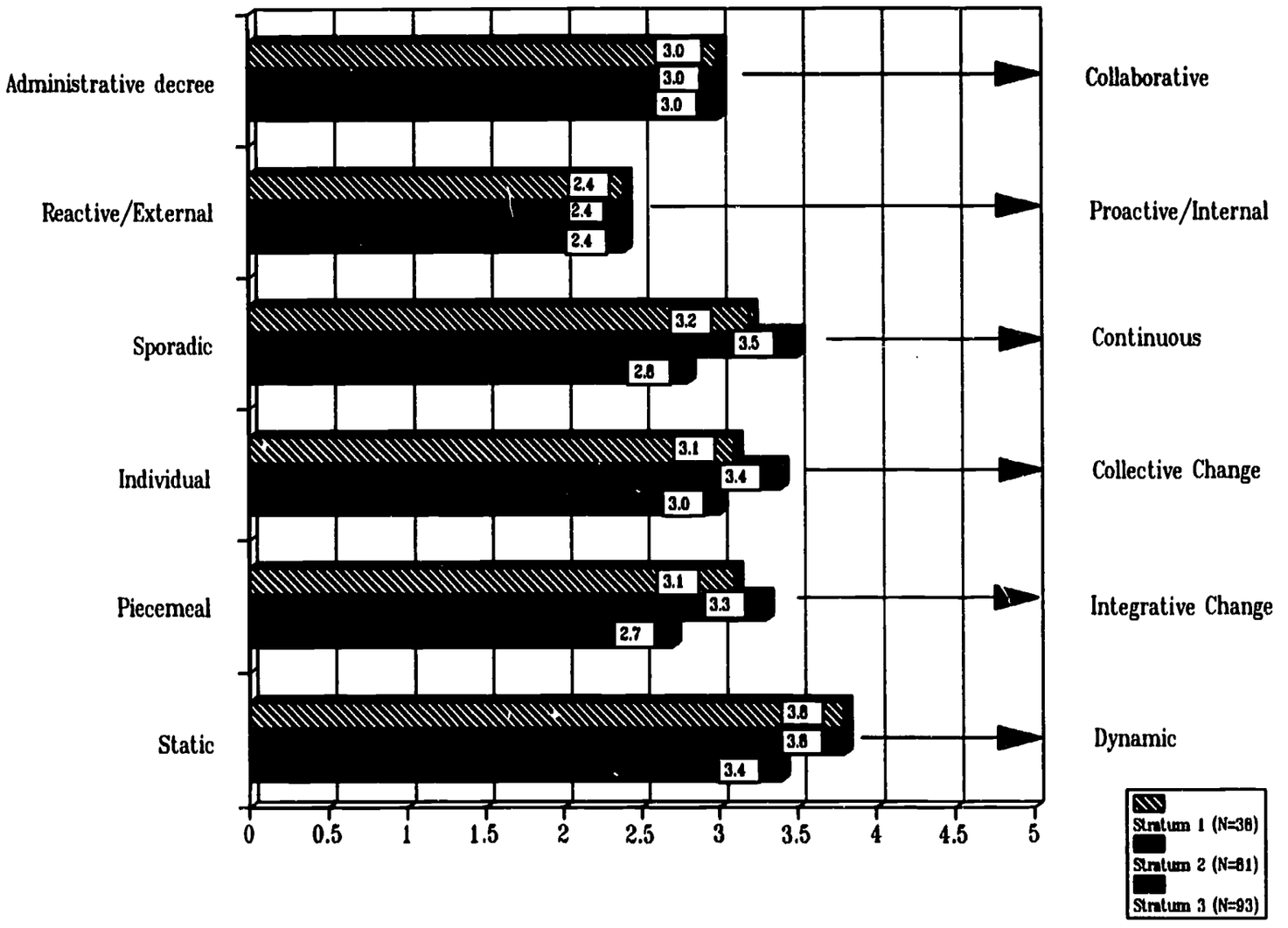
Chairs, on the other hand, reported "powerful faculty" (2.5) and "central administration" (2.7) as being the most important. Chairs ranked themselves the least important (3.4). This may be a result of the way the question was posed. Chairs may have responded from the perspective of what they would do with unit heads under them as contrasted to their role as chairs to deans. Nonetheless, the trend about administrators' perceptions of influence across the two questions are really quite consistent. Deans were more likely to turn to their chairs and to ascribe influence to them when it came to getting things done, whereas chairs were more likely to depend on powerful and/or trusted faculty members in their departments.

Perceptions of Change in Teacher Education

A series of questionnaire items asked deans and chairs to provide their perceptions of change and change processes in their institutions. The first item asked respondents to report how they would characterize changes in their teacher education programs over the past five years. They used a rating scale where "3" represents a balance between the extremes.

Figure 13 summarizes the responses by deans and chairs across the three strata.

Figure 13
Administrators' Perceptions of Change in Teacher Education



Source: AACTE, RATE V Administrator Survey, 1990.

As seen in Figure 13, most administrators reported in the high 2 or low 3 range, which means they perceived a balance between the extremes. An interesting and perhaps important exception to this balance was the perception by administrators, regardless of strata, that most changes in teacher education programs have resulted from a reaction to external mandates, rather than from internally generated, proactive initiatives.

Most strata differences for this item were small. However, Stratum 3 administrators perceived change in their teacher education programs as slightly more static, piecemeal, and sporadic than did their counterparts in Stratum 1 and 2 institutions.

Finally, respondents were asked a two-part question regarding change and change processes. They were asked: (1) the degree to which they agreed with 11 current reform initiatives in teacher education, and (2) the degree to which they perceived action on each had occurred at their institution. The degree of agreement and extent of actions were measured using the following five-point scales.

Degree of Agreement	Extent of Action
1 = Strongly Disagree	1 = Idea is not being considered
2 = Disagree	2 = Idea discussed informally
3 = Neither Agree or Disagree	3 = Idea under formal study
4 = Agree	4 = Idea implemented in past 5 years
5 = Strongly Agree	5 = Idea in place prior to 5 years

The 11 reform items listed on the questionnaire were drawn from various reports calling for reform and restructuring of teacher education, including the Holmes Group (1986), the Carnegie Forum (1986), and the American Association of Colleges for Teacher Education (1985). These items also had been included on the institutional questionnaire during RATE II in 1987. The reform items were:

- Having rigorous admission standards for entry into teacher education
- Achieving more protracted teacher preparation programs
- Having improved formal partnerships with K-12 schools
- Changing the liberal arts curriculum required for teacher candidates
- Having special recruitment programs to attract quality students
- Having clearly specified exit standards for teacher candidates
- Having substantial involvement with liberal arts faculty in teacher preparation
- Developing core faculty responsible for planning, conducting, and improving the teacher education program
- Developing a sense of community by organizing teacher candidates into cohorts
- Integrating more of a scientific basis for teaching and learning into the teacher education curriculum
- Developing more research into and evaluation of teacher education programs

Table 15 displays data provided by deans from the three strata in regard to how they rated the reforms in terms of "degree of agreement" and "extent of action" for each.

The ratings provided by deans for the "degree of agreement" for each particular reform were higher than those provided for "extent of action." (See Table 15.) What this probably means is that deans, for the most part, agree with many of the items on contemporary teacher education reform agenda and see these as goals to accomplish. At the same time, deans appear to recognize that the "extent of action" for most particular reforms falls short of the desired ideal at this point.

Table 15
Deans' Rankings of Reform Importance and Extent of Implementation
(Five-point scale)

Reform Item	Stratum 1		Stratum 2		Stratum 3		Total	
	Agree	Action	Agree	Action	Agree	Action	Agree	Action
Rigorous admission standards	4.6	4.5	4.6	4.2	4.5	4.2	4.6	4.3
Extended preparation programs	3.0	2.5	3.1	2.7	3.4	2.7	3.2	2.7
Formal partnerships with schools	4.1	3.2	4.5	4.1	4.8	3.8	4.6	3.8
Stronger liberal arts curriculum	3.4	3.3	3.5	3.5	4.2	3.2	3.8	3.3
Recruit quality students	4.0	3.1	4.6	3.1	4.5	3.1	4.5	3.1
Specified exit standards	4.7	3.9	4.7	4.4	4.4	3.7	4.6	4.0
Involve liberal arts faculty	4.3	4.3	4.3	3.8	4.0	3.8	4.2	3.9
Develop responsible tchr. ed. faculty	4.1	3.7	2.5	4.0	2.5	3.5	4.0	3.4
Organize students in cohort groups	3.3	2.4	3.7	2.5	4.0	2.5	3.5	2.4
Emphasize scientific basis for teaching	4.2	2.9	4.1	3.4	4.4	3.4	4.3	3.3
More program research and evaluation	3.9	3.3	4.5	3.3	4.7	3.5	4.5	3.4

Source: AACTE, RATE V Administrator Survey, 1990.

Table 16 shows the three most highly agreed upon reforms reported by deans across the three strata, and the three for which there was least agreement.

Table 16
Deans' Perceptions of Most and Least Important Reforms

Reform	Stratum 1	Stratum 2	Stratum 3
Top Three Reforms	Specific exit standards Rigorous admission standards Involve liberal arts faculty	Specific exit standards Rigorous admissions standards Recruit quality students	Formal partnerships/schools Rigorous admission standards More program research
Bottom Three Reforms	Extended preparation programs Students in cohort groups Stronger lib. arts curriculum	Extended preparation programs Stronger lib. arts curriculum Responsible tchr. ed. faculty	Extended preparation programs Students in cohort groups Involve liberal arts faculty

Source: AACTE, RATE V Administrator Survey, 1990.

As can be observed in Table 15, "rigorous admission standards" is included in the list of the most agreed upon reforms for all three strata, whereas "specific exit standards" is the reform most agreed upon by deans in Stratum 1 and Stratum 2 schools.

Some differences in agreed upon reforms do exist among the different strata, and to some extent these differences are predictable. For instance, "involving liberal arts faculty" could be expected to be a desired set of actions in Stratum 1 liberal arts colleges, just as it is logical, perhaps, for the Stratum 2 institutions to desire higher-quality students, and for Stratum 3 institutions to desire more program evaluation and research. One interesting observation about the highly agreed upon reforms is that except for "formal partnership with schools" identified by deans in Stratum 3, all of the others have two things in common: (1) They have advocacy by external agencies that regulate teacher education. Admission standards and exit standards, for instance, have been required by many state accrediting agencies, whereas program evaluation and follow-up of graduates have been standards held for some time by both state and national accrediting agencies. (2) These reforms do not speak directly to the nature of the teacher education programs themselves, or the way instruction is delivered and curriculum designed.

There is also considerable similarity across strata on the least agreed upon reforms. "Extended teacher preparation programs," "having students in cohort groups," and "stronger liberal arts curriculum" were those reforms rated lowest by deans, regardless of strata, compared with other reforms on the list. This situation is particularly interesting and provocative. Extending teacher education programs, emphasizing education in the arts and sciences, and placing students in cohort groups are three items at the center of the Holmes Group reform agenda. It would appear that deans in this sample, even those at the larger research universities (Stratum 3) that constitute the membership of the Holmes Group, view these reforms as less desirable than other competing reforms.

Tables 17 and 18 show the extent of action being taken on the various reforms as reported by deans across the three strata. Table 17 shows the percentage of deans who reported that their institutions already had the reform "in place," or that it had been implemented in the "past five years." Table 18 collapses the "in place" and "past five years" categories into one category "implementation," and also shows the percentage of deans who reported that a particular reform was "under study."

Table 17
Teacher Education Reforms in Place

Reform Item	Stratum 1		Stratum 2		Stratum 3		Total	
	In Place (%)	Pst 5 (%)	In Place (%)	Pst 5 (%)	In Place (%)	Pst 5 (%)	In Place (%)	Pst 5 (%)
Rigorous admission standards	60.0	30.0	42.9	47.6	20.8	75.0	36.4	56.4
Extended preparation programs	10.0	10.0	9.5	23.1	8.7	17.4	9.3	18.5
Formal partnerships with schools	0.0	50.0	28.6	57.1	20.8	50.0	52.7	20.0
Stronger liberal arts curriculum	10.0	50.0	28.6	57.1	20.8	50.0	52.7	20.0
Recruit quality students	10.0	10.0	4.8	33.3	8.3	33.3	7.3	29.1
Specified exit standards	40.0	30.0	57.1	28.6	25.0	41.7	40.0	34.6
Involve liberal arts faculty	50.0	40.0	23.8	33.3	37.5	29.2	34.6	32.7
Develop responsible tchr. ed. faculty	40.0	10.0	19.1	28.6	25.0	37.5	25.5	29.1
Organize students in cohort groups	10.0	0.0	5.3	10.5	4.2	20.8	5.7	13.2
Emphasize scientific basis for teaching	10.0	20.0	20.0	25.0	8.3	41.7	12.9	31.5
More program research and evaluation	10.0	30.0	5.0	30.0	17.4	34.8	11.3	32.1

Source: AACTE, RATE V Administrator Survey, 1990.

Table 18
Teacher Education Reforms Implemented and Under Study

Reform Item	Stratum 1		Stratum 2		Stratum 3		Total	
	Implm (%)	Study (%)	Implm (%)	Study (%)	Implm (%)	Study (%)	Implm (%)	Study (%)
Rigorous admission standards	90.0	10.0	90.5	4.8	95.8	4.2	92.8	5.5
Extended preparation programs	20.0	20.0	32.6	28.6	26.1	26.1	27.8	25.9
Formal partnerships with schools	50.0	20.0	85.7	14.3	70.8	16.7	27.8	16.4
Stronger liberal arts curriculum	60.0	20.0	57.2	19.1	41.6	33.3	50.9	25.5
Recruit quality students	20.0	60.0	38.1	38.1	41.6	33.3	36.4	40.0
Specified exit standards	70.0	10.0	85.7	14.3	66.7	16.7	67.3	21.8
Involve liberal arts faculty	90.0	0.0	57.1	38.1	66.7	16.7	67.3	21.8
Develop responsible Tchr. ed. faculty	50.0	30.0	47.7	28.6	62.5	12.5	54.6	21.8
Organize students in cohort groups	10.0	30.0	15.8	42.1	25.0	20.8	18.9	30.2
Emphasize scientific basis teaching	30.0	30.0	45.0	40.0	50.0	33.3	44.4	35.2
More program research and evaluation	40.0	40.0	35.0	55.0	52.2	30.4	43.4	41.5

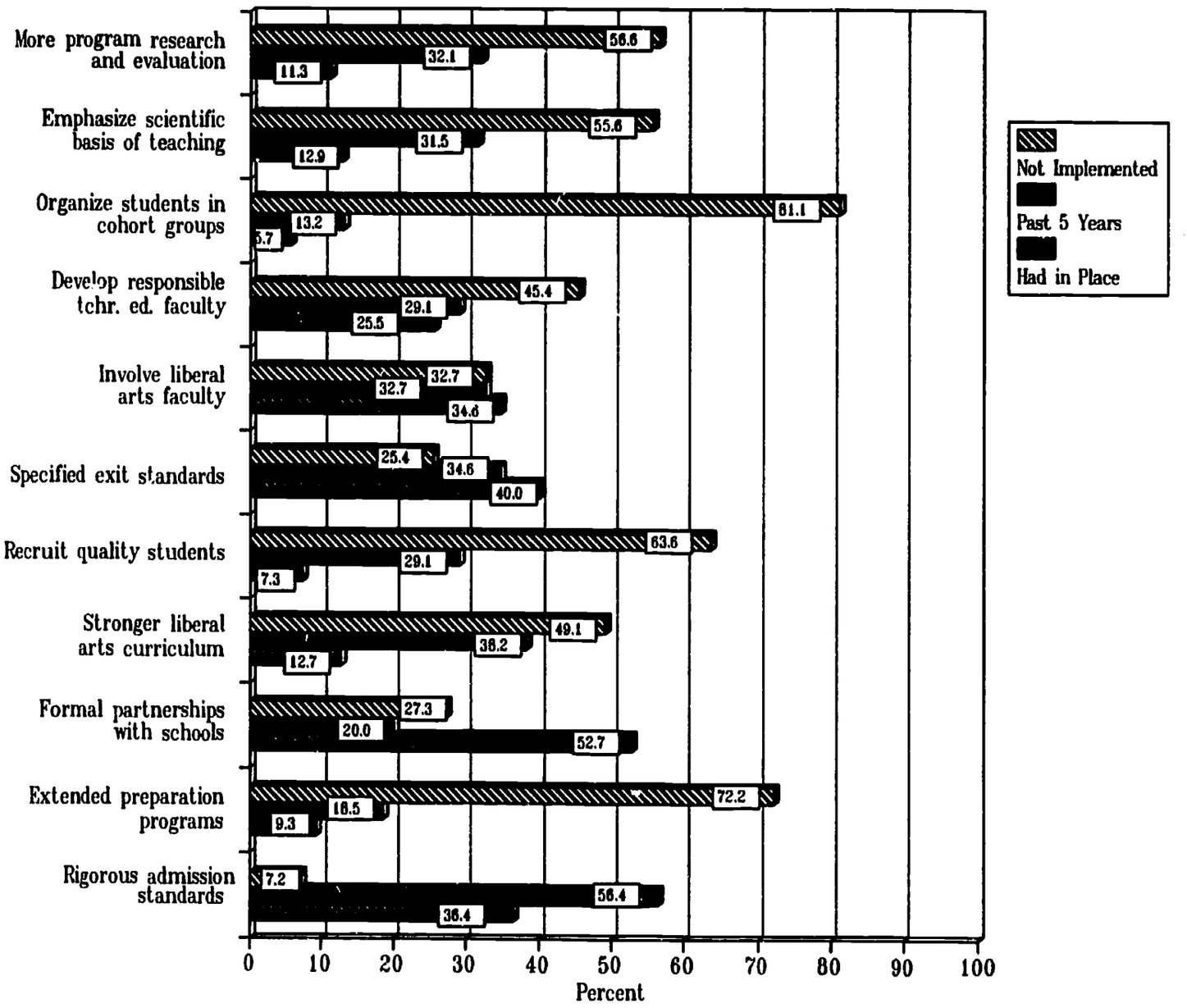
Source: AACTE, RATE V Administrator Survey, 1990.

Data in Table 17 show that, for all institutions, over one-third of them had "admission standards," "exit standards," and ways to "involve liberal arts faculty" in place five years ago, with substantial work in these areas over the past five years. Table 17 also shows that relatively little activity occurred prior to five years ago in regard to forming "school partnerships," "extending preparation programs," "organizing student cohorts," or "emphasizing the scientific basis of teaching."

Data in Table 18 show that over 90 percent of the deans reported having "rigorous admission standards" implemented, and over two-thirds of the institutions have found ways to "involve liberal arts faculty." Table 17 also makes it clear that the reforms currently receiving the least attention are "extended preparation programs" and "organizing students in cohort groups."

Finally, data from Tables 17 and 18 are graphically depicted in Figure 14, where the same relationships and trends can be observed.

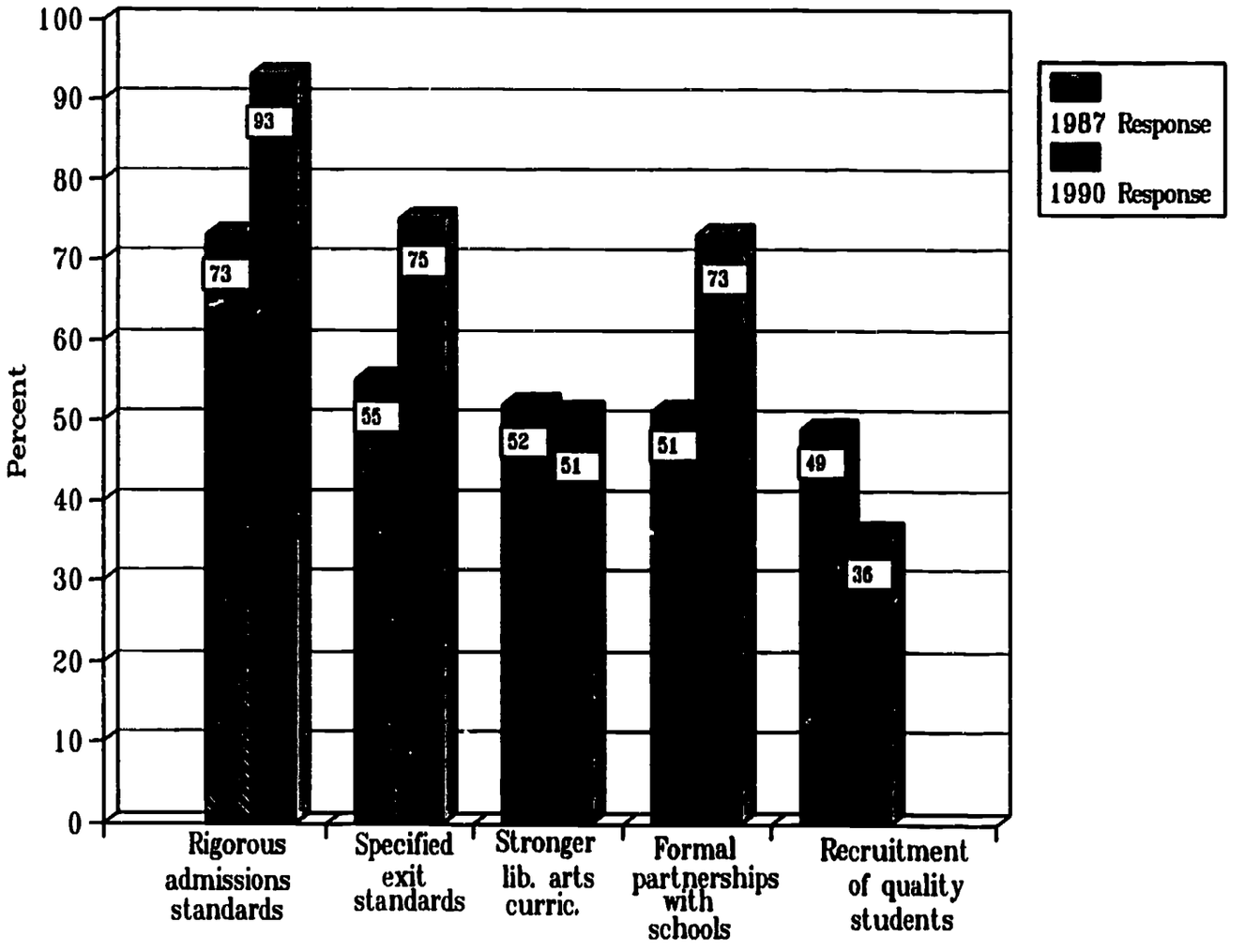
Figure 14
Teacher Education Reforms Implemented and Under Study



Source: AACTE, RATE V Administrator Survey, 1990.

In 1987 for RATE II, the institution's research representatives completed the same questionnaire item about reform in teacher education. The top five reforms they reported "in place" or "implemented during the past five years" are compared to the deans' responses in the RATE V sample in Figure 15.

Figure 15
Comparison of Five Reforms Reported in 1987 and 1990



Source: AACTE: RATE V Administrator Survey, 1990.

Admission requirements and exit standards were reported as receiving the most attention by respondents during both survey periods, with more deans reporting these reforms implemented in 1990 as compared to 1987. In 1987, for instance, 73 percent of the respondents reported that they had increased admission standards compared to 93 percent in 1990. "Formal partnerships with schools" appeared as it did in previous analyses, to have received considerable attention over the past few years, while less attention was paid of late to the recruitment of quality students.

SUMMARY

We conclude this year's RATE report by summarizing and highlighting the findings from the study of leadership in SCDEs. RATE V collected information about the type and size of institutions in the sample, as well as enrollment data for SCDEs. More specifically, however, RATE V focused on leadership (department chairs and deans) in SCDEs. Questionnaires returned by 57 deans of education and 158 department chairs provided demographic information on these individuals, information about their career paths, leadership style, leadership roles, and their perceptions of governance and the processes of change in SCDEs. Questionnaires administered to a sample of faculty (N = 316) at each institution produced demographic information about faculty, and elicited information about faculty member's perceptions of the role of administrators, and the leadership functions performed by deans and chairs at their institutions.

As in previous years, a random sample of institutions, stratified by degree-level, produced a sample characterized by various historical traditions: public land grant, public non-land grant, independent liberal arts, church-related liberal arts, and private universities. The number of institutional respondents in RATE V were fewer (N=65) as compared to the 74 to 76 who responded in previous years. No explanation exists for the lower response rate. The classification of institutions by historical traditions, however, was proportionately similar to other years.

The institutions in the RATE V sample were slightly larger than institutions in previous years. Mean enrollments for Stratum 1 institutions in the RATE V sample were 2,006; Stratum 2—7,714; and Stratum 3—19,639. Overall during the five-year survey period, enrollments in all three types of institutions increased.

Over the five-year survey period, enrollments in SCDEs also have shown increases, estimated to be as much as 20 percent in teacher education programs and from 15 to 25 percent in other programs. It is believed that a substantial proportion of the increase has come from the introduction of postbaccalaureate and graduate programs in teacher education at Stratum 1 institutions, an increase in part-time postbaccalaureate students preparing for teaching at Stratum 2 and 3 institutions, and a general increase in the proportion of college students who are interested in education as compared to the early 1980s.

Demographically, 95 percent of the deans and 93 percent of the chairs in the sample were White; 84 percent of the deans and 73 percent of the chairs were male. When these demographic characteristics were contrasted with a stratified sample of deans studied fifteen years ago (Cyphert and Zimpher, 1980), the proportions were found to be almost identical. In that sample, 93 percent of the deans were White and 85 percent were male.

Before assuming the position of chair, those respondents reported having spent an average of 17 years in academia: 12 years on average in the professoriate, and five years in administration. Before assuming the position of dean, those respondents reported having spent an average of 20 years in academia: approximately 10 years on average in the professoriate, and 10 years in administration.

Deans in the sample reported an average salary of $64,400, with a range from the low $40,000s to a high of $98,600. Considerable strata differences existed, with deans in the larger Stratum 2 and 3 institutions commanding higher salaries than deans in smaller Stratum 1 institutions.

Time spent on administration averaged about 50 percent for chairs and 75 percent for deans. Chairs reported teaching 32 percent of the time as compared to 9 percent for deans. Deans and chairs reported spending 10 percent of their time on service, and 10 percent and 6 percent respectively on scholarly activities. Deans and chairs in larger Stratum 2 and 3 institutions reported spending more time on administration than did deans and chairs in Stratum 1 institutions.

In general, deans and chairs reported a moderate to high degree of satisfaction with their roles. Of the total, 86 percent of the deans reported they would repeat the experience; 69 percent of the chairs said they would seek and accept the role again.

Chairs identified lack of opportunity to engage in scholarly activities, the extensive range of demands, and lack of resources as their three most frequent problems. Deans identified lack of resources, lack of opportunity to engage in scholarly activities, and range of demands as their three most frequent problems.

Demographically, the 316 faculty respondents in the RATE V sample were 92 percent White and 56 percent male. Sixty-three percent were at senior ranks. These characteristics were consistent with faculty surveyed in previous RATE studies. Similarly, faculty use of time and work load showed few differences as compared to earlier studies.

When faculty were asked in the RATE V study to rank order activities they thought their administrators should perform, and when these rankings were compared with what administrators said they should do, a general agreement was found; however, the two groups provided a different emphasis on some activities. In general, faculty placed highest priority on activities that would "ensure conditions for faculty to perform at a high level," whereas administrators placed highest priority on "contributing to program, curriculum, and instructional improvement," an activity faculty did not rank highly.

Administrators' perceptions of the governance mechanisms at their institutions varied by strata. Of the total, 59 percent of the administrators at Stratum 1 institutions reported "collegial" governance mechanisms. This compared to 28 percent and 41 percent of the administrators in Stratum 2 and Stratum 3 institutions who reported collegial governance mechanisms. A fairly high proportion of administrators at Stratum 2 institutions reported "bureaucratic" governance mechanisms compared to 23 percent and 25 percent at Stratum 1 and Stratum 3 institutions. Deans were more likely to perceive governance mechanisms as "collegial"; chairs more likely to perceive them as "bureaucratic."

In general, deans perceived their departmental chairs to be the most influential group when it comes to initiating new ideas and projects in SCDEs, and working through them to accomplish change. Chairs, on the other hand, work more directly with trusted faculty, and see them as the most influential force in accomplishing change.

Administrators reported that changes in teacher education over the past five years have been somewhat sporadic, and have been influenced a bit more by external mandates than by internally generated ideas. At the same time, they reported a fairly high degree of agreement on several of the reform initiatives that have received widespread discussion over the past five years. The extent of action on a number of these reforms are reported to lag behind.

Having rigorous admission standards, specific exit standards, more involvement of the liberal arts faculty, and formal partnerships with schools were those reforms deemed most important by deans in the RATE V sample. The reforms ranked least important were: extending preparation programs, strengthening liberal arts curriculum, and forming student cohort groups.

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APPENDIX A

RATE RESEARCH TEAM

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APPENDIX B

PARTICIPATING INSTITUTIONS IN 1990 RATE V SURVEY

Alabama State University, Montgomery
Anderson University, Anderson, IN
Augusta College, Augusta, GA
Bellarmine College, Louisville, KY
Belmont College, Nashville, TN
Bethany College, Bethany, WV
Birmingham-Southern College, Birmingham, AL
California State University-Dominguez Hills, Carson, CA
City College of New York, New York, NY
College of St. Catherine, St. Paul, MN
College of the Southwest, Hobbs, NM
Concordia College, River Forest, IL
Dickinson State University, Dickinson, ND
Drake University, Des Moines, IA
East Stroudsburg University, East Stroudsburg, PA
East Tennessee State University, Johnson City
Eastern Illinois University, Charleston
Eastern Kentucky University, Richmond
Elizabeth City State University, Elizabeth City, NC
George Mason University, Fairfax, VA
Georgia Southern University, Statesboro
Georgian Court College, Lakewood, NJ
Governors State University, University Park, IL
Graceland College, Lamoni, IA
Grand Canyon University, Phoenix, AZ
Harding University, Searcy, AR
Illinois State University, Normal
Indiana University of Pennsylvania, Indiana
Indiana University, Bloomington
Kentucky State University, Frankfort
Luther College, Decorah, IA
Metropolitan State College, Denver, CO
Milligan College, Milligan College, TN
Mississippi State College, Mississippi State
Missouri Western State College, St. Joseph
Mobile College, Mobile, AL
Monmouth College, West Long Branch, NJ
Niagara University, Niagara, NY
Nicholls State University, Thibodaux, LA
Ohio State University, Columbus
Oklahoma Baptist University, Shawnee
Oklahoma Christian College, Oklahoma City
Oregon State University, Corvallis
Otterbein College, Westerville, OH
Peru State College, Peru, NE
Pittsburg State University, Pittsburg, KS
Slippery Rock University, Slippery Rock, PA
Southern Illinois University, Carbondale
State University of New York-Plattsburgh
Taylor University, Upland, IN
Tuskegee University, Tuskegee, AL
University of Akron, Akron, OH
University of Arkansas, Pinebluff
University of Central Arkansas, Conway
University of Delaware, Newark
University of Georgia, Athens
University of Hawaii at Manoa, Honolulu
University of Houston, Houston, TX
University of Kentucky, Lexington
University of Maine at Farmington
University of Miami, Coral Gables, FL
University of Nebraska-Omaha
University of North Carolina-Charlotte
University of North Dakota, Grand Forks
University of North Florida, Jacksonville
University of Northern Iowa, Cedar Falls
University of Science and Arts, Chickasha, OK

University of Tennessee, Knoxville
University of Vermont, Burlington
Utah State University, Logan
Valley City State University, Valley City, ND
Valparaiso University, Valparaiso, IN
Virginia Commonwealth University, Richmond
West Virginia Institute of Technology, Montgomery
Western Illinois University, Macomb
Wichita State University, Wichita, KS
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