

ACTUAL AND IDEAL FUNCTIONS OF THE COLLEGE DEAN
AS PERCEIVED BY DEANS AND FACULTY MEMBERS
AT KING FAISAL UNIVERSITY, SAUDI ARABIA

By

ABDULLATIF HAMAD AL-HOLEIBI
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Bachelor of Arts and Education
King Saud University
Riyadh, Saudi Arabia
1973

Master of Education
University of Oklahoma
Norman, Oklahoma
1978

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THESIS APPROVED:

Robert B. Cannon

Thesis Adviser

Kenneth H. Glau

John G. Hardin

William R. Venable

Norman N. Dunbar

Dean of the Graduate College

Name: Abdullatif Hamad Al-Holeibi

Date of Degree: May, 1985

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

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Scope of Study: The primary purpose of this study was to investigate the actual and ideal functions of college deans as perceived by deans and faculty members at King Faisal University. More specifically, the study attempted to answer questions related to various functions performed by college deans. The study population included all deans and faculty members of the five colleges within the university. The five deans and a random sample of 147 faculty members returned completed questionnaires which were used to provide data for this study. Independent sample t-tests were used to test the significance of differences, if any, between deans and faculty members, and between actual and ideal functions as perceived by each group.

Findings and Conclusions: Based upon the findings of this study, the following general conclusions were made: (1) among college deans as a group there were no significant differences between their perceptions of actual functions of the dean when compared with ideal functions; (2) among faculty members as a group there were significant differences between their perceptions of actual and ideal functions of the dean; (3) deans as a group and faculty members as a group were significantly different regarding actual and ideal functions of the dean; (4) the area of academic affairs was perceived actually and ideally by deans and faculty members as a primary area of emphasis for the dean; (5) the area of administrative affairs was perceived by deans and faculty members as a second actual major area of emphasis for the dean; (6) deans as a group preferred to be ideally involved with both faculty and administrative affairs, while faculty members as a group preferred the dean to be involved in faculty affairs with less emphasis on administrative affairs; (7) deans and faculty members believed the deans also should be actually and ideally functioning in the area of community affairs; and (8) generally speaking, results of American studies in this area were not in agreement with the findings from the present study. It was recommended by deans and faculty members at King Faisal University that job descriptions for college deans should clearly define functions, responsibilities, and authority; and should state performance expectations compatible with the philosophy and goals of the university.

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Robert B. Kamm

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CHAPTER I

INTRODUCTION

Background on Higher Education in Saudi Arabia

Modern education in Saudi Arabia dates from 1926, when a resolution was issued regarding the establishment of the First Council of Education. Because there were no colleges or universities in the country in the 1920's and 1930's, the urgent need for competent citizens in various specialties was a matter which could not be postponed until the formation of a higher education system in the kingdom. The government, therefore, started sending some Saudi students to universities in other Arab countries, Europe, and the United States (Ministry of Higher Education, Saudi Arabia, 1980).

However, since 1945, Saudi Arabia has encouraged a remarkably rapid expansion of education, specifically higher education, as the most important factor in development, promotion, and welfare of the country. In recognition of this fact, the government of Saudi Arabia has increased its spending for higher education from 1.99 billion SR in 1976 to 6.68 billion SR* in 1985. The number of students enrolled in higher education grew from 6,942 in 1970 to 90,000 in 1985 (Ministry of Higher Education, Saudi Arabia, 1980; Asharq Al-Awsat Newspaper, March 22, 1985).

*\$ = 3.50 SR.

The growth in size, numbers, types, and importance of colleges and universities in Saudi Arabia to meet both the needs of an increased student enrollment and the requirements of national developmental plans has brought about many changes in the administrative organization of higher education. Before 1957, individual colleges were established and deans were appointed to head these colleges. There were neither universities nor rectors. Colleges were founded and supervised by various government departments. For example, the first modern college, the College of Sharia (Islamic Law) was established in Makkah in 1949 and attached to the Ministry of Education; in 1953, a similar college was founded in Riyadh; and the College of Arabic Language was established in 1954 under the General Presidency for Colleges and Scientific Institutes (Ministry of Education, 1966).

In 1957, King Saud University was founded in Riyadh as the first state university. Subsequently, the number of colleges and universities has increased. In 1961, the Islamic University was inaugurated in Medina. In 1963, the College of Petroleum and Minerals was established in Dhahran, and received university status in 1975. In 1967, King Abdul Aziz University was founded in Jeddah as a private university but became a state university in 1970. In 1975, the College of Sharia (Islamic Law) in Riyadh and the College of Arabic Language also located in Riyadh were affiliated to form the Imam Muhammad Ibn Saud Islamic University. King Faisal University, the focus of this study, was established in 1975 in Al-Hassa with a branch in Dammam.

The most recent university to be established in the kingdom is Um-Alqura. This university had undergone some changes before its establishment as a major university in Makkah. As previously mentioned, the

College of Islamic Law was founded in Makkah in 1949 to provide studies relative to Islam, particularly to prepare teachers of religion for public schools. However, in 1981, this college was changed to Um-Alqura University.

In addition to the aforementioned institutions of higher education, there are 25 junior colleges, 4 sciences and mathematics centers, and 11 colleges for women. These institutions are located throughout the kingdom. Their objectives are related to those of the universities. They aim at providing education beyond that of high school to Saudi youth. Also, it is worthwhile to mention that there are several military colleges which train students in several areas related to military science.

As previously mentioned, during the last 20 years there has been a remarkably strong improvement of higher education in Saudi Arabia. All Saudi universities were established to facilitate the achievement of the following goals: (1) to meet the needs of Saudi youth for higher learning so they will be able to function in the modern world and actively participate in the development of their country; (2) to provide the country with skilled doctors, engineers, teachers, technicians, lawyers, and other professionals; and (3) to revitalize Islamic culture and spread knowledge of our past and present affairs, and to create a wider and more constructive vision of our future by enhancing interaction between Saudi youth and the rest of the world.

In order to achieve the aforementioned components, the Saudi government has encouraged higher education and has financed it from the beginning. For example, not only is there no tuition at any Saudi universities, but also all Saudi students receive monthly salaries, free textbooks, and free room and board. In addition, the universities usually

hire the best faculty members they find, either in the Arab world or elsewhere in the world when no Saudi faculty members are available. Finally, faculty members are supplied with modern technology for functions relative to instruction, laboratories, and scientific innovation.

All universities in the kingdom of Saudi Arabia are under the direction of the Supreme Council of the Universities. The highest authority in the administration of each university is the Supreme Council of the University, headed by the Minister of Higher Education. The Supreme Council of the University generally includes in its membership the rector, vice-rector, secretary-general, all deans, and five members appointed by a Royal decree. Its functions are: (1) approval of by-laws, conditions of service for staff, scholarships, and formation of new departments; and (2) proposal of amendments in the statutes, annual budgets, formation of new colleges, and other new matters.

The rector of the university is the chief academic and administrative officer of the university. He is responsible to the president of the Supreme Council of the University, and submits an annual report on the activities of the university to the Council. One or more vice-rectors are appointed by the Council of Ministers for a three-year period on recommendation of the president of the Supreme Council. The secretary-general of the university is appointed by the prime minister, for a three-year period, on the recommendation of the president of the Supreme Council of the University. His duties include, in addition to serving as the secretariat of the Supreme Council and the University Council, the supervision of financial and administrative work. The University Council, headed by the rector, approves the academic calendar, the awarding of degrees and diplomas, and the promotion of academic staff. College

deans are appointed by the Supreme Council of the University on the recommendation of the college board. They are assisted by vice-deans appointed by the rector on the recommendation of the college dean. College boards are chaired by the deans and include in their membership all heads of respective departments. The college board approves syllabi and rules for course work and examinations, coordinates research among the various departments, and determines the fellowships required for the college. The departmental boards, formed by all academic staff in the department, are given certain administrative, financial, and academic authorities, in accordance with the statutes, to deal with those matters at the departmental level (Ministry of Higher Education, Saudi Arabia, 1983).

King Faisal University

King Faisal University was established by Royal Decree No. M/67 (1975) with the main campus in Al-Hassa and a branch in Dammam. The purpose of King Faisal University

. . . is to disseminate science and knowledge in the Eastern Province, and to carry out research: functions that are consistent with the pioneering role assumed by the Kingdom both internally and externally. It is a comprehensive higher education institution offering courses in several fields at both undergraduate and postgraduate levels, with an emphasis on Islamic studies, teacher training in various applied and technical spheres, and research (Ministry of Information, Saudi Arabia, 1980, p. 49).

King Faisal University has grown in size, administrative structure, enrollment, and types of studies. It has a total enrollment of more than 2,595 students, 421 faculty members, 258 demonstrators (of this number, approximately 157 demonstrators study abroad toward master's and doctoral degrees), 1,460 administrative and technical personnel, and 6 six

colleges with 66 departments (Statistical Profile, King Faisal University, June 1, 1984).

The first four colleges established in King Faisal University (King Faisal University, Admission and Registration Directory, 1984/85) were the College of Medicine and Medical Sciences in Damman, the College of Architecture and Planning in Damman, the College of Agriculture and Nutrition in Al-Hassa, and the College of Veterinary Medicine and Animal Resources in Al-Hassa (Ministry of Information, Saudi Arabia, 1980).

The College of Education in Al-Hassa was the fifth college in the King Faisal University system. It was established in accordance with the founding Royal decree during the academic year 1981/82. The sixth and most recent college in King Faisal University is the College of Management Sciences and Planning. It was established during the academic year 1984/85.

King Faisal University at the present has four administrative types of positions at the level of dean (excluding the college deanship position): admission and registration deanship, graduate studies deanship, libraries deanship, and student affairs deanship (King Faisal University Catalogue, 1982).

In addition to its teaching and research, King Faisal University serves professionals and the community by making available its six centers and two teaching hospitals. These eight facilities are the Agricultural Training and Research Experimental Station, Camel Research Center, Computer Center, Date Palm Research Center, English Language Center, Water Studies Center, King Fahd Hospital of the University, and Veterinary Hospital (Moorman, 1981; King Faisal University Statistical Profile, 1983/84).

Background on the Problem

Campus leaders, especially college deans, in both Saudi Arabia and the United States provide various functions and play several roles. A wide variety of functions are assigned to deans in accordance with the needs of the institution--type, size, wealth, and administrative structure--and the personality and interests of the president and the dean. The functions of all college officials need to be clearly identified and understood by the administration, faculty, and students. This is illustrated by Emme (1946):

Administrative procedures work best when the functions of the president, dean, registrar, business manager, and other officers are clearly outlined and understood by all administrative officers and the faculty. Students should know where the phases of college administration center which concern them (p. 266).

The college dean is in the most strategic position of all administrators in higher education institutions because he directs and influences the faculty toward common goals, stimulates thinking, and promotes morale. The college dean is the person most responsible for the academic affairs of a college or a university. The position is as difficult as it is important. The inherent difficulty exists because the college dean must represent the academic interests of the faculty to the upper administrative authorities while representing the position of the president to the faculty. He is caught in the middle, owing allegiance to both faculty and administration.

In order to fully understand the importance of the deanship, especially during this period of development in higher education institutions in Saudi Arabia, it is necessary to know what functions are actually performed and what functions are ideally preferred to be performed by the

college dean as perceived by the dean himself and his faculty. The dean is the educational leader of the faculty and must lead the faculty in the areas of curriculum, clarifying purposes of the institution, and keeping abreast of new developments in higher education. The dean's success can depend heavily on his awareness of his role to minimize role conflicts and increase the effectiveness of his college administration.

Statement of the Problem

In many institutions of higher education, deans and faculty members differ in their perceptions of the actual functions of the college dean and his ideal functions. The problem of this study is designed to investigate the actual and ideal functions of the college dean as perceived by deans and faculty members at King Faisal University, Saudi Arabia.

The focal point of the investigation is an attempt to find answers to the following questions:

1. What are the actual functions of the college dean as perceived by deans and faculty members at King Faisal University?
2. What are the ideal functions of the college dean as perceived by deans and faculty members at King Faisal University?
3. To what extent are the perceptions of the deans and those of the faculty members similar to or different from each other in terms of actual and ideal functions of the college dean?
4. To what extent are actual functions of the college dean similar to or different from ideal functions of the college dean as perceived by dean and faculty members at King Faisal University?
5. How similar or different are these perceived actual and ideal

functions of the college dean at King Faisal University in comparison with those revealed by other studies conducted in American institutions?

Significance of the Study

Higher education is now faced with many challenges. Accountability is creating added tension among many academicians. Administrators are under pressure from faculty and students in addition to demands made by the president. The college dean has the task of defusing tense situations that result from misunderstanding. To accomplish this, the dean must command the respect of all groups and win their trust and cooperation.

In Saudi Arabia, there is an absence of research dealing with deanship in higher education institutions. This situation, coupled with many challenges which confront higher education, suggests a need to conduct an evaluation of the college dean's function. This study describes the actual and ideal functions of the college dean at King Faisal University. The findings show how deans and faculty members react to the same issues. The study may assist deans in understanding how their faculty regard the function of the dean. The findings of this study may be of benefit to stimulate rectors, vice-rectors, deans, and other high ranking administrators to consider the functions of the college dean. It may assist them in identifying potential problems that may develop at their institution. The study may serve as a groundwork for further evaluation and development.

A comparison of the actual and ideal functions of the college dean at King Faisal University with his counterpart at American universities shows how similar or different those functions are. The significance of

the study lies mainly in the potential usefulness for making the role of the dean more effective and enhancing mutual understanding between deans and their faculty members.

Definitions of Terms

For the purpose of this study, the following terms are defined:

Saudi Arabia is a middle eastern kingdom occupying over two-thirds of the Arabian Peninsula, with a population of approximately eight million.

College refers to a separate and semi-independent unit of a university that is headed by a dean and governed within the university limits.

Rector refers to a president or head of a university.

College dean (or Dean) refers to the person who reports to the president of the university and is responsible for academic, administrative, and financial affairs of his college within the university limits.

Faculty refers to a full-time teaching staff regardless of their sex, academic rank, degree, or nationality.

Function is defined by Good (1973, p. 253) as "the appropriate assigned duties, responsibilities, missions or tasks of an individual, office, or organization" which contribute to the life of the institution.

Actual function refers to a function which the respondents think is presently in existence.

Ideal function refers to a function which the respondents believe should exist.

K.F.U. refers to King Faisal University.

Limitations and Delimitations of the Study

This study deals with the actual and ideal functions of the college

dean as perceived by deans and faculty members at King Faisal University, Saudi Arabia. Other college personnel and students at K.F.U. are not included in this study.

The variety of Saudi Arabian institutions of higher learning makes it impossible to develop one model of dean that would apply to all colleges and universities. Therefore, police, military, air force, junior colleges, women's colleges, or other Saudi universities are not included in this study.

The study is limited to information gathered from questionnaires returned by deans and faculty members concerning the actual and ideal functions of the college dean at K.F.U.

The similarities or differences in perceptions of the actual and ideal functions of the college dean at K.F.U. are compared with those of their counterparts in the United States. While a questionnaire provided data for the Saudi sample, a review of literature is the only source for similar data for the United States. This cross-cultural comparison is limited by the extent to which comparable data are found for the two groups.

Organization of the Study

This study is divided into the following five chapters:

Chapter I includes the background on higher education in Saudi Arabia and on King Faisal University, background on the problem, a statement of the problem, significance of the study, definitions of terms, limitations and delimitations of the study, and organization of the study.

Chapter II contains a review of the related research and literature, with special emphases on the historical development of the deanship and

its duties, various functions of the college dean in American colleges and universities, and research on actual and ideal functions of the college dean. Data related to functions of the college dean at King Faisal University are included.

Chapter III deals with the procedures of the study. Descriptions of the instrumentation, population and sample, and procedures of data collection and analysis are covered in this chapter.

Chapter IV describes the analysis and interpretation of the data.

Chapter V is the final chapter and offers the most significant findings and recommendations. It also provides a comparison of the findings reached at King Faisal University with those reported in the literature for American institutions.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter examines the literature relative to the actual and ideal functions of the dean. In order to illustrate these functions, this chapter will contain a summary of the historical developments of the deanship, functions of the dean in American colleges and universities, research on actual and ideal functions of the dean, and functions of the dean at King Faisal University.

Historical Background of the Deanship

Ward (1934) pointed out that the term dean, which came from the Greek word Seka and the Latin word decanus, was used by the Roman military establishment to specify a military rank. Whaley (1968) stated that the church then used the term to indicate religious significance associated with the clergy:

The church borrowed the term very early in its history. There was a 'decanus' appointed over every ten monks, and then when canonical life was introduced among the clergy attached to cathedrals the title came to be applied to the head of the chapter (p. 84).

Later, British universities used the term dean to indicate different functions. Whaley also reported:

In the early history of the English universities, deans were officers of the colleges rather than heads of faculties.

A reference to Merton College, Oxford, founded mainly for the education of Walter de Merton's young relatives, states that the duty of the dean consisted mainly in keeping the peace among the cousins (p. 85).

Milner (1936) illustrated the origin of the term dean and identified similar tasks performed by the decanus in the monastery and the dean in higher education. He stated:

The title 'dean' came from the Latin term decanus which was a military grade in the Roman army and designated an officer 'set over ten people.' Although the military office seems to have disappeared, the title reappeared in the monasteries. The decanus was the chief and monitor of ten monks of hermits; the senior decanus served as the head of the monastic community in the absence of the abbot. The deans in the monasteries carried administrative, disciplinary, and spiritual responsibilities. Thus it is interesting to note the similarity between the function of the decanus in the monastery and the dean in the American college (p. 17).

In America, the first office of the dean was created at Harvard in 1870. The expansion of Harvard made the administrative process impossible to handle by only one person, namely the president. President Eliot of Harvard, according to Dibden (1968), explained the reasons for the creation of such an office:

The discussion which preceded and accompanied the last election of President of the university showed clearly that both the governors and the alumni thought that the president had too much to do, and that he should be relieved of the immediate charge of the college administration. To carry into effect this universal opinion, the Corporation and Overseers, in the months of January and February, 1870, concurred in adopting a new statute creating the new office of Dean of the College Faculty, and defining the duties of the Dean. These Statutes are as follows:

The Dean of the College Faculty is appointed by the Corporation with the consent of the Board of Governors, from among the members of the faculty. It is his duty to preside at the meetings of the Faculty in the absence of the President; to administer the discipline of the college, to take charge of all petitions from undergraduates to the faculty; to keep the records of admission and matriculation; to furnish such lists of students as may be required by the faculty or the several teachers; to prepare all scales of scholarship; and preserve the

records of conduct and attendance; to submit each year to the faculty lists of persons to be recommended for scholarships and beneficiary aid, and likewise a list of those who appear, from the returns made to his office, to have completed with all the regular conditions for the degree of Bachelor of Arts; and in general to superintend the clerical and administrative business of the College (p. 7).

It is clear that the motivation behind the formation of the dean's office at Harvard basically aimed at reducing the president's burden. It was perceived that administrative affairs were making inroads into the teaching time and scholarship pursuits of the president, and that teaching and scholarship pursuits were not to be sacrificed at the expense of administrative duties which someone else could perform. Also, it is important to mention that the president's role during the last quarter of the nineteenth century was viewed as being an educator, and administrative affairs were not to be permitted to force the president from his basic role as an educator. Therefore, the dean's office was first founded at Harvard to assist the president in fulfilling his duties.

After the creation of the deanship at Harvard, several colleges established deanships. According to Dibden (1968), in 1885 the number of such offices reached 15. Today, the deanship is well established in all American colleges and universities, and the number of such offices within each institution depends upon the size of the institution and, of course, the number of faculties constituting the institution. Carson (1960) commented on the variety of deanships:

In short, a wide variety of offices bear the title of dean. They fall into six general categories: (1) those with responsibilities for the whole institution, titled dean of faculty, dean of the university, dean of academic affairs, or even provost; (2) deans of students or dean of men and dean of women; (3) deans of arts and sciences colleges, including those of units within a university and of separate liberal arts colleges (sometimes under the title 'dean of faculty'); (4) deans

of professional schools and colleges; (5) deans of graduate studies; and (6) deans of evening and extension divisions (p. 77).

Functions of the Dean in American Colleges and Universities

Eliot (1908), in one of the earliest writings concerning the functions of the dean in American colleges and universities, thought that the dean was responsible for advising the president in matters regarding instruction, assisting students, counseling faculty members, and discipline. He stated:

The functions of a dean relate almost exclusively to his own department of the university; but within that department they are comprehensive. He is the chief adviser of the president concerning the instruction given in his school and is responsible for the preparation and orderly conduct of its faculty business, and for the discipline of its students. In the undergraduate department, much of his time is given to intercourse with students who need advice or pecuniary aid, or who neglect their opportunities or become dangerous to their associates. For the younger professors and inexperienced teachers in his departments, the dean is a counsellor and friend (p. 242).

Two studies conducted by Reeves and Russell were published in 1929 and 1932. These are considered by scholars to be the earliest attempts to determine the tasks of the dean. The studies investigated administrative responsibilities of deans in 51 church-related institutions. Consequently, the authors listed the following 13 major functions of the dean:

1. To direct the educational activities of the college.
2. To act as chief adviser to the president in matters of college policy, particularly in academic affairs.
3. To formulate educational policies and to present them to the president and faculty for consideration.
4. To direct the attention of faculty members to changing

educational thought and practice, particularly as they affect higher education.

5. To transmit to the president the budget recommendations for academic activities, after details have been worked out with department heads.
6. To make reports relating to the work of the college.
7. To supervise curriculums, courses, and methods of instruction.
8. To cooperate with heads of departments in the nomination of new members for the teaching staff, and to make suggestions to the president regarding the promotion, demotion, or dismissal of members of the faculty.
9. To assist in the recruiting of students.
10. To classify students and assign them to classes.
11. To study the progress and academic welfare of students.
12. To serve as chief disciplinary officer of the college.
13. To represent the college at meetings of educational institutions (pp. 73-74).

Milner (1936) completed a study entitled The Dean of the Small College. The book was based on data taken from 100 colleges in 35 states. The study revealed that in 93 colleges there was at least one official carrying the title of dean. The author listed 60 functions of the dean in each college, but he considered 20 functions as the most important. These functions are:

1. To interview students on all academic matters.
2. To advise failing students.
3. To correspond with parents on all matters of student welfare.
4. To give counsel on all academic problems.
5. To grant permission for changes of courses of study.
6. To supervise the college curriculum.

7. To excuse class absences.
8. To grant permission for extra hours.
9. To supervise all discipline.
10. To interview applicants for admission.
11. To give general advice on all college policies.
12. To help estimate the teaching ability of faculty members.
13. To make annual reports upon the academic work of the college.
14. To estimate the constructive influence of the faculty members on campus life.
15. To recommend all changes in curriculum.
16. With heads of departments to make all changes in courses.
17. To improve instruction.
18. To determine entrance requirements for transfer students.
19. To give social guidance to freshmen.
20. To coordinate and improve the grading system (pp. 96-97).

Emme (1946) reported that in a workshop of American educators representing 63 colleges and universities, it was agreed that a certain number of functions were to be performed by the dean. The major functions of the dean, according to Emme, may be summarized as follows:

1. To direct and supervise the educational activities of the college.
2. To act as chief adviser of the president in matters of college policy, particularly in academic affairs.
3. To carry out the educational policies determined by the board and the faculty under the president.
4. To formulate educational policies and to present them to the president and faculty for consideration.
5. To direct attention of faculty members to changing educational thought and practice affecting higher education.

6. To transmit to the president the budget recommendations for academic activities, after details have been worked out with department of division heads.
7. To make reports relating to the work of the college, usually to the president, sometimes to the board of trustees, and academic reports to the faculty.
8. To supervise curriculums, courses, and methods of instruction.
9. To cooperate with heads of departments or divisions in selecting new members for the teaching staff, and to make suggestions to the president regarding the promotion, demotion, or dismissal of faculty members.
10. To organize recommendations beginning in departments or divisions, and initiate others in regard to instructional, personnel, and educational matters.
11. To assist in the recruiting of students.
12. To classify students and assign them to classes.
13. To study and supervise the progress and academic welfare of students.
14. To serve as chief disciplinary officer of the college, managing things in such a way that advisers, counselors, and the like, will discover most of such difficulties before they emerge.
15. To represent the college at meetings of educational associations.
16. To act as the representative for the president in his absence.
17. To have general supervision of personnel procedures. Student data in the registrar's and personnel offices are a vital part of the dean's academic program, and are either under his supervision, or closely related, or easily accessible to it.
18. To prepare the agenda for faculty meetings and review faculty minutes before they are distributed to the faculty.
19. To preside at faculty meetings.
20. To be an advisory member on the student council or the student senate (pp. 265-67).

Gould (1964) completed a study entitled The Academic Deanship. He listed 14 responsibilities of the academic dean as follows:

1. Faculty relations and morale.
2. Recruitment of faculty.
3. Curriculum work.
4. Budget work, promotions, evaluation of personnel.
5. Committee work.
6. Routine administrative duties, correspondence, scheduling, catalog, reports, questionnaires.
7. Student counseling.
8. Work with other administrators, advising the president, relations with other colleges in the university.
9. Work with department heads.
10. Policy-making, planning, goal setting, institutional studies, study of other institutions.
11. Public relations, alumni relations, speaking engagements, professional association meetings, college functions.
12. Admissions problems, registration problems, foreign students.
13. Seeing parents, students.
14. Enforcing regulations, discipline (p. 27).

Williams (1965) mentioned four major roles of the dean concerning the daily operation of the institution:

1. As a planter--the dean keeps his feet on the ground by visiting classrooms and witnessing the germination of ideas planted by teachers and by participating as a teacher.
2. As a commuter--the dean must know what is going on in the world outside the ivory tower. He must head for educational conferences and keep informed of new ideas, as well as inform others of experimentation underway at his own institution.

3. As an assistant ringmaster--the dean is not a policy-maker, but a servant and arranger. Thus, he must be capable of being interrupted without losing his poise, and with sympathy for those who need him. He must coordinate and corroborate in an unobtrusive way.
4. As a travel agent--the dean must be cognizant that students and many faculty begin and end 'great tours' in college. Everyone is going somewhere, and the dean, if only indirectly at Travel Agent, can equip his clients for mobility by providing authentic, up-to-date information (program planning, counseling, and the like) (p. 396).

Davis (1970) pointed out that the dean has "direct" and "indirect" responsibilities concerning the university and society. The influence of the dean is usually determined by his success in influencing the institution, especially the faculty of which he is a dean, the community in which the university exists, and society as a whole. Davis pointed out the direct and indirect responsibilities of the dean by stating that:

The dean must embrace his indirect responsibilities in order to develop properly his major direct responsibility, namely, the setting of goals for his college or institution. Thus, the dean's indirect responsibilities--the quality of teaching and the curriculum, the needs of society, the economic growth of his region, the aesthetic and ethical values of living--determine the manner and the nature of his collegiate goals, the goals of the institution, and pursuit of these goals, and the functional relation and rank order of influence of the dean within the institution. Those deans who are more sensitive and responsive to their indirect responsibilities will generally be accorded a higher rank order of influence by their colleagues and the faculty and will generally find that their relationships with the president and the faculty will be more harmonious, understanding, and rewarding (p. 41).

Moreover, the functions of any dean have much to do with the size of the university in which he is a dean, his personal traits, and his leadership abilities. It is a fact that no two deans are alike and that every dean as a leader differs somewhat from other deans. Nevertheless, any dean in a large university must handle several tasks. Magrath (1970) pointed out that:

In a large, multipurpose (or multiproblem) university, the dean of faculties must be a multipurpose man. His precise concerns and functions will naturally differ from university to university. Organizational patterns, administrative and faculty personalities, and the personal style of the deans themselves will almost certainly vary. Since each university is a somewhat individual and political system, no two deans of faculties will ever be quite alike in functions and responsibilities (p. 21).

Millet (1968) and Salmen (1971) identified the major functions of the deans. Saville (1976) conducted a study concerning the functions of the deans in professional schools. He believed that such functions could be applicable to any deanship. The author divided the dean's functions into two main categories (p. 3): "(1) Leadership functions pertaining to administration of organizational details, and (2) leadership which is concerned with the more abstract phases of human engineering."

The leadership functions under the first category are: (1) Organizational relationship within the college and other administrative units in the university; (2) record keeping and provision of services for faculty; (3) evaluation of staff; (4) acquiring new faculty; (5) budgetary matters; (6) administration of related details required of the office; and (7) public relations.

The leadership functions relative to the second category are: (1) motivation; (2) encouragement of creative teaching, writing, and experimentation; (3) innovation; (4) faculty involvement; and (5) faculty morale.

According to the previously mentioned literature, it is evident that the functions of the dean have undergone remarkable changes. In the early stages of the development of the office of the dean, he was assigned some administrative responsibilities and he assisted the president.

Additionally, the number of deans in most colleges was very limited. Today, the dean has to cover a wide range of responsibilities depending on the size of the institution and its organizational structure, and accordingly the number of deans in each institution varies. While a small college or university may have four such officers, in each of the large institutions the number of deans may reach eight or more.

Today, although the functions of the dean are numerous and may differ from one institution to another, the author of this research believes that such functions are most important in the areas of administrative, academic, faculty, student, and financial affairs. These five areas correspond to the areas of function on the questionnaire used in this research to collect the data. Because of this and the importance of these components, they will be discussed individually in the following sections.

Administrative Affairs

Undoubtedly, administrative affairs are an essential part of the dean's functions. Among the 14 responsibilities listed by Gould (1964) (see page 20), 3 can be listed under the general category of administration. The first one (number six) identified a number of general administrative activities in which the dean was involved. These duties included correspondence, scheduling, preparation of the catalog, making reports, and completing questionnaires. The other two responsibilities (numbers 8 and 12) that can be classified in the administrative area refer to the dean's relationship with the president, other administrators, the board, and other personnel such as the registrar and admissions officers.

Ciardi (1968) claimed that the dean should function in areas of student concerns and other administrative matters. He stated that the dean should never be permitted to function in academic affairs. Ciardi concluded:

The fact remains that deans as a whole are an overbusy lot much too far from the bookshelves to be entrusted with educational policy. Let them take care of building and maintenance, of the details of classroom utilization, of student discipline, of the parking problems and dormitory assignments, of medical record keeping, food service, alumni relations, and admission--the last under careful directives from the faculty. But if our colleges are to be colleges and not social clubs or employment offices, only the faculties can be trusted to decide curriculum and degree requirements, admission policy (as distinct from the clerical procedures of admission), scholastic standard, and the academic goals of the college (p. 188).

Hoor (1959) agreed with Ciardi's statement. He admitted that the dean as a faculty member, not a leader, could express his opinions regarding curriculum and instruction. Walke (1966), in a study of the academic deanship, found that deans themselves believed that a dean, when forced to choose, should choose to be administratively-oriented rather than scholarly-oriented.

Academic Affairs

Since the dean is considered to be the academic leader of the college, it is quite natural to assume that a whole group of functions would fall under the heading of academic affairs. A number of writers supported this assumption. According to several writers, the dean should delegate routine administrative affairs to others and concentrate on academic activities. Gould's (1964) list of 14 responsibilities included four that could be classified as academic functions. Three of the functions--curriculum work, budget work, and committee work--ranked in the top five

and consumed a large portion of the dean's time. The fourth item was ranked eleventh and included the function of public relations, alumni relations, speaking engagements, professional association meetings, and college functions. Dicks (1962) added supervision of instruction. An additional function included by Schneider (1970) was to be chief adviser to the president on academic affairs.

Davis (1970) distinguished between the functions of the dean as an academic leader and as an administrator. Davis believed that the college dean must be more of an academic leader than an administrator. He illustrated the importance of the academic leadership abilities by stating that:

If there is any apparent or real difference between the dean's role as an academic leader and as an administrator, then the dean must choose first to be a leader. If he does not have the perception or the soul to understand the needs of society, of students, of the academic-professional community, of industry, or whatever so that he can lead his faculty to approach these needs, he should not be a dean. Similarly, unless he can lead his faculty to develop these goals, he should not be a dean (p. 43).

Miller (1963), in a study entitled The Perceptions of Role Expectations by Liberal Arts College Deans, reported that the dean was originally appointed to supervise the academic activities of his college. Miller wrote:

When E. W. Gurney, professor of history, accepted the appointment of the Harvard Board to the academic deanship, he became the first college administrator, other than the president to officially supervise the internal academic program of an American college (p. 109).

Thus, the literature revealed that the academic activities of the college dean were broad and there was a general consensus that curriculum work was his major academic function.

Faculty Affairs

Providing the youth with adequate training leading to professionalism is the first goal of a university. This, of course, cannot be done without the availability of qualified faculty in teaching, research, publication, student advisement, and graduate programs. Many writers placed faculty affair functions at the top of the list for the dean. Dupont (1968) proposed that the dean is expected to do in selection of faculty:

He has the opportunity, and indeed the obligation, to mold the faculty and the entire college program. The quality of the program will follow the quality of the men selected to put it in operation and the quality of the dean's leadership. Intellectual competence, interest in the improvement of education, recognition of the crucial mission of higher education today can be instilled at least to a certain measure in even the dullest of faculty members by a patient and persistent dean. But where possible, these qualities should be sought in the selection of new faculty members. Such selection should never be haphazard, and the dean should not leave it entirely in the hands of department heads, though he should consult with them. The tendency is still strong in some departments to look for specialists rather than educators of broad outlook (p. 61).

Moreover, after the selection of faculty members, the dean is also obligated to create the environment under which the faculty does its best. Dupont additionally stated that:

Building up the faculty, encouraging teachers to recognize their courses, to investigate problems, to study the relation of their courses to the overall purposes of the college, to discuss common problems in faculty meetings, engaging them in courses which cut across departmental lines, procuring time and opportunities for them to develop professionally, proposing or supporting any movement toward economic security and stability for them, are all works within the proper sphere of the dean's activities which will have rich educational consequence (p. 21).

Gould (1964) listed faculty relations and morale, recruitment of faculty, and promotions and evaluation of personnel among the top four duties of the dean. According to Gibson (1964), the academic dean assists the president by keeping him well advised on the numerous activities,

problems, and achievements of the faculty. The dean serves the faculty by making known their wants and problems to the president.

Fishman (1963, p. 305) analyzed the college dean's unusual situation: "The uniqueness of the dean lies in his role as a middleman, representing his school and his faculty to the upper administrative authorities at the same time that he represents the upper administration on the local scene." He continued:

Rather than be a marginal man, the dean should be a truly bicultural man fully at home in two neighboring cultures, fully accepted by both, committed to both, and therefore, able to interpret the one to the other and able to be the instrument of social change between them to the end that they operate as one rather than as two cultures (p. 306).

Newburn (1959) stated that the central administration sees the dean as a staff officer, and the professors see him as a leader of his college, aggressive and persuasive if circumstances so dictate.

Britt (1957) suggested that the college dean in his role as a leader of the academic enterprise should lead his faculty in a continuous study of its educational philosophy, convince them that the curriculum is not an end in itself, persuade them to evaluate programs in terms of what content should be, and convince them that the value of curriculum elements is more dependent on the quality of teaching than on content.

Bornheimer (1973), in a book entitled The Faculty in Higher Education, went so far as to argue for a class visitation by deans and department heads if effective teaching were desired. He reported that such class visitations are the responsibility of deans and other administrators:

Indeed, it seems ridiculous that faculty still exists that the administrators of an institution (department chairmen, academic deans, and presidents) should be denied the right of visiting classrooms and libraries in their own institutions.

The academic administrators should be charged with the responsibility for such visitation in order to advise and assist faculty members to achieve greater teaching ability (p. 12).

In a book entitled The Academic Deanship in American Colleges and Universities, Dibden (1968) described the role of the dean as innovator of the faculty and that he should keep abreast of new developments in various fields and bring these to the attention of the faculty. While he may experience difficulty initiating plans for new programs, he should, from the onset, give proof through his discussions with small groups of interested faculty members, of his own bias toward experimentation that will enhance the goals of the university. In addition to expressing his own interests, he should show appreciation and give visibility to those faculty members who are attempting to demonstrate more resourcefulness in their teaching.

Salmen (1971) stated in his book, Duties of Administrators in Higher Education, that college deans are the most important group of administrators in the whole of American higher education, for they are the officers who must translate the aspirations of teachers into an organized program which will fall within the necessities of the budget.

Student Affairs

Students are the most important individuals on a campus. Indeed, the university which they attend depends on them and society needs their active participation after they receive the necessary college preparation. Hence, one of the major functions of the dean is to see that students receive the education they need, housing in which they feel comfortable, adequate advisement, financial assistance, admission regulations,

grading, transfer procedures, and all other student services necessary for success, retention, and comfort of the students.

When functions of the college dean regarding student affairs were mentioned in the literature, they fell into four categories: (1) a supervisory role, but with indirect responsibility; (2) informal meetings and talks with students; (3) correspondence with parents regarding their children's academic progress or lack thereof; and (4) academic advising with students. Russell (1941) pointed out that the dean should assist in student recruiting, classifying students and assigning them to classes, studying students' progress and academic welfare, and serving as the institution's chief disciplinary officer. By contrast, McKeough (1957) warned that the college dean should beware of becoming entangled with student relations and that he will be serving his school much more effectively if he let other officers deal with students. Baker (1957) offered a solution to the problem when he reported that the academic dean's concern with student affairs is directly related to the dean's perception of their importance to the educational goals of the institution.

Among the 14 responsibilities of the academic dean listed by Gould (1964), four areas of concern were related to student affairs. These were student counseling including admission and registration problems; foreign students; seeing parents and students; and enforcing regulations including discipline.

Salmen (1971) suggested that in a large institution a dean of freshmen and another for sophomores are needed to assist the college dean. He added:

The dean of the college may take care of the relatively adult problems of the upperclassmen himself. In a large institution he will need assistance and will be able to see

only those students referred to him by his staff. He should, however, see all students who are subject to suspension or expulsion for disciplinary reasons. The courts recognize the right of the dean to decide but insist that a fair hearing should be held. The dean should have established procedures for such interviews and should keep memoranda of them that may be used to guide testimony later. Disciplinary actions as serious as suspension and expulsion are commonly considered these days as students express themselves in physical violence (p. 57).

Financial Affairs

Accountability is becoming one of the most important issues in higher education. The issue has become one of how to favorably change the ratio between educational outcome and costs, or how to cut expenditures and increase productivity. Debates over budgets, allocation of financial resources, and the role of administrators and faculty have caused a serious conflict.

In Diben's (1968) book, Enarson considered the dean as budgeter and in a strategic position to control or at least to frame the issue. Enarson pointed out that although the dean has the most powerful hand in shaping the academic budget, discretion must be exercised as he deals with many voices from various departments and throughout the college. He suggested that the dean must strive to maintain balance in programs and be cognizant of the need for innovations and/or deletions on an interdisciplinary basis. Enarson concluded:

Many hands shape the budget, but the dean's hand is the most powerful, the most likely to be decisive. He stands at the gates, either smiling warmly and saying 'I'd like to help, but the money just isn't there' or saying, 'Well, it will be difficult, but I think we can help a little.' (The wise dean, like the experienced housewife, always squirrels away a few dollars in the sugar bowl for emergencies) (pp. 58-59).

Other writers also stated that financial affairs and budgetary processes should be assigned to the dean as major functions. Gould (1962), in a study entitled "The Leadership Functions of Academic Deans," listed budget work first in importance among the functions of the dean in large colleges.

Thus, if the allocation of resources is closer to faculty aspirations, there will be less conflict between faculty and deans in particular, and faculty and administration in general. Salmen (1971) agreed:

All deans can mold the image and the service of their schools and often can continue for many years to guide the faculty and to interpret the school to others. They are the most important group of administrators in the whole of American higher education for they are the officers who must translate the aspirations of teachers into organized programs which will fall within the necessities of the budget (p. 63).

Research on Actual and Ideal

Functions of the Dean

Few experimental studies have been done on the perceptions of deans and faculty members regarding actual functions of the college dean and his ideal functions. Often these studies deal with how the dean performs his functions, rather than what functions he performs or should perform. An examination of the meager research related to studies of actual and ideal functions of the dean revealed that differences have been found between deans and faculty. Furthermore, individual deans and faculty members differed among themselves in their perceptions of the dean's functions. This is because in practice the dean is partially responsible to the president when he performs certain functions and partially responsible to his faculty during performance of others. Since the dean is in this intermediate position between the president and

faculty (as well as other reference groups), groups above or below the dean in the administrative hierarchy potentially have different sets of perceptions and expectations regarding his functions. While the dean tries to achieve a set of objectives that are regarded as ideal and significant by him and/or the president, he also must respond to certain ideal functions that are in agreement with faculty members' aspirations. This discrepancy in perceptions and expectations between deans and faculty members can cause conflicts and create misunderstandings among the members of one group when dealing with the other. Thus, the degree of conformity between the perceptions of deans and faculty regarding actual functions of the dean and his ideal functions becomes one essential factor in enhancing mutual understanding between a dean and his faculty, thereby partially determining the effectiveness of the dean.

The earliest serious attempts to study the dean's functions are perhaps two investigations conducted in 1929 and 1932 by Reeves and Russell. In the earlier study, they presented a list of 13 functions most frequently assigned to the dean (see Functions of the Dean in American Colleges and Universities, p. 16).

Milner (1936) found that the deans of small colleges were eager to serve in an advisory capacity on almost all academic problems and to supervise the college curriculum. Academic deans also felt that they should retain general supervisory authority over disciplinary matters and student admissions, while relinquishing some responsibilities to deans of men and registrars (see Functions of the Dean in American Colleges and Universities, p. 21).

Gould (1962), in a study of the leadership function of academic deans as perceived by deans, found that the greatest demands upon deans' time and skills were made in faculty consultation, faculty recruitment, curriculum work, and budget work (including the evaluation of teaching staff, committee work, routine chores, and student counseling).

Representative faculty members, presidents, and academic deans participated in a study of Dicks (1962) to compare their perceptions regarding functions and qualifications of the academic dean. Dicks reported no significant differences between the faculty and administrative groups on any items on the questionnaire concerning functions and qualifications of the academic dean. There was 100 percent agreement that the dean should participate in the formulation of college policy and attend professional meetings of administration. There was an extremely high percentage (97 to 100%) of agreement that the dean should encourage the use of free intelligence and encourage participation by all concerned. There was also complete agreement between the faculty and deans in terms of the dean's responsibility for editing the college catalog and encouraging the faculty to engage in advanced study. Almost none agreed that deans should preside at all faculty meetings, supervise and administer loan funds, or supervise clerical staff of the college.

Deans and their faculty members responded to a questionnaire administered by Carson (1964), and showed little contrast in perceptions and expectations as expressed by presidents, deans, and department heads relative to consideration and initiating structure.

Verbeke (1966) examined the leadership behavior of the academic dean. Perceptions held by presidents, deans, and faculty members differed, insofar as their perceptions of the behavior of the academic dean was concerned. Faculty groups and deans showed the widest differences in their perceptions regarding actual and ideal behavior of the dean. The deans reflected themselves as having more consideration and initiating structure than was reflected by the faculty. Additionally, faculty members expected increases in both dimensions. Few differences were found, however, between the "real" and "ideal" behavior of deans as perceived by the presidents. Verbeke surmised that if deans had assumed major responsibility for developing professional goals and personal goals of faculty, they should have been aware of faculty perceptions regarding the actual and the ideal leadership behavior.

Todd (1966), in a study entitled "The Perceived Functions of the Junior College Dean," compared the perceptions of junior college presidents, deans, and instructors concerning the functions of the academic dean in the improvement of instruction. He reported no significant differences in their perceptions of the dean's functions in this area. Todd indicated that although presidents, deans, and instructors differed significantly in their perceptions of the dean's actual performance of his functions, they did not show a similar significant difference in their perceptions of the importance of those functions. He also found a discrepancy among individual deans in their perceptions of both the importance of the functions of the deans and the dean's actual performance of those functions.

Reporting on a study of the academic deanship in member institutions of the Council for the Advancement of Small Colleges (CASC), Walke

(1966) concluded that half of the CASC deans had spent three years or less in the deanship; that there existed a high level of satisfaction with the duties they had assumed, even though many reported they were assuming responsibilities which ideally belonged to the departmental or division chairman; and that the many satisfactions of the deanship included curricular revision, relationships of various kinds with the faculty and president, and shaping the patterns of their institutions.

Champatong (1966) found in a study of supervisory activities of academic deans in Thai teachers colleges that there was strong agreement between the responses of deans and teachers in their views of certain supervisory activities.

Moloney's (1967) study investigated three sets of relationships: (1) the relationship between the perceptions and expectations of leader behavior among deans as seen by their vice presidents, themselves, and selected faculty; (2) the relationship between perceived behavior and deviations from role norms and evaluation of overall leadership; and (3) the relationship between high and low scores on perceived leader behavior, and high and low scores on evaluation of overall leadership. The Leadership Behavior Description Questionnaire (LBDQ) used in the Ohio State Leadership Studies was administered to 26 vice presidents, 26 deans, and 234 selected faculty in 26 university schools of nursing in the United States. The researcher found that some of the generalized hypothetical concepts of role behavior could be tested empirically and related to overall leadership success. The studies called attention to the importance of deans ascertaining what their principal audiences expect of them in their leadership role.

Edwards (1968), in a study entitled Conflicts in Role Expectations for Academic Deans in Church-Related Colleges, found that the dean's role had been made difficult by pressures from above and below due to conflicts in role expectations which grew out of lack of clear definition of the dean's responsibilities and a lack of clarity as to department heads should report. He observed that the dean's perceptions of his role were closer to the expectations of division heads and department chairmen than to the expectations of presidents. Edwards (1968, p. 200) concluded: "The dean stood closer to the division heads than to the presidents and even closer to the department chairmen than to the presidents."

Call (1973) investigated the role expectation, leadership ideology, and leader behavior of the academic dean, as perceived by the presidents, divisional chairpersons, department chairpersons, and the academic deans themselves, in public and private four-year colleges in West Virginia. The author devised a questionnaire to determine the role-expectations of the groups participating in the study. The LBDQ (Real and Ideal) was used to measure ideology and leader behavior of the academic dean. Usable results were obtained from 12 presidents, 13 academic deans, 43 division chairpersons, and 119 department chairpersons. Call found that a significant difference existed between the groups above and the groups below the academic dean in the administrative hierarchy regarding the importance of the academic dean's responsibilities; those above the academic dean placed more importance upon his/her responsibilities than those below the academic dean.

Reporting on a study of selected duties of academic deans of public junior colleges, Day (1968) listed the following duties for the dean:

faculty staffing, new teacher orientation programs, faculty evaluation, budgeting, long-range planning, development of educational policies, nurturing the professional growth of the faculty, performing as a member of the administrative council, consulting with the president, attending professional meetings, visiting other campuses, and carrying on a program of self-evaluation of the dean's office.

Schuh (1975) mailed questionnaires to deans of 110 liberal arts colleges of large public and land grant universities in an effort to determine the decision-making process of deans, their superiors, faculty members, and department chairmen. Twenty-one issues of academic administration were considered by the deans. Deans were asked to indicate whether faculty, department chairmen, the dean himself, his subordinate, a combination of choices, or some other person initiated each issue, approved each issue, and implemented each issue.

The results of Schuh's study showed that the faculty or department chairmen most frequently initiated 19 of the 21 issues, while the dean initiated only two: planning for new buildings and evaluation of curricula. The dean, however, had the responsibility for approving the issue for 17 items. Budget administration and control items most frequently were approved by the dean's superior, as were items associated with seeking federal funds for research. The department chairmen most frequently approved development of class schedules and the selection of faculty for promotion. The fact that all other items were approved by the dean indicated that his role was a vigorous one in the approval phase of the decision-making process.

Schuh's study also revealed that the dean implemented only four items: budget administration and control, selection of faculty for

tenure, non-retention of faculty, and selection of department chairmen. Fifteen of the 21 items considered were most frequently implemented by the department chairmen or the faculty, while the dean's superior implemented two: allocation of space and planning for new buildings. These results underscore the important role faculty and department chairmen play in the implementation phase of the decision-making process, and have significant implications for deans in the area of developing close working relationships with the two groups.

Schneider (1970) attempted to identify the manner in which presidents, deans, and department chairpersons expect the academic dean ideally to function and also how they perceive him as actually functioning. The study also attempted to identify areas of conflict and the extent of such conflict. The questionnaire was developed and mailed to the presidents of a stratified random sample of private liberal arts colleges in the North Central Association. Replies from 35 presidents, 43 deans, and 417 chairpersons provided the data necessary for the study. The questionnaire contained three sections: Part I requested demographic information; Part II contained a list of 65 functions; and Part III asked several open-ended questions. Schneider found that presidents, deans, and department chairpersons differed more significantly in their perceptions of the functions of the academic dean than in their expectations of him. Schneider (p. 97) concluded, "Differences in the perceptions of presidents, deans, and department chairpersons of the functions of the academic dean are much greater and more frequent than differences in expectations." She argued that differences in perceptions and expectations of presidents, deans, and department chairpersons were related to different evaluations of the significance of the function rather than to

perceiving one specific function and expecting another. She found that presidents, deans, and department chairpersons were related to different evaluations of the significance of the function rather than to perceiving one specific function and expecting another. She also found that presidents, deans, and department chairpersons differed significantly in their perceptions and expectations regarding the dean's part in:

1. Interpreting the objectives of the college to faculty members.
2. Providing in-service training for new faculty.
3. Encouraging student appraisal of courses.
4. Being responsible for instructional materials.
5. Evaluating the academic advisement of students.
6. Interviewing students on academic matters.
7. Planning the academic calendar.
8. Transmitting budget recommendations to the president.
9. Supervising the preparation of the academic budget.
10. Providing substitutes in case of faculty absence (p. 89).

Schneider's (1970) findings confirmed the hypothesis that even though perceptions of presidents, deans, and department chairpersons regarding the actual and ideal functions of the academic dean differed, the specific areas of disagreement could be defined and the recognized difficulties did not create conflict.

Functions of the College Dean at

King Faisal University

In Saudi Arabia, studies concerning functions of the college dean in general and his functions at King Faisal University in particular are

not available at present. However, data related to functions of the college dean at Saudi universities can be obtained from a few documents which are available in some official sources. The personal interviews the writer conducted with several deans and administrators at K.F.U. revealed that functions of college deans have become largely formalized and standardized.

According to official documents, the college dean at K.F.U. is the chief executive officer of his college. The dean is responsible to the rector and the vice-rector, as well as to the University Council, for all plans, programs, and day-to-day operations of the college. Assisting him with his functions and duties are one or more vice-deans, the college council, the heads of departments, the departmental board, and the academic committees (King Faisal University, 1982).

The dean of the college is authorized, or can systematically authorize another person, to carry out the following functions to comply with the systems, regulations, and organizations which are in force in the university without exceeding the amounts allotted to their colleges from the university budget:

1. To permit lecturers to deliver lectures and authorize additional payment beyond their usual salaries.
2. To spend additional funds for salaries during the examination period.
3. To authorize personnel at the college, employees and workers, to work over time in conformity with regulations and instructions which are in force in this concern.
4. To assign all college personnel as needed to "community service" within the kingdom for a duration of not more than seven days in conformity

with regulations and instructions which are in force in this concern.

5. To decide to divide and/or postpone the leaves of the teaching faculty, lecturers, and retirees in accordance with the urgent requirement of teaching as recommended by the department board endorsed by the college board; or, in the case of no interruption of leave, to authorize the personnel administration department to disburse travel tickets as is customary.

6. To grant an emergency leave to all college personnel in accordance with systems and regulations.

7. To approve a regular leave for college personnel, administrators, technicians, employees, and workers provided that the personnel administration department completes the procedures pertaining to the leave before putting it into effect.

8. To impose administrative penalties such as warnings, reprimands, and decisions of wrongdoing in accordance with university policy with regard to college personnel, technicians, employees, and workers.

9. To notify the administration about attendance and job vacancies of faculty, employees, and workers.

10. To recommend making contracts with the teaching faculty and others as needed by the college.

11. To sign the employment certificate for college personnel.

12. To authorize the purchasing administration for direct purchases, with a range of 200,000 Riyals for each purchase demand for laboratory equipment and scientific apparatus; and with a range of 100,000 Riyals for all other purchase demands, according to those items specified in the budget of the university and after notifying the appropriate administration concerned with the university of the intended purchases.

13. To spend from a permanent loan to his college of 50,000 Riyals in accordance with the rules of expenditures from the permanent loan.

14. To make direct contact with ministers and other governmental departments in regard to their specialties.

15. The training station for agricultural and veterinary researchers should be directly connected with the Dean of the College of Agricultural Sciences and Food, and the dean should oversee the director of the station to ensure necessary management pertaining to the proceeding of the station work, and make monthly reports about the station to the rector of the university.

16. The educational veterinary hospital should be directly connected with the dean of the college of veterinary medicine and animal resources, and the dean should assign employees to jobs in coordination with the director of the hospital.

17. King Fahd Hospital at the university should be directly connected with the Dean of the College of Medicine and Medical Sciences (Rector's Office, K.F.U., Decision No. 1455, May 22, 1984).

Thus the dean at K.F.U. today performs a wide variety of functions, perhaps comparable in breadth to those performed by the first deans in American colleges and universities. He is responsible for the overall welfare and administration of his college and is functioning, to a greater or lesser degree, in areas related to administrative, academic, faculty, students, and financial affairs.

Summary

A large amount of research has been done in the area of the deanship. Indeed, because of the importance of the dean's position, scholars

began studying the functions of the dean as early as the last quarter of the nineteenth century.

The author of this study found much research in the aforementioned field. Researchers have demonstrated that there has been a constant change regarding functions of the dean and the number of deans in colleges and universities, functions which are extremely important for the well-being and progression of higher educational institutions. When Harvard created the position, there was only one dean at the institution. Today, several deans are assigned in almost every American college and university.

A number of writers have expected the dean to function in all areas including administrative, academic, faculty, students, and finance, while others have restricted his functions to one or more of these five areas. Discrepancies in understanding of the college dean's functions were reported in (1) the way faculty members and deans actually perceive the dean's functions, and (2) the way he is ideally expected to function. Furthermore, individual presidents, deans, department chairpersons, and faculty members differ among themselves in their perceptions regarding actual and ideal functions of the dean.

At King Faisal University, the dean is the chief executive of the college and is responsible to the rector and vice-rector, as well as to the University Council, for all plans, programs, and day-to-day operations of the college. He is given the authority to function in all areas including administration, academic, faculty, student, and financial matters. Thus a diversity of functions and a substantial increase in the number of deans seem to be common to higher education, not only in

American colleges and universities, but also in Saudi universities and other institutions of higher learning in most parts of the world.

CHAPTER III

PROCEDURE

Introduction

This research was primarily designed to determine the actual and ideal functions of the college dean as perceived by deans and faculty members at King Faisal University. The writer, prior to initiating the study, wrote a letter to the rector of that university to gain his approval and support for conducting the study. A review of related research and literature in general and unpublished doctoral dissertations in particular provided the writer with a good foundation regarding the various research instruments for data collection for this study.

This chapter describes the methodology used in this inquiry, including the instrumentation, the population and sample, the administration of the instrument, and the data analysis.

Instrumentation

The data for this study were collected from deans and faculty members at K.F.U. using a questionnaire chosen specifically to encourage respondents to report their perceptions regarding the actual and ideal functions of the college dean at K.F.U. The items on the questionnaire were derived from Al-Abideen (1979) with some modification and with the omission of some items which were not necessary for this study. The

questionnaire had two versions: the original English and an Arabic translation. The Arabic version of the questionnaire, which was translated by the writer of this study, was examined by the English Department and approved by the Arabic Department at K.F.U. This version was used by Saudi and Arab respondents.

The questionnaire was composed of three sections: Section I dealt with demographic data, Section II examined possible functions of the college dean at K.F.U., and Section III concerned the five major areas of the college dean's functions.

Section I

This section consisted of items that dealt with demographic data concerning the respondents' sex, department, academic rank, degree, nationality (Saudi or non-Saudi), and position.

Section II

The 50 items in this section were designed to examine the possible functions of the college dean at K.F.U. These functions were divided into five major areas. These areas were not mutually exclusive but had some overlap with each other. Ten functions were listed under each of the following areas: administrative, academic, faculty, student, and financial affairs. For each function the respondent was asked to respond in two ways--one regarding the actual practice of the function and the other pertaining to the ideal nature of the function. Thus, the respondent was requested to react twice to each item of this part of the questionnaire. To the right of each function was a five-point Likert-type scale ranging from "strongly agree" to "strongly disagree." For

each function the respondent encircled whether he strongly agreed, agreed, neither agreed nor disagreed, disagreed, or strongly disagreed. To aid in the analysis, descending values from 5 to 1 were assigned to the scale from "strongly agree" (5) to "strongly disagree" (1).

Section III

In this section, the five major areas of the dean's functions (administrative, academic, faculty, student, and financial) were listed and the respondent was asked to select: (1) the two that he or she believed the dean was actually performing, and (2) the two that he or she ideally desired the dean to perform. Finally, the respondent was asked whether there were any other areas of functioning or specific actual or ideal functions that he or she perceived the dean to perform. Four open-ended questions were provided so that in the case of any affirmative responses the respondent would have the chance to elaborate.

Content validity of the instrument was established by utilizing the judgments of one former dean and six faculty members at K.F.U. None of these individuals was further involved in the study. In addition, the questionnaire was examined by Dr. Robert Kamm, dissertation and academic adviser and doctoral committee chairman, and by other members of the researcher's doctoral committee. These individuals determined the content or face validity by judging the items for clarity and for their appropriateness for K.F.U.

A pilot study was used to determine the reliability of the instrument. A total of six faculty members were selected. None of these individuals was further involved in the study.

After revision of the questionnaire, a letter describing the nature of the study and seeking permission to carry it out was sent to the Saudi Arabian Education Mission in the United States and to the rector of King Faisal University. Once agreement to cooperate and to participate was received, the researcher left the United States for Saudi Arabia to take charge of the distribution and, later, collection of the completed questionnaires. The researcher met with the Rector, the Vice-Rector for Academic Affairs, and the five college deans of the University. All college deans were provided with letters from the Vice-Rector requesting that they facilitate the researcher's task by responding to the questionnaire and by urging faculty members to take similar action.

Population and Sample

The faculty members of the Saudi universities in general and King Faisal University in particular are appointed by the University through the recommendation of the specific departments. Males and females have the opportunity to hold teaching positions in their majors at universities and other educational institutions. Non-Saudis are appointed to teaching positions as long as no Saudi faculty members are available. Faculty members hold the academic rank of professor, associate professor, assistant professor, lecturer, or demonstrator. When first appointed, an assistant professor should have a recognized doctoral degree or its equivalent, a lecturer must have a recognized master's degree or its equivalent, and a demonstrator must have a bachelor's degree or its equivalent. In addition to a minimum period of time, other factors such as successful teaching, innovative or original academic research, fruitful cooperation and coordination with others, and participation in intellectual and

social activities are regarded as basic requirements for promotion from one academic rank to another.

The number of faculty at K.F.U. is increasing owing to the development of the University. At present, however, available official records showed that there are 421 faculty members. From this total population, a random sample of 170 faculty members was selected. All five deans were also contacted. Those sampled were employed on a full-time basis; held permanent positions; represented both sexes, various departments, and academic ranks; held various degrees; and represented several nationalities.

Specifically, the faculty sample consisted of faculty members randomly selected using the following procedure. For each of the five colleges (Agricultural Sciences and Food, Architecture and Planning, Education, Medicine and Medical Sciences, and Veterinary Medicine and Animal Resources), approximately 30 percent of the faculty members were randomly selected and provided with the questionnaires. The final sample of all those included in the study consisted of five college deans and 147 faculty members. Faculty members represented the departments of Agricultural Engineering, Agricultural Economics and Extension, Aquatic Wealth Development, Crops and Forage, Chemistry and Botany, Poultry and Animal Production, Food and Dairy Technology, Soils and Water, Horticulture, Plant Production, Zoology, Home Economics, Architecture, Building Technology, Engineering, Interior Design, Landscape Architecture, Planning, Mathematics and Physics, Islamic Studies, Arabic Language, Social Studies, Education, Educational Administration, Educational Media, Psychology, English, Art Education, Pathology, Anatomy, Medicine, Chemistry, Internal Medicine, Radiology, Obstetrics and Gynecology, Community Health,

Anatomy, Animal Resources, Biology, Medicine and Therapeutics, Microbiology, Parasitology, Physiology and Biochemistry, Surgery and Pharmacology, Toxicology and Forensic Medicine.

Table I shows the original sample size and the actual number of completed questionnaires returned by the faculty for each of the five colleges at K.F.U. Inspection of the actual questionnaires returned reveals that the highest return rate (100%) was obtained from the College of Veterinary Medicine and Animal Resources. The lowest rate (52.5%) was from the College of Medicine and Medical Sciences.

TABLE I
TOTAL SAMPLE AND ACTUAL NUMBER OF QUESTIONNAIRES
RETURNED BY FACULTY, BY COLLEGE

College	Sample	Questionnaires Returned	Percentage of Respondents
Agriculture Sciences and Food	45	41	91.11
Architecture and Planning	40	35	77.77
Education	30	28	93.33
Medicine and Medical Sciences	32	20	62.50
Veterinary Medicine and Animal Resources	23	23	100.00
TOTAL	170	147	86.47

Table II shows that the composition of the faculty respondents included males in greater numbers than females; assistant professors out-

TABLE II
COMPOSITION OF FACULTY SAMPLE

Composition of Faculty Respondents	Colleges					Totals
	Agricultural Sciences and Food	Architecture and Planning	Education	Medicine and Medical Sciences	Veterinary Medicine and Animal Resources	
Sex						
Male	33	30	25	19	23	130
Female	8	5	3	1	---	17
Total	41	35	28	20	23	147
Academic Rank						
Professor	7	1	---	4	4	16
Associate Professor	7	7	3	5	7	29
Assistant Professor	13	14	14	7	8	56
Lecturer	8	7	4	2	1	25
Demonstrator	6	6	4	2	3	21
Total	41	35	28	20	23	147
Degree						
Ph.D.	27	13	16	16	19	91
Master	8	17	8	3	1	37
Bachelor	6	5	4	1	3	19
Total	41	35	28	20	23	147
Nationality						
Saudi	3	10	11	2	2	28
Arab	34	3	13	12	17	79
Others	4	22	4	6	4	40
Total	41	35	28	20	23	147

numbering professors, associate professors, lecturers, or demonstrators; Arabs in greater number than Saudis or other nationalities; and doctoral degree holders outnumbering those with master's or bachelor's degrees. This discrepancy in the composition of the faculty sample is due to inherent differences among colleges in the make-up and number of their faculty.

Inspection of the composition of the dean sample reveals that all deans were males. None of them had the rank of professor; three held the rank of associate professor; and two of them held the rank of assistant professor. Four deans held doctoral degrees and one held a master's degree. Four of the deans were Saudis and one was Arab. These data are presented in Table III.

TABLE III
COMPOSITION OF DEAN SAMPLE

Composition	No.
Sex	
Male	5
Female	---
Academic Rank	
Professor	---
Associate Professor	3
Assistant Professor	2
Degree	
Doctorate	4
Master	1
Nationality	
Saudi	4
Arab	1

Administration

To assure the anonymity of respondents and to assure effective delivery and collection, the questionnaires were delivered personally to all respondents within the five colleges. A letter of transmittal that informed respondents about the nature of the study, its purpose and significance accompanied the questionnaire. The questionnaires were circulated and collected during the months of October and November, 1984.

After circulating all of the questionnaires, the researcher visited the colleges several times to encourage respondents to complete the questionnaire. During these visits, the researcher met with department chairmen and faculty members and answered several questions that were related to the questionnaire. Follow-up telephone calls were also made to encourage responses. Some respondents regarded specific statements of the questionnaire as difficult to understand. The writer's success in explaining the meaning of those statements assisted and encouraged these respondents to complete those specific items. A total of 152 (5 deans and 147 faculty members) out of 175 participated in the study.

Data Analysis

As the questionnaires were returned, each was examined for completeness and for verification that the respondent had served at least one year. The data were then coded and key punched on computer cards which were analyzed by using statistical programs. These programs provided frequency counts and all statistical tests necessary for the research design. The data were analyzed using the appropriate statistical tests for purposes or questions of this research, as contained in statements of the problem in Chapter I. Chapter III presented summaries of the

demographic data for the sample. This included information from Part I of the questionnaire, which deals with data on respondents' sex, department, degree, academic rank, nationality, and position. Chapter IV contained all the data relevant to the first four research questions plus narrative comments by deans and faculty members on the questionnaire. The fifth question was analyzed in Chapter V. The questions posed by this study, along with the statistical test appropriate for each question, are shown below:

1. What are the actual functions of the college dean as perceived by deans and faculty members at K.F.U.? A mean was calculated for each actual function.

2. What are the ideal functions of the college dean as perceived by deans and faculty members at K.F.U.? A mean was calculated for each ideal function.

3. To what extent are perceptions of the deans and those of the faculty members similar to or different from each other in terms of actual and ideal functions of the college dean at K.F.U.? Independent sample t tests were used to test the significance of difference between the two subject groups (deans and faculty) on each of the actual and ideal functions.

4. To what extent are actual functions of the dean similar to or different from ideal functions of the college dean as perceived by deans and faculty members? T tests were used to determine the significant differences between actual and ideal functions as perceived by deans. The same tests were used to test the significant differences between actual and ideal functions as perceived by faculty members.

Comments by deans and faculty members related to the 50 items of Part II, dealing with actual functions "does" and ideal functions "should," were reported narratively in Chapter IV. Responses to items 1 and 2 of Part III, which deal with the dean's two major areas of actual and ideal functioning, are presented in tables. Responses to questions 3 through 6, regarding additional actual and ideal general areas and specific functions perceived by deans and faculty members, are narratively reported since they did not lend themselves to statistical analysis.

5. How similar or different are these perceived actual and ideal functions of the college dean at King Faisal University in comparison with those revealed in other studies conducted in American institutions? In Chapter V, the findings of this study are compared narratively with those reported in the research and general literature for American higher educational institutions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents an analysis of the responses of the five deans and 147 faculty members to the items listed in the instrument. The study was administered at King Faisal University, Saudi Arabia, during the months of October and November, 1984. The data were primarily generated to investigate and compare the actual and ideal functions of the college dean at King Faisal University as perceived by deans and faculty members. Findings are presented and discussed according to their order of occurrence in the instrument.

For each of the five areas in which the college dean functions, the following are reported:

1. Statistically significant differences, if any, in the dean's actual functions as perceived by deans and faculty members are presented. In addition, a description of the perceptions of each group is given, i.e., the extent to which each group perceived the dean to be performing the functions listed on the questionnaire.

2. Statistically significant differences, if any, in the dean's ideal functions as perceived by deans and faculty members are presented. In addition, a description is given of the extent to which each group preferred the dean to perform the functions listed in the questionnaire.

3. Differences in actual and ideal functions as perceived within the deans' group are presented.

4. Differences in actual and ideal functions as perceived within the faculty members' group are presented.

5. A discussion follows the presentation of findings.

Area of Administrative Affairs

Data related to actual and ideal functions of the dean in the area of administrative affairs are presented in Table IV. As shown in the table, there are no significant differences between deans and faculty members with respect to their perceptions of the actual functions in this area. Assuming that the two groups did not differ significantly in their perceptions of the actual functions of the dean in the area of administration, the next step was to determine whether their perceptions tended to agree or disagree with the functions listed in the questionnaire. The five point scale (5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, and 1 = strongly disagree) was broken down into three parts. Group means between 5.00 to 3.50 were taken as an indication of general agreement with the listed functions; means between 3.49 to 2.50 were taken as an indication of neutrality; and means between 2.49 to 1.00 were regarded as an indication of general disagreement.¹ It was found, by using this framework for estimation, that deans as a group agreed that the dean was actually performing nine of the ten functions listed. The group fell in the neutral range on one function (see Table V). The one function on which there was neutrality in the deans' group dealt with the dean's function of providing facilities for teaching, study and research, including clerical staff, books, and teaching equipment.

¹The same framework for estimation will be applied to describe responses to items in the other areas of functions.

TABLE IV
 MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE
 ACTUAL AND IDEAL FUNCTIONS OF THE DEAN IN THE AREA
 OF ADMINISTRATIVE AFFAIRS AS PERCEIVED BY
 DEANS AND FACULTY MEMBERS

Function	Deans (5)	Faculty (147)	t -Test	Observed Significance Level [*]
Actual	42.80 S.D. 5.36	37.80 S.D. 5.15	2.05	0.11
Ideal	41.40 S.D. 6.58	38.21 S.D. 5.82	1.07	0.34

*Significant at the .05 level.

The faculty members' mean perceptions of actual functioning fell in the range of agreement on eight functions listed on the questionnaire and were neutral on two functions (see Table V). The two items about which there was neutrality for the faculty dealt with (1) providing facilities for teaching, study and research, including clerical staff, books, and teaching equipment; and (2) nominating department heads to be appointed by the Rector.² Both the deans and faculty members expressed the opinion that the dean was actually performing routine administrative tasks; coordinating the work of department chairmen, faculty members, and staff; advising the Rector in college affairs; appointing or nominating

²Twenty-four respondents commented on the function of nominating department heads, noting that department heads are nominated by vote of the department faculty members and appointment by the Rector.

TABLE V

MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE PERCEPTIONS
OF DEANS AND FACULTY MEMBERS REGARDING ACTUAL
AND IDEAL FUNCTIONS OF THE DEAN IN THE
AREA OF ADMINISTRATIVE AFFAIRS

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t -Test	Actual	Ideal	t -Test
1.	Performs routine administrative tasks	4.20 S.D. 0.45	3.00 S.D. 1.87	1.63	3.90 S.D. 0.94	2.84 S.D. 1.39	9.40*
2.	Provides facilities for teaching, study, and research, including clerical staff, books, and teaching equipment	3.40 S.D. 1.52	3.40 S.D. 1.82	0.00	3.16 S.D. 1.20	3.12 S.D. 1.52	0.33
3.	Coordinates the work of department chairmen, faculty members, and staff	4.20 S.D. 0.84	4.20 S.D. 0.84	0.00	3.95 S.D. 1.00	4.21 S.D. 1.12	-2.74*
4.	Advises the Rector in college affairs and recommends to him the general policy of the college	5.00 S.D. 0.00	5.00 S.D. 0.00	0.00	4.11 S.D. 1.00	4.56 S.D. 0.79	-4.52*
5.	Appoints or nominates members of different committees	4.40 S.D. 0.55	4.40 S.D. 0.55	0.00	4.10 S.D. 1.00	3.93 S.D. 1.13	1.91
6.	Provides the Rector with an annual report on the work and progress of his college	5.00 S.D. 0.00	5.00 S.D. 0.55	0.00	4.35 S.D. 0.83	4.50 S.D. 0.81	-1.68

TABLE V (Continued)

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t-Test	Actual	Ideal	t-Test
7.	Resolves differences and settles disputes that occur among students and staff	3.80 S.D. 1.30	3.20 S.D. 1.48	2.45	3.54 S.D. 1.90	3.32 S.D. 1.33	1.90
8.	Informs faculty members of his own functions as well as those of department heads	4.20 S.D. 0.84	4.60 S.D. 0.55	-1.00	3.55 S.D. 1.15	4.20 S.D. 0.95	-5.42*
9.	Nominates department chairpersons to be appointed by the Rector	3.60 S.D. 1.90	3.60 S.D. 1.95	0.00	3.07 S.D. 1.41	3.17 S.D. 1.54	-0.76
10.	Insures that decisions made by the university council are properly carried out	5.00 S.D. 0.00	5.00 S.D. 0.00	0.00	4.06 S.D. 0.95	4.37 S.D. 0.97	-3.35*

*Significant at the 0.05 level.

committee members; providing the Rector with the annual report; resolving differences and settling disputes that occur among students and staff; informing faculty members of the dean's own functions as well as those of department heads; and insuring that decisions made by the university council are properly carried out. Deans as a group agreed that the dean also nominates department heads to be appointed by the Rector.

With regard to the ideal functions in the area of administrative affairs, there was also no significant difference between dean and faculty members, as shown in Table IV. However, as shown in Table V, the deans as a group tended to agree with the items listed on the questionnaire as ideal functions of the dean; their group mean fell in the range of agreement on seven of the functions and was neutral on three. Deans as a group agreed that the dean should coordinate the work of department chairmen, faculty members, and staff; advise the Rector in college affairs; appoint or nominate members of different committees; provide the Rector with an annual report on the work and progress of his college; inform faculty members of his own functions as well as those of department heads; nominate department heads to be appointed by the Rector; and ensure that decisions made by the university council are properly carried out.

Among faculty members the group mean scores also indicated a tendency to agree with ideal functions listed on the questionnaire; their means indicated agreement on six items and neutrality on four. Faculty as a group agreed that the dean should coordinate the work of the department chairmen, faculty members, and staff; advise the Rector in college affairs and recommend to him the general policy of the college; appoint or nominate members of different committees; provide the Rector with an annual report on the work and progress of his college; inform faculty

members of his own functions as well as those of department heads; and ensure that decisions made by the university council are properly carried out.

The perceptions of the deans as a group regarding actual and ideal functions of the dean in the area of administrative affairs were compared. On two of the ten items, actual functions were not significantly different from ideal functions. As shown in Table V, actual and ideal functions of the dean as perceived by deans as a group were compared. For all ten items, there were no significant differences between actual and ideal functions of the college dean.

Actual and ideal functions of the dean as perceived by the faculty members were also compared. Table V shows that for faculty members as a group, actual and ideal functions of the dean coincided on five of the ten items and were significantly different on the other five functions. Differences between actual and ideal functions in this area were of two kinds. First, on four items the ideal mean was higher than the actual mean, indicating that faculty members as a group preferred the college dean perform the following functions to a greater extent than they actually perceived him functioning: (a) coordinating the work of the department chairmen, faculty members, and staff (actual mean = 3.95, ideal mean = 4.21, $t = -2.74$, $p < 0.05$); (b) advising the Rector in college affairs and recommending to him the general policy of the college (actual mean = 4.11, ideal mean = 4.56, $t = -4.52$, $p < 0.05$); (c) informing faculty members of his own functions as well as those of department heads (actual mean = 3.55, ideal mean = 4.20, $t = -5.42$, $p < 0.05$); and (d) ensuring that decisions made by the university council are properly carried out (actual mean = 4.06, ideal mean = 4.37, $t = -3.35$, $p < 0.05$). Second,

on one item the ideal mean was lower than the actual mean, indicating that faculty members preferred the college dean to perform this function to a lesser extent than they perceived him to be doing. This item dealt with the function of performing routine administrative tasks (actual mean = 3.90, ideal mean = 2.84, $t = 9.40$, $p < 0.05$). The significant difference in this item ($t = 9.40$) indicates considerable dissatisfaction by the faculty members as a group with the involvement of the dean in performing routine administrative tasks.

The results indicate that deans and faculty members generally agreed in their perceptions regarding actual and ideal functions of the dean. Their responses indicated that they perceived the college dean to perform various administrative functions and preferred him to continue these tasks. Thus, deans and faculty members at King Faisal University would appear to be in agreement with those writers and educators who advocate assigning to the dean a wide range of administrative functions. On the other hand, excessive involvement by the dean in administrative affairs must be at the expense of his performance of functions in other areas. Experts in administration recommend the subdivision of responsibilities to ensure efficiency and avoid delay of functions. The dean as an administrator should delegate some of his functions, such as those related to routine administrative tasks, to other administrators who can perform them satisfactorily and successfully. Generally, in the area of administrative affairs, there was no significant difference between deans and faculty members regarding the actual functions of this area.

Among deans as a group there was no significant difference between actual and ideal functions of the college dean. The perceptions of the deans as a group showed an expectedly high degree of correspondence

regarding actual and ideal functions of the dean for all 50 functions listed in the questionnaire. It should be noted that the small number of deans (5) made it difficult for a difference between mean actual and ideal perceptions to reach statistical significance. The larger number of faculty members (147), in contrast, meant that statistically significant differences could be obtained even in cases where the absolute value of the difference between faculty perceptions of actual and ideal was less than that for deans. This constraint in the data could not be avoided, as the five deans in the sample represented the total population of the college deans at King Faisal University. However, the deans appeared to approve of the remaining nine functions of the dean in the area of administrative affairs.

While actual and ideal functions of the dean listed in the questionnaire generally coincided as perceived by deans, there were significant differences between actual and ideal functions as perceived by the faculty. These significant differences indicated that faculty members preferred the dean to perform the stated functions to a greater or lesser extent than they perceived him to be doing. Thus, the faculty members as a group differed in the degree to which they expected the dean to perform the stated functions.

In summary, the deans and faculty members, in general, reported similar perceptions of actual and ideal functions in the area of administrative affairs. Among the deans as a group there was a correspondence between actual and ideal functions of the dean. On the other hand, among faculty there were significant differences between actual and ideal functions of the college dean. While it appears that the deans as a group considered the actual functions of the college dean in the area of

administrative affairs to be ideal, no such conclusion is justified for the faculty members.

Area of Academic Affairs

Data related to actual and ideal functions of the dean in the area of academic affairs as perceived by deans and faculty members are presented in Tables VI and VII. As shown in Table VI, there is a significant difference between deans and faculty members regarding the actual functions of the dean in the area of academic affairs.

TABLE VI
MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE
ACTUAL AND IDEAL FUNCTIONS OF THE DEAN IN THE AREA
OF ACADEMIC AFFAIRS AS PERCEIVED BY
DEANS AND FACULTY MEMBERS

Functions	Deans (5)	Faculty (147)	t -Test	Observed Significance Level
Actual	41.40 S.D. 4.04	34.59 S.D. 5.55	3.65*	0.02
Ideal	42.40 S.D. 3.65	37.84 S.D. 6.16	2.67*	0.05

*Significant at the 0.05 level.

With regard to the agreement of the deans group perceptions with functions listed on the questionnaire, it was found as shown in Table

TABLE VII

MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE PERCEPTIONS
OF DEANS AND FACULTY MEMBERS REGARDING ACTUAL
AND IDEAL FUNCTIONS OF THE DEAN IN THE
AREA OF ACADEMIC AFFAIRS

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t -Test	Actual	Ideal	t -Test
1.	Plays an active role in the development of curriculum	4.60 S.D. 0.98	4.20 S.D. 1.79	1.00	3.61 S.D. 1.11	3.94 S.D. 1.23	-3.41*
2.	Plays only a secondary advisory role in the development of curriculum	2.40 S.D. 1.67	2.60 S.D. 1.82	-1.00	2.90 S.D. 1.19	2.87 S.D. 1.43	0.24
3.	Formulates and directs the academic policy of the college	4.60 S.D. 0.55	4.60 S.D. 0.55	0.00	3.65 S.D. 1.80	3.92 S.D. 1.20	-2.93*
4.	Approves minor and major changes in curriculum	4.00 S.D. 1.22	4.20 S.D. 1.30	-1.00	3.47 S.D. 1.17	3.65 S.D. 1.30	-1.88
5.	Encourages and supervises research	4.80 S.D. 0.45	5.00 S.D. 0.00	-1.00	3.39 S.D. 1.23	3.97 S.D. 1.17	-5.13*
6.	Attends the meetings of the department to which he is related	3.20 S.D. 1.64	3.80 S.D. 1.64	-1.00	3.27 S.D. 1.12	4.00 S.D. 1.12	-6.69*
7.	Studies and discusses academic problems that face the various departments of the college	4.60 S.D. 0.89	4.60 S.D. 0.89	0.00	3.98 S.D. 1.00	4.44 S.D. 0.92	-4.74*

TABLE VII (Continued)

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t-Test	Actual	Ideal	t-Test
8.	Serves on all academic committees	3.60 S.D. 1.14	3.60 S.D. 1.14	0.00	2.91 S.D. 1.20	2.69 S.D. 1.35	1.91
9.	Assists in creating and maintaining an academic environment for the improvement of standards	4.80 S.D. 0.45	4.80 S.D. 0.45	0.00	3.91 S.D. 1.02	4.46 S.D. 0.85	-5.16*
10.	Serves as an academic officer with an active role in all academic affairs	4.80 S.D. 0.45	5.00 S.D. 0.00	-1.00	3.51 S.D. 1.02	3.92 S.D. 1.19	-4.41*

*Significant at the 0.05 level.

VII that the dean's mean fell in the range of agreement on eight functions, was neutral on one, and indicated disagreement on one item. Deans as a group agreed that the dean was actually playing an active role in the development of curriculum, formulating and directing the academic policy of the college, approving minor and major changes in curriculum, encouraging and supervising research, studying and discussing the academic problems that face the various departments of the college, serving on all academic committees, assisting in creating and maintaining an academic environment for the improvement of standards, and serving as an academic officer with an active role in all academic affairs. The deans as a group disagreed that the dean was playing only a secondary advisory role in the development of curriculum.

The mean perception of faculty members regarding the actual functions of the dean fell in the range of agreement on five questionnaire functions and was neutral on five. Faculty members as a group agreed that the dean was actually playing an active role in the development of curriculum, formulating and directing the academic policy of the college, studying and discussing the academic problems, assisting in creating and maintaining an academic environment for the improvement of standards, and serving as an academic officer with an active role in all academic affairs. As shown in Table VI, there were significant differences between deans and faculty members regarding the ideal functions of the dean in the area of academic affairs.

With regard to agreement of ideal functions listed on the questionnaire (see Table VII), deans tended to agree with nine functions and were neutral on one. Deans as a group agreed the dean should play an active role in the development of curriculum, formulate and direct the

academic policy of the college, approve minor and major changes in curriculum, encourage and supervise research, attend the meetings of the department to which he is related, study and discuss academic problems that face the various departments of the college, serve on all academic committees, assist in creating and maintaining an academic environment for the improvement of standards, and serve as an academic officer with an active role in all academic affairs.

Faculty members tended to agree with eight items listed in the questionnaire as ideal functions of the dean and were neutral on two. As a group, faculty members agreed that the dean should play an active role in the development of curriculum, formulate and direct the academic policy of the college, approve minor and major changes in curriculum, encourage and supervise research, attend the meetings of the department to which he is related, study and discuss the academic problems that face the various departments of the college, assist in creating and maintaining an academic environment for the improvement of standards, and serve as an academic officer with an active role in all academic affairs.

As shown in Table VII, there were no significant differences among deans as a group regarding actual and ideal functions in the area of academic affairs. Among faculty members as a group, actual and ideal functions in this area coincided on only three of the ten functions of this part of the questionnaire and were significantly different on seven others. The means of the seven ideal items were higher than the means of the actual ones, indicating that the faculty members expected the dean to be performing the functions to a greater extent than they perceived him to be doing. These items concerned the functions of the dean in: (a) playing an active role in the development of curriculum (actual

mean = 3.61, ideal mean = 3.94, $\underline{t} = -3.41$, $\underline{p} < 0.05$); (b) formulating and directing the academic policy of the college (actual mean = 3.65, ideal mean = 3.92, $\underline{t} = -2.93$, $\underline{p} < 0.05$); (c) encouraging and supervising research (actual mean = 3.39, ideal mean = 3.97, $\underline{t} = -5.13$, $\underline{p} < 0.05$);³ (d) attending meetings of the department to which he is related (actual mean = 3.27, ideal mean = 4.00, $\underline{t} = -6.69$, $\underline{p} < 0.05$); (e) studying and discussing academic problems that face the various departments of the college (actual mean = 3.98, ideal mean = 4.44, $\underline{t} = -4.74$, $\underline{p} < 0.05$); (f) assisting in creating and maintaining an academic environment for the improvement of standards (actual mean = 3.91, ideal mean = 4.46, $\underline{t} = -5.16$, $\underline{p} < 0.05$); and (g) serving as an academic officer with an active role in all academic affairs (actual mean = 3.51, ideal mean = 3.92, $\underline{t} = -4.41$, $\underline{p} < 0.05$).

The results revealed that the deans and faculty members were generally in disagreement in their perceptions of the actual and ideal functions of the dean in the area of academic affairs. The two groups showed a significant difference in their perceptions regarding the actual and ideal functions of the college dean in this area. While the deans as a group believed college deans were actually performing eight of the ten functions in the area of academic affairs, faculty members believed the deans were less involved in performing those functions than the deans perceived themselves to be. However, both groups--deans and faculty members--perceived the college dean to be performing major functions in the

³Nine respondents commented on this item, suggesting a distinction between the function of encouraging research and that of supervising it. The author of this dissertation agrees with those comments and acknowledges that if this statement had been worded differently, different responses might have been given.

academic area and preferred him to be involved more in curriculum, academic policy, research, and departmental affairs. Thus, deans and faculty members at King Faisal University would appear to agree with those writers and educators who advocate assigning to the dean a wide range of academic functions, a practice which may imply leaving routine administrative tasks for his vice-dean and other administrators in the college. The results revealed that the deans as a group were satisfied with the dean's actual functioning in the area of academic affairs and regarded this functioning as ideal.

While deans' perceptions regarding the actual and ideal functions were similar, those of faculty members were significantly different. Faculty members as a group preferred the dean to perform eight of the ten functions to a greater extent than was the perceived actual case. These findings might be used by administrators concerned with bridging the gap between faculty and deans regarding the proper functions of the dean. The dean would be more successful at meeting preferences of the faculty if he were to be more involved in playing an active role in development of curriculum, formulating and directing the academic policy of the college, encouraging research, attending meetings of departments to which he is related, studying the academic problems, assisting in creating and maintaining an academic environment, and serving as an academic officer with an active role in all academic affairs. In addition, faculty members as a group suggested that the college dean be less involved in serving on all academic committees.

In summary, the perceptions of deans and faculty members regarding actual and ideal functions of the dean in the area of academic affairs were not similar. While there were no significant differences between

actual and ideal functions of the dean as perceived by deans, there were significant differences between the actual and ideal functions of the dean as perceived by faculty members as a group. It can be concluded that the deans as a group were satisfied with functions of the college dean in the area of academic affairs, while the faculty tended to favor modification and more involvement of the dean in these functions.

Area of Faculty Affairs

Data related to actual and ideal functions of the dean in the area of faculty affairs are presented in Tables VIII and IX. As shown in Table VIII, there is a significant difference between deans and faculty members regarding the actual functions in this area.

TABLE VIII
MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE
ACTUAL AND IDEAL FUNCTIONS OF THE DEAN IN THE
AREA OF FACULTY AFFAIRS AS PERCEIVED BY
DEANS AND FACULTY MEMBERS

Functions	Deans (5)	Faculty (147)	t -Test	Observed Significance Level
Actual	43.20 S.D. 5.40	34.71 S.D. 6.46	3.43*	0.02
Ideal	45.60 S.D. 2.97	40.33 S.D. 6.28	3.70*	0.01

*Significant at the 0.05 level.

TABLE IX

MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE PERCEPTIONS
OF DEANS AND FACULTY MEMBERS REGARDING ACTUAL
AND IDEAL FUNCTIONS OF THE DEAN IN THE
AREA OF FACULTY AFFAIRS

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t -Test	Actual	Ideal	t -Test
1.	Contracts prospective faculty and recommends appointment of new faculty	4.00 S.D. 1.41	4.60 S.D. 0.89	-1.00	3.90 S.D. 0.93	4.07 S.D. 0.98	-1.71
2.	Organizes orientation programs for newly appointed faculty members	3.80 S.D. 0.84	4.00 S.D. 1.00	-1.00	3.15 S.D. 1.24	4.07 S.D. 0.97	-7.37*
3.	Plans and organizes conferences, seminars, and workshops for faculty	4.30 S.D. 0.84	4.80 S.D. 0.45	-1.50	3.14 S.D. 1.11	3.90 S.D. 1.06	-6.90*
4.	Encourages faculty to carry out research and attend professional meetings	3.60 S.D. 0.89	4.80 S.D. 0.45	-0.41	3.50 S.D. 1.17	4.42 S.D. 0.79	-7.93*
5.	Speaks for faculty members to the Rector and other administrators	5.00 S.D. 0.00	5.00 S.D. 0.00	0.00	3.70 S.D. 1.08	4.29 S.D. 0.94	-5.63*
6.	Knows personally and officially all the faculty	5.00 S.D. 0.00	5.00 S.D. 0.00	0.00	4.07 S.D. 1.01	4.37 S.D. 0.84	-3.26*
7.	Recommends the academic promotion of faculty members	4.60 S.D. 0.89	5.00 S.D. 0.00	-1.00	3.53 S.D. 1.12	3.87 S.D. 1.22	-3.35*

TABLE IX (Continued)

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t-Test	Actual	Ideal	t-Test
8.	Resolves problems and conflicts that exist among faculty	4.80 S.D. 0.45	4.80 S.D. 0.45	0.00	3.68 S.D. 1.03	4.14 S.D. 1.03	-4.69*
9.	Evaluates the academic performance of faculty members and their effectiveness in teaching	4.10 S.D. 0.84	4.60 S.D. 0.55	-1.63	3.32 S.D. 1.12	3.54 S.D. 1.38	-2.03*
10.	Holds conferences with faculty members of the concerned department before nominating the department chairman	3.00 S.D. 1.87	3.00 S.D. 1.87	0.00	2.72 S.D. 1.19	3.64 S.D. 1.33	-7.89*

*Significant at the 0.05 level.

Regarding the actual functions of the dean, it was found (see Table IX) that the deans' means fell in the range of agreement on nine functions and was neutral on one. Deans as a group agreed that the college dean was actually contracting prospective faculty and recommending the appointment of new faculty; organizing orientation programs for newly appointed faculty members; planning and organizing conferences, seminars, and workshops for faculty; encouraging faculty to carry out research and to attend professional meetings; speaking for faculty members to the Rector and other administrators; knowing personally and officially all faculty; recommending the academic promotion of faculty members; resolving problems and conflicts that exist among faculty; and evaluating the academic performance of faculty members and their effectiveness in teaching.

The perception means of faculty members regarding the actual functions of the dean fell in the range of agreement on six items listed on the questionnaire and was neutral on four. The faculty members as a group agreed that the dean was actually contracting prospective faculty and recommending appointments; encouraging faculty to carry out research and to attend professional meetings; speaking for faculty members to the Rector and other administrators; knowing personally and officially all faculty, recommending the academic promotion of faculty members; and resolving problems and conflicts that exist among faculty.

The perceptions of deans and faculty members regarding the ideal functions of the dean in the area of faculty affairs (see Table VIII) were also significantly different. With regard to the ideal functions of the dean (see Table IX), deans tended to agree with nine items listed in the questionnaire and were neutral on one. Deans as a group agreed that the college dean should contract prospective faculty and recommend

appointment of new faculty; organize orientation programs for newly appointed faculty members; plan and organize conferences, seminars, and workshops for faculty; encourage faculty to carry out research and attend professional meetings; speak for faculty members to the Rector and other administrators; know personally and officially all the faculty; recommend the academic promotion of faculty members; resolve problems and conflicts that exist among faculty; and evaluate the academic performance of faculty members and their effectiveness in teaching.

The mean perceptions of faculty members regarding the ideal functions of the dean fell in the range of agreement on all ten questionnaire items. Faculty members as a group agreed that the dean should perform all ten functions in the area of faculty affairs.

As shown in Table IX, among the deans as a group there were no significant differences in their perceptions between actual and ideal functions of the dean in the area of faculty affairs. In contrast, perceptions of faculty members regarding actual and ideal functions of the dean coincided for only one of ten functions of this area of affairs and were significantly different on the nine other functions. On all nine functions, the ideal mean was higher than the actual mean, indicating that the faculty preferred the dean to be performing these functions to a greater extent than they perceived him to be actually doing. These items concerned the functions of the dean in: (a) organizing orientation programs for newly appointed faculty members (actual mean = 3.15, ideal mean = 4.07, $t = -7.37$, $p < 0.05$); (b) planning and organizing conferences, seminars, and workshops for faculty (actual mean = 3.14, ideal mean = 3.90, $t = -6.90$, $p < 0.05$); (c) encouraging faculty to carry out research and attend professional meetings (actual mean = 3.50, ideal mean = 4.42,

$\underline{t} = -7.93$, $\underline{p} < 0.05$); (d) speaking for faculty members to the Rector and other administrators (actual mean = 3.70, ideal mean = 4.29, $\underline{t} = -5.63$, $\underline{p} < 0.05$); (e) knowing personally and officially all faculty members (actual mean = 4.07, ideal mean = 4.37, $\underline{t} = -3.26$, $\underline{p} < 0.05$); (f) recommending the academic promotion of faculty members (actual mean = 3.53, ideal mean = 3.87, $\underline{t} = -3.35$, $\underline{p} < 0.05$); (g) resolving problems and conflicts that exist among faculty (actual mean = 3.68, ideal mean = 4.14, $\underline{t} = -4.69$, $\underline{p} < 0.05$); (h) evaluating the academic performance of faculty members and their effectiveness in teaching (actual mean = 3.32, ideal mean = 3.54, $\underline{t} = -2.03$, $\underline{p} < 0.05$); and (i) holding conferences with faculty members of the concerned department before nominating the department chairman (actual mean = 2.72, ideal mean = 3.64, $\underline{t} = -7.89$, $\underline{p} < 0.05$). Item number 4 had the greatest difference among the nine ($\underline{t} = -7.93$), which suggests a considerable dissatisfaction by faculty with the perceived encouragement they receive to carry out research and attend professional meetings.

The results revealed that deans and faculty members were in disagreement in their perceptions of actual and ideal functions of the dean in the area of faculty affairs. The two groups showed significant difference in their perceptions regarding actual and ideal functions of the college dean in this area. While deans as a group thought that the dean was actually performing nine of the ten functions in the area of faculty affairs, faculty members believed the dean was less involved in performing those functions than the deans perceived themselves to be. The relatively high faculty mean for ideal functioning in the area of faculty affairs (40.33; Table VIII) indicates the faculty preferred more involvement by the dean in this area. Those opinions would appear to be in

agreement with some writers who reported that functions of the college dean related to faculty affairs are essential to the dean's success as an administrator and a group leader. When the faculty members are convinced that the dean is involved in functions such as organizing orientation programs for newly appointed faculty; planning and organizing conferences, seminars, and workshops for faculty; encouraging them to carry out research and attend professional meetings; speaking for them to the Rector and other administrators; recommending faculty academic promotion; etc., they may be more likely to work with the dean successfully. Kelly (1957, p. 89) reported that the dean should function in a way that keeps a balance between those above and below him in the personnel hierarchy since he is "neither strictly faculty nor strictly administrator."

Neither deans nor faculty members appeared to be enthusiastic about the function of the dean in holding conferences with faculty members of the concerned department before nominating the department chairman. The author of this dissertation interprets these negative attitudes to have resulted from the fact that at King Faisal University, the chairperson is appointed to his department by vote of the concerned department faculty members followed by recommendation by the dean to the Rector or the Vice-Rector. Thus, preliminary conferences by the dean are unnecessary for this activity.

The lack of any significant difference between actual and ideal functions of the dean as perceived by deans indicates that the deans as a group were satisfied with the actual functions of the dean in the area of faculty affairs and had no desire to modify them. While deans' perceptions of actual and ideal functions were similar, those of faculty

members were significantly different on nine of the ten items of this area of affairs.

In summary, the perceptions of deans and faculty members regarding actual functions of the dean in the area of faculty affairs were not generally similar as were their perceptions of ideal functions of the dean. While there were significant differences between actual and ideal functions of the dean as perceived by faculty members, there was none between those of the deans. One can conclude that while faculty members as a group preferred more involvement of the dean in those functions, the deans as a group regarded their level of functioning in faculty affairs as ideal.

Area of Student Affairs

Data relating to actual and ideal functions of the dean in the area of student affairs as perceived by deans and faculty members are presented in Tables X and XI. As shown in Table X, there is a significant difference between deans and faculty members regarding actual functions of the dean in the area of student affairs. Faculty members were less likely than deans to perceive the dean as functioning adequately in this area of affairs. The actual means of deans and faculty for this area were 43.20 and 34.16, respectively ($t = 7.19$, $p < 0.05$).

With regard to the agreement of deans' perceptions with actual functions listed in the questionnaire (see Table XI), it was found that the deans' means fell in the range of agreement for eight functions, was neutral on one, and was in the range of disagreement for one function. Deans as a group agreed that the dean was actually handling students' complaints about faculty; serving as a major disciplinary officer; cooperating and

TABLE X
 MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE
 ACTUAL AND IDEAL FUNCTIONS OF THE DEAN IN THE
 AREA OF STUDENT AFFAIRS AS PERCEIVED
 BY DEANS AND FACULTY MEMBERS

Functions	Deans (5)	Faculty (147)	t -Test	Observed Significance Level
Actual	43.20 S.D. 2.59	34.16 S.D. 5.93	7.19 [*]	0.00
Ideal	44.00 S.D. 2.55	36.36 S.D. 6.89	6.00 [*]	0.00

^{*}Significant at the 0.05 level.

TABLE XI

MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE PERCEPTIONS
OF DEANS AND FACULTY MEMBERS REGARDING ACTUAL
AND IDEAL FUNCTIONS OF THE DEAN IN THE
AREA OF STUDENT AFFAIRS

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t -Test	Actual	Ideal	t -Test
1.	Handles students' complaints about faculty	4.40 S.D. 0.55	4.40 S.D. 0.00	0.00	3.73 S.D. 0.92	3.73 S.D. 1.15	0.07
2.	Holds conferences with students' parents	2.40 S.D. 0.89	3.40 S.D. 0.89	-1.83	2.65 S.D. 0.89	3.25 S.D. 1.21	-5.39*
3.	Serves as major disciplinary officers	5.00 S.D. 0.00	5.00 S.D. 0.00	0.00	3.45 S.D. 0.98	3.52 S.D. 1.19	-0.79
4.	Heads the committee for student discipline	3.40 S.D. 1.34	3.60 S.D. 1.52	-1.00	3.08 S.D. 1.00	3.24 S.D. 1.21	-1.63
5.	Cooperates and coordinates with Dean of Student Affairs in solving dormitory problems	4.20 S.D. 1.10	4.00 S.D. 1.00	1.00	3.03 S.D. 0.99	3.21 S.D. 1.26	-1.91
6.	Organizes and encourages orientation programs for new students	5.00 S.D. 1.10	4.80 S.D. 0.45	1.00	3.60 S.D. 1.02	3.93 S.D. 1.07	3.52*
7.	Supervises the academic progress of students	4.80 S.D. 0.45	4.80 S.D. 0.45	0.00	3.52 S.D. 1.05	3.76 S.D. 1.16	-2.37*

TABLE XI (Continued)

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t-Test	Actual	Ideal	t-Test
8.	Checks excessive student absences	4.80 S.D. 0.45	4.80 S.D. 0.45	0.00	3.66 S.D. 1.08	3.57 S.D. 1.29	1.05
9.	Encourages, stimulates, and supports student activities	4.40 S.D. 0.89	4.40 S.D. 0.89	0.00	3.61 S.D. 1.01	4.06 S.D. 0.92	-4.58*
10.	Holds open conferences with students	4.80 S.D. 0.45	4.80 S.D. 0.45	0.00	3.82 S.D. 0.99	4.09 S.D. 0.90	-3.07*

*Significant at the 0.05 level.

coordinating with the Dean of Student Affairs in solving dormitory problems; organizing and encouraging orientation programs for new students; supervising the academic progress of students; checking excessive student absences; encouraging, stimulating, and supporting student activities; and holding open conferences with students. Deans as a group disagreed that the dean was actually holding conferences with students' parents. For faculty, their mean perceptions regarding the actual functions of the dean in the area of student affairs (see Table XI) fell in the range of agreement on six items and neutrality on four items. The faculty as a group agreed that the dean was actually handling students' complaints about faculty; cooperating and coordinating with the Dean of Student Affairs in solving dormitory problems; organizing and encouraging orientation programs for new students; supervising the academic progress of students; checking excessive student absences; encouraging, stimulating, and supporting student activities; and holding open conferences with students.

As shown in Table X, there were also significant differences between deans and faculty members regarding the ideal functions of the dean in the area of student affairs. Faculty members were less likely than deans to prefer that the dean should function in the area of student affairs. The means of the ideal functions in the area of student affairs as perceived by deans and faculty members were 44.00 and 36.36, respectively, ($t = 6.00$, $p < 0.05$).

As shown in Table XI, results of ideal functions reported by deans on the questionnaire indicated they tended to agree with nine of the functions listed and were neutral on one. Deans as a group agreed that the dean should handle students' complaints about faculty; serve as a major

disciplinary officer; head the committee for student discipline; cooperate and coordinate with the Dean of Student Affairs to solve dormitory problems; organize and encourage orientation programs for new students; supervise the academic progress of students; check excessive student absences; encourage, stimulate, and support student activities; and hold open conferences with students.

Faculty members tended to agree with seven of the items listed on the questionnaire as ideal functions in the area of student affairs and were neutral on three items. As a group, faculty members agreed that the dean should handle students' complaints about faculty; serve as major disciplinary officer; organize and encourage orientation programs for new students; supervise the academic progress of students; check excessive student absences; encourage, stimulate, and support student activities; and hold open conferences with students.

As shown in Table XI, the deans' perceptions of actual functions in the area of student affairs were similar to their perceptions of ideal functions in the same area of affairs. While there were no significant differences between actual and ideal functions of the college deans as perceived by deans, there was a significant difference between faculty members' perceptions of actual and ideal functions of the college dean on half of the items listed in the questionnaire. On all five functions, the ideal mean was higher than the actual mean, indicating that faculty members as a group preferred the dean to be performing these functions to a greater extent than they perceived him to be actually doing. These items concerned the functions of the dean in: (a) holding conferences with students' parents (actual mean = 2.65, ideal mean = 3.25, $t = -5.39$, $P < 0.05$); (b) organizing and encouraging orientation programs for new

students (actual mean = 3.60, ideal mean = 3.93, $t = 3.52$, $p < 0.05$); (c) supervising the academic progress of students (actual mean = 3.52, ideal mean = 3.76, $t = -2.37$, $p < 0.05$); (d) encouraging, stimulating, and supporting student activities (actual mean = 3.61, ideal mean = 4.06, $t = -4.58$, $p < 0.05$); and (e) holding open conferences with students (actual mean = 3.82, ideal mean = 4.09, $t = -3.07$, $p < 0.05$).

As presented in Table X, a significant difference appeared between deans and faculty members in their perceptions of actual and ideal functions of the dean in the area of student affairs. Faculty members were less likely than deans to prefer the dean to be involved in this area, perhaps because they believed this area was a task for the Dean of Student Affairs and other administrators in the college rather than the Dean himself.

The deans as a group indicated satisfaction with the actual functioning of the dean in the area of student affairs and regarded this functioning as ideal. On the other hand, faculty members as a group perceived some differences in their perceptions of actual and ideal functions of the dean in the area of student affairs. In general, faculty members preferred the dean to be more involved in functions related to holding conferences with students' parents, organizing and encouraging orientation programs, supervising the academic progress of students, stimulating student activities, and holding open conferences with students.

In summary, the perceptions of deans and faculty members regarding actual and ideal functions of the dean in the area of student affairs were significantly different. There were significant differences between actual and ideal functions of the college dean as perceived by faculty

members as a group, while no such differences were found for the deans as a group. The author of this dissertation concludes that while faculty members as a group preferred modifications in the functions of the dean in the area of student affairs, the college deans as a group regarded their functioning as ideal.

Area of Financial Affairs

Data related to actual and ideal functions of the dean in the area of financial affairs as perceived by deans and faculty members are presented in Tables XII and XIII. As shown in Table XII, there is a significant difference between deans and faculty members regarding the actual functions in this area of affairs. With regard to the agreement of deans with the actual functions listed in the questionnaire, it was found (see Table XIII) that the means of the actual functions in this area fell in the range of agreement on seven items and were neutral on three. Deans as a group agreed that the dean was actually recommending the budget of the college; recommending faculty and staff salary increases; delegating some financial authority to department chairmen and the assistant to the dean; suggesting increases in the budget of his college; holding conferences with faculty members before recommending the college budget; approving (within limits) the purchase of various items; and importing (within limits) research instruments and equipment to satisfy the needs of various departments.

As shown in Table XIII, the means of actual functions as perceived by faculty fell in the range of agreement on three items and were neutral on seven. The faculty members as a group agreed that the dean was actually recommending the budget of the college; suggesting increases in

TABLE XII
 MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE
 ACTUAL AND IDEAL FUNCTIONS OF THE DEAN IN THE
 AREA OF FINANCIAL AFFAIRS AS PERCEIVED
 BY DEANS AND FACULTY MEMBERS

Functions	Deans (5)	Faculty (147)	t -Test	Observed Significance Level
Actual	40.20 S.D. 5.17	33.64 S.D. 6.51	2.77*	0.05
Ideal	44.20 S.D. 4.82	40.52 S.D. 6.48	1.66	0.16

*Significant at the 0.05 level.

TABLE XIII

MEANS, STANDARD DEVIATIONS, AND t -TEST VALUES OF THE PERCEPTIONS
OF DEANS AND FACULTY MEMBERS REGARDING ACTUAL
AND IDEAL FUNCTIONS OF THE DEAN IN THE
AREA OF FINANCIAL AFFAIRS

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t -Test	Actual	Ideal	t -Test
1.	Recommends the budget of the college	5.00 S.D. 0.00	5.00 S.D. 0.00	1.00	4.06 S.D. 0.80	4.39 S.D. 0.79	-4.40*
2.	Recommends faculty and staff salary increases	4.80 S.D. 0.45	4.80 S.D. 0.45	0.00	3.29 S.D. 1.21	3.92 S.D. 1.16	-6.27*
3.	Delegates some financial authority to department chairmen and the assistant to the dean	4.00 S.D. 1.00	4.40 S.D. 0.89	-1.63	2.99 S.D. 1.16	4.10 S.D. 0.90	-9.63*
4.	Suggests increases in the budget of his college	5.00 S.D. 0.00	5.00 S.D. 0.00	0.00	3.88 S.D. 0.97	4.35 S.D. 0.80	-6.31*
5.	Holds conferences with faculty members before recommending the college budget	3.60 S.D. 1.14	4.40 S.D. 1.34	-2.14	2.97 S.D. 1.22	4.11 S.D. 0.98	-10.11*
6.	Approves, within limits, the purchase of various items	4.60 S.D. 0.55	4.20 S.D. 0.84	1.00	3.77 S.D. 0.91	4.08 S.D. 0.94	-3.54*
7.	Provides financial support for faculty to attend conferences and meetings	3.20 S.D. 1.79	4.40 S.D. 1.34	-1.50	2.78 S.D. 1.12	3.71 S.D. 1.29	-8.35*

TABLE XIII (Continued)

Item	Function	Dean (5)			Faculty (147)		
		Actual	Ideal	t-Test	Actual	Ideal	t-Test
8.	Approves expenses associated with travel and residence of staff who travel on college-related business or responsibilities	3.40 S.D. 1.14	4.20 S.D. 1.30	-1.63	3.44 S.D. 1.22	3.93 S.D. 1.12	-4.24*
9.	Imports, within limits, research instruments and equipment to satisfy the needs of the various departments	3.60 S.D. 1.52	4.20 S.D. 1.30	-1.00	3.10 S.D. 1.20	4.01 S.D. 1.12	-7.84*
10.	Approves expenses associated with travel and residence of visiting professors and other guests	3.00 S.D. 1.87	3.60 S.D. 1.95	-1.00	3.35 S.D. 1.16	3.91 S.D. 1.06	-5.51*

*Significant at the 0.05 level.

the budget of his college; and approving (within limits) the purchase of various items. As shown in Table XII, there was not a significant difference between deans and faculty members regarding ideal functions of the college dean in the area of financial affairs.

As shown in Table XIII, deans as a group tended to agree with all ten items listed in the questionnaire as ideal functions of the college dean in the area of financial affairs. Faculty members' means regarding ideal functions of the dean in this area fell in the range of agreement on all ten items listed in the questionnaire.

Table XIII shows that the actual and ideal functions of the college dean as perceived by deans as a group were similar and no significant differences appeared. Significant differences were found between actual and ideal functions of the dean as perceived by faculty members as a group on all ten of the items listed in the questionnaire. On all ten functions, the ideal mean was higher than the actual mean, indicating that faculty members as a group preferred the college dean to be involved functions related to financial affairs to a greater extent than they perceived him to be doing. These items dealt with the functions of the dean in: (a) recommending the college budget (actual mean = 4.06, ideal mean = 4.39, $t = -4.40$, $p < 0.05$); (b) recommending faculty and staff salary increases (actual mean = 3.29, ideal mean = 3.92, $t = -6.27$, $p < 0.05$); (c) delegating some financial authority to the department chairmen and vice-dean (actual mean = 2.99, ideal mean = 4.10, $t = -9.73$, $p < 0.05$); (d) suggesting increases in the budget of his college (actual mean = 3.88, ideal mean = 4.35, $t = -6.31$, $p < 0.05$); (e) holding conferences with faculty members before recommending the college budget (actual mean = 2.97, ideal mean = 4.11, $t = -10.11$, $p < 0.05$); (f) approving

(within limits) the purchase of various items (actual mean = 3.77, ideal mean = 4.08, $t = -3.54$, $p < 0.05$); (g) approving expenses associated with travel and residence of staff who travel on college-related business or responsibilities (actual mean = 3.44, ideal mean = 3.93, $t = -4.24$, $p < 0.05$); (h) providing financial support for faculty to attend conferences and meetings (actual mean = 2.78, ideal mean = 3.71, $t = 08.35$, $p < 0.05$); (i) importing (within limits) research instruments and equipment to satisfy the needs of the various departments (actual mean = 3.10, ideal mean = 4.01, $t = -7.84$, $p < 0.05$); and (j) approving the expenses associated with travel and residence of visiting professors and other guests (actual mean = 3.35, ideal mean = 3.91, $t = -5.51$, $p < 0.05$).

Overall, the results showed that while deans as a group and faculty members as a group were generally in disagreement in their perceptions of the actual functions of the dean, deans and faculty members were generally in agreement in their perceptions of the ideal functions of the college dean in the area of financial affairs. While there were no significant differences between the deans' perceptions of actual and ideal functions of the dean, there were significant differences between the faculty members' perceptions of actual and ideal functions of the dean in the area of financial affairs. It can be concluded that while the faculty members as a group tended to prefer some modifications of the functions of the dean in the area of financial affairs, the deans as a group were satisfied with these functions of the college dean in this area of affairs.

Comments of Deans and Faculty Members

Following the ten items in each of the five areas of affairs listed

in the questionnaire, respondents had the opportunity to report comments if they believed that any statement required clarification. One dean and 24 faculty members wrote such comments.

Regarding item 5 in the area of academic affairs, nine faculty members reported that a separation should be made between the functions of encouraging and supervising research. Concerning item 1 of the student affairs area, one respondent wrote, "I have not heard of any disputes between students and staff; anyway this is a job of the Vice-Dean, I think." Another reported that students' complaints about faculty should be handled either by the academic adviser of the student or the chairman of the faculty member, after which the solution should be acted upon by the dean. Another respondent believed that the women's schools needed a separate dean. One respondent stated, "To the best of my knowledge, this area of faculty affairs does not exist as such in our college; therefore, it is considered as a joint function of administration and academic areas in the college." Eighteen respondents reported that most of the functions listed in the questionnaire should be delegated to other administrators in the college or in the university, so he (the dean) can be more involved in the areas of academic and faculty affairs. One female respondent wrote that orientation is nonexistent for female faculty. Another faculty member stated, "I frankly am not aware of existence of student or financial areas. I have not been involved in activities of those sections." One respondent suggested that the dean should deal personally with faculty issues. Comments such as "the dean cannot do everything" and "generally our dean spends probably too much time doing various things which could be handled at a lower administrative level" were repeated. One respondent reported, "It is not a high school for holding conferences

with students' parents." Two respondents reported that the contracting of prospective faculty, the evaluation of faculty performance, and the promotion of faculty should be through the recommendation of the appropriate department chairmen, and then approved by the dean. Twelve respondents reported that the chairman of the department is elected by faculty members of his department. One respondent suggested that nomination of members of different committees should be by the faculty council. Others reported that recommendations of the budget of the college should be done with the aid of the financial committee of the college. Another faculty member stated, "For many of these questions I am not able to judge if our dean does those functions. This questionnaire is more suited to department heads who have regular involvement with the dean." Finally, one college dean reported that "the functions of the dean of the college required awareness and involvement in many general and specific functions and areas of affairs."

Major Area of Functions

Part III of the questionnaire asked six questions about the functions of the college dean. The first question in Part III requested the respondent to identify the two major areas of functions in which he or she perceived the dean to be currently involved. As can be seen in Table XIV, four deans (80%) listed the area of academic affairs, while the area of administrative affairs was checked by three deans (60%). The area of faculty affairs was checked by two deans (40%), the area of student affairs was checked by one dean (20%), while none of the deans checked the area of financial affairs as a major area. Thus, the dean's choice of academic and administrative affairs as the two major areas of the dean's

current functioning was consistent with their reported perceptions regarding specific functions in each of these areas.

TABLE XIV
TWO MAJOR AREAS OF FUNCTIONS IN WHICH THE DEAN
IS ACTUALLY INVOLVED AS PERCEIVED BY
DEANS AND FACULTY MEMBERS

Functions	Deans (5)		Faculty (147)	
	No.	%*	No.	%*
Area of Administrative Affairs	3	60.00	97	65.99
Area of Academic Affairs	4	80.00	108	73.47
Area of Faculty Affairs	2	40.00	49	33.33
Area of Student Affairs	1	20.00	26	17.69
Area of Financial Affairs	0	0.00	14	9.52

* Percentages do not add up to 100 percent because each person had two possible choices.

The faculty members perceived the same two areas (academic and administrative) as the two major areas in which the dean was involved. Table XIV shows that 108 faculty members (73%) checked the area of academic affairs, and 97 faculty members (66%) checked the area of administrative affairs. Thus faculty as a group appeared to regard these two areas as major areas in which the dean is actually involved. The area of faculty affairs was regarded by 49 faculty members (33%) to be a major area, while 26 faculty members (18%) checked the area of student affairs as a major area. Only 14 faculty members (10%) indicated financial

affairs as a major area. These results are consistent with results presented earlier regarding the faculty's perceptions of the dean's actual functioning.

Deans and faculty members were similar in choosing major areas of affairs. This agreement provides strong evidence that the college dean was actually performing major functions in these two areas. The results are that deans and faculty members believed that involvement of the dean in a wide range of administrative functions left many of the responsibilities of faculty affairs to the faculty themselves. Many functions related to the area of student affairs were assigned to the Dean of Student Affairs and to the Dean of Admissions and Registration. The Rector, Vice-Rectors, General-Secretariat, Department of Financial Affairs, and Division of Purchasing were more involved than the dean in functions of financial affairs.

As shown in Table XV, the second question of Part III of the questionnaire requested the respondent to check the two major areas of functions in which he or she felt the dean should ideally be involved. The responses revealed that the five college deans (100%) checked the area of academic affairs. As shown in the table, areas of administrative affairs and faculty affairs were each ranked second in importance. Each of these two areas of affairs was checked by two deans (40%). The area of student affairs was checked by one dean (20%). None of the college deans checked the area of financial affairs as ideally a major area of affairs. One college dean among the respondents commented on questions 1 and 2 of Part III that administrative and academic areas would cover the other areas.

TABLE XV
TWO MAJOR AREAS OF FUNCTIONS IN WHICH THE DEAN
SHOULD IDEALLY BE INVOLVED AS PERCEIVED
BY DEANS AND FACULTY MEMBERS

Functions	Dean (5)		Faculty (147)	
	No.	%*	No.	%*
Area of Administrative Affairs	2	40.00	61	41.50
Area of Academic Affairs	5	100.00	116	78.91
Area of Faculty Affairs	2	40.00	66	44.90
Area of Student Affairs	1	20.00	32	21.77
Area of Financial Affairs	0	0.00	19	12.93

* Percentages do not add up to 100 percent because each person had two possible choices.

Faculty members as a group preferred academic and faculty affairs as ideally the two major areas in which the dean should be involved. As shown in Table XV, 116 faculty (79%) checked the area of academic affairs as a major area. The area of faculty affairs was ranked second in importance, as it was checked by 66 respondents (45%). Administrative affairs was checked by 61 faculty members (41%) as third in importance. Student affairs was listed by 32 faculty members (22%) as a major area of importance. Financial affairs was checked by only 19 faculty members (13%).

The third question of Part III of the questionnaire asked the respondent to mention other areas of affairs, if any, not included in the questionnaire that he or she believed the dean was actually doing. Four deans and 21 faculty members reported an area called "community service" in which some college deans are actually involved. One dean mentioned

that the dean holds memberships on councils and committees on- and off-campus. Two other deans reported that the college dean participates in "official conferences" and attends "public meetings and ceremonies." Two dean and seven faculty members added that the dean is actually involved in "teaching and research." Five respondents reported that the dean functions in "clinical work" and in the area of "teaching hospital" affairs. Two faculty members stated, "Our dean is developing our college relations with other similar colleges inside and outside the Kingdom."

The fourth question of Part III asked the respondents to suggest other areas in which he or she believed the dean should be involved. Two deans and 14 faculty members preferred the college dean to be involved in additional functions. Some of the areas mentioned were "higher studies," "women's colleges," "public relations," and "library and interlibrary cooperation." One dean suggested that the dean should participate in developing the general policy of the university. Another dean reported that the college dean should be involved in "marketing the college to the society."

In summary, both deans and faculty members perceived the areas of academic and administrative affairs as the major areas in which the college dean is actually involved. The college deans as a group preferred the area of academic affairs to continue to be the primary area of emphasis. The areas of administrative and faculty affairs were equal as second in importance ideally to the deans. Some deans and faculty members viewed the college dean to be actually functioning in areas not mentioned in the questionnaire. A small percentage preferred him to be involved in additional areas not included in the questionnaire.

Questions 5 and 6 of Part III requested the respondents to mention specific functions not included on the questionnaire, but in which they thought the college dean was actually functioning or which they preferred him ideally to function. Three deans and 12 faculty members viewed the dean to be involved in additional functions. Some of these functions were: encouraging athletic and extra-curricular activities, social activities for faculty and their families, continuing education programs, and advising official committees and governmental ministries.

Nineteen respondents (3 deans and 16 faculty members) suggested other functions which they believed should be performed by the college dean. One respondent reported that the dean should have more authority in employment and financial affairs. Another preferred that the dean of the college should participate in planning the agricultural development of the kingdom, as well as develop further relationships between the academic organizations and the executive departments in the country. An additional function was reported by a faculty member who stated that the dean "should hold regular meetings with faculty of each individual department, since all faculty members are not represented in faculty council." Several respondents suggested that the college dean should be more involved in faculty members' housing, as well as recreation for the faculty members' families. One respondent suggested the dean should encourage faculty members to participate in the decision-making process. Some respondents preferred that the dean of the college should propose policy regarding the academic advising of the students.

In summary, suggestions regarding additional actual and ideal functions of college deans that were not listed in the questionnaire were reported by only a small portion of deans and faculty members. Thus, it

appears that the questionnaire covered the major areas of affairs and listed most of the specific functions of the college dean at King Faisal University.

Summary

This chapter presented the findings of the study. A summary of the findings can be reported as follows:

1. College deans and faculty members agreed that the college dean at King Faisal University was actually functioning in the areas described in the majority of the 50 items listed in the instrument. They also reported a preference for him to continue performing most of the listed functions. However, regarding the actual functions of five broad areas (administrative, academic, faculty, student, and financial), college deans and faculty members were significantly different in their perceptions of the four areas that dealt with functions of the college dean in academic, faculty, student, and financial affairs. For the ideal functions, in relation to the five areas listed in the questionnaire, college deans and faculty members were significantly different on the three areas that dealt with functions of the college dean in the areas of academic, faculty, and student affairs.

2. In general, actual and ideal functions of the dean were not perceived as significantly different among the deans as a group. College deans as a group believed the actual functions of the dean were similar to functions that should be done by the dean in an ideal situation. Thus, on the basis of the responses of the college deans as a group, the actual functions of the dean at King Faisal University appeared to be ideal. (It was noted that the very small number of deans in the sample made it

difficult to establish any difference between actual and ideal functions, from the standpoint of statistical significance.

3. While there were no significant differences among deans as a group, numerous significant differences were found among faculty members as a group regarding actual and ideal functions of the dean.

4. The two major areas in which the college dean was actually performing were those of academic affairs and administrative affairs. Following in importance were faculty, student, and financial affairs.

5. While deans and faculty members both preferred that the academic area of affairs be the primary area of emphasis for the college dean at King Faisal University, they disagreed as to the second area. Deans as a group preferred administrative affairs and faculty affairs equally as the second major area, while faculty members as a group identified only the area of faculty affairs as the second area.

CHAPTER V

COMPARISONS, CONCLUSIONS, AND RECOMMENDATIONS

This research study was conducted at King Faisal University, Saudi Arabia. The basic intent and purpose of this study was to investigate the actual and ideal functions of the college dean as perceived by deans and faculty members at King Faisal University. All five of the University's college deans participated in the study. The 147 other respondents represented faculty members from various departments of the University. Other personnel groups' perceptions of institutions were not investigated. Therefore, the findings and conclusions based on the data generated by this study are limited to the two sample populations.

Comparisons

As stated in Chapters I and III, a basic part of this dissertation was an attempt to compare similarities or differences found in actual and ideal functions of the college dean at King Faisal University with those findings of studies cited in the literature which were conducted in American colleges and universities. A review of the research literature for this study revealed that there have been some related studies conducted in American higher education institutions. A number of these studies, however, were more concerned with leadership behavior of the dean than with the content of the college dean's functions. Some other studies were concerned with the role of the dean and how that role was actually

and ideally perceived by certain groups. Finally, others focused on actual and ideal functions of the dean as perceived by one or more of the related groups including presidents, vice-presidents, deans, other administrators, department chairpersons, faculty members, and students. The following comparisons are made based on the findings of the present study. There were no studies in the literature that used comparable setting, methodology, instrumentation, and sample to that of the Saudi Arabian study.

1. One major finding of this research was that, in general, deans of the colleges as a group and faculty members as a group were significantly different regarding the actual and ideal functions of the college dean at King Faisal University. This finding seems to agree with Verbeke (1966) who found that faculty groups and deans showed the widest differences in their perceptions regarding the actual and ideal behavior of the dean. He concluded (p. 103): "The faculty members' perceptions and expectations of the academic dean's leadership behavior differ significantly from those of the dean himself." Schneider (1970, p. 97), in her attempt to identify the manner in which presidents, deans, and department chairpersons expect the dean ideally to function and also to show how they perceive him actually as functioning, concluded: "Differences in the perceptions of presidents, deans, and department chairpersons of the functions of the academic dean are much greater and more frequent than differences in expectations." Similarly, Todd's study (1966) reported that although presidents, deans, and instructors differed significantly in their perceptions of the actual performance of his functions, they did not show similar significant differences in their perceptions of the importance of those functions. On the other hand, this study is

partially inconsistent with Dicks' (1962) conclusion that presidents, deans, and faculty members were not significantly different in their perceptions of the functions of the academic dean.

2. Another major finding of this study was that there was no significant difference among the college deans as a group in their perceptions between the actual and ideal functions of the dean. It can be concluded that deans at King Faisal University as a group were satisfied with their actual functions and regarded them as ideal. This finding is consistent with conclusions of Walke's (1966) study that college deans exhibited a high level of satisfaction with the duties they has assumed.

3. In this study, faculty members as a group, generally speaking, reported significant differences in their perceptions of the actual and ideal functions of the college dean. They preferred the dean ideally to be more involved in all five areas of affairs than he was perceived to be actually functioning. It was concluded that the functions of the dean were not in agreement with faculty members' aspirations. This finding seems to agree with Schneider's (1970): "Differences in expectations and perceptions are usually not differences in which one group expects one thing and another the opposite, but differences in the amount of importance attached to the thing" (p. 94). Similarly, Miller's (1963) research was based upon the assumption that vague and conflicting comments in the literature about the contributions of academic deans to higher education were caused by the difficult and conflicting roles deans have been required to assume. Miller found that expectations attached to deans from persons above and below them in the personnel hierarchies of their institutions tended to cause difficult and conflicting role expectations.

4. In this study, a major finding was that the area of academic affairs was both actually and ideally perceived by both deans and faculty as the primary functional area of affairs. Since the dean is considered to be the academic leader of the college, it is quite natural that most of the college dean's functions would fall under the heading of academic area of affairs. This finding was consistent with Gould's list of 14 functions including four academic functions. Three of them rank in the top five and consume a large portion of the dean's time. Schneider (1970) added the function: to be adviser to the President on academic affairs. Rigon-Valdez's (1961) study was in general agreement with the importance of the area of academic affairs.

Following the area of academic affairs, the area of administrative affairs was perceived by deans and faculty as the actual second major area of the college dean's functions at King Faisal University. This finding seems to agree with Gould's list of the academic dean's functions. Among his 14 responsibilities, 3 (Nos. 6, 8, and 12) can be listed under the area of administrative affairs in which the dean was involved. These functions included corresponding, scheduling, preparing the catalog, making reports, and completing the questionnaire--works related to the president and other administrators.

Deans as a group at King Faisal University reported that, following academic affairs, administrative affairs should be ideally the second major area of functioning for the college dean. This finding is partially consistent with Schneider (1970) when she concluded that deans are expected to be academic leaders of their institutions, although she found it was preferred that they shift routine administrative duties to other personnel. On the other hand, Walke (1966), in a study of the academic

deanship, found that deans themselves believed that a dean, when forced to choose, should choose to be administratively-oriented rather than scholarly-oriented.

The area of faculty affairs was perceived to be ideally the second major area of functioning of the dean at King Faisal University by faculty members and college deans. This finding, consistent with Walke, shows that the deans believed their greatest satisfaction in being a dean was recruiting and working closely with faculty. Similarly, in Schneider's study, the presidents and deans ranked the broad area of personnel affairs as the top function, while department chairmen ranked it second behind academic leadership. In fact, many studies ranked the area of faculty affairs at the top of the list for the dean.

Miller (1963) agreed that the largest portion of the dean's time is given to faculty affairs. Gould's (1962) study listed four responsibilities related to faculty affairs among the top duties of the dean.

Conclusions

Based on the findings of this study, the following conclusions are presented:

1. The study showed that out of five areas, perceptions of college deans and faculty members regarding the actual functions of the dean were significantly different for four areas of affairs. These areas were: academic, faculty, student, and financial affairs. For the ideal functions in the five areas of affairs listed in the questionnaire, college deans and faculty members were significantly different on three areas: academic, faculty, and student affairs. The conclusion regarding this finding is that, in general, dean of colleges as a group and faculty

members as a group are significantly different regarding the actual and ideal functions of the college dean at King Faisal University.

2. Among college deans as a group, there were no significant differences between their perceptions of the actual functions of the dean when compared with his ideal functions. Thus, the perceptions of deans regarding the functions of the college dean at King Faisal University consistently indicated that deans as a group considered the actual functions of the college dean to be ideal and desired him to continue performing those current functions. It can be concluded that deans are in favor of maintaining the current functions of the dean.

3. Among faculty members as a group, there were significant differences between their perceptions of the actual and ideal functions of the college dean. Generally speaking, this is an indication that the dean's functions did not meet with faculty aspirations. It can be concluded that faculty members as a group at King Faisal University favor greater or lesser involvement of the college dean in the specified functions on the questionnaire.

4. The area of academic affairs was perceived actually and ideally by college deans and faculty members as a primary area of emphasis for the dean. It can be concluded that the college dean at King Faisal University is actually and should be ideally an academic leader rather than an administrative leader.

5. The area of administrative affairs was perceived actually by deans and faculty members as a second major area of emphasis for the college dean. It can be concluded that the college dean is actually involved in performing various functions related to administrative affairs.

6. College deans and faculty members preferred the area of faculty affairs to be ideally the second major area of functioning for the dean. However, college deans also assigned the administrative area the same second ranking as the faculty area of affairs. Faculty members as a group disagreed with the deans and ranked the area of faculty affairs as the only second major area of emphasis for the college dean. Administrative affairs was ranked third by the faculty. The conclusion of this finding is that while deans preferred the college dean to be ideally involved in both areas of faculty and administrative affairs as an equal second major area of affairs, faculty members as a group desired more involvement by the college dean in performing functions in the area of faculty affairs, with less emphasis on the area of administrative affairs.

7. It was reported by a number of deans and faculty members that the college dean at King Faisal University is functioning and should be functioning in the area of community affairs. The conclusion of this finding is that the college dean is involved actually and ideally functioning in activities related to the needs of society. It appears that this area of community service was regarded as a means of enhancing the relationship between the University and society.

8. An examination of the related experimental studies in the literature revealed that a number of investigations which were conducted in American colleges and universities offered support for some of the findings of this research. However, those comparisons with studies conducted in American colleges and universities were severely constrained by the lack of comparable methodology, sample, and instrumentation across studies. Generally speaking, results of American studies in this area were not in agreement with each other.

Recommendations

The need for this study grew out of a lack of empirical studies which identify the college dean's functions in Saudi colleges and universities, as well as complaints from students, faculty, and the community about practices of college and university administrators.

The findings of this study describe actual and ideal functions of the college dean, and identify specific areas of affairs in which there is conflict or confusion regarding functions of the college dean at King Faisal University. The findings of this study should be useful to the University community, although generalizations from conclusions of this study may be limited. The results of this research may serve as a guide to determine the nature of the dean's role, propose new directions for that role, enhance the relationship between deans and faculty, and suggest implications for future studies. After considering the findings of this study, the following recommendations are proposed:

1. Since this study was confined only to King Faisal University, further research should be conducted to investigate how college deans and faculty members in other Saudi universities perceive actual and ideal functions of their college deans. The findings of this research may be compared to future studies in order to determine similar findings.

2. Subsequent studies should include, in addition to deans and faculty, such individuals as the rector, vice-rector, vice-deans, and other high ranking administrators to investigate their perceptions toward the deanship. The findings of this study may be compared with future studies to indicate how these additional groups react to the same issues.

3. It is recommended that each college of the University replicate

this study on its own population. Results of such studies may enhance the functioning of the University

4. This study concluded that the major area of concern for college deans is and ought to be academic affairs. Therefore, they should avoid unimportant administrative tasks, delegating these responsibilities in order to make available adequate time to reflect on the direction in which their colleges are moving, to assess priorities, to establish informal relationships with their faculty members, to teach courses and lead seminars, and to become more directly involved with academic planning and improvement of instruction.

5. This study identified areas of the college dean's functions in which modifications might be needed. Such areas included differences between faculty members and college deans regarding actual and ideal functions of the college dean. There were also areas in which the college dean's actual performance, as perceived by faculty members, was not in agreement with faculty aspirations for him. Thus, the rector, vice-rector, college deans, and other high ranking administrators should be aware of certain conflicts in order to facilitate modifications in the functions of the college dean. There is a need to identify and resolve those conflicts to create an efficient educational institution.

6. Generally, college deans and high ranking administrators at King Faisal University are regarded as both possessing and demonstrating academic proficiency. However, the majority have little or no experience in personnel management or higher educational administration. Deans should attend courses, special training programs, seminars, workshops, and conferences that are related to higher educational administration.

7. Job descriptions for college deans at King Faisal University should clearly define functions, responsibilities, and authority; and should state performance expectations compatible with the philosophy and goals of the University.

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APPENDIX A

QUESTIONNAIRE

PART I

Code No. _____

For Computer Use Only	
<u>1</u>	A. Department _____
<u>2</u>	B. Sex (please circle one) 1--Male 2--Female
<u>3</u>	C. Academic rank 1. Professor 2. Associate Professor 3. Assistant Professor 4. Instructor (Lecturer) 5. Demonstrator 6. Others; specify _____
<u>4</u>	D. Nationality 1. Saudi 2. Arab 3. Others; specify _____
<u>5</u>	E. Highest degree held 1. Ph.D. or its equivalent 2. M.A., M.S., or its equivalent 3. B.A., B.S., or its equivalent 4. Others; specify _____
<u>6</u>	F. Position 1. Dean 2. Faculty member

PART II

Please read these instructions carefully before responding to the questionnaire.

1. The following statements describe possible functions of the college dean at King Faisal University. You are asked to respond twice to each statement. First, to what extent do you agree or disagree that the dean does actually perform this function? Second, to what extent do you agree or disagree that the dean should ideally perform this function?

2. Key: 5--Strongly agree
 4--Agree
 3--Neither agree nor disagree
 2--Disagree
 1--Strongly disagree

Example:

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
—	1. Approves faculty research projects	Does	5	④	3	2	1
		Should	5	4	3	2	①

In the above example the respondent agrees that the dean actually performs the function of approving faculty research projects. However, he strongly disagrees that the dean should perform his function.

1. Area of Administrative Affairs

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>7</u>	1. Performs routine administrative tasks	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>8</u>	2. Provides facilities for teaching, study, and research, including clerical staff, books, and teaching equipment	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>9</u>	3. Coordinates work of department chairmen, faculty members, and staff	Does	5	4	3	2	1
		Should	5	4	3	2	1

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>10</u>	4. Advises the Rector in college affairs and recommends to him the general policy of the college	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>11</u>	5. Appoints or nominates members of different committees	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>12</u>	6. Provides the Rector with an annual report on the work and progress of his college	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>13</u>	7. Resolves differences and settles disputes that occur among students and staff	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>14</u>	8. Informs faculty members of his own functions as well as those of department heads	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>15</u>	9. Nominates department heads to be appointed by the Rector	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>16</u>	10. Ensures that decisions made by the university council are properly carried out	Does	5	4	3	2	1
		Should	5	4	3	2	1
		Please comment if you feel that any of the above statements require clarification:					

2. Area of Academic Affairs

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
17	1. Plays an active role in the development of curriculum	Does	5	4	3	2	1
		Should	5	4	3	2	1
18	2. Plays only a secondary advisory role in the development of curriculum	Does	5	4	3	2	1
		Should	5	4	3	2	1
19	3. Formulates and directs the academic policy of the college	Does	5	4	3	2	1
		Should	5	4	3	2	1
20	4. Approves minor and major changes in curriculum	Does	5	4	3	2	1
		Should	5	4	3	2	1
21	5. Encourages and supervises research	Does	5	4	3	2	1
		Should	5	4	3	2	1
22	6. Attends the meetings of the department to which he is related	Does	5	4	3	2	1
		Should	5	4	3	2	1
23	7. Studies and discusses the academic problems that face the various departments of the college	Does	5	4	3	2	1
		Should	5	4	3	2	1
24	8. Serves on all academic committees	Does	5	4	3	2	1
		Should	5	4	3	2	1
25	9. Serves as an academic officer with an active role in all academic affairs	Does	5	4	3	2	1
		Should	5	4	3	2	1

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>26</u>	10. Assists in creating and maintaining an academic environment for the improvement of standards	Does	5	4	3	2	1
		Should	5	4	3	2	1
	Please comment if you feel that any of the above statements require clarification:						

3. Area of Faculty Affairs

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>27</u>	1. Contacts prospective faculty and recommends the appointment of new faculty	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>28</u>	2. Organizes orientation programs for newly appointed faculty members	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>29</u>	3. Plans and organizes conferences, seminars, and workshops for faculty	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>30</u>	4. Encourages faculty to carry out research and attend professional meetings	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>31</u>	5. Knows personally and officially all faculty	Does	5	4	3	2	1
		Should	5	4	3	2	1

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>32</u>	6. Speaks for faculty members to the Rec-tor and other ad-ministrators	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>33</u>	7. Recommends the academic promotion of faculty members	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>34</u>	8. Resolves problems and conflicts that exist among facul-ty	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>35</u>	9. Evaluates the aca-demic performance of faculty members and their effec-tiveness in teach-ing	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>36</u>	10. Holds conferences with faculty mem-bers of the con-cerned department before nominating the department chairman	Does	5	4	3	2	1
		Should	5	4	3	2	1
Please comment if you feel that any of the above state-ments require clarification:							

4. Area of Student Affairs

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>37</u>	1. Handles students' complaints about faculty	Does	5	4	3	2	1
		Should	5	4	3	2	1

For Computer Use Only			Strongly	Agree	Neither	Disagree	Strongly
			agree		agree nor		disagree
<u>38</u>	2. Holds conferences with students' parents	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>39</u>	3. Serves as major disciplinary officer	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>40</u>	4. Heads committees for student discipline	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>41</u>	5. Cooperates and coordinates with Dean of Student Affairs in solving dormitory problems	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>42</u>	6. Organizes and encourages orientation programs for new students	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>43</u>	7. Supervises the academic progress of students	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>44</u>	8. Checks excessive student absences	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>45</u>	9. Encourages, stimulates, and supports student activities	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>46</u>	10. Holds open conferences with students	Does	5	4	3	2	1
		Should	5	4	3	2	1

Please comment if you feel that any of the above statements require clarification:

5. Area of Financial Affairs

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>47</u>	1. Recommends the budget of the college	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>48</u>	2. Recommends faculty and staff salary increases	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>49</u>	3. Delegates some financial authority to department chairmen and vice-dean	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>50</u>	4. Suggests increases in the budget of his college	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>51</u>	5. Holds conferences with faculty members before recommending the college budget	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>52</u>	6. Approves, within limits, the purchase of various items	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>53</u>	7. Approves expenses associated with travel and residence of staff who travel on college-related business or responsibilities	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>54</u>	8. Provides financial support for faculty to attend conferences and meetings	Does	5	4	3	2	1
		Should	5	4	3	2	1

For Computer Use Only			Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<u>55</u>	9. Imports, within limits, research instruments and equipment to satisfy the needs of the various departments	Does	5	4	3	2	1
		Should	5	4	3	2	1
<u>56</u>	10. Approves expenses associated with the travel and residence of visiting professors and other guests	Does	5	4	3	2	1
		Should	5	4	3	2	1
	Please comment if you feel that any of the above statements require clarification:						

PART III

For Computer Use Only	
<u>57</u>	1. What, in your opinion, are the two major areas of functions in which the dean is actually involved? (Please circle two.) a. Area of administrative affairs b. Area of academic affairs c. Area of faculty affairs d. Area of student affairs e. Area of financial affairs
<u>58</u>	2. What, in your opinion, are the two major areas of functions in which the dean should ideally be involved? (Please circle two.) a. Area of administrative affairs b. Area of academic affairs c. Area of faculty affairs d. Area of student affairs e. Area of financial affairs

For Computer
Use Only

59

3. Are there any other areas of functions, not included in the questionnaire, in which you believe the dean is actually involved? (Please check one.)

Yes ___ No ___

If yes, what are they? _____

60

4. Are there any other areas of functions not included in the questionnaire in which you expect the dean to be ideally involved? (Please check one.)

Yes ___ No ___

If yes, what are they? _____

61

5. Are there any other specific functions not included in the questionnaire in which you believe the dean is actually involved? (Please check one.)

Yes ___ No ___

If yes, what are they? _____

62

6. Are there any other specific functions not included in the questionnaire in which you expect the dean to be ideally involved? (Please check one.)

Yes ___ No ___

If yes, what are they? _____

APPENDIX B

LETTERS TO DEANS AND FACULTY MEMBERS REQUESTING
COMPLETION OF QUESTIONNAIRE



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

October 15, 1984

Dear Colleague:

I am a doctoral student in Educational Administration and Higher Education at Oklahoma State University, Stillwater, Oklahoma, U.S.A., and am seeking your assistance with my dissertation research.

I am conducting a study of actual and ideal functions of college deans as perceived by deans and faculty members at King Faisal University. The study will attempt to investigate the degree of consensus among college deans and faculty members regarding actual and ideal functions of college deans. The findings will be compared with similar studies carried out at American colleges and universities.

Your assistance in completing the enclosed questionnaire will be appreciated. The questionnaire has been sent to all college deans and to a sample of faculty members at King Faisal University. Following completion of the study, summary copies of the thesis will be mailed to all participants who desire them. The findings of the study will be helpful in planning a better working environment, and stimulating cooperative relations and mutual understanding between college deans and faculty members at King Faisal University. The study will not evaluate the performance or effectiveness of any specific college dean. All data will be treated confidentially.

Please complete and return the questionnaire to me within two weeks. Thank you for your cooperation.

Sincerely yours,

Abdullatif Hamad Al-Holeibi

AHA-H/cf

Encl.

APPENDIX C

LETTER OF REFERRAL FOR PERMISSION
TO CONDUCT STUDY

Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
EASTERN PROVINCE

شؤون التعليم العالي



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك فيصل
المنطقة الشرقية

1- ا.د. ابروحي السيد / عبداللطيف حمد الحليبي
عن " دور عميد الكلية في جامعة الملك فيصل "

المكرم المنعب الاستاذ / عبداللطيف حمد الحليبي المحرم:

السلام عليكم ورحمة الله وبركاته . . . وبعد

أسير الى خذلكم المؤرخ في 11/10/1403 هـ حول الأبروحي
التي سنقدمون بها عن دور عميد الكلية في جامعة الملك فيصل . . .
والمكرم مواعيد الجامعة على الموضوع حتى تتمكنوا من جمع المعلومات اللازمة ، مع المكرم
تزويدكم بما يتوفر من مصادر عن الجامعة والتحديات الإدارية بها خاصة
المتعلق بمسؤوليات عميد الكلية . . .
وأود احيائكم علما بأنني اطلعت على هذا الخطاب ، ومن قبله
خاتب آخر بنفس المحتوى ، وقد أحين أمركم الى الجهة المختصة لدراسة
وسنواغيبكم بما ينتهي اليه الموضوع . . .

وتقبلوا خالص تحياتي . . .

مدير الجامعة
د. محمد سعيد الفحلبي
٤٨٩

الرقم التاريخ المشروعات	No Date	الاحياء ص.ب. ٣٨٠ تليكس ٦٦١٠٢٨ تلفون ٥٨٦٠٠٠٠	الادمام ص.ب. ١٩٨٢ تليكس ٦٧٠٠٢٠ تلفون ٨٥٧٧٠٠٠
		Al-Ahsa P O Box 380 Telex 661028 Tel 5860000	Dammam P O Box 1982 Telex 670020 Tel 8577000

APPENDIX D

LETTER GRANTING PERMISSION TO CONDUCT STUDY

APPENDIX E

LETTER REQUESTING PERMISSION TO COLLECT DATA



Oklahoma State University

OFFICE UNIVERSITY PROFESSOR AND PAST PRESIDENT (1966-77)

ROOM 317, PUBLIC INFORMATION BUILDING
405/624-7787
STILLWATER OKLAHOMA 74078

June 18, 1984

The Saudi Arabian Mission
2425 West Loop South
Houston, Texas 77027

Gentlemen:

Mr. Abdul Alhaleibi, for whom I serve as thesis adviser, must return to Saudi Arabia to gather data for his doctoral thesis entitled, "Actual and Ideal Functions of the College Dean, as Perceived by Deans and Faculty Members at King Fahd University, Saudi Arabia". He will be gone four to five months to gather the data, and will return later in the fall of 1984 to complete writing the thesis and fulfilling other doctoral requirements.

Mr. Alhaleibi is doing an excellent job in meeting the requirements of the degree.

Sincerely yours,

Robert B. Kamm, President Emeritus

APPENDIX F

LETTER FROM VICE-RECTOR TO COLLEGE DEANS
REQUESTING COOPERATION IN THE STUDY

جامعة الملك فيصل

Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
EASTERN PROVINCE
OFFICE OF THE VICE RECTOR
FOR ACADEMIC AFFAIRS



الجمهورية العربية السعودية
وزارة التعليم العالي
جامعة الملك فيصل
المنطقة الشرقية
وكليل الجامعة للشؤون الأكاديمية

الى سعادة :

عميد كلية الطب والعلوم الطبية
عميد كلية العمارة والتخطيط
عميد كلية التربية
عميد كلية العلوم الزراعية والأغذية
عميد كلية الطب البيطري والثروة الحيوانية

من وكيل الجامعة للشؤون الأكاديمية

السلام عليكم ورحمة الله وبركاته وبعد ،

يقوم الاستاذ عبد اللطيف حمد الحلبي احد المبتعثين من وزارة المعارف باعداد اطروحة للحصول على درجة الدكتوراة موضوعها " دور عميد الكلية الواقعي والمثالي من وجهة نظر عمداء الكليات وأعضاء هيئة التدريس بجامعة الملك فيصل " ، وسوف يقوم سعادته بتوزيع نسج من الاستفتاء الذي قام باعداده على سعادتكم وأعضاء هيئة التدريس بكليةكم والمشاركة في الاحابة عليه .

آمل تسهيل مهمة سعادته اذا كان الاستفتاء والمعلومات المطلوبة لا تتعارض مع المتبع في مثل هذه الحالات والأنظمة والتعليمات وتنسبوا حالص تحياتي .

عبد المنان

د. عبد المنان احمد ترحمان

صورة الى : برساذ رجب الرضوي عميد كلية الطب

سعادة عميد الدراسات العليا بالنيابة (رمزا الى خطابنا الذي ارسل

الى الاستاذ/ عبد اللطيف حمد الحلبي رقم ٣٦٥ وتاريخ ١٤٠٤/٥/٢٧ هـ .

ملف الموضوع + الاساس .

المصدر .

٥٥٧٦٣١٨ ١٥٧٧٠٠٠	الدمام ص.ب ١٩٨٢ تليكس ٦٧٠٠٢٠ تليفون ٨٥٢٥١٦٥ ٥٨٢٤٩٥٥	الإحصاء ص.ب ٣٨٠ تليكس ٦٦١٠٢٨ تليفون ٥٨٢٤٩٥٥	No. ٥٧ التاريخ ١٤٠٤/٥/٢٧ استنوعات
Dammam P. O. Box 1982 Telex 670020 Tel. 8577000 8576318	Al-Ahsa P. O. Box 380 Telex 661028 Tel. 5825165 5824955		

APPENDIX G

LETTERS FROM COLLEGE DEANS TO FACULTY MEMBERS
REQUESTING PARTICIPATION IN THE STUDY



Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
College of Architecture and Planning



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك فيصل
كلية العمارة والتخطيط

الموضوع :

MEMORANDUM

From: Vice Dean for Admn. Affairs
To: Faculty who completed not less than
one year service in this College.
Sub: Fill in the attached questionnaire.
Date: 17/2/1405.

Dear Sirs,

With reference to the instructions of H.E. the Dean of the College and pursuant to the letter of H.E. Vice President for Academic Affairs No.57, dated 16-1-1405 soliciting our cooperation with Mr. Abdul Latif Moh. Al Halabi from the Ministry of Education who is preparing his Ph.D. thesis entitled "The realistic and ideal role of the Dean as viewed by the Deans and faculty members of King Faisal University". I would like all faculty members who have already completed one year-service with the College to fill in the attached questionnaire and turn it in to me within two days.

With my best regards,

Vice Dean for Admn. Affairs

وكيل الكلية للشئون الادارية

١٤٠٥/٢/١٧
"محاضر محمد سليمان المنصور"
Mohammed Al-Mansour

تصميم

من : وكيل الكلية للشئون الادارية
الى: جميع اعضاء هيئة التدريس الذين امضوا
اكثر من سنة بالكلية .
الموضوع : نعتة الاستبيان المرسي
التاريخ ١٤٠٥/٢/١٧ هـ

السلام عليكم ورحمة الله وبركاته

اشارة الى توجيهات سعادة عميد الكلية المعطوفة على خطاب سعادة وكيل الجامعة للشئون الاكاديميه رقم ٥٧ وتاريخ ١٤٠٥/١/٢٦ هـ حول تسهيل مهمة الاستاذ/ عبداللطيف محمد الحلبي احد المبتعثين من وزارة المعارف لاعداد اطروحة للحصول على درجه الدكتوراه وموضوعها " دور عميد الكلية الواقعي والميثالي من وجهة نظرا عمداء الكليات واعضاء هيئة التدريس بجامعة الملك فيصل" عليه أمل من جميع اعضاء هيئة التدريس الذين امضوا سنة على تعاقدهم بالجامعة ان يتكرموا بتعبئة الاستبيان المرفق واعادته الينا في خلال يومين من تاريخه .

والسلام عليكم ورحمة الله وبركاته

Kingdom of Saudi Arabia
 Ministry of Higher Education
KING FAISAL UNIVERSITY
 EASTERN PROVINCE
 COLLEGES OF MEDICINE
 & MEDICAL SCIENCES
 P O Box 2114 - Dammam



المملكة العربية السعودية
 وزارة التعليم العالي
جامعة الملك فيصل
 المنطقة الشرقية
 كلية الطب والعلوم الطبية
 ص. ب. ٢١١٤ - الدمام

Number / / : الرقم
 Date 24 November, 1984. / / : التاريخ
 ENCLOSURES : المرفقات

To : All Chairmen of Departments
 CMMS.

From: Dr. Mohammad Hisham Al-Sibai
 Dean, College of Medicine
 and Medical Sciences.

Further to my letter No. 145/D/1405 dated 13th November, 1984, concerning the questionnaire by Mr. Abdulatif Hamad Al-Halibi, I am enclosing one Arabic and one English copy of the same questionnaire with the request to be duly filled by faculty members of your department, collected by the Chairmen and returned to my office.

Thank you for your cooperation.

DR. MOHAMMAD HISHAM AL-SIBAI

تذكرة الإجازة



الرقم :
التاريخ :

جامعة القادسية
المنطقة الشرقية

ورقة إحالة داخلية

من مدير كلية التربية مع أطيح التبعة

المخبرين

إلى سادة أعضاء هيئة التدريس بالكلية

- | | |
|--|---|
| <input type="checkbox"/> سيادة مدير الجامعة | <input type="checkbox"/> سيادة مدير شؤون المواطنين |
| <input type="checkbox"/> سيادة وكيل الجامعة بالدمام | <input type="checkbox"/> سيادة مدير الشؤون المالية |
| <input type="checkbox"/> سيادة وكيل الجامعة لشؤون الأكاديمية الاحياء | <input type="checkbox"/> سيادة مدير المشتريات |
| <input type="checkbox"/> سيادة أمين عام الجامعة | <input type="checkbox"/> سيادة مدير المستودعات |
| <input type="checkbox"/> سيادة مدير عام الإدارة | <input type="checkbox"/> سيادة مدير الخدمات الفنية |
| <input type="checkbox"/> سيادة مدير العلاقات العامة | <input type="checkbox"/> سيادة مدير الاسكان |
| <input type="checkbox"/> سيادة مدير الشؤون المالية والإدارية | <input type="checkbox"/> سيادة مدير مكتب الاتصالات الإدارية |
| <input type="checkbox"/> سيادة مدير الشؤون الإدارية في | <input type="checkbox"/> سيادة مدير الحركة |

أشير الى مستودعات الكتب مستبين اننا صرنا بملء بصيرة
عبد الصلطي محمد الحليبي

- | | | | |
|---|---|--|-----------------------------------|
| <input type="checkbox"/> لتتوسب بما ترونه | <input type="checkbox"/> للاطلاع واعادتها | <input type="checkbox"/> للتعامة | <input type="checkbox"/> للاعتدال |
| <input type="checkbox"/> لاستكمال اللازم نظاماً | <input type="checkbox"/> للإفادة بما لديكم | <input type="checkbox"/> للفاعاة | <input type="checkbox"/> للاطلاع |
| <input type="checkbox"/> للدراسة وايداء الرأي | <input type="checkbox"/> لاعادتها مع الأساس | <input checked="" type="checkbox"/> للاعتد | <input type="checkbox"/> للحفاظ |
| <input type="checkbox"/> لموافقاتنا بتقرير من ذلك | | | |

ملاحظات

أول تسليم حرجه كندج الحليبي
حصيان المراد مع الأستاذة فاطمة الوائلي
بإدارة مستبين اننا صرنا بملء بصيرة
المعرب بقره للوصول غلباً

و تفضلوا بقبول دافئ التحية

المستلم :
التاريخ :
صورة ل :
المشروعات :
التوقيع :
وكيل كلية التربية
د. سعد محمد الحرير

Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
EASTERN PROVINCE
College Of Agri. Sci. & Foods



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك فيصل
المنطقة الشرقية
كلية العلوم الزراعية والاعذية

المحترم

• اادة رئيس قسم

السلام عليكم ورحمة الله وبركاته •• وبعد •••••

فابلى المحاضر الاخ عبداللطيف الحلبي ، ويرغب فى نورع :سنات
خاصه ببحـثـة على السادة اعضاء هيئة التدريس •
آمل تسهيل مهمته من حيث تعبئة تلك الاسبابات واعادتها :نـسـبـة
حلال اسبوع من تاريخه •

(((((

ولكم خالص تحياتى •••••

عميد الكلية

د. يحيى محمد م.

الدمام ص.ب ١٩٨٢ تليفون ٦٧٠٠٢٠ تليفون ٥٥٧٧٠٠٠
Dammam P. O. Box 1982 Telex 670020 Tel 5577000

الاحساء ص.ب ٣١٠ تليفون ٦٦١٠٢٨ تليفون ٥٨٦٠٠٠٠
Al-Ahsa P O Box 380 Telex 661028 Tel 5860000

الرقم : ٨ / ١
التاريخ : ١١ / ٢ / ١٤٠٢ هـ
المشروعات

APPENDIX H

LETTER FROM DIRECTORATE GENERAL FOR DEVELOPMENT OF
HIGHER EDUCATION CONCERNING RESOURCES

المملكة العربية السعودية
 Directorate General for
 Development of Higher Education
 الرياض



المملكة العربية السعودية
 وزارة التعليم العالي
 الإدارة العامة لتطوير التعليم العالي
 الرياض

الموضوع

المحترم
 المكرم الاستاذ عبداللطيف حمد الحليبي
 السلام عليكم ورحمة الله وبركاته وبعد ، ..
 اشارة لخطابكم بتاريخ ٢ / ٩ / ١٤٠٣ هـ والذي تطلبون فيه تزويدكم بمطبوعات
 الوزارة ذات الصلة بموضوع دراستكم
 يسرني أن ارسل لكم رفق هذا نسخة من كل من
 - تطور التعليم العالي في المملكة العربية السعودية في عشر سنوات
 - التعليم العالي في المملكة العربية السعودية .
 وقد تم الاتصال بجامعات المملكة للحصول على نسخ من اللوائح والتنظيمات
 الخاصة بكل منها وفقا لآخر التعديلات ، وسوف نوافيكم بنسخه منها حال ورودها
 أن شاء الله .

مع أطيب تمنياتي لكم بالتوفيق .
 وتقبلوا خالص التحية .

مدير عام الادارة العامة لتطوير
 التعليم العالي

د / سليمان بكر سدي

ع/ المالكي

الرقم	No.	التاريخ	Date	الترقيف
٤٤١٢٤٠٨	رقم انكس عالي ع ٢٠٠٨٦٠	٢٠١٦	٢٠١٦	٣٠١٦
Tel : 4412408	Telex No.: 201481 Alt SJ			P. O. Box: 3016

APPENDIX I

LETTER FROM MINISTRY OF EDUCATION CONCERNING RESOURCES

APPENDIX J

LETTER FROM THE VICE-RECTOR REGARDING
PERIOD FOR CONDUCTION OF STUDY

Kingdom of Saudi Arabia
Ministry of Education
King Faisal University
EASTERN PROVINCE

وزارة التعليم



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك فيصل
المنطقة الشرقية

المحترم

سعادة الملحق التعليمي السعودي

الولايات المتحدة الامريكية

السلام عليكم ورحمة الله وبركاته .. وبعد :

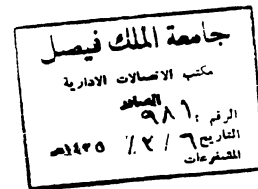
اود احاطة سعادتكم بان الاستاذ/ عبداللطيف حمد الحليبي المنعت من
نقل وزارة المعارف لنيل درجة الدكتوراه وموضوعها دور عميد الكلية بجامعة الملك
فيصل قد حضر الى الجامعة بتاريخ ١٤٠٤/١٠/١٥ هـ لجمع المعلومات اللازمة لرسالته
من عمداء الكليات واعضاء هيئة التدريس ، وقد انهي المذكور جمع المعلومات بتاريخ
١٤٠٥/٣/٩ هـ .

برحاء الاحاطة .

وتفضلوا بقبول وافر تحياتي وتقديري ،،،

وكيل جامعة الملك فيصل
للشؤون الأكاديمية

د. عبدالمنان احمد ترجمان



الاسماء ص.ب. ٣٨٠ تلکس ٦٦١٠٢٨ تلفون ٥٨٦٠٠٠٠	الاسماء ص.ب. ١٩٨٢ تلکس ٥٧٠٠٢٠ تلفون ٥٨٦٠٠٠٠	No	ترقيد
Al-Ahsa P O Box 380 Telex 661028 Tel 5860000	Al-Ahsa P O Box 1982 Telex 670020 Tel 5877000	Date	التاريخ
			المستندات

VITA ²

Abdullatif Hamad Al-Holeibi

Candidate for the Degree of

Doctor of Education

Thesis: ACTUAL AND IDEAL FUNCTIONS OF THE COLLEGE DEAN AS PERCEIVED BY DEANS AND FACULTY MEMBERS AT KING FAISAL UNIVERSITY, SAUDI ARABIA

Major Field: Higher Education

Biographical:

Personal Data: Born in Al-Hofouf, Saudi Arabia, April 14, 1949, the son of Hamad M. Al-Holeibi and Aysha A. Al-Dorwaish.

Education: Graduated from Al-Hofouf Secondary School, Saudi Arabia, in 1969; received the Bachelor of Art and Education in Geography and History from King Saud University in May, 1973; received the Diploma in Educational Administration from the University of Oklahoma in July, 1977; received the Master of Education degree in Secondary School Administration from the University of Oklahoma in December, 1978; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1985.

Professional Experience: Middle School Geography Teacher, Kharj, 1973-74; Secondary School Geography Teacher, Al-Hassa, 1974-76; Head of Education Division and Lecturer in School Administration at the Mathematics and Sciences Center and Junior College for Teachers, Dammam, Saudi Arabia, 1979-1982.

Professional Membership: Member, American Association for Higher Education.