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OF ACADEMIC DEANS IN SEVENTH-DAY ADVENTIST
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ADMINISTRATORS AND FACULTIES.**

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Andrews University
School of Graduate Studies

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ADMINISTRATORS AND FACULTIES**

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

H. LeVerne Bissell

July 1977

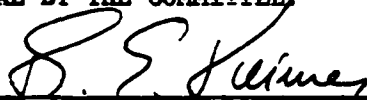
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APPROVAL BY THE COMMITTEE:


Chairperson: Rudolf E. Klimes

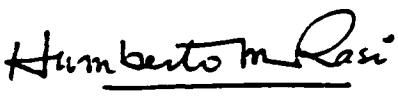
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ABSTRACT

**THE RELATIONSHIP OF LEADERSHIP CHARACTERISTICS OF ACADEMIC DEANS
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Chairperson: Rudolf E. Klimes

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

Department of Education

Title: THE RELATIONSHIP OF LEADERSHIP CHARACTERISTICS OF ACADEMIC DEANS IN SEVENTH-DAY ADVENTIST COLLEGES AND UNIVERSITIES TO THEIR PERFORMANCE LEVELS AS PERCEIVED BY EDUCATIONAL ADMINISTRATORS AND FACULTIES

Name of researcher: H. LeVerne Bissell

Name and title of faculty adviser: Professor Rudolf E. Klimes, Ph.D.

Date completed: July 1977

Problem

The research literature in educational administration describes few studies directed toward identifying the relationship of specific characteristics of administrators to their performance levels. Yet such research would be useful in providing information relevant to the educational preparation and selection of administrators and of value to practicing administrators. The purpose of this study was to identify the relationship of the leadership characteristics of academic deans in Seventh-day Adventist colleges and universities to their performance levels.

Method

Six research hypotheses were formulated for determining the relationship between the deans' performance levels and their leadership characteristics and for testing the differences between selected groups of deans with regards to leadership characteristics and performance.

Eight North American and sixteen overseas institutions participated in the study. The deans' leadership characteristics were rated by 196 respondents including subordinates of the dean and randomly selected departmental chairpersons and/or faculty members. Their performance was evaluated by 209 respondents including superordinates, peers, and randomly selected departmental chairpersons and/or faculty members.

Two instruments were used in the study. The Leader Behavior Description Questionnaire--Form XII (LBDQ) developed at Ohio State University was used to assess twelve leadership characteristics of the deans. The researcher prepared the Academic Dean's Functions Questionnaire (ADFQ) to determine the expected functions of the dean at each institution and to evaluate the dean's performance of each expected function.

Spearman's coefficient of rank correlation rho (ρ) was used to determine the relationship of the deans' ranking by median scores on the ADFQ to their ranking by median scores on each characteristic of the LBDQ. The mean scores on the LBDQ were examined for significant differences between the following groups of deans: (1) the upper third in performance versus the lower

third, (2) the upper half of the North American deans in performance versus the upper half of the overseas deans, and (3) the recently appointed deans versus those who had served for one year or longer in their present positions.

Factor analysis was used to reduce the twelve characteristics of the LBDQ to two dimensions of leadership and varimax rotation was performed to determine the loadings of each characteristic on these factors.

Results

The following eight characteristics listed in the order of the strength of the relationship were significantly related to the deans' performance levels: Predictive Accuracy, Demand Reconciliation, Initiating Structure, Role Assumption, Persuasiveness, Superior Orientation, Integration, and Consideration. There were significant differences in the mean scores of high and low performance deans on all of these same characteristics except Superior Orientation. Recently appointed deans exhibited significantly more of the characteristic Role Assumption than did deans with one or more years of experience in their present position.

When factor analysis and varimax rotation were performed on the subscales of the LBDQ, eight leadership characteristics loaded on an institutional-oriented factor and four loaded on a person-oriented factor.

Conclusions

The findings of the study support the following conclusions:

1. The leadership characteristics of deans have a bearing upon the effectiveness with which they perform their functions.

2. High- and low-performance deans exhibit significant differences in leadership behavior.

3. The leadership behavior of deans demonstrates the two-dimensional theories that view leadership as consisting of system-oriented and person-oriented dimensions. The deans in this study were strongly system-oriented.

The close relationship between the deans' leadership characteristics and their performance levels has important implications for the educational preparation, selection, and practice of academic deans.

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promises through Christ Jesus our Saviour and Lord.**

CHAPTER I

INTRODUCTION

The academic dean has been described as

. . . either a vicious administrator who chews up helpless students and innocent instructors, or a sort of amiable nonentity who emerges at commencement time to mouth meaningless ceremonial phrases into a microphone. (Euwena, 1964, p. 258)

According to Euwena, the academic dean needs no "brain"; in fact, it may severely handicap him. His chief requisites seem to be "a tough skin, persistence, and patience" (p. 257). In a somewhat similar vein, another author, who, incidentally, was not an academic dean, intimated how unimportant the academic dean was when he described how well the college where he was teaching functioned when the president left it deanless for a number of years (Marshall, 1956, p. 636).

Fortunately for academic deans, however, not all authorities share this view. In discussing the role of the academic dean, Shultz (1970) states that "the academic dean occupies a very key leadership role" (p. 16). Thus, there is wide divergence of opinion as to the importance of the academic dean.

Not only is there a difference of opinion as to his importance but his functions also seem equally vague--job descriptions notwithstanding. One study of twenty-two academic

deans (Robin, 1974) shows that there is no consensus, even among academic deans, concerning their proper functions. Academic deanship, like a good suit, seems to fit the man rather than the man fitting the job. It is highly questionable, however, whether academic deanships should be like tailored suits! Most institutions of higher education have job descriptions which more or less clearly define the responsibilities of the academic dean. It seems that there should be continuity in the functions of the job even though those who perform it may be replaced. However, this is not always the case. Sometimes there is the tendency for the functions to change as each new academic dean is appointed. As Euwena (1964) has stated:

The first thing to say about deaning is that it varies with the dean. Every time a new dean is appointed a new job is created, for what a dean does and how he does it depends largely on the sort of person he is and what he thinks he should be doing. (p. 258)

Statement of the Problem

The Seventh-day Adventist Church operates a worldwide system of schools ranging from preschool through the university level. As of 1975, there were 3,737 elementary schools, 405 secondary schools, and 75 postsecondary institutions, including three universities (General Conference of Seventh-day Adventists, Department of Education, 1975).

In Seventh-day Adventist colleges and universities, the academic dean is appointed by the board of trustees, usually upon the recommendation of the college or university president. It

has been reported that he is sometimes appointed with little regard to his education or experience. For example, according to the informal observation of the writer, few of the academic deans presently serving in Seventh-day Adventist institutions of higher learning have systematically studied administration of higher education. It seems that boards and administrators in Seventh-day Adventist colleges and universities often do not fully understand or consider the relationship between the characteristics and the performance of academic deans.

This problem is not confined to Seventh-day Adventist institutions, however. A review of related research has revealed that generally little help is available to aid college and university administrators in selecting and recommending academic deans whose characteristics best fit them for the functions they are expected to perform. Yet several researchers have indicated that it is the characteristics of the academic dean that determine to a large measure not only how well he performs but also what functions he will perform (Craig, 1959; Cyphert & Ingersoll, 1974, p. 359; Edwards, 1968, p. 203; Horn, 1964, pp. 463-64). With all the confusion surrounding academic deans and their tasks, it seems that a study of the relationship between the characteristics of academic deans and their performance would be helpful.

Purpose of the Study

The purpose of this study was to determine the relationships between certain leadership characteristics of academic deans

in Seventh-day Adventist colleges and universities and the level at which the academic deans performed their functions, as perceived by superordinates, associates of the academic deans in administration, and subordinates. An attempt was made to identify those characteristics that show a relationship to a high level of performance of the ideal functions. In addition, an investigation was made to see if certain characteristics or the absence of certain characteristics was related to a lower level of performance of the ideal functions. The researcher also investigated differences in leadership characteristics and differences in performance levels between academic deans in Seventh-day Adventist institutions in North America and those outside North America and differences between academic deans who had been appointed within the year preceding the study and those who had served in that position for one year or more. Incidental to the purpose of this study, background information regarding the education and experience of the academic deans and their functions and sources for determining their functions was examined. Finally, an ancillary question concerning the Leader Behavior Description Questionnaire--Form XII--and leadership theory was considered.

Need for the Study

A number of dissertations have resulted from studies of the academic deanship. The functions and duties of academic deans (Collins, 1971; Schneider, 1970; Thomson, 1971), their leadership behavior and its effect upon campus climate (Lindemuth, 1970),

upon improvement of instruction (Todd, 1965), and upon institutional functioning (Goodsell, 1973) have been studied. Researchers have investigated the administrative competencies needed by academic deans (Lynam, 1970) and the conflicts in role expectations they experience (Edwards, 1968; Miller, 1964). Borchgrevnik (1975) developed performance criteria for formal evaluation of academic deans in public institutions.

But there has been little attempt to identify those characteristics that tend to help the academic dean perform his functions most satisfactorily. Neither have those characteristics nor absence of characteristics that serve as constraints which prevent the academic dean from performing perceived ideal functions satisfactorily been identified.

This study attempted to discover some of those characteristics. It is hoped that it will be useful to those serving as academic deans. The insights gained from this report may help them to develop those leadership characteristics that could aid them in their work. It may also help them to avoid those characteristics that tend to negate their performance of the perceived ideal duties. It may be useful to college presidents and boards of trustees as they seek to select academic deans with characteristics that will enable them to perform their work most effectively. Finally, it may be of value to those who are responsible for preparing administrators for positions in colleges and universities.

Hypotheses

Since the underlying purpose of this study was to identify the leadership characteristics of academic deans whose performance level is high and the leadership characteristics or absence of such characteristics of academic deans whose performance level is low, the research hypotheses that follow were examined. These were stated in the direction the researcher expected the findings to take after he had studied previous research and other literature on the administration of higher education.

1. There is a significant positive relationship between academic deans' leadership characteristics and their level of performance as perceived by superordinates, peers of the academic dean, and subordinates.

There are twelve subhypotheses under this main hypothesis, one for each leadership characteristic that was investigated. These characteristics were Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. They are defined more fully in chapter III. It was expected that there would be a significant positive relationship between each of these characteristics and the academic deans' level of performance.

2. There is no significant positive relationship between academic deans' education and experience and their level of

performance as perceived by superordinates, peers of the academic dean, and subordinates.

3. There is a significant difference in the leadership characteristics of academic deans who rank high and those who rank low on their performance levels.

4. There is no significant difference between the perceived leadership characteristics of academic deans with high performance levels in colleges in North America and those of academic deans with high performance levels in colleges outside North America.

5. There is no significant difference in perceived leadership characteristics of academic deans who have served less than one year and those who have served one year or more in their present positions.

6. There is no significant difference in the perceived performance levels of academic deans who have served less than one year and those who have served one year or more in their present positions.

Definition of Terms

Academic dean is the term designating an officer in a college who serves directly under the president in a line relationship or is second in the hierarchical structure of college administrators. In a university he serves directly under the vice president for academic affairs. He is generally responsible for curriculum development, administration of academic policies, and

for selection, supervision, instructional development, and evaluation of the instructional staff. Other titles used in Seventh-day Adventist colleges for the academic dean are dean of academic administration, dean, dean of academic affairs, dean of faculties, and vice president for academic affairs. While the term vice president for academic affairs is usually used in a university, several Seventh-day Adventist colleges use it for their academic dean. The term dean will be used throughout this study to refer to the academic dean.

Leadership characteristics are qualities of the academic dean that are deemed desirable to aid him in his work and the absence of which make it difficult for him to work effectively. It was the intent of this study to focus primarily on twelve leadership characteristics that were measured by the Leader Behavior Description Questionnaire--Form XII. These are discussed more fully in chapter III. In addition to these twelve characteristics, the deans' education and experience in their present positions were analyzed to determine their relationship to the deans' performance levels.

Functions are tasks that deans normally perform in fulfilling their responsibilities to the institution and its personnel, students, and publics.

Ideal functions are those found in college and university job descriptions for the work of dean and are the functions that superordinates and deans agree the dean should be performing. Since job descriptions for the dean vary among the institutions involved in the study, ideal functions varied among the deans.

Role is sometimes used synonymously with the term function, but as used in this study, it refers to the wider sphere of a dean's activities and influence in contrast with his specific functions. For example, in his role as a personnel officer, he may perform the specific functions of recruiting, recommending rank, compensating, or dismissing faculty members.

Job descriptions are the official statements concerning the academic dean's duties and responsibilities. These are usually found in faculty or staff handbooks. This term was used in preference to the term position descriptions since the researcher wished to emphasize the functions or work of the dean rather than his position.

Performance level is the level at which deans perform their ideal functions as perceived by superordinates, peers, and subordinates.

Educational administrators is a term often used in a general sense for administrators at all levels of education. For purposes of this study, however, educational administrators include college presidents, university vice presidents for academic affairs, academic deans, business managers, deans of student affairs, other associates of the dean in administration, and administrators who serve directly under the academic dean, such as registrars and directors of admissions and records.

Faculties include departmental chairpersons and other college and university professors and instructors.

Superordinates are those who are superior to the academic dean in the college or university hierarchical structure. For this study, it consists of college presidents and university vice presidents for academic affairs. It does not include college academic deans, even though the term vice president for academic affairs is used to describe the position of some academic deans.

Peers are the deans' associates in administration, for purposes of this study. These consist of business managers, deans of student affairs, and other administrators who are directly responsible to the college president or the university vice president for academic affairs.

Subordinates are those who rank below the academic dean in the college or university hierarchical structure. This includes registrars, directors of admissions and records, head librarians, other individuals who serve directly under the dean, departmental chairpersons, and other college or university faculty members.

North American Division of Seventh-day Adventists, which consists of the United States, Canada, and Bermuda, is one of ten major divisions into which the worldwide work of the Seventh-day Adventist Church is divided, excluding the Peoples Republic of China and the Union of Soviet Socialist Republics. Its headquarters are at the General Conference of Seventh-day Adventists, 6840 Eastern Avenue, N.W., Washington, D.C. 20012.

Seventh-day Adventist colleges and universities are institutions owned and operated by the Seventh-day Adventist Church as part of its worldwide educational program. As used in this study,

these terms refer to institutions that offer four or more years of postsecondary education and grant bachelor or graduate degrees in one or more subject areas.

Leader Behavior Description Questionnaire--Form XII is an instrument that was developed by Stogdill and his associates at the Ohio State University for assessing the behavior of leaders. It is the latest revision of the foremost instrument used to assess leader behavior (Sergiovanni & Carver, 1973, p. 201). Throughout this study the initials LBDQ will be used to designate the Leader Behavior Description Questionnaire--Form XII. The LBDQ is described in more detail in chapter III.

Academic Dean's Functions Questionnaire is an instrument developed by the researcher for the dean's associates and subordinates to use in rating his performance of expected functions. The development of this instrument is described in detail in chapter III. Throughout this study the initials ADFQ will be used to refer to this questionnaire.

Delimitations

This study was limited to Seventh-day Adventist colleges and universities. Only those colleges which have academic deans or their equivalent and enrollments of more than one hundred students were included. In the two Seventh-day Adventist universities in North America, only the Colleges of Arts and Sciences were involved.

Colleges which reported less than ten administrators and faculty members who could read and understand English and those

in which either the president or the academic dean did not understand English were excluded. The presidents of colleges in areas where English is not the language of instruction were asked to indicate the administrators and the number of departmental chairpersons and faculty members that met this criterion.

The study was limited to the following subpopulations: college presidents, university vice presidents for academic affairs, academic deans, deans of students, business managers, other peers of the academic dean, administrators serving under supervision of the academic dean, departmental chairpersons, and other faculty members. A random sampling of the last two groups was taken.

Assumptions

The following assumptions underlie this study:

1. Job descriptions for the academic dean provide an acceptable source of information for determining the dean's ideal functions.
2. Agreement between the college president or university vice president for academic affairs and the dean regarding functions constitutes another valid source for determining the dean's ideal functions.

Organization of the Study

The plan of organization for this study is presented below.

Chapter I outlines the purpose and need for the study. It lists the research hypotheses that were investigated and defines

relevant terms that were used in the study. Finally, it describes the delimitations of the study and the basic assumptions that provided a framework within which the study was conducted.

Chapter II provides a review of related literature. The primary focuses of the chapter were the functions that academic deans are expected to perform and the characteristics needed by deans in performing these functions.

Chapter III describes the design of the research. This includes a description of the population and sample that participated in the study and of the procedures that were followed in conducting the study. The instruments that were used to obtain data and the statistical techniques used in analyzing these data are outlined. A discussion of research design limitations concludes the chapter.

Chapter IV presents the findings that resulted from the study. The general findings concerning the work of the dean are given first, followed by specific findings relevant to each of the hypotheses that were tested. The findings concerning one ancillary question that was investigated are also included.

Chapter V summarizes the study and describes the conclusions that were reached. The chapter concludes with recommendations based on the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

More than forty doctoral dissertations, several books, and scores of periodical articles have described the work and characteristics of the academic dean. Since this study was aimed primarily at determining the relationship between the dean's characteristics and his performance of functions, the main emphasis in this chapter is given to literature that concerns these two broad areas. The author tried to select from the wealth of available material that which related most directly to the present research.

When organizing the review of literature it seemed appropriate to begin the review of literature with a brief history and background of the academic deanship. The functions of the dean are discussed next, followed by a short investigation of his role and of the conflicts inherent in that role. A description of the characteristics that have been recommended for those serving as deans and of the relationships between their characteristics and functions follows. Then some recent trends in the academic deanship are noted. Finally, a brief discussion concerning the selection and evaluation of deans and a summary of pertinent recommendations from previous research concludes this chapter.

History and Background of the
Academic Deanship

The term "dean" descended from the Latin decanus which was used to designate a military officer in charge of ten people in pre-Christian Rome (Milner, 1936, p. 17). In the fourth century A.D., the term had acquired considerably broader meanings, one of which was for members of a guild whose occupation it was to bury the dead (Ward, 1934, p. 12; Wicke, 1963, p. 54). In its early history, the church borrowed the term decanus for a monk who was appointed over ten other monks, and soon it began to denote educational leadership (Henderson, 1957, p. 179). While the term "dean" continued in use in the church, especially in the Church of England (Hunt, 1953, p. 16), it also crept into the medieval universities and continues in use today in some of the great modern European universities, such as Cambridge and Oxford (Ward, 1934, p. 10).

However, the position of academic dean, as this term is used in American colleges and universities, bears little resemblance to the "dean" in medieval times or in modern European universities. Most authorities date the beginning of the academic deanship to 1870, when Ephraim Gurney was appointed to act as dean of the college at Harvard (Wicke, 1963, p. 54). Before that time there had been a few deans of professional schools, perhaps the first of whom was dean of the medical school at Harvard (Horn, 1964, p. 467). But these were not academic deans as such. As Walker (1967, p. 200) describes it, the office of academic dean "probably evolved out of

the secretary to the faculty, an office originally established by presidents to take over some of their duties." Obviously some delegation of responsibilities had become necessary because of the increasing activities of the president. By 1932, most American colleges and universities had established such an office. Perhaps the comparative recency of the office offers a partial explanation as to why there is so little consensus concerning the academic dean's functions (McGinnis, 1933, p. 191).

Functions of Academic Deans

Of the more than forty doctoral dissertations examined by the author concerning the academic dean, approximately half have investigated the dean's functions. The numerous books and magazine articles written to describe the dean's functions show as much variety in the functions as there are authors who have written about them. Some have reduced the functions to as few as three broadly stated responsibilities (McGrath, 1947). One study investigated 699 activities of the dean in junior colleges, of which 483 were effective and 261 ineffective for improving instruction (Paulson, 1973). Day (1969) investigated 168 functions; Thomson (1971) narrowed them to 52. Perhaps the shortest statement on the academic dean's functions might be: "A dean is one who performs decanal duties" (DeVane, 1968, p. 243), whatever these might be construed to be.

When the academic deanship was first established at Harvard University in 1870, President Eliot delineated the functions of the office he had newly created as follows:

. . . [1] to preside at meetings of the faculty in the absence of the president; [2] to administer the discipline of the college; [3] to take charge of all petitions from undergraduates to the faculty; [4] and to keep records of admission and matriculation; [5] to furnish such lists of students as may be required by the faculty or the several teachers; [6] to prepare all scales of scholarship, and to preserve the records of conduct and attendance; [7] 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 . . . to have complied with all the regular conditions for the degree Bachelor of Arts; [8] and in general to superintend clerical and administrative business of the college. (Eliot, 1870)

A close look at these duties shows the academic dean at his inception at Harvard, in many respects, to be little more than a glorified registrar.

Some would not even elevate him to that position. As Bevan (1967) somewhat facetiously observed: "The deanship was born out of servile tasks which the registrar no longer had time to perform and the faculty regarded as unworthy of the time needed to assemble for deliberation" (p. 344). Cleland (1935) stated that "the dean's work is any duty not sufficiently important for the president and not sufficiently practical for the janitor" (p. 196). While the dean started as a clerical assistant to the president, there are apparently a few that feel he should be a clerk of the faculty. As Ciardi (1962) states, "Our colleges will be measurably better the day deans become the clerical servants of the faculty" (p. 31).

While some may feel this way, the academic dean in many colleges today occupies a very influential position. In most colleges, he is the second ranking administrative officer with only the president above him in the hierarchical structure. It seems that number eight from Eliot's list of duties above, like the "due process" clause of the fifth amendment or the "equal protection" clause of the fourteenth, has since become a veritable Pandora's box, or so it might seem from the prevailing hostile opinions of some faculty members, from which all manner of decanal "administrative business" has emerged.

One of the early listings of the academic dean's functions was that of Reeves and Russell in 1929. This list was widely used as a job description and was sometimes incorporated into college faculty handbooks. They described the functions of a college dean as follows:

1. The direction of the educational activities of the college.
2. Service as chief adviser to the president in matters pertaining to the policies of the college.
3. The formulation of policies and the presentation of them to the faculty or to the president for consideration.
4. Directing the attention of the faculty to changing educational thought and practice, with particular reference to present trends in higher education.
5. The transmission to the president of the budget recommendations of the college; the details of the budget are to be worked out in conference between the dean and the heads of departments.
6. Making reports relating to the work of the college.
7. The supervision of curricula, courses, and methods of instruction.
8. The supervision of the progress and the academic welfare of students.
9. The classification and assignment of students to classes.
10. The keeping in touch with the disciplinary problems of the college.
11. Service as a member of the administrative council.

12. Representing the college at meetings of educational associations.
13. In cooperation with the departments concerned, nominating members of the teaching staff. (pp. 73, 74)

Russell revised this list slightly in 1944. The budgetary responsibilities were limited to academic areas. The dean's function as advisor to the president was limited mainly to academic areas. The major change concerned elimination of the dean's responsibility to serve on the administrative council, which was a highly undesirable change in the opinion of this investigator, and added to his duties the responsibility for recruiting students (Russell, 1944, pp. 39, 40).

About the same time Reeves' and Russell's book on College Organization and Administration appeared, an article about the functions of "The Administrative Dean of the Public Junior College" was published in School Executives Magazine (Green, 1929). This listed seventeen duties of deans, some of which (see 9-15 below) were rather interesting. While many of Reeves' and Russell's functions were stated rather broadly, Green's list of duties was phrased quite narrowly.

1. Selecting Instructors
2. Admitting Students
3. Recommending Salary Promotion
4. Planning Course of Study
5. Organizing Class Schedule
6. Supervising Class Instruction
7. Holding Teachers' Meeting
8. Disciplinary Control
9. Expulsion or Suspension of Pupils
10. Administration of Athletics
11. Control Extra-Curricular Activities
12. Selecting Textbooks

13. Selecting Equipment
14. Approving Supply Lists
15. Directing Janitors
16. Preparing Financial Budget
17. Keeping Records and Reports (p. 124)

A few years later Milner (1936) wrote on the deanship in small colleges, with an emphasis on Christian schools. The data on which his book was based grew out of "The Smaller College Study" conducted by the Association of American Colleges. He lists twenty of the functions most frequently performed by the deans in the study as follows:

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)

These were some of the early views on the academic dean's functions. Several important journal articles were written during the same period, such as those by Bond (1937) and by Carpenter and Carter (1929), but essentially the functions they list are similar to those given above. Since the deanship is in the process of

evolution, and perhaps always will be, a look at more recent opinions of the dean's functions seems in order.

During the last thirty years a number of studies, many of which have culminated in doctoral dissertations, have focused on these functions. These include research by Call (1974), Champatong (1967), Collins (1971), Craig (1959), Day (1969), Edwards (1968), Eskew (1960), Goleman (1975), Gould (1963), Guarna (1970), Haas (1954), Paulson (1973), Rigon-Valdez (1964), Schneider (1970), Schuh (1974), Scott (1974), Smith (1972), Thompson (1960), Thomson (1971), Todd (1965), Walke (1967), and Walker (1974).

Several books and periodical articles were written as a result of research of the dean's functions. These include articles by Dicks (1962), Emme (1946), Higgins (1947), Hartung and Latta (1970), Robin (1974), Schuh (1975), and Willis (1970) and a book by Gould (1964).

During the same period numerous periodical articles and several books or portions of books were written about the dean's functions or about various aspects of these functions. While these were not based on specific research as such, they contain many worthwhile suggestions and descriptions of current practice by academic deans. Some found to be particularly helpful were periodical articles by Ayers and Hollis (1963), Baxter (1956), and Mayhew (1957); a small book prepared at Baylor University on The College or University Dean (Coates et al., 1955); a number of articles in the eighth and ninth yearbooks of the Annual Summer Conference of Academic Deans (Daniels, 1955; Dunn, 1954; Perdue,

1955; Pugsley, 1955; Smith, 1954; and Stone, 1955); and a book of case studies from liberal arts colleges prepared by the United States Office of Education (1964).

This literature reveals considerable variation in what the dean is or should be doing. From the literature the researcher compiled a list of 360 functions that deans are performing or have been expected to perform. These were divided into nine categories as follows:

1. Functions related to the educational activities of the institution--29 functions
2. Routine administrative functions--43 functions
3. Functions related to budgeting and finance--17 functions
4. Functions related to curriculum and instruction--38 functions
5. Functions related to the faculty--88 functions
6. Functions related to educational policy--21 functions
7. Public relations functions--21 functions
8. Functions related to research--9 functions
9. Functions involving students--94 functions

The entire list of functions is found in appendix B in an instrument that the researcher prepared to determine the relative importance of each function as perceived by former academic deans of Seventh-day Adventist colleges.

The dean does not usually perform all these functions himself. He often has assistants to perform some of them and in others he works with various faculty and administrative committees.

Nevertheless, the academic dean is often involved to some degree in many of these functions.

Conflicting views of the relative importance of these various functions exist. Fadum (1971) states: "The recruitment and development of a faculty is therefore a dean's primary responsibility--other matters of concern to him are of secondary importance" (p. 104). The same opinion is shared by Thompson (1960), who wrote, "Of all the important functions of the academic dean, the recruitment and selection of the faculty is the single most important function of his office" (p. 56). Shawl (1974) states that staff selection may be the dean's "most essential role" (p. 6).

Call (1974) would not agree. He states: "The most important responsibility of the academic dean is curriculum development, evaluation, and revision" (p. 4603-A). He places recruitment and selection of faculty in second place.

Guarna (1970) ranks coordinating and supervising departments first, formulating educational policy second, interpreting and administering these policies third, and several responsibilities concerning faculty in fourth to sixth in importance. Selection, assignment, and salary are ranked in fifth place (p. 3678-A).

In her study of the dean's functions, Higgins (1947) discovered that the 161 deans studied listed their functions, based on consumption of time, in the following order: (1) conferences with students, (2) conferences with faculty members, (3) serving on committees, and (4) teaching (p. 398).

Shortly after the above study, Haas (1956) studied the academic deanship in American teachers colleges. He found that the dean's functions based on expenditure of time were (1) committee service, (2) student personnel functions, (3) curriculum functions, and (4) supervision (p. 138). However, the deans in his study listed their functions in the order of estimated importance as (1) faculty supervision, (2) curriculum functions, (3) student personnel responsibilities, and (4) committee assignments (p. 139).

In a more recent study reported by Gould (1964), the functions of the dean were listed by amount of time and by amount of skill involved in performing them, these were then compared on time and skill indices. The seven most important functions on this basis were those involving (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, and (7) student counseling (p. 27).

It appears that the opinions of the investigator or the particular populations of deans being studied determines the importance of the dean's functions.

The Role of the Academic Dean

The role of the dean has been as variously described as have his functions. Henderson (1957, p. 179) speaks of the dean

as the most visible leader of the faculty and the guiding spirit who stimulates, coordinates, and directs it. Insofar as his relationship with the faculty is concerned, he has been labelled an "executive in a legislative situation" (Cleveland, 1968, p. 232).

One description of the dean's role that seems to fit well his functions described above is that of Enarson (1962) who states that the academic dean is to be (1) a budgeteer who plays a powerful part in determining the dispersion of funds entrusted to him, (2) a personnel officer insofar as the faculty is concerned, (3) an academic planner with a long-range view, (4) an innovator to occasionally prod an overly conservative faculty to try something new in education, (5) a coordinator to balance conflicting interests of various departments, (6) a lightning rod to absorb static from unhappy professors, and (7) a majority leader in the faculty (pp. 112-121).

Another writer describes the dean as an "enabler, facilitator, catalyst--one who does his job by helping others do theirs" (Linnell, 1974, p. 368). Koch (1962) emphasized that the dean's most challenging role is as the "chief architect and interpreter of an educational philosophy" (p. 250). He also occupies a strategic position in interpreting educational values (p. 250).

But perhaps his most important role derives from the unique position he occupies in the academic structure. As was mentioned above, some feel that the dean should be a clerk carrying out the decisions and wishes of the faculty (Ciardi, 1962, p. 31). Others

feel that he should be the president's alter ego or his academic conscience (McGannon, 1973, p. 279). Somewhere between these two extremes is very probably his proper position, as several recent studies have indicated (Cohen, 1975; Fishman, 1963, p. 305; Roaden, 1970; Wicke, 1963). All of these speak of the dean as the "man in the middle." Horn (1964) indicates: "The dean looks two ways: he looks toward the faculty on the one hand; he looks toward the administration, the president, the board, on the other. . . ." (p. 466).

He seems to be the proper person to occupy this position as he is frequently chosen from among the faculty and thus has his roots there (Rosenheim, 1963, p. 231). But he is usually nominated by the president to become a member of the administrative team (Wicke, 1963, p. 58). As the man in the middle, he represents the faculty to the administration and is the channel through whom the administration communicates with the faculty (McGannon, 1973, pp. 279, 280).

In many ways his position is an unenviable one. Several studies have focused on the conflict such a role entails (Edwards, 1968; Miller, 1964; Schneider, 1970; Schultz, 1962). The major reason for conflict seems to be the differing expectations these two groups, the faculty and the administration, have for him. For example, he may be expected to represent the faculty in seeking increased salary and benefits and improved working conditions, and at the same time he may be expected to represent the administration in budgetary matters. Obviously, it is difficult or impossible to

please both groups when they have opposite expectations for him. As Ness (1960), himself an academic dean, so aptly adapted an observation of John Erskine, "A college dean is like a small boy walking a high picket fence--thrilled, but in constant danger of being impaled" (p. 282). Thus, skill in conflict management is an area of expertise needed by the dean.

Characteristics Needed by an Academic Dean

In their book, Campbell, Bridges, Corbally, Nystrand, and Ramseyer (1971) have divided the characteristics of administrators into three main groups as follows:

Personal traits are those individual attributes, qualities, or characteristics which are innate and not subject to environmental influence--for example, sex and age. Prestige traits, on the other hand, are those qualities or characteristics which an individual acquires through affiliation with an institution or a formal organization. Experience as a teacher, degree held, and field of graduate work are examples of prestige traits.

Competencies, unlike traits, refer to skills and abilities that can be developed. . . . One specialist in administration maintains that effective administration depends upon three basic competencies or skills: technical, human, and conceptual [Katz, 1955]. Technical skill involves specialized knowledge and facility in the use of specific tools and techniques. Human skill is primarily concerned with building co-operative effort within the human organization the administrator leads. Conceptual skill relates to recognizing the interrelationships of the various situational factors and to taking that action which achieves the maximum good for the total organization. (1971, pp. 374, 375, italics mine)

Of the more than forty doctoral dissertations written about the academic dean in the United States, about half have to some extent investigated his characteristics. Of these, seven have focused mainly on the personal and prestige traits mentioned above

(Anderson, 1974; Carey, 1976; Collins, 1971; Doty, 1972; Easton, 1974; Haas, 1954; and Thomson, 1971). However, available research has shown little relationship between the personal and prestige traits and the success of the administrator (Campbell et al., 1971, pp. 378-380). At least one writer has revolted against this method of analyzing deans in his article about "The Non-Statistical Dean of the Independent Liberal Arts College" (Peters, 1939).

More promising in this area have been studies investigating the dean's leadership behavior. Thirteen studies have focused on this particular aspect, and of these, ten have used the Leader Behavior Description Questionnaire developed by the Personnel Research Board of Ohio State University. These studies were conducted by Call (1974), Carson (1962), Cox (1974), Foy (1974), Goodsell (1973), Hale (1973), Lindemuth (1970), Nicol (1976), Palmer (1975), and Verbeke (1967). This questionnaire describes leader behavior in terms of the dimensions Consideration and Initiating Structure. Consideration indicates "friendship, mutual trust, respect and warmth in relationships between the leader and members of the group or institution" (Carson & Schultz, 1964, pp. 355, 356). Initiating Structure is the behavior involved in "emphasizing institution or group through the establishment of patterns of organization, channels of communication, and the assignment of individuals to tasks" (p. 355). The results of most of these studies indicate that the dean should balance his behavior between these two dimensions with more of the Consideration

dimension in evidence when dealing with subordinates and more of the Initiating Structure dimension expected from superordinates.

Cayan (1975) used the Management Appraisal Survey Instrument in his study of leader behavior. The deans in this study preferred a leadership style of low task and low concern for people. Subordinates felt that deans did not use the team approach to "Philosophy, Planning, and Evaluation" sufficiently, and that they overused "impoverished management" in approaching these areas (p. 1196-A).

Fairbanks (1971) developed the Dean Leadership Expectation Questionnaire to measure the humanistic leader role of an emerging school or college of education as viewed by deans and faculty members in Michigan. His findings revealed the "status position of dean to be an obscure and difficult position of leadership" (p. 86). While he found little agreement among deans themselves or among faculty members on expectations toward a humanistic leadership role, he recommends his Dean Leadership Expectation Questionnaire for use as a training device for deans, faculty members, and others in higher education, and as a screening device for selecting academic deans. Thus, he apparently expects the questionnaire to develop the type of humanistic leaders he regards as ideal. It seems to this investigator that this is a somewhat dubious means of educating leaders, especially since neither the deans nor the faculty members in his study could agree on their expectations toward a humanistic role of leadership for the dean.

Thomson (1971) studied the characteristics, role, and functions of academic deans in two-year colleges. He prepared a questionnaire dealing with thirty-six basic personal characteristics and fifty-two functions performed in eight administrative areas. However, the main thrust of this research was to determine the extent of the decision-making authority of the dean and no attempt to relate characteristics with the functions was made.

The deans and presidents in Easton's (1974) study of the characteristics of black deans rated the following as being essential to the dean's success:

(1) Ability to work successfully with people, (2) respect and confidence of his faculty, (3) ability to organize, (4) leadership ability, (5) self-confidence, (6) initiative, (7) educational vision, (8) familiarity with educational problems, and (9) broad general knowledge. (p. 6894-A)

Another study (Lynam, 1970) investigated the administrative competencies needed by academic deans of community colleges. The main purposes of the study were (1) to determine competencies needed for successful functioning of the dean and (2) to translate these competencies into specific behavioral manifestations and statements (pp. 6, 7). While this study may be useful in leadership training programs for academic deans, some attempt needs to be made to evaluate the dean on the basis of these competencies and to relate this evaluation to his functions. Lynam recognizes both of these needs in his "Implications for Future Activities and Research" (p. 142).

Researchers have virtually ignored descriptive data dealing with the relationship between specific administrative competencies and appointment to different types of administrative positions. If some minimal level of performance in

any given category of competencies is demanded for appointment to an administrative position, the research literature that we have examined provides no clue as to what the minimal levels might be. . . . (Campbell et al., 1971, p. 377)

The study by Lynam above is a step in the direction of locating the competencies needed by deans. It seems that the critical area where research of the academic deanship is needed is of the human skills for "building co-operative effort within the human organization the administrator [dean] leads" (Campbell et al, 1971, p. 374). Several of the administrative competencies identified by Lynam involve these human skills; however, his study was not aimed at discovering through empirical research which of the human skills are most essential for deans.

There seems to be little question that the dean's personal characteristics are related to his functions. Numerous researchers have emphasized this. A few examples will suffice here.

The role of the dean in selected church-related colleges is determined more by the needs of the particular campus and the personality, interests, and background of the incumbent dean than by a consideration of the accepted theory of the office or a philosophy concerning the proper role of the deanship in the institution. (Craig, 1959, p. 2822, italics mine)

The personal characteristics and qualities of the dean and the president will affect the dean's role more markedly than will any set of printed responsibilities or policy statements. (Edwards, 1968, p. 203, italics mine)

In a study of the deans of high status, upwardly mobile, and low status schools in an attempt to determine effective leadership strategies in a time of change, Cyphert and Ingersoll conclude that

. . . the study does strongly suggest that a major means of resolving the crisis of leadership in academic administration, is . . . to identify and develop the cognitive and personal skills necessary to those persons who will give leadership to the higher education institutions of the 1970s. (1974, p. 359, italics mine)

In my opinion, effectiveness in administration often depends more on the people involved than on the organization chart or the delineation of responsibilities set down in some document. (Horn, 1964, pp. 463, 464)

In discussing the role of the dean in policy making, Willis (1970) states: "Of course, it is obvious that the personality of the dean himself plays an important role in this" (p. 27, italics mine).

Thus, the importance of the relationship between the personal characteristics of the dean and manner in which he performs his functions seems apparent. Like so many other things that are nebulous about the academic deanship, the characteristics deans need to perform their functions effectively, as seen by the various authors, are vague and vary widely.

There have been many suggestions as to specific characteristics the dean should possess. Three examples follow.

A dean should be young enough to be energetic and somewhat skeptical of the status quo, but old enough to have experienced the worth of a system and the respect of others. He should be at ease in social situations and have a broadly appealing personality, combined with a talent for evaluating and inspiring others and a fine sense of human relationships. A dean should be both flexible and tenacious with a high tolerance for partial solutions and the ability to take a stand and stick to it.

. . . He must be practical-minded and charismatic. . . . Perhaps, therefore, the first requirement for an academic dean is a sense of humor to balance all of the other strong qualities he needs. . . . In the deanship, the world of thought and action intersect, and the job will be as creative as the dean. (Conant, 1967, p. 283)

Engelbert (1957) states that for the academic dean to bear his responsibilities well "certain human qualities are basic: common courtesy, warmth of personality, integrity, forcefulness, and courage. . . . He should be open-minded, unprejudiced, and fair" (p. 316).

Personality-wise the academic dean should be perfect. He should have the following characteristics: scholarliness, teaching excellence, interest in young people, fairness, humbleness, broad-mindedness, patience, tactfulness, honesty, intelligence, sincerity, consistency, unselfishness, proper training and experience, good appearance, sense of humor, friendliness, consideration for others, speaking ability, objectivity, ambition, and ability to delegate responsibility and to inspire good faculty morale. (Walker, 1967, p. 200)

There seems to be no end to characteristics one might advise for deans. Finding a man with all these characteristics who might be willing to serve as a dean would surely be far more exhausting than describing him!

It seems to this investigator that no further purpose can be served in preparing a lengthy list of characteristics for deans. For one thing, no empirical study of needed characteristics seems to have been undertaken. For another, evaluating these characteristics experimentally could be a complete study in itself. Furthermore, a wide range of characteristics would undoubtedly be needed to perform a specific function, and, conversely, a single characteristic might be needed to perform a wide range of functions. The researcher feels that focusing upon the dimensions of leadership that have emerged from empirical research of a wide range of leaders in government, industry, and education will be more fruitful than trying to identify the specific characteristics of individual deans.

Before concluding this section, one further caution is needed. While the characteristics of the dean are of vital importance in determining his functions and role in performing them, there are certain other factors that have an influence here as well. Several of these that have been specified are the size of the college or university (Corson, 1960, pp. 75-79), the needs of the particular school (Craig, 1959, p. 2822), the characteristics of other administrators with whom the dean is associated, and the philosophy of education and administration prevalent on the campus (Haas, 1956, p. 136).

Recent Trends in the Academic Deanship

Since the role of the dean is so varied and is in a state of flux, a few comparatively recent trends regarding this position should be noted.

One important trend affecting the dean is decentralization. This is being caused largely by pressure from faculty and students for shared authority. Roaden (1970) comments on how this trend affects deans.

This decentralization forces the middle management responsibilities of college deans. Deans are looked upon as leadership persons by faculty members and students with whom they share authority; and from the other direction, central administrators and central governance bodies are looking to deans for stewardship of responsibilities that have been decentralized. . . . The task in higher education with a trend toward decentralization of authority is for deans to assume control responsibility as well as to give academic leadership. . . .

Some of the control responsibilities of deans that have come about because of recent decentralization trends are (1) more autonomous budget decisions, (2) greater accountability for student conduct, (3) more committee responsibilities

(extending authority sharing within the college), (4) more autonomy in faculty recruitment, employment, promotions, and tenure decisions, and (5) provision of due process mechanisms for faculty and student grievances. . . . (pp. 273, 274, *italics mine*)

The second trend having its effects upon the dean is the recent emphasis on accountability in higher education (Shawl, 1974, pp. 3, 4). Perhaps its greatest effects are upon the demands for evaluation of both curriculum and instruction. Assessment in both of these areas falls within the realm of the dean's responsibility.

The tendency to delegate increasing responsibilities to the dean, especially of internal institutional concerns, so that the president can devote more time to fund raising and to relations with interest groups outside the school is a third modern trend (Gould, 1964, p. 157). Thus the dean is becoming in effect the main administrator on campus.

This trend is related to a fourth. The increase in the number of duties of the dean has led to further delegation of his responsibilities. His duties are now drifting more toward the areas of faculty supervision and improvement of instruction and away from those duties related to student personnel (Walker, 1967, p. 202).

Also somewhat related to this trend has been a debate as to whether or not deans should teach (Lyle, 1968). Arguments on both sides of this issue have waxed eloquent. If one of the major functions of the dean is to provide educational leadership, as has been stated so often, and since students are the basic raw material of the educational process, it seems to this investigator

that the dean should make every possible effort to keep open his lines of communication with students. Teaching a class or two appears to be one effective means for accomplishing this, opinions of Lyle to the contrary notwithstanding.

Increasing use of the computer, especially in the provision of various student services, is the fifth trend now evolving. This, with increasing enrollments and greater pressures on professors to "publish or perish" and to become involved in the research necessary for that purpose has had an influence in dehumanizing the educational process. Recent writers have called for a reversal of this trend. Radley (1974) has urged that the personal dimension so essential to students be retained in the increasing use of management systems. Jose (1974) discusses the very recent competition for students due to dropping enrollments caused by rising inflation and suggests that one of the best ways to reduce the dropout rate and thus retain students is to re-examine existing attitudes toward students. A part of his treatise is directed to his fellow deans.

The increasing pressures in higher education have led to a sixth trend--increasing conflict, which has made it necessary for the dean to become more involved in conflict management. Feltner and Goodsell (1972) suggest that the dean should sometimes be an initiator of conflict as in "curriculum revision, instructional innovation, administrative policies, and change in individual behavior" (p. 696). He must sometimes be a defendant as when explaining questioned administrative policies and directives and

in justifying his evaluation of faculty in matters of promotion, tenure, salary, and selection of new faculty members; and he must occasionally defend either his advocacy of or opposition to faculty innovation (pp. 697, 698). He must be a conciliator when conflicts arise between departments or divisions, between faculty and administration or students, between students and administrators, and when personal disputes between faculty members occur (p. 699).

One specific example of modern day conflict occurs when deans have to become involved in bargaining and negotiation. The deans in one study (Anderson, 1974) felt that their academic preparation lacked training for this type of activity (p. 5651-A).

Finally, a seventh and not so recent trend noted by Rigon-Valdez (1964, p. 5146) is a narrowing of the dean's functions to the academic aspects of education with consequent elimination of much of the routine duties. This is a laudable trend insofar as it allows the dean to concentrate his attention on more important aspects of education.

Obviously, all of these trends are affecting the dean's functions and thus have a bearing upon the characteristics that deans need to perform them effectively.

Selection and Evaluation of Academic Deans

Since one of the purposes of this research was to identify those characteristics that enable academic deans to perform their functions effectively, and since this knowledge might be of use to college presidents and boards of trustees as they choose deans,

some mention should be made of the process of selecting deans. No attempt is made here to establish criteria for selection, as one objective of the research was to provide guidelines for this purpose. Rather this section is included to emphasize the importance of considering the prospective candidate's personal characteristics when deans are selected.

In a study of the selection of academic deans in Texas public junior colleges, Doty (1972) stated that "personal and leadership qualities were paramount factors" (p. 919-A). He found that deans are selected on the basis of character, ability to interact with others, and to provide leadership for the educational program. Thompson (1960) recommends that administrative leadership ability and skills as well as academic proficiency and accomplishment be used as criteria in selecting deans (p. 163). Carson (1962) recommends that greater attention in selecting deans be given to their behavior in interpersonal relations (p. 1568).

The importance of proper selection of academic deans is pointed out by Phillips (1969): "The process of selecting an academic dean is generally conceded to be an art. Unfortunately, those involved in the process sometimes develop an appreciation of the art only after the fact" (p. 66). It seems clear, then, that if colleges expect certain activities and functions to be performed by the dean, it is essential to select someone for that position who possesses the characteristics that best fit him for his responsibilities.

Something should also be mentioned regarding evaluation of deans, since this study was indirectly involved in evaluating the level of performance of a number of them. Here again, there is no intent of suggesting evaluative criteria, rather the need for evaluation is stressed.

Perhaps the two most important reasons for evaluating deans are suggested by Hoyle (1973):

[1] The dean's willingness to evaluate himself [in the context of this article, self-evaluation means allowing others including students, faculty, department chairmen, and directors to participate in the evaluation] very well could encourage the other members of his administrative and teaching staff to ask, "How can I be evaluated?" [2] When this happens, a major step is made toward improving the process of making a higher education more effective and responsive to its customers--the students. (p. 97)

Since the dean is or should be involved in evaluating teachers, it seems only logical and right that he should be willing to submit to evaluation. Unfortunately, however, this has not often been the case. In 1972, Haberman wrote an article in The Journal of Teacher Education directed at prodding the National Council for the Accreditation of Teacher Education (NCATE) to evaluate leadership in schools of education, especially deans. He charges that failure of NCATE to provide criteria for evaluation of administrators "is a conscious, deliberate omission to protect administrators from being evaluated and held accountable" (p. 126).

Several sets of criteria for evaluation of deans have been suggested, including those by Haberman--in the article mentioned above, Hoyle (1973), Schultz (1968, 1970), and Jenkins (1970), the Dean of Instruction at Highland Community College in

northwestern Illinois, who requested his faculty to evaluate his performance. This move toward evaluation of the dean and his functions seems to the investigator to be a laudable move in the right direction. Such action could help to make higher education more effective and responsive if evaluations were practised more widely. Borchgrevnik (1975) developed performance criteria for formal evaluation of academic deans in public institutions.

Recommendations from Previous Research

It seems appropriate to conclude this chapter with a number of recommendations that are relevant to the present study and were made by previous researchers.

In his study of academic deans in public junior colleges, Day (1969) recommends that position descriptions for deans be compared with a profile of duties. He also recommends evaluating the functions of deans in situations where the number of personnel in their offices is a carefully controlled factor (p. 3795-A). Those recommendations may be partially met by this study which was an attempt to prepare a composite description of the dean's functions and to make an evaluation of his performance of these functions.

Doty (1972) recommends (1) that the role of the academic dean be defined as the president and governing board perceive this at their institution, and (2) that they should "design a selection process which would provide the kind of information necessary to match the role description of the academic deanship with the

candidate's characteristics, attitudes, and values" (p. 919-A). It is hoped that the present study will be useful to presidents and boards, particularly with regards to the second suggestion above.

Lindemuth (1970) recommends that "academic deans in liberal arts colleges should become more cognizant of the relationship between perceptions held of their role by themselves and by colleagues and campus climate as perceived by students" (p. 2765-A). This present study may be of possible value to help deans in Seventh-day Adventist colleges to become more aware of the perceptions that their colleagues hold concerning the deans' leadership characteristics and their performance of functions.

In his study of administrative competencies needed by community college academic deans, Lynam (1970) recommends development of an evaluative instrument "to help a candidate and his professors to better assess his status in relation to a given competency" in order to recommend appropriate learning experiences for him (p. 142). It is hoped that information from this study may be useful in training academic deans in the human relationship competencies so essential for their work.

Miller (1964) recommended that data from college presidents, faculties, students, and boards of trustees regarding their expectations for academic deans be collected and analyzed (p. 5090). One intention of this study was to collect and analyze such information from some of these groups.

In his study of the function of the academic dean in the District of Columbia and Maryland, Rigon-Valdez (1964) recommended a comparative study of the function of this officer in Philippine colleges (p. 5146). Two Philippine colleges were invited to participate in this study and the job descriptions and summary table that appear in appendix C provide comparative information concerning the deans' functions.

Sister Elizabeth Ann Schneider (1970) made two recommendations relevant to this study in her dissertation on "A Study of the Differences in Expectations and Perceptions of Presidents, Deans, and Department Chairmen of the Functions of the Academic Dean in Private Liberal Arts Colleges in the North Central Association." These were (1) that the study be expanded to include members of the board, faculty, and students and (2) that attempts be made to define academic leadership in order to "isolate those qualities or functions which presidents, deans, and departmental chairman believe are essential in a leader" (pp. 92, 93). Some of the groups suggested by Schneider were included in this study to determine their perceptions of the deans' performance of their functions, and the study was aimed at discovering relationships between deans' performance levels and their leadership characteristics.

In concluding his study of "Job Responsibilities of California Community College Deans of Instruction," Scott (1974) recommends "measurements and analysis of perceptions of the dean's

activities by those who work with him." The relevance of that recommendation to this study seems obvious. He also recommends that biographical data such as age and academic background be analyzed to determine their influence on "how the dean carries out his duties" (p. 2731-A). An analysis of some of this data was made incidental to this study, but, as was pointed out above (Campbell et al., 1971, pp. 378-380), previous studies of these biographical features have not yielded significant relationships between administrator characteristics and success, so it was unlikely that they could be expected to do so here.

In his study of "The Junior College Academic Dean's Leadership Behavior as Viewed by Superiors and Faculty," Verbeke (1967) states that the "greatest discrepancies of perceptions and expectations of decanal behavior lay between the faculty group and the dean." He recommends that the dean should seek to understand these differences and should use "this understanding in appropriate ways to achieve organizational goals" (p. 926-A). It is hoped that the present study will help deans in achieving this understanding.

Conclusion

The investigator makes no claim that this review of the literature is complete or exhaustive. Only a small fraction of the available information could be included here. Information that was deemed most important or most relevant for the purposes of this study was included. This literature review prepared the writer to approach the present study with greater knowledge and understanding.

CHAPTER III

RESEARCH DESIGN

The purpose of this chapter is to describe in detail the procedures that were used in conducting research into the relationship of leadership characteristics with the performance of ideal functions of academic deans in Seventh-day Adventist colleges and universities. The type of research is first discussed. This is followed by a description of the population and the sample that was used in the study. The instruments that were used to determine the deans' characteristics and their ideal functions and performance levels are described next. The procedures that were followed in handling and recording study materials are outlined. The researcher then explains the statistical methods that were used for analyzing the data obtained from respondents. The chapter concludes with a discussion of research-design limitations.

Type of Research

This study is descriptive-correlational in nature. The characteristics of deans are correlated with the performance level of ideal functions in order to determine what relationships there are between leadership and demographic characteristics and performance of functions. Characteristics of the dean comprise the

independent variables of the correlation; performance level of the dean is the dependent variable.

Population and Sample

The population for this study consisted of the administrators and faculties of all Seventh-day Adventist colleges that met the criteria discussed under the delimitations in chapter I. These criteria were: (1) the college must have an academic dean, or his (her) equivalent, (2) there must be an enrollment of more than one hundred students, and (3) the college presidents in non-English-speaking countries must report a minimum of ten administrators and faculty members who can read and understand English, including the college president and academic dean. According to the Seventh-day Adventist Yearbook (Office of Archives and Statistics, 1976) and the World Report (1975) from the Department of Education of the General Conference of Seventh-day Adventists, there were a total of twenty-nine colleges and two universities that met all of these criteria with the possible exception of sufficient participants who read and understood English. This criterion was examined for several colleges. One of these colleges, Middle East College, was temporarily closed because of the civil war in Lebanon, which left a possible total of thirty institutions to participate in this study. These institutions are listed in appendix F.

Letters describing the study and inviting participation were sent to the presidents of all thirty institutions. A letter of endorsement from the Director of Education of the General

Conference of Seventh-day Adventists was sent with these letters. Each president was asked to appoint someone in his institution to coordinate the study. A form entitled "Essential Information for the Academic Deanship Study" was included so the president could indicate whom he had appointed. This form was also used to obtain specific information concerning peers and subordinates of the dean in administration and the number of departmental chairpersons and faculty members in the institution. Forms sent to non-English-speaking countries requested information concerning the number of administrators, departmental chairpersons, and faculty members who could read and understand English. Followup letters were sent one month later to institutions that had not responded. Three weeks after the followup letter, telegrams were sent to the overseas colleges that had not responded and North American institutions were telephoned. Sample letters and forms are shown in appendix G.

Twenty-three institutions agreed to participate in the study. All of these met the criteria described above. Three institutions declined to participate, and four did not return the forms. Reasons for declining to participate were given by each college. They were: (1) insufficient personnel who understood English, (2) an arrangement in which the president served as academic dean with two assistants, thus making the position a difficult one to evaluate, and (3) an excessive workload on the part of administrators, coupled with some changes in administrative personnel.

Of the twenty-three institutions that agreed to participate, one college withdrew from the study before study materials were sent because its dean was presently being evaluated as part of another doctoral study. One college withdrew after the study materials had been distributed, because they considered a study of this type to be a possible management tool that could be used by the organization that supervises Seventh-day Adventist colleges.

Study materials were sent to the four colleges that did not reply, all of which also met the necessary criteria. No response of any kind was received from one college. The other three participated in the study. In all, twenty-four institutions participated.

Information concerning the location and size of the participating institutions is shown in table 1. In order to protect the confidentiality of the data, colleges that participated and those that did not were not specifically identified, and information was presented categorically rather than specifically. Table 1 shows that eight of the participating institutions were in the North American Division of Seventh-day Adventists and sixteen were in the overseas divisions. It shows that eleven colleges had enrollments of less than 500 students; six had enrollments of 500 to 1,000 students; and seven had enrollments exceeding 1,000 students.

The following subpopulations were included: all college presidents, the academic vice president of one university, the president of one university in which the position of academic vice president was not currently filled, all academic deans,

TABLE 1

LOCATION AND SIZE OF PARTICIPATING INSTITUTIONS

College	Institutional Location	Institutional Size*
A	North America	C
B	North America	B
C	North America	C
D	North America	C
E	North America	C
F	North America	B
G	North America	C
H	Overseas	B
I	Overseas	A
J	North America	A
K	Overseas	A
L	Overseas	A
M	Overseas	A
N	Overseas	A
O	Overseas	A
P	Overseas	B
Q	Overseas	A
R	Overseas	A
S	Overseas	C
T	Overseas	C
U	Overseas	A
V	Overseas	A
W	Overseas	B
X	Overseas	B

*Institutional size: A = less than 500 students; B = 500 to 1,000 students; C = more than 1,000 students

business managers, deans of student affairs; all registrars, directors of admissions and records, head librarians, and other administrators who served directly under the academic dean; and a random sampling of departmental chairpersons and faculty members. An effort was made to secure ten responses for each of the two instruments described below from each college and university that participated in the study. In colleges where the total number of administrators and faculty members was less than twenty or where there were not twenty who read and understood English, a minimum of four respondents for each instrument was required for the college to be included in the study. The researcher was particularly concerned about obtaining responses from those who work closely enough with the deans to be familiar both with their functions and performance levels and their characteristics. For this reason, preference was given to obtaining information from departmental chairpersons, where there were sufficient numbers of them to provide the desired information, rather than from other faculty members.

The APL ("A Programming Language") random number generator on the Andrews University computer was used to select the samples from among departmental chairpersons and other faculty members. The study coordinator in each institution was asked to prepare alphabetical lists of departmental chairpersons and faculty members. From these lists, he (she) selected participants according to the random-number lists that were sent with the materials.

Research Instruments

Two research instruments were used in conducting this study, one to determine characteristics of the academic deans, the other to determine the functions they were expected to perform and their levels of performance. These instruments are discussed separately below.

Leader Behavior Description Questionnaire--Form XII. In chapter I it was stated that the intent of this study was to focus primarily on the leadership characteristics of the dean. The researcher selected the Leader Behavior Description Questionnaire--Form XII, published by the Bureau of Business Research at Ohio State University, for use in studying the academic deans' characteristics. Throughout this chapter this instrument will be referred to as the LBDQ. The researcher chose this instrument for two reasons. First, as described below, it has been used successfully to measure leadership characteristics of a variety of leaders. Second, the characteristics it measures are among those that research shows are desirable for effectiveness in administration. In his study of the skills of effective administrators, Katz (1955) identified three types of skills needed by administrators. These were technical, human, and conceptual skills.

The relative importance of these skills seems to vary with the level of administrative responsibility. At lower levels, the major need is for technical and human skills. At higher levels, the administrator's effectiveness depends largely on human and conceptual skills. At the top conceptual skill becomes the most important of all for successful administrators. (p. 42)

It should be noted that human skills are needed at all levels of administration. A glance at the characteristics measured by the LBDQ which are described below reveals that most of these are related to the human skills that Katz reports are needed by administrators.

The LBDQ developed from work initiated by Hemphill in the Ohio State Leadership Studies in 1945. It

was developed for use in obtaining descriptions of a supervisor by the group members whom he supervises. It can be used to describe the behavior of the leader or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group. (Stogdill, 1963, p. 1)

The original LBDQ reduced the dimensions of leader behavior to two strongly defined factors which were identified as Consideration and Initiation of Structure. These two subscales of the LBDQ have been used widely in empirical research of military, industrial, and educational organizations (Stogdill, 1963, p. 1). Buros (1972) lists nearly seventy-five doctoral studies that have used this instrument (pp. 1524-26). Studies in education that have used the LBDQ include ten studies of the leadership characteristics of academic deans (Call, 1974; Carson, 1963; Cox, 1974; Foy, 1974; Goodsell, 1973; Hale, 1973; Lindemuth, 1970; Nicol, 1976; Palmer, 1975; and Verbeke, 1967). All of these used only the two subscales described above, but there was no attempt in any of them to relate characteristics to the dean's performance of functions.

Because it did not seem reasonable to believe that all observable variance in leader behavior could be accounted for by only

two dimensions of leadership, Stogdill (1963) and other staff members of the Ohio State Leadership Studies continued to search for other factors. The LBDQ--Form XII, which is the fourth revision of the questionnaire, is the result of their research. As its title implies, twelve leadership characteristics are examined with this instrument. Form XII and its immediate predecessors have been used to study leadership characteristics in military, industrial, governmental, and educational organizations. Buros (1972) lists twenty-nine doctoral studies that have used Form XII (pp. 1526-28). Leadership characteristics of ministers, community leaders, corporation presidents, and United States senators have been studied. Of particular relevance to the present research is the fact that it has been used to study the leadership characteristics of college presidents, which provides reliability data on college administrators that can be used for comparative purposes (Stogdill, 1963, p. 2). The LBDQ consists of subscales of either five or ten items for each dimension of leadership it identifies. These dimensions, their definitions, and the number of items for each are as follows:

1. Representation - speaks and acts as the representative of the group. (5 items)
2. Demand Reconciliation - reconciles conflicting demands and reduces disorder to system. (5 items)
3. Tolerance of Uncertainty - is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)
4. Persuasiveness - uses persuasion and argument effectively; exhibits strong convictions. (10 items)
5. Initiation of Structure - clearly defines own role, and lets followers know what is expected. (10 items)
6. Tolerance of Freedom - allows followers scope for initiative, decision, and action. (10 items)

7. Role Assumption - actively exercises the leadership role rather than surrendering leadership to others. (10 items)
8. Consideration - regards the comfort, well-being, status, and contributions of followers. (10 items)
9. Production Emphasis - applies pressure for productive output. (10 items)
10. Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately. (5 items)
11. Integration - maintains a closely knit organization; resolves intermember conflicts. (5 items)
12. Superior Orientation - maintains cordial relations with superiors; has influence with them; is striving for higher status. (10 items) (Stogdill, 1963, p. 3)

The questionnaire contains one hundred items, each of which makes a statement about the behavior of the leader. Respondents are to mark the frequency with which the leader performs each behavior by circling "A" for "Always," "B" for "Often," "C" for "Occasionally," "D" for "Seldom," and "E" for "Never."

Although the instrument is copyrighted, the Center for Business and Economic Research at Ohio State University grants permission to duplicate it for research purposes without formal request. The instrument was adapted for computer scanning and printed on OpScan forms. The adaptations consisted of renumbering questionnaire items beginning with number 2 and ending with 101, and by replacing letters A through E with numbers 1 through 5 for response categories from "Never" to "Always." Questionnaire items were renumbered to allow item 1 to be used to identify respondents' positions. A copy of the adapted questionnaire is shown in appendix A.

Because the LBDQ was designed for research purposes, no norms have been prepared. However, means, standard deviations, and reliability coefficients are available for several highly selected

population samples (Stogdill, 1963, p. 8). Tables showing these data are found in appendix A.

Reliability coefficients for the subscales were determined by using a modified Kuder-Richardson formula. In this modification

each item was correlated with the remainder of the items in its subscale rather than with the subscale score including the item. This procedure yields a conservative estimate of subscale reliability. . . . (Stogdill, 1963, p. 8)

Reliability coefficients on the twelve subscales ranged from a high of .91 on the Predictive Accuracy of aircraft executives to a low of .38 on the Production Emphasis of United States senators. In general, the majority of coefficients ranged in the .70s and .80s, with a few in the .60s, and only eight from a total of ninety-two falling below .60 and one below .50. The average reliability for nine groups of leaders was highest on the Consideration subscale and lowest on the Production Emphasis subscale (Stogdill, 1963, p. 10).

The validity of six subscales of the LBDQ was checked by writing a scenario for each subscale in which the items of the subscale served as the basis for the scenario. The roles of supervisor and worker were played by experienced actors. Two actors played each role, and each actor played two roles while motion pictures were taken. Observers used the LBDQ to describe the supervisor's behavior as they watched the film. The results showed that there were no significant differences between two different actors playing the same role and that actors who played a given role were described significantly higher than when they played another role. Since the roles were designed to portray the

items in the various subscales and since these same items were used by observers to describe the roles as they were enacted, Stogdill (1974) concluded "that the scales measure what they are purported to measure" (p. 144). The six subscales tested in this manner were Consideration, Initiation of Structure, Representation, Tolerance of Freedom, Production Emphasis, and Superior Orientation.

It was mentioned above that the LBDQ has been used to study the leadership characteristics of college presidents. Since college presidents are the immediate superiors of academic deans in the college hierarchical structure and are the group most closely related to them for which reliability data are available, this information is presented here. Based on a study of fifty-five college presidents, reliability coefficients for nine subscales were as follows: Tolerance of Uncertainty—.80, Initiating Structure—.80, Persuasiveness—.76, Consideration—.76, Role Assumption—.75, Production Emphasis—.74, Tolerance of Freedom—.73, Representation—.66, and Superior Orientation—.60 (Stogdill, 1963, p. 10). Reliability data for the other three subscales were not available.

The question concerning the number of responses needed to obtain reliable information about a leader from the LBDQ was also considered. In his manual for the older form of the LBDQ, Halpin (1957) states that

a minimum of four respondents per leader is desirable, and additional respondents beyond ten do not increase significantly the stability of the index scores. Six or seven respondents per leader would be a good standard. (p. 2)

While the LBDQ is usually used by subordinates to describe their leader, it can be used by a leader's peers or by his superiors to describe a leader whom they know well enough to describe accurately. It can also be used as a self-report instrument by making necessary changes in the instructions (Stogdill, 1963, p. 12).

As was mentioned above, the stability of index scores is not significantly increased by using more than ten respondents per leader. The researcher attempted to secure the optimal number of ten respondents on the LBDQ for each dean. However, since as few as four respondents per leader provides reasonable stability of scale scores, a college was included in the study with as few as four respondents on this questionnaire where the size of the college or the number of administrators and faculty members who understood English did not permit a larger number. This questionnaire was submitted to the deans' immediate subordinates in administration, such as registrars, directors of admissions and records, and head librarians, and to a random sampling of departmental chairpersons and/or other faculty members. Table 2 on pages 65 and 66 shows the number of respondents by categories on this and the following instrument for each college.

Academic Dean's Functions Questionnaire. An instrument to determine the ideal functions of the deans and their performance level on these functions was developed by the researcher, since there was no suitable questionnaire available for this purpose. The procedure for developing this instrument and a

description of it follow. This instrument is referred to as the ADFQ throughout this chapter.

As was pointed out in both chapters I and II, there is considerable difference of opinion among researchers and among scholars who write about the administration of higher education concerning the proper functions of deans. The researcher has used two main sources to develop an instrument on the functions of deans in Seventh-day Adventist colleges and universities.

First, he prepared an instrument based on 360 functions of deans that he compiled from literature about the academic deanship. These functions are listed in nine categories. Each function was to be rated on a five-point scale ranging from "Extremely Important" to "Unnecessary." This instrument was submitted to five former academic deans of Seventh-day Adventist colleges for them to indicate their opinions of the importance of each function. From their responses, mean scores were computed for each function. This was the primary source for nineteen items on the ADFQ. A copy of this instrument with the mean scores for each function is shown in appendix B.

The researcher also obtained job descriptions of the academic deans' work from twenty Seventh-day Adventist colleges and two universities, nine of which were from institutions in the North American Division of Seventh-day Adventists and thirteen from colleges outside this division. From these, he compiled a list of 192 functions that deans are expected to perform. For each of these functions he computed the number of institutions in

the North American Division and the number of colleges in the overseas divisions in which the dean was responsible for that function. Job descriptions served as the primary source for eighty-two items on the ADFQ. This list of functions and the number of college or university job descriptions in which each was found is presented in appendix C, along with copies of the job descriptions.

From these two sources, the researcher prepared the ADFQ to determine the ideal functions and the performance levels of deans in Seventh-day Adventist colleges and universities. In order to reduce the number of functions to a reasonable number, he used only functions found in three or more college or university job descriptions or those with a mean response of 4.5 or above from the responses of former academic deans described above. Preference in selection of functions was given to the job descriptions, since, in all but two cases, these were official policy statements from the college or university faculty handbooks. Appendix D shows the source or sources for each function listed in the ADFQ.

This instrument was developed to obtain information on both the ideal functions and the deans' performance levels. Any function listed in a college job description for the academic dean is an ideal function for that institution. However, job descriptions were not available for some institutions. Furthermore,

Job descriptions may be of major importance for the smooth functioning of an institution or an organization, but at best such descriptions often exclude significant behavior expected of the incumbent of the described position. (Stratton, 1967, p. 18)

Because of this, the college president or university vice president for academic affairs and the academic dean of each institution were asked to indicate whether or not each function listed in the questionnaire was considered a function of the dean in their institution. Any function that both agreed was expected of the academic dean was included as an ideal function, even though it did not appear in the job description for that institution. Since functions vary among the institutions, ideal functions also varied from institution to institution.

One of the main purposes of this study was to determine each dean's level of performance on ideal functions. Respondents in each institution were asked to rate their dean on his (her) performance of each listed function on a five-point scale ranging from "Always" to "Never Satisfactory." His (Her) performance level was reflected in the median score on ideal functions. The presidents' copies of this instrument contained two additional columns for them to indicate whether or not their deans were expected to perform each function. Copies of these instruments are shown in appendix E.

Before the ADFQ was sent to the various institutions, it was submitted to ten former administrators of Adventist colleges, including several former deans. These former administrators were asked to check questionnaire items for clarity to ensure that the statement of each function was easily understood.

The ADFQ was then submitted to college presidents, the vice president for academic affairs in one university, and the

university president in the other; to the deans' peers, such as business managers and deans of students; and to randomly selected departmental chairpersons and other faculty members to obtain ten respondents. However, as was indicated above, a college was included in the study with as few as four respondents on this questionnaire, where circumstances described above did not permit a larger number. Table 2 on pages 65 and 66 shows the number of respondents by categories for each college that participated.

A modified version of this questionnaire, from which the section that indicated the level of satisfaction with the deans' performances had been deleted, was submitted to academic deans. Deans were also given a questionnaire to obtain essential demographic information for the study, such as their education and experience, which might also show a relationship to their performance. Copies of these questionnaires are also found in appendix E.

Both the LBDQ and ADFQ were placed on OpScan forms for computer scanning of responses. These were numbered by colleges, respondents, and questionnaire page numbers.

Procedures for Handling and Recording Study Materials

Materials were prepared and sent to each participating institution as described below. Questionnaires, instruction sheets, and a cover letter were collated and stapled together for each participant. For institutions in the North American Division, these materials, together with a number two soft-lead pencil for

marking responses, were inserted into individual envelopes labeled according to categories of the participants based on information supplied by the college presidents on the form "Essential Information for the Academic Deanship Study." These individual envelopes were placed in a large manila envelope for each institution and then sent to study coordinators. A separate letter was mailed to the study coordinators. This contained (1) detailed instructions for distributing, collecting, and returning materials; (2) lists of random numbers with appropriate instructions for assigning these to departmental chairpersons and/or faculty members; (3) a self-addressed postage-paid postcard to be returned to the researcher when the packet of questionnaire materials arrived; (4) a form for the coordinator to record names of participants, dates of contacts, and dates of return for questionnaires; (5) a return-addressed label to affix to the envelope in which materials were to be returned; and (6) a check to cover return postage for these materials. Overseas materials were not placed in individual envelopes. Rather, the cover letter attached to each questionnaire was labeled according to categories of participants based on information supplied by the college president, and all questionnaires for each college were placed in a large manila envelope. No pencils were sent with overseas materials. Appropriate changes were made in letters to overseas study coordinators. The check sent to overseas institutions was adequate to cover return postage, plus the cost of pencils and individual envelopes that were needed. Airmail labels were sent

to overseas coordinators to affix to the packages for the return of materials. Samples of letters and the recording form sent to study coordinators are shown in appendix G.

As was mentioned above, study materials were sent to four overseas institutions that had not agreed to participate. Appropriate information concerning administrators and number of departmental chairpersons and faculty members was obtained from the Seventh-day Adventist Yearbook (Office of Archives and Statistics, 1976) and the World Report (General Conference of Seventh-day Adventists, Department of Education, 1975). The materials were sent with a special letter to the college president for one institution and to faculty members whose names were obtained from Andrews University graduate students from the overseas areas where the three colleges were located. Three of these institutions participated, and no response of any kind was received from one institution.

About one month after materials for North American institutions were sent and six weeks after overseas materials were sent, the first follow-up letters were mailed to study coordinators who had not yet returned materials. A second follow-up letter was sent to overseas institutions about two weeks later and to North American Institutions about four weeks later. The researcher telephoned several North American Institutions that still had not sent materials about two weeks after the second follow-up letter. Samples of follow-up letters are found in appendix G.

Materials from each college were checked upon receipt to see whether the college president and the academic dean had provided

information regarding functions the dean was expected to perform. Two deans failed to return their questionnaires so duplicate questionnaires were sent. Three presidents failed to complete the section in which they were to indicate which functions they expected their deans to perform, and one president failed to return his questionnaire. Questionnaires were returned to two presidents for completion, and a duplicate was sent to the president who failed to return his questionnaire. Time did not allow for the questionnaire for one overseas president to be returned for him to mark which functions he expected his dean to perform. However, the information on the rating scale which he did complete was used to determine which functions were expected of the dean. One dean failed to complete the questionnaire with demographic information, so it was returned for completion. Ultimately, all deans and presidents whose forms were returned to them for completion actually did complete and return the necessary questionnaires.

Questionnaires were checked and all duplicate answers and extraneous pencil marks were erased and the questionnaires were submitted to the Andrews University Computing Center for computer scanning.

Because of the sensitive nature of the data, which included ratings of deans on both performance and leadership characteristics, special caution was exercised to protect their confidentiality. All questionnaires were numbered by colleges, and only the researcher had access to these numbers. As an added precaution, however, the following procedure was followed. After computer

scanning, a set of twenty-four random numbers from a possible of thirty was generated, since twenty-four of the thirty institutions that were invited actually participated. These random numbers were assigned to replace those used in the computer scanning and recording of data. These random numbers are used in table 2 and throughout chapter IV in referring to colleges.

Table 2 on pages 65 and 66 shows the categories of respondents for each questionnaire and the percentage of responses from participating institutions. Since the academic deans' questionnaires did not contain a rating scale and were used only as an aid in determining functions upon which the dean should be rated, they are not included as part of the total or percentage of responses.

Some respondents did not fit the categories and some failed to identify their response categories in the space provided on the questionnaire. These are listed in table 2 under the "Other" category for each questionnaire.

There were nine respondents on the ADFQ who did not mark their positions on item one of the questionnaire. Five of these wrote their names on the questionnaire requesting an abstract of the study, so, since it was possible to identify their response categories by using the Seventh-day Adventist Yearbook (Office of Archives and Statistics, 1976), they were not included in the "Other" category. Thus, the positions of only four of the nineteen respondents in the "Other" category on this instrument were unidentified. The other fifteen respondents in this category

TABLE 2
CATEGORIES OF RESPONDENTS AND PERCENTAGE OF RESPONSE

Academic Dean's Function Questionnaire										Leader Behavior Description Questionnaire								Totals					
College Number	No. Question. Sent	**Academic Dean	President or Academic V.P.	Business Manager	Dean of Students	Director of P. R.	Director of Development	Departmental Chairperson	Professor or Instructor	Other	Tot. Question. Returned	% of Response	No. Question. Sent	Registrar	Director of Admissions	Head Librarian	Departmental Chairperson	Professor or Instructor	Other	Tot. Question. Returned	% of Response	Tot. Responses Per College	% of Responses Per College
02	10	1	1		1			3	2	3	10	100.00	10						1	10	100.00	20	100.00
03	10	1	1	1	1	1		4	1	1	10	100.00	10		1				2	9	90.00	19	95.00
07	10	1	1	1				8			10	100.00	10	*1	*1	1	7		1	10	100.00	20	100.00
08	10	1	1	1	1			4	3		10	100.00	9			1	2	5	1	9	100.00	19	100.00
09	10	1	1					2	4	2	9	90.00	10	1	1		4	1	1	8	80.00	17	85.00
10	10	1	1				1	5	1	1	9	90.00	10	1	1	1	6		1	10	100.00	19	95.00
11	10	1	1	1	1			4	3		10	100.00	10				3	1	1	5	50.00	15	75.00
12	10	1	1	1	1			5	2		10	100.00	10	1		1	6	1		9	90.00	19	95.00
13	10	1	1	1			1	5	1		9	90.00	10		1		9			10	100.00	19	95.00
14	10	1	1		1				2	2	6	60.00	10	*1	*1	1	3			5	50.00	11	55.00
15	10	1	1	1	1			2	4	1	10	100.00	10	1		1	3	4	1	10	100.00	20	100.00
16	10	1	1	1	*1	*1		3	4		10	100.00	10	1		1	3	3	1	9	90.00	19	95.00
17	6	1	1		1			1	1		4	66.67	6					3	1	4	66.67	8	66.67
18	10	1	1		1			2	3	2	9	90.00	10	1		1	2	3	3	10	100.00	19	95.00
19	10	1	1	1	1	1		5			9	90.00	10	1	1	1	4			7	70.00	16	80.00
20	10	1	1	1	1			5	1	1	10	100.00	10	1	1	1	5	2		10	100.00	20	100.00

TABLE 2 (Continued)

Academic Dean's Function Questionnaire		Leader Behavior Description Questionnaire										Totals											
College Number	No. Question. Sent	**Academic Dean	President or Academic V.P.	Business Manager	Dean of Students	Director of R. R.	Director of Development	Chairperson	Professor or Instructor	Other	Tot. Question. Returned	% of Response	No. Question. Sent	Registrar	Director of Admissions	Head Librarian	Departmental Chairperson	Professor or Instructor	Other	Tot. Question. Returned	% of Response	Loc. Responses Per College	N of Responses Per College
21	10	1	1	1	1		2	2	5		9	90.00	10		1	1	2	2	7	10	100.00	19	95.00
22	9	1	1	1	1		4	4	1		8	88.89	9	1	1	3	2	2	2	9	100.00	17	94.44
24	9	1	1	1	1	1	1	1	4		9	100.00	9		1	2	3	3	1	7	77.78	16	88.89
25	8	1	1	1	1		2	3	3		7	87.50	9	1	1	1	3	3	5	5	55.56	12	70.59
26	10	1	1				4	4	1	4	10	100.00	10			10			10	10	100.00	20	100.00
27	8	1	1				4	4	1	1	7	87.50	7	1	1	1	1	1	5	5	71.43	12	80.00
29	10	1	1		1		6	6	2	1	9	90.00	10	1	1	3	3	1	10	10	100.00	19	95.00
30	7	1	1				2	2	2		5	71.43	6		1	1	2	1	5	5	83.33	10	76.92
Tot. 227		**24	24	14	*14½	*3½	2	83	49	19	209	92.07	225	*13	*8	16	91	48	20	196	87.11	405	89.60

*The same person held both positions. Starred items were counted as ½ for purpose of totals.
 **Academic deans' questionnaires are not included in the total sent, received, or in the percentage of response. See text for an explanation.

included seven deans of schools, one library director, one director of admissions and records, one college auditor, and one executive vice president. All of these were peers of the dean, mainly in institutions that offered graduate work. There were four subordinates of the academic dean in this category including two dormitory deans, one high-school principal, and one church pastor who also taught religion classes in the college. Since the four unidentified respondents were faculty members or administrators who neglected to identify themselves, and since no group comparisons were planned for the study, including their responses was unlikely to affect the validity or reliability of the study.

There were thirteen respondents on the LBDQ who did not mark their positions on item one of the questionnaire. From lists of participants returned by some study coordinators, from names written on the questionnaire, by use of the Seventh-day Adventist Yearbook (Office of Archives and Statistics, 1976), and by contacting Andrews University students and faculty members from the areas in question, it was possible to identify the positions of six of these. Thus, seven respondents with unidentified positions are included among the twenty respondents in the "Other" category for this instrument. Of the thirteen who identified their positions or whose positions were identified, one was a peer of the dean, and eleven were subordinates. The peer was the dean of a program organized as a school. The eleven subordinates included one assistant dean, one associate dean, three dormitory deans, an assistant registrar, a treasurer, a secretary to an academic dean,

a secretary to a registrar, another secretary, and a college nurse. One college president who also served as a professor completed this questionnaire. Once again, the seven unidentified respondents were included, since they were administrators or faculty members, and since no comparisons among groups were planned.

Table 2 shows that all twenty-four or 100 percent of the deans returned their questionnaires. On the ADFQ 209 of 227 questionnaires were returned for a 92.07 percentage of return. On the LBDQ 196 of the 225 questionnaires were returned for a response percentage of 87.11. In all, 452 questionnaires were distributed and 405 of these, or 89.6 percent, were returned.

Statistical Analysis

An examination of the hypotheses for this study helps in clarifying the statistical methods that were needed to analyze the data. These hypotheses, stated in the null form, and the procedures for testing them are described below.

Null Hypothesis One. There is no significant positive correlation between deans' leadership characteristics and their performance levels as perceived by superordinates, peers of the dean, and subordinates.

As was mentioned in chapter I, this hypothesis has a sub-hypothesis for each of the twelve leadership characteristics of the dean that the researcher studied. The relationship of each of these characteristics to the level of satisfaction with which the deans perform their functions was determined.

The following steps were followed in testing these sub-hypotheses:

1. The performance level of each dean was determined by his (her) median score on ideal functions on the ADFQ. Each dean was rated by respondents on a five-point scale on his (her) level of performance of each ideal function. The total number of 1s, 2s, 3s, 4s, and 5s was counted for all raters on all items for the dean and the median score computed. The median was used as a measure of central tendency because the rating scale provided ordinal data. Scores on a rating scale of the type used are often negatively skewed because most respondents tend to rate a colleague or superordinate toward the upper end of the rating scale rather than toward the lower on most questionnaire items. Thus the median is the better measure of central tendency for such a scale.

2. The median scores for each characteristic on the LBDQ were also computed in like manner for each dean.

3. The deans were ranked by their median scores on the ADFQ and Spearman's coefficient of rank correlation ρ (p) was used to compare this rank separately with the ranking on median scores for each of the twelve leadership characteristics measured by the LBDQ.

4. A comparison of the correlations indicated which characteristics were most highly correlated with the performance level of deans' ideal functions. A confidence level of .05 was used for the significance of correlations with a one-tailed test

of significance. Twenty-four deans participated in the study, so correlations of .343 or greater were required for significance at the .05 level (Ferguson, 1976, p. 495).

Null Hypothesis Two. There is no significant positive correlation between deans' education and experience and their level of performance as perceived by superordinates, peers of the dean, and subordinates.

This hypothesis has two subhypotheses, one for education and one for experience. They were tested separately.

The deans were ranked on their education and experience and these ranks were placed opposite their median ranks on the ADFQ. Correlation coefficients were computed separately for each characteristic by using Spearman's coefficient of rank correlation rho (p). A confidence level of .05 with a one-tailed test of significance and correlations of .343 or greater were required for significance.

Null Hypothesis Three. There is no significant difference in the leadership characteristics of deans who rank high and those who rank low on their performance levels.

The following steps were followed in testing this hypothesis:

1. The median scores of deans on the ADFQ were used to separate them into three groups. The leadership characteristics of the upper and lower thirds were compared to determine if differences between these groups were significant. The upper and lower thirds were selected in harmony with item analysis procedures as suggested by Gronlund (1976, p. 265).

2. Mean scores were computed for each of the leadership characteristics of the LBDQ and for the deans' years of experience for each group of deans. Mean scores were used rather than medians so that they could be compared with mean scores from other studies that have used this instrument. They were also used because univariate techniques were more readily available for comparing centroid (vectors of means) than for comparing medians.

3. The reliability of each characteristic of the LBDQ was computed as part of the item-analysis procedures that were used in calculating the mean scores.

4. With the large number of variables it would have been ideal to use multivariate analysis of variance to determine the significance in the differences on leadership characteristics between these groups and multiple discriminant analysis to determine the linear function of leadership characteristics and experience that best separated them, because these account for the variance among and intercorrelations between the variables. However, the researcher decided to use univariate analysis rather than multivariate and discriminant analyses for the following reasons: (1) Because the groups being compared were small, the degrees of freedom in using multivariate analysis would have been too small. For example, one planned comparison between two groups of deans would have yielded a negative F-ratio. Since it is impossible to use such an F-ratio, the impracticality of using multivariate analysis seems apparent. (2) In using discriminant analysis, discriminant function

coefficients are very unstable if the number of people is not considerably greater than the number of variables. Since there were thirteen variables being tested and the number of deans was small, it seemed unwise to use discriminant analysis. For these reasons, univariate analysis was used. The t test for comparing the means of independent samples was used to test for significance.

5. In order to determine whether or not the deans' education was significantly related to their performance levels for these two groups of deans, their education was grouped into three categories. The number of deans in each category was determined for each of the two groups. These numbers were placed in a 2 x 3 contingency table, and chi square (X^2) with Yates's correction for continuity was used to test the significance of the differences in education. With two degrees of freedom, a chi square value of 5.99 was required for significance at the .05 level (Ferguson, 1976, p. 488).

Null Hypothesis Four. There is no significant difference between the leadership characteristics of deans with high performance levels in institutions in North America and those of deans with high performance levels in colleges outside North America.

This hypothesis was tested by comparing the leadership characteristics of the upper half of the North American deans on the ADFQ with the upper half of the overseas deans on the ADFQ. The t test for independent means was used to ascertain if there was a significant difference in the mean scores on each characteristic of

the LBDQ between these groups of deans. A .05 level was required for significance.

Null Hypothesis Five. There is no significant difference between the leadership characteristics of deans who have served less than one year and deans who have served for one year or longer in their present positions.

Eleven of the deans who participated in the study had served in their present positions for less than one year. Hypothesis Five was concerned with comparing their leadership characteristics with those of deans who had had more experience in their present positions. The t test for independent means was used to determine if there was a significant difference in the mean scores on each characteristic of the LBDQ between these groups. A .05 level was required for significance.

Null Hypothesis Six. There is no significant difference in perceived performance levels of deans who have served less than one year and those who have served one year or more in their present positions.

This hypothesis was concerned with comparing the performance levels of recently appointed deans with those of deans who had had more experience in their present positions. The median test for two independent samples was used to test this hypothesis (Ferguson, 1976, pp. 384-85). To use this test the combined median for both groups was first computed. Then for each group the frequency of performance above and below the combined median was determined. These numbers were placed in a 2 x 2 contingency table, and chi square (χ^2) was

used to test the significance of the difference. If any cells of the table contained expected frequencies of less than five, Yates's correction for continuity was used. A chi square value of 3.84 was required for significance at the .05 level (Ferguson, 1976, p. 488).

One further statistical procedure was used in the treatment of data for the LBDQ. While this was not part of the statistical tests for the hypotheses, it was a matter of interest concerning the characteristics of leadership. It was included as an ancillary question.

The LBDQ was used in a study of 170 school principals in Alberta, Canada (Brown, 1967). Beginning with the matrix of intercorrelations among the twelve subscales of the instrument, factor analysis was used to extract six factors. Using the criterion of rotating only those factors with an eigenvalue of unity or greater, two factors were rotated by varimax rotation. These two factors together accounted for 76 percent of the total variance of the twelve subscales. Factor I was called "System-Oriented Leadership," with subscales Production Emphasis, Initiating Structure, Representation, Role Assumption, Persuasion, and Superior Orientation loaded in that order. The subscales Tolerance of Uncertainty, Consideration, Tolerance of Freedom, Demand Reconciliation, Integration, and Predictive Accuracy loaded on Factor II, which was called "Person-Oriented Leadership."

A similar procedure was used for this study. The BMD08M program for factor analysis was used with unity as communality estimates and with a varimax rotation performed upon the first

two factors. The factor structures were then compared by using Tucker's coefficient of congruence (Harman, 1967, pp. 269-70).

Research Design Limitations

Any research of this type is subject to limitations that may affect its validity and reliability. Factors that may have affected the validity and reliability of this study and procedures that were followed to minimize these effects are discussed here.

One limitation was the size of the population of deans studied. Only thirty institutions met the necessary criteria for participation in the study. Every reasonable effort was made to secure the participation of all, but six institutions declined to participate. Because of the sensitive nature of the study, the researcher regards an 80 percent institutional level of participation as being very acceptable.

A second limitation beyond the control of the researcher was the large number of deans who had served less than one year in the positions they held at the time the study was conducted. Because of this, hypotheses five and six were added in order to determine if there were significant differences between recently appointed deans and those who had served one or more years in their present positions on both performance levels and leadership characteristics.

The use of study coordinators in each institution may also be regarded as a possible limitation. Because it was impossible for the researcher to visit participating institutions, detailed

instructions were sent to each study coordinator. However, it was impossible to determine how closely these instructions were followed in each institution. Although using study coordinators may present a limitation, it did help to assure a much higher rate of questionnaire return than if each respondent had been contacted directly. For this reason alone, the use of study coordinators in each institution seems justified. The expense of preparing and sending six-page questionnaires also favored the use of one person in each college to coordinate the study, because fewer questionnaires were lost and airmail postage costs were considerably less for sending packaged materials than for sending individual letters.

A fourth limitation concerned the available sample in some smaller overseas institutions. Completion of the questionnaires required an adequate understanding of English. This limited the total number of respondents for both questionnaires to eight in one institution and to ten in another, as table 2 indicates. The number of available participants in other colleges with enrollments of under 500 students was also limited.

Instructions for marking functions that respondents did not think the dean in their college performed led to a possible limitation in interpreting data on the ADFQ. Participants were instructed to mark the "1" for such functions as well as for functions for which they regarded the dean's performance as "Never Satisfactory." Thus, the "1" could mean that respondents thought the dean did not perform a function or that they thought his performance of that function was never satisfactory. As was

mentioned above, participants who were familiar with the work of the dean, such as peers, subordinates, and departmental chairpersons, comprised the population for the study. Thus, if the dean's performance level on an expected function was such that these respondents thought he did not perform that function, his performance of that function should be regarded as unsatisfactory, and the "1" was interpreted as such. This posed a problem for recently appointed deans who had not yet had opportunity to perform some expected functions. Deans who had served for less than one year in their positions were contacted by the researcher or by the study coordinator in their colleges and asked to indicate which expected functions they had not yet had opportunity to perform. These were deleted from the functions that were rated for newly appointed deans. As an added precaution, all deans were ranked on the ADFQ by median scores, which are less affected by extreme ratings than are mean scores.

Finally, findings of this study are generalizable only to the extent that academic deans in other institutions of higher learning share similar characteristics and perform functions that are similar to those of academic deans in Seventh-day Adventist colleges and universities.

CHAPTER IV

PRESENTATION OF FINDINGS

Chapter IV is divided into two main parts. In the first part, general findings of the study are presented. These include findings concerning the population of academic deans that were studied, findings concerning their functions, and presentation of the results from the two questionnaires. Specific findings concerning the hypotheses that were tested and concerning the ancillary question that was investigated are presented in the second part of the chapter. As was mentioned in chapter III, random numbers are used throughout this chapter to refer to participating institutions in order to preserve confidentiality because of the sensitive nature of the data.

General Findings of the Study

Findings Concerning the Academic Deans

Each academic dean completed the "Academic Dean's Biographical Information" questionnaire. The primary purpose of this questionnaire was to obtain information concerning the deans' education and experience. Specific information concerning each dean is not presented as this could be used to help identify participants.

The twenty-four academic deans in the study had served a total of 59.3 years in their present positions for an average of 2.47 years. The most recently appointed dean had served only about four-and-one-half months in his position. Two deans had served for seven years, which was the longest length of time for any participants. Eleven of the deans had served less than one year in their positions; thirteen had served for one year or longer. Five deans entered their present positions with previous experience as academic deans. This increased the total experience to 78.8 years or an average of 3.28 years per dean for the twenty-four deans.

Fifteen of the deans had served in their present institutions prior to their appointment as deans. Their length of service prior to becoming academic deans ranged from one to over eighteen years with an average of 8.46 years for the fifteen deans.

All but two of the academic deans had had previous experience in one or more phases of educational administration. Sixteen had administrative experience at the college level. Seven had served as departmental chairpersons; four as deans of students; three as college presidents; two as associate or assistant deans; two as registrars; two as assistants to the president; two as deans of men; one each as director of institutional research, supervisor of psychometric service, dean of the school of education, and vocational program coordinator. More academic deans had had experience as elementary, junior, and/or senior high-school principals than any other type of administrative experience.

Thirteen had been principals at one or more of these levels. Four deans had been directors of education or school superintendents at various levels in the Seventh-day Adventist administrative structure.

All but one academic dean reported experience as a teacher at the elementary, secondary, and/or college level. Twenty had been college teachers from two to fourteen years with a reported total of 141 years or an average of just over seven years per dean. Seventeen deans had been elementary or secondary teachers for a total of 141 years or an average of more than eight years per dean. Thirteen deans had had experience at both college level and elementary or secondary teaching.

With regards to educational background, eighteen academic deans had earned doctoral degrees. Eleven of these were Ph.D. degrees and seven were Ed.D. degrees. One dean had both Ph.D. and D.Min. degrees. Five deans had earned master's degrees; and one of these had earned two degrees. One dean had a bachelor of theology degree. Two of the doctoral degrees and one master's degree were in educational administration, and the cognate area for one doctoral degree was educational administration. One doctoral degree was in higher education, one in noneducationally related administration, and six more were in the areas of education. Seven of the doctoral degrees were in other areas ranging from the physical and social sciences to Christian theology and pastoral psychology. One master's degree was in education, but not educational administration, four were in other areas ranging from religion to mathematics.

Fourteen of the deans had taken some course work in educational administration ranging from three to ninety credits. Two of the deans failed to specify whether the credits they had earned were semester or quarter credits, so for purposes of comparison and averages, the credits they reported were treated as less valuable quarter credits. The combined total of quarter credits in educational administration for the fourteen deans was 357.5 or an average of 25.5 credits per dean. Ten deans did not report any course work in educational administration, and three deans that reported course work had earned less than twelve quarter credits in educational administration.

The academic deans were also asked what they felt had been most helpful in preparing them for their positions. Their answers were categorized and placed in table 3. This table shows that the deans in this study placed a high premium on some type of administrative experience as a preparation for the academic deanship. Seven deans regarded their degree or course work as being helpful, but one dean stated that educational training "is of little value." The verbatim responses to this question are found in appendix H.

Findings Concerning Functions of the Academic Deans

It was mentioned in both chapters I and III that the functions that academic deans were expected to perform varied among the institutions that participated in the study. Two primary sources were used to determine the dean's function in each college. The researcher requested job descriptions from all the

TABLE 3

**ACADEMIC DEANS' PERCEPTIONS OF HELPFUL PREPARATION
FOR THE DEANSHIP**

Preparation	Number of Academic Deans Reporting Preparation
Previous administrative experience:	
High school principal	5
Academic dean, associate or acting dean	4
Union or local director of education	2
Previous administration (unspecified)	2
College president or assistant to president	2
Registrar	1
Total previous administrative experience	16
Degree or academic course work	7
Teaching experience	6
Departmental chairmanship	5
Association with experienced administrators	2
Vocational program coordinator	1
Practical experience in problem solving	1

institutions that were invited to participate. Sixteen of these institutions provided job descriptions from their faculty handbooks; one institution listed functions of the dean in a letter; and one provided a list of functions in the report of a survey committee. For purposes of this study, these were treated as job descriptions. In chapter III it was also mentioned that job descriptions often fail to include significant behavior that the incumbent of a position is expected to perform. Because of this and because six institutions did not send job descriptions, the Academic Dean's

Functions Questionnaire, hereafter referred to as ADFQ, provided a second main source for determining the dean's functions in each institution. The president and academic dean of each college were asked to indicate which of the 101 functions listed in the questionnaire the dean was expected to perform. A glance at both tables 4 and 5 shows that agreement between the president and the dean concerning functions provided the greatest number of functions for every institution that participated.

In table 4, the functions from the ADFQ are listed. Many of these are given in abbreviated form. This table shows the source of each function for each institution. The two primary sources given above were job descriptions and agreement between the president and dean. However, occasionally the president and dean disagreed on functions that were found in the job descriptions. When a function was specified in the job description and either the president or the dean also indicated that it was an expected function for the dean, it was included as his function. Sources A, B, and C in the table concern functions found in the job descriptions. Functions marked with an A showed agreement among the job description, president, and dean. Those marked with a B showed agreement between the job description and president; those marked with a C showed agreement between the job description and dean. Functions marked with a D were those not found in job descriptions, but which the president and the dean both indicated the dean was expected to perform. Several presidents and deans failed to mark some functions on their questionnaires. Sources

TABLE 4

FUNCTIONS PERFORMED BY ACADEMIC DEANS, SOURCE, NUMBER, AND PERCENTAGE OF FUNCTIONS BY INSTITUTIONS

Function	College Number																	Number of Colleges	Percent of Colleges								
	2	3	7	8	9	10	11	12	13	14	15	16	** 17	18	19	20	21			22	24	25	26	27	29	30	
2. Directs academic counseling of students	A	A	C	A	D	E	D	D	A	A	A	D	B	A	D	B*	A			A	A	D	A	A	22	91.67	
3. Supervises preparation of college bulletin	A*	A	A*	A	D	D	D	A	A	A	A	A		A	D		A	D		D	A	D	A		20	83.33	
4. Directs faculty in improvement of teaching quality	D	A	A	D	D	D	D	D	A	D	D	D	D	D	D	D	D	D	D	D*	D	D	D	D	E	24	100.00
5. Performs on-campus duties of president in his absence	A	A	A	A	D	D	D	A	A	A	A	A	A	A	A	D	C	A	D					D	C	21	87.50
6. Supervises preparation of academic budget	A*	B*	A			D	D*	A	A	D	B			A*			A			D	B		A		14	58.33	
7. Supervises preparation of class schedule	D	A	A*	A	D	D	D	A	A	A	A	A	A	D	D	D	B*	A	D	D	D	A	D	B	D	24	100.00

Sources of Functions:

- A = Job description, President, and Dean C = Job description and Dean E = Dean only
- B = Job description and President D = President and Dean F = President only

*Expected function that new deans had not yet performed
 **President by implication; see text

TABLE 4 (Continued)

Function	College Number																														Number of Colleges	Percent of Colleges				
	2	3	7	8	9	10	11	12	13	14	15	16	17 ^{**}	18	19	20	21	22	24	25	26	27	29	30												
8. Plans faculty in-service professional education	A	A	D	B	D	D	D	A	A	D	A	B	D	B*	D	B	D*	D	D	A														20	83.33	
9. Reports to president about academic work of college	D	D	D	B	D	D	D	A	D	D	A	A	A	A	D	A	A	D	D	D	D	D	A	A										24	100.00	
10. Recommends appointment or reappointment of teachers	A	A	D	B	D	D	D	A	A		A	A	D	B*	D	A	D	D	D	A	D	D	D	D	D									22	91.67	
11. Chairs academic standards committee	D	D		A	D	D	D	A	A	A	A	A	D	A	D					A	D	D	A	D	A									20	83.33	
12. Confers with department leader concerning course offerings	A	D	D*	A	D	D	D	A	A	D	A	A	D	A	D	A	A	D	D	D	D	D	D	D	D	D	D	D	D					23	95.83	
13. Supervises academic and educational activities	A	A	A	A	D	D	D	A	A	D	A	D	D	D	D	A	D	D	D	D	D	D	D	D	D	D	D	D	D	A				24	100.00	
14. Approves student registration and class changes	A	A		A	D	D	D	D	A	D	A	D	B	A		A	D	D	D	D	A	D													21	87.50
15. Coordinates activities of instructional departments	A	A	D	A	D	D	D	A	D	A	A	D	D	D	D	B*	A	D	D*	A	D	A	D												23	95.83
16. Supervises preparation of academic calendar	A	A	A	A	D	D		A	A	A	A	D	A		D	B*	A	D	D																18	75.00

TABLE 4 (Continued)

Function	College Number																														Number of Colleges	Percent of Colleges
	2	3	7	8	9	10	11	12	13	14	15	16	17 ^{**}	18	19	20	21	22	24	25	26	27	29	30								
17. Supervises preparation of examination schedule	D	D	A*	A	D	D	D	A	A*	D	A	A	D	D	D	B*	A	D	D	D	D		D	D	23	95.83						
18. Assigns classrooms and other instructional facilities	D	D	D	A	D	D	D		A*	D	A	A	D	A	D	B*	A	D	D	D	D	D		D	22	91.67						
19. Supervises commencement exercises	D*			D	D			A	A*		A	A	D		D*	C	A	D	D	D				D	15	62.50						
20. Fosters faculty research and publication	D	A*	A		D	D	D	D	A		D	C		D	D				D*		D	D	D		16	66.67						
21. Assigns faculty office space	D*	D	A*			D	D	A	A*	D	D	C		A	D		B			D			D		15	62.50						
22. Supervises assignment of teachers to courses	D		D*	D	D	D	E	A		D	D	A	D	D			A	D	D	D	D				17	70.83						
23. Supervises registration procedures	D	A		D	D		D	C	C	A	D	D	D		D		D	D	D	D				D	17	70.83						
24. Chairs admissions committee				A		D		D			B	D		A	D		A		D	A		D	D		12	50.00						
25. Represents college at educational meetings	A	D	D	B		D	D	A	D	D	A			B*	D		D			D	D		D	D	17	70.83						
26. Recommends faculty salaries		D				D	D	C	A												D		C		7	29.17						

TABLE 4 (Continued)

Function	College Number																	Number of Colleges	Percent of Colleges							
	2	3	7	8	9	10	11	12	13	14	15	16	17 ^{**}	18	19	20	21			22	24	25	26	27	29	30
27. Provides for orientation of new teachers	A*	D	D		D		D*	A	A*	D	E	D	D	A	D	B*	D		D		D	A	D	19	79.17	
28. Recommends demotion or dismissal of faculty members	D*	D	D	B	D	D	D	A	D		B	D	D	D	D		A	D		D	D	D	D	20	83.33	
29. Assigns substitute teachers	D		D	B	D		D*	A		D	A	A		A	D		A	D		D	D	D		D	17	70.83
30. Prepares reports for and attends accreditation meetings	D*	A	D*	A	D	D	D	D	A*	D	A	A		B*	D		A		D*	D	D		D	19	79.17	
31. Promotes student academic achievement	D	D	A	D	D	D	D	D	A	D	D	A	D	A	D		D	D	D	D	A	D	D	22	91.67	
32. Approves student leave requests	D	D		C		D	D		D								B	D		C				9	37.50	
33. Directs summer session					D		D*		A*	D	D	D		D	D				D	D	D	D	A	13	54.17	
34. Approves faculty memberships in professional societies	A						D	A	A		D	B		C	D					D		D		10	41.67	
35. Chairs curriculum committee	D	D	D	D	D	D	D	D	D	D	D		A		D	A	D	D	D*	D	D		D	A	21	87.50
36. Administers class-attendance policy	D	D	D	D	D			B	A	D		A			D	D	D	D	D	A	D		D	17	70.83	

TABLE 4 (Continued)

Function	College Number																													Number of Colleges	Percent of Colleges
	2	3	7	8	9	10	11	12	13	14	15	16	17**	18	19	20	21	22	24	25	26	27	29	30							
37. Evaluates secondary credits, college transcripts and entrance requirements	D	D	D	A	D	D	D	A		D	A	D	D	A		A	A	D	D	D							D	19	79.17		
38. Supervisor of library use and development	D	A	A	D	D	D	D	D	A	D	D	D	D		D	B*					B						D	17	70.83		
39. Proposes educational policies	D*	A	D	F		D	D	D	D	D	D	D		D	D	D	A	D	D	D	A	A	D	C			22	91.67			
40. Chairs library committee	D	D		D	D		D				D	A	A		D	A							A			A	12	50.00			
41. Organizes college classes	C*		D	D		D	A	A	D	A		B	A	D	C	D	D	D	D							D	17	70.83			
42. Manages faculty personnel records	D			D			B	A				D							D	D				A			8	33.33			
43. Recommends part-time instructors	D	D	D	A	D	D	E	D	D	D	A	D	D	D	D	D	B*	D	D		D	D	D	D	D	D	23	95.83			
44. Calls attention to changing thought and practice in higher education	D	D	D		D	E	D	A	A	D	D	D	D	D	D		A	D	D*	D	D	D	D	D	D	D	22	91.67			
45. Approves recommendation for teacher leave of absence	D	D	D		D	D	D	A	A		D		D		D					D	D			D	D	D	15	62.50			
46. Recruits teacher personnel	D	A	A		D	D	D	D	D		F	D	D	D	D		B	D			D			A	D	D	18	75.00			

TABLE 4 (Continued)

Function	College Number																													Number of Colleges	Percent of Colleges
	2	3	7	8	9	10	11	12	13	14	15	16	** 17	18	19	20	21	22	24	25	26	27	29	30							
47. Supervises graduation standards and procedures	D*	A*	D	D		D	D	A	D	D	A	D	D*	D*		D	D	D	D	A	D	A	A					21	87.50		
48. Recommends instructional methods	D	A	A	D	D	D	D	D	D	D	D	A	D	D	D	D		D		D	D	A	D	A			22	91.67			
49. Supervises curriculum development	D	A	A	D	D	D	D	D	D	D	D	A	D	F	D		A	D	D*	A	A	B*	A	A			23	95.83			
50. Promotes high class-work standards	D	D	D	B	D	D	D	A	D	D	A	D	D	D	D	B*		D		D				D			19	79.17			
51. Presents graduation candidates for faculty approval	D*	B*		D	D	D	D			D	D	A	D			B*	D	D	D	D	A				D		17	70.83			
52. Arranges for students employed in instructional departments						D		A			C		D			B*				D							6	25.00			
53. Supervises placement of graduates										D		B						D						C			4	16.67			
54. Cooperates in student discipline	E		D	D	D	D	E	D	D	D		D	A	D	D	D				A	D	D	A	B			19	79.17			
55. Provides career or social guidance		D									D	D	B							A		D		C			7	29.17			
56. Counsels students and faculty concerning student failure	E	D	D*	A	D	D	D	A	D	D	A	D		D	D	B*	D	D	D	D	D	D	D	D	D		22	91.67			
57. Coordinates all academic functions	E	D	A	D	D	D	D*	D	D	D	D	D	A	D	D		A	D		D	D	D	D	D	A		22	91.67			

TABLE 4 (Continued)

Function	College Number																														Number of Colleges	Percent of Colleges
	2	3	7	8	9	10	11	12	13	14	15	16	17**	18	19	20	21	22	24	25	26	27	29	30								
58. Assists in student recruitment	E*	D		A	D		D*	D	D	D	A	D	B	B*		A	D	D	D	D	D	D	D	F	20	83.33						
59. Serves as member of administrative council	D	D	D	D	D	D	D	A	A	F	D	D	D	D	D	A	D	D	D	D	D	D	D	D	D	24	100.00					
60. Authorizes purchase of desk copies	D							D		D	A		D	D	A		D		D					E	10	41.67						
61. Develops and maintains high academic standards	D	D	D	A	D	D	D	D	A	D	D	A	D	D	D		D	D	D*	D	D	D	D	D	23	95.83						
62. Supervises academic personnel of college	D	D	D	D	E	D	D	A	D	D	D	A	A	D	D		D	D	D*	D	D	D	D	A	23	95.83						
63. Calls and presides at faculty meetings														A						D	A		D	D	5	20.83						
64. Supervises work of registrar	D	A	D	D			D	D		A	D	D	A	D	D		D	D	D	D		D		17	70.83							
65. Maintains appropriate admissions standards and procedures	D	D	A	D		D	D	D		D	D	A	D	F	D		D	D	D	D	D	D	A	20	83.33							
66. Supervises grading systems and policies	D	A	A	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	21	87.50							
67. Presents graduates to president at commencement exercises	D*	D*	A*	D	D	D	D*	D	D*	D	D	A		A*	D*	A		D	D	D	D	D	E	21	83.33							
68. Directs in study of educational problems of college	A	D	D		D	D	D	A	A	D	D	D	D	D	D		D	D	D*	D	D	D	D	E	22	91.67						

TABLE 4 (Continued)

Function	College Number																														Number of Colleges	Percent of Colleges			
	2	3	7	8	9	10	11	12	13	14	15	16	17 ^{**}	18	19	20	21	22	24	25	26	27	29	30											
69. Directs in preparation of statistical studies	D	A		A		D	D	B	A		D	D			D		D	D	D*														13	54.17	
70. Coordinates chapel services					D	D		D				A	B					D	D	D	D		D										10	41.67	
71. Recommends educational facilities and equipment	D	D	A	D	D	D	D	A	D	D	D	A	D	D	D		D	D	D*	D	A		D	D									22	91.67	
72. Supervises educational use of buildings, rooms, and equipment	D	A	D*		D	D	D	D	D	D	D	D	D	D	D		D	D	D*	D	A													19	79.17
73. Coordinates field trips	D	D	D			D	D*	D				D	B		D	D				D	D									D			14	58.33	
74. Supervises curriculum content, emphasis, and quality	D	D	D*	D	D	D	D		D	D	D	D	D	D	D		B	D	D*	D	D	D	A											21	87.50
75. Supervises office of admissions and records	D	A		D			D	D			D	D	D	D	D		A	D	D	A		B*												15	62.50
76. Supervises honors program		A			D				C	D	F				D				D											D				8	33.33
77. Approves faculty attendance at professional meetings	D		C			D	D	A	A	D	D		D	D	D				D			D												14	58.33
78. Arranges for special examinations	D*	D		D	D	D	D	A	A	D	D	D					B*	D	D	D	D	D	D	D	D	D	D	D	D	D				20	83.33

TABLE 4 (Continued)

Function	College Number																														Number of Colleges	Percent of Colleges
	2	3	7	8	9	10	11	12	13	14	15	16	** 17	18	19	20	21	22	24	25	26	27	29	30								
79. Approves reportable faculty, periodical subscriptions	D							A	D	D	A	D	D													D	9	37.50				
80. Recommends faculty promotion or academic rank	A	C	D*	B	D	D	D	A	A	D	A	A	A	C	D		B	D			A	D	A				20	83.33				
81. Approves teaching loads	D	D	D*	D	D	D	D	A	A	D	D	A	A	D		A	D	D	D	D	D	D	D	D	D		22	91.67				
82. Supervises use and development of audio-visual services		A	D		D				C	D	D	D	D								D						10	41.67				
83. Applies or executes educational policies	A	A	D	A	D	D	D	A	A	D	A	A	D	A	D	A	A	D	D	D	D	A	A	D	A		24	100.00				
84. Motivates faculty to self-improvement	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D		D	D	D	D				21	87.50				
85. Advises president in academic matters	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D*	D					D	21	87.50				
86. Cares for necessary correspondence	D	D	D	D	D	D		D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	D	D	D	22	91.67				
87. Works on an adequate educational budget	D*	D	D		D	D	D	D	D	D	D	D	D	D	D				D		D	D		D	D		19	79.17				
88. Develops a sound academic administration	D	D	D	D	F	D	D	D	D	D	D	D	D	D	D		D	D	D*	D	A	D	D				22	91.67				
89. Clarifies institutional purposes	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D		D		D		D					18	75.00				
90. Integrates educational policies	D	D	D		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D			22	91.67				

TABLE 4 (Continued)

Function	College Number																														Number of Colleges	Percent of Colleges
	2	3	7	8	9	10	11	12	13	14	15	16	17 ^{**}	18	19	20	21	22	24	25	26	27	29	30								
91. Consults with department heads in departmental matters	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	23	95.83		
92. Establishes close working relationship with faculty	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	23	95.83		
93. Develops a favorable climate for learning	D	A	D	D	D	D	D	D	D	D	D	A	F	D	D	D	D	D	D	D*	D	D	D	D	D	D	D	D	24	100.00		
94. Builds a strong faculty	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D		D	D	D	D	D	D	D	D	21	87.50			
95. Assists president in determining educational direction	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	24	100.00		
96. Promotes faculty morale	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	D	23	95.83			
97. Helps plan institutional goals and objectives	D	D	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	24	100.00		
98. Seeks to improve faculty working conditions	D	A	D	D	D	D	D	D	D	D	D	D	D		D	E	D	D	D*	D	D	D	D	D	D	D	D	23	95.83			
99. Stimulates high level of faculty performance	D	D	D		D	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	E	D	D	D	22	91.67			

E and F indicate, respectively, functions that were marked by the dean only or by the president only.

An asterisk (*) in table 4 indicates expected functions that recently appointed deans had not yet had opportunity to perform. Ten of the eleven recently appointed deans were contacted by the researcher or by the study coordinator in their institution and asked to indicate which expected functions they had not yet had opportunity to perform. The dean who was not contacted (college number 20) had indicated in a letter accompanying his ADFQ that he had marked such functions with an "N" (no). One of the other deans (college 27) failed to respond to the request that he indicate which functions he had not yet had opportunity to perform. However, it seemed apparent from both the number and the nature of the functions that he had marked with an "N" on his original questionnaire that he had intended to exclude functions he had not yet had opportunity to perform and therefore felt no need of a further response for this purpose. For the recently appointed deans, functions that were found in the job description and marked with a "Y" by the presidents but with an "N" by the deans were also considered as functions the deans had not yet had opportunity to perform and were omitted. Such functions were included as functions of deans who had served for one year or longer in their position, however.

The president of one overseas college (number 17) failed to mark the "Y" or the "N" to indicate which functions his academic dean was expected to perform. Time did not allow for his

questionnaire to be returned to him for marking. However, he did rate the dean on his performance of functions, so it was possible to determine by implication which functions he expected the dean to perform. This presented no problem, as all but one function on which he had rated the dean with a "1" or a "2" had also been marked with an "N" by the academic dean of that college and were, therefore, excluded, as was done for all other colleges. The president had rated the dean with a "1" on that one function and the dean had left it unmarked, so that function was also excluded.

The data summarized in table 4 show that nine of the functions were performed by academic deans in all institutions. Sixty-eight functions were performed by 75 percent or more of the academic deans. Only thirteen functions were performed by less than half the deans.

Table 5 serves as a summary for table 4 and provides additional information. It indicates the number of functions per institution by each of the sources shown in table 4 and shows the percentages that each of these sources provided for the total number of institutions. It also shows the average number of functions from each source per institution. Finally, it indicates the number of functions on which the academic dean in each institution was rated.

The most important information from table 5 may be summarized as follows:

TABLE 5

**SOURCES AND NUMBER OF FUNCTIONS ON WHICH ACADEMIC
DEANS WERE RATED BY INSTITUTIONS**

College Number	Job Description, Pres. & Dean	Job Description & Pres.	Job Description & Dean	President and Dean	**Dean Only	**President Only	Total Functions Performed	Not Yet Performed by New Deans	Total Rated Functions
2	17		1	69	4		91	15	76
3	29	2	1	52			84	4	80
7	21		2	53	1		77	14	63
8	21	8	1	44		1	75		75
9	*	*	*	77	1	1	79		79
10	*	*	*	77	2		79		79
11	*	*	*	84	3		87	8	79
12	38	3	2	47			90		90
13	40		3	43			86	8	78
14	9			72		1	82		82
15	29	4	1	56	1	2	93		93
16	30	3	2	51			86		86
***17	12	6		59		1	78		78
18	18	5	2	49		2	76	8	68
19	*	*	*	84			84	3	81
20	11	14	3	15	1		44	14	30
21	28	6		42			76		76
22	*	*	*	82			82		82
24	*	*	*	61			61	21	40
25	9		1	76			86		86
26	16	2		57			75		75
27	6	2	1	55			64	2	62
29	14	1	1	55			71		71
30	13	1	3	34	7	1	59		59
Total	361	57	24	1,394	20	9	1,865	97	1,768
% of Total	19.36	3.06	1.29	74.75	1.07	0.48	100.01	5.20	94.80
Average per Institu.	+20.06	+3.17	+1.33	58.08	0.833	0.375	77.71	++8.82	73.67

*Job description requested but not received.

**Function that the president or dean left unmarked. See explanation in text.

***President by implication. See explanation in text.

+Average per institution for institutions with job descriptions only.

++Average per institution for institutions with recently appointed deans only.

1. Agreement between the presidents and academic deans served as the source for 74.75 percent of the functions deans were expected to perform.

2. Job descriptions, with the president and deans concurring, provided for another 19.36 percent of the expected functions.

3. These two sources accounted for 94.11 percent of the expected functions. Job descriptions with either the president or the dean concurring and information provided by either the president or dean alone were the sources for the rest of the functions.

4. The greatest number of functions for which the dean was responsible was in college number 15 with 93 functions as his responsibility. The least number of functions had been performed by the dean in college number 20 with 44 functions. As was mentioned above, the dean of this college marked functions he had not yet had the opportunity to perform with an "N" which partially explains this low number of functions. The average number of functions from the listed 101 was 77.71 per academic dean.

5. Recently appointed deans had not yet had opportunity to perform some functions. This reduced the average number of functions on which academic deans were rated to 73.67 per institution.

There was some disagreement between presidents and academic deans concerning the functions the deans were expected to perform. Table 6 shows the degree of congruence between the

presidents and academic deans concerning expected functions for the dean. The greatest lack of congruence was found in college number 20. This may be explained in part by the fact that, as the recently appointed academic dean indicated in a letter that accompanied his returned questionnaire, he had marked with an "N" those functions he had not yet performed. He marked far more functions with an "N" than any other dean. College number 27 had a comparatively high rate of disagreement between the president and the dean. As mentioned above, the dean of this college apparently used the "N" to indicate both those functions he had not yet had opportunity to perform as well as those he did not expect to perform. There was a high degree of congruence (97.89 percent) concerning expected functions for the dean between the president and dean of college number 2 and only slightly less agreement (95.05 percent) at college number 22. This table shows an average agreement of 83.04 percent between presidents and deans regarding expected functions for the dean. The 16.96 percentage of disagreement represents a possible source of conflict between presidents and deans. There seems to be little relationship between degree of agreement between the president and dean and whether or not the college supplied a job description for the dean's work. In fact, five of the six colleges that did not send a job description were below the average of 16.67 functions disagreed upon per institution.

TABLE 6

CONGRUENCE OF FUNCTIONS BETWEEN PRESIDENTS AND ACADEMIC DEANS

College Number	Agreement on Performance				Disagreement on Performance				Number of Functions as Basis for % of Agreement	
	President & Dean Agree on Duties to be Performed	President & Dean Agree on Duties	Not to be Performed	Total Functions Agreed Upon	% of Agreement	Duties Only Pres. Expected Dean to Perform	Duties Only Dean Expected to Perform	Total Functions Disagreed Upon		% of Disagreement
2	86	7	7	93	97.89	1	1	2	2.11	95
3	81	8	8	89	88.12	3	9	12	11.88	101
7	75	9	9	84	83.17	4	13	17	16.83	101
8	65	8	8	73	74.49	21	4	25	25.51	98
9	77	5	5	82	84.54	7	8	15	15.46	97
10	77	7	7	84	86.60	10	3	13	13.40	97
11	84	3	3	87	91.58	6	2	8	8.42	95
12	85	3	3	88	89.80	9	1	10	10.20	98
13	83	11	11	94	93.07	7	7	7	6.93	101
14	81	8	8	89	89.90	7	3	10	10.10	99
15	85	2	2	87	91.58	5	3	8	8.42	95
16	81	9	9	90	91.84	3	5	8	8.16	98
*17	71	6	6	77	78.57	21		21	21.43	98
18	67	8	8	75	76.53	19	4	23	23.47	98
19	84	5	5	89	88.12	12		12	11.88	101
20	27	20	20	47	47.00	50	3	53	53.00	100
21	70	8	8	78	78.00	19	3	22	22.00	100
22	82	14	14	96	95.05	2	3	5	4.95	101

TABLE 6 (Continued)

College Number	Agreement on Performance				Disagreement on Performance				Number of Functions as Basis for % of Agreement	
	President & Dean Agree on Duties to be Performed	President & Dean Agree on Duties	Not to be Performed	Total Functions Agreed Upon	% of Agreement	Duties Only Pres. Expected Dean to Perform	Duties Only Dean Expected to Perform	Total Functions Disagreed Upon		% of Disagreement
24	61	10	71	70.30	28	2	30	29.70	101	
25	85		85	84.16	16	16	16	15.84	101	
26	73	13	86	85.15	14	1	15	14.85	101	
27	61	14	75	75.00	22	3	25	25.00	100	
29	69	12	81	80.20	15	5	20	19.80	101	
30	47	12	59	71.95	14	9	23	28.05	82	
Total	1,757	202	1,959	83.04	292	108	400	16.96	2,359	
Ave. Per Inst.	73.21	8.42	81.63		12.17	4.5	16.67		98.29	
									1.79	.92

*President's information is by implication. See text for explanation.

Presentation of Questionnaire Results

Summary of data on the ADFQ. The results of the ADFQ are found in table 7. This table shows the median, rank order, semi-interquartile range, number of respondents, and number of item responses for each institution that participated in the study.

Median scores represent the deans' performance levels on ideal functions as perceived by respondents at each institution. The rank order arranges the deans in descending order from the highest to the lowest on performance levels based on median scores. The semi-interquartile range is indicative of the degree of agreement among respondents at an institution concerning the dean's performance level. A low semi-interquartile range shows considerable agreement among respondents; a high semi-interquartile range reveals less agreement or a wider range of rating responses among those who rated the deans.

The most important findings are that (1) the academic dean of college number 17 ranked highest with a median of 4.877, (2) the academic dean of college number 8 ranked lowest with a median of 3.470, (3) median scores thus ranged from 3.470 to 4.877 with a spread of 1.417 among the deans, (4) there was most agreement concerning the dean's performance level at college number 17 with a semi-interquartile range of .311, (5) there was least agreement concerning the dean's performance level at college number 8 with a semi-interquartile range of 1.314, (6) number of respondents and number of response items per institution did not appear to be a factor influencing either the deans' median scores or the

TABLE 7

ADFQ MEDIANS, RANKS, AND SEMI-INTERQUARTILE
RANGES BY INSTITUTIONS

College Number	Median	Rank	Q*	N*	n*
2	4.157	13	.756	10	755
3	4.517	5	.835	10	798
7	4.675	4	.722	10	624
8	3.470	24	1.314	10	747
9	3.972	18	.873	9	709
10	4.763	2	.548	9	646
11	4.723	3	.552	10	723
12	3.521	23	1.068	10	884
13	4.436	8	.641	9	696
14	3.911	20	.671	6	482
15	3.992	17	.941	10	897
16	4.133	14	.995	10	833
17	4.877	1	.311	4	299
18	3.932	19	.808	9	558
19	4.403	9	.614	9	606
20	3.686	21	1.046	10	271
21	4.301	11	.722	9	675
22	4.117	15	.594	8	615
24	4.514	6	.609	9	357
25	4.456	7	.653	7	597
26	4.357	10	.698	10	738
27	4.295	12	.650	7	421
29	4.031	16	.764	9	628
30	3.546	22	.833	5	290
Total Sample	4.219		.815	209	14,849

*Q = Semi-interquartile range; N = number of respondents;
n = number of item responses

semi-interquartile ranges, (7) the median for the total sample was 4.219, and (8) the semi-interquartile range for the total sample was .815. It is interesting to note that there was most agreement among respondents concerning the dean's performance at college number 17 where the dean ranked the highest and that there was least agreement among respondents at college number 8 where the dean ranked the lowest.

Summary of data on the LBDQ. Findings from the LBDQ are presented in tables 8 through 11. Table 8 lists the median, rank, and semi-interquartile range for each institution on each leadership characteristic assessed by the questionnaire. Median scores show how the academic deans were rated on each characteristic by respondents in their institutions. The semi-interquartile range is interpreted in the same way as for the ADFQ. There were ties in the ranking of deans on four characteristics. Medians were computed to five decimal places to avoid ties wherever possible, however. In table 8, medians are rounded to three decimal places.

The more important data concerning each leadership characteristic are summarized in table 9. This table shows the range of medians and semi-interquartile ranges and the total sample medians and semi-interquartile ranges for each leadership characteristic. Role Assumption had the highest median for the total sample with a median of 4.02. The lowest median was 3.28 for Production Emphasis. There was greatest overall agreement among respondents in rating the deans on their Predictive Accuracy;

TABLE 8

LBDQ MEDIANS, RANKS, AND SEMI-INTERQUARTILE RANGES
FOR EACH CHARACTERISTIC BY INSTITUTIONS

College Number	Representation Subscale (5 Questionnaire Items)					Demand Reconciliation Subscale (5 Questionnaire Items)				
	Median	Rank	Q*	N*	n*	Median	Rank	Q*	N*	n*
2	3.737	21	.70	10	49	4.261	3	.55	10	47
3	4.065	7	.47	9	42	3.897	14	.39	9	45
7	3.981	12	.43	10	46	4.211	4	.64	10	49
8	3.750	17.5	.74	9	45	3.735	18	.79	9	42
9	4.333	3.5	.72	8	40	3.577	19	.88	8	38
10	3.948	14	.41	10	48	4.023	10	.61	10	48
11	4.000	9.5	.74	5	24	4.067	8	.42	5	25
12	3.143	24	.81	9	42	3.115	22	.82	9	44
13	3.984	11	.40	10	50	4.034	9	.42	10	49
14	3.950	13	.73	5	25	3.000	23	.75	5	25
15	3.870	16	.61	10	48	3.919	13	.40	10	50
16	4.227	5	.54	9	44	3.788	17	.52	9	45
17	4.333	3.5	.72	4	20	4.556	1	.73	4	17
18	3.526	22	.60	10	43	3.979	11	.41	10	39
19	4.667	1	.67	7	30	3.813	16	.48	7	26
20	3.250	23	.67	10	49	3.175	21	.62	10	47
21	3.738	20	.73	10	50	4.077	7	.51	10	50
22	4.175	6	.59	9	45	4.409	2	.81	9	44
24	3.735	19	.56	7	34	4.167	5	.60	7	34
25	3.750	17.5	.58	5	25	4.083	6	.32	5	23
26	4.047	8	.38	10	49	3.940	12	.55	10	50
27	4.000	9.5	.48	5	21	3.500	20	.58	5	24
29	3.917	15	.56	10	50	3.821	15	.52	10	50
30	4.409	2	.55	5	24	2.938	24	.82	5	25
Total Sample	3.915		.61	196	943	3.879		.62	196	936

*Q = semi-interquartile range; N = number of respondents;
n = number of item responses

TABLE 8 (Continued)

College Number	Tolerance of Uncertainty Subscale (10 Questionnaire Items)					Persuasiveness Subscale (10 Questionnaire Items)				
	Median	Rank	Q*	N*	n*	Median	Rank	Q*	N*	n*
2	3.830	11	.61	10	97	3.744	15	.65	10	99
3	3.726	17	.60	9	87	3.908	12	.47	9	88
7	4.045	4	.72	10	88	4.113	5	.63	10	97
8	3.750	14	.79	9	88	3.375	21	.77	9	88
9	3.065	23	.94	8	80	4.257	2	.57	8	80
10	4.061	2	.61	10	94	4.066	6	.69	10	99
11	2.731	24	.94	5	50	4.182	3	.60	5	50
12	3.605	20	.63	9	88	2.942	24	.90	9	87
13	+3.904	8	.59	10	100	3.952	8	.50	10	99
14	4.054	3	.44	5	49	3.667	18	.73	5	50
15	3.922	7	.54	10	99	3.946	9	.37	10	96
16	3.750	14	.53	9	88	3.583	19	.60	9	89
17	3.750	14	.92	4	37	4.263	1	.55	4	39
18	3.775	12	.58	10	82	3.302	23	.51	10	91
19	3.952	6	.48	7	58	3.435	20	.65	7	57
20	3.535	22	.74	10	97	3.371	22	.66	10	95
21	3.615	19	.57	10	100	3.918	11	.41	10	99
22	3.741	16	1.00	9	90	3.704	17	.79	9	89
24	4.019	5	.70	7	68	3.824	14	.54	7	70
25	4.065	1	.38	5	47	4.036	7	.43	5	48
26	+3.904	9	.54	10	100	3.730	16	.52	10	100
27	3.568	21	.61	5	45	3.932	10	.56	5	47
29	3.892	10	.58	10	100	3.837	13	.54	10	99
30	3.692	18	1.05	5	49	4.119	4	.60	5	48
Total Sample	3.791		.67	196	1,881	3.807		.62	196	1,904

TABLE 8 (Continued)

College Number	Initiating Structure Subscale (10 Questionnaire Items)					Tolerance of Freedom Subscale (10 Questionnaire Items)				
	Median	Rank	Q*	N*	n*	Median	Rank	Q*	N*	n*
2	4.203	6	.66	10	98	4.162	4	.68	10	99
3	4.070	9	.55	9	89	3.761	18	.61	9	90
7	4.263	3	.63	10	98	4.113	7	.41	10	100
8	4.017	11	.79	9	87	3.967	14	.87	9	88
9	3.985	14	.72	8	80	3.720	20	1.05	8	79
10	4.143	7	.60	10	96	4.221	3	.67	10	93
11	4.719	2	.48	5	50	3.269	24	.97	5	50
12	3.292	24	.95	9	88	4.141	5	.72	9	87
13	3.942	15	.51	10	100	4.010	12	.49	10	100
14	3.310	23	.68	5	50	4.086	9	.44	5	50
15	4.227	5	.71	10	98	4.263	2	.62	10	99
16	3.811	21	.51	9	89	3.885	16	.48	9	90
17	4.778	1	.42	4	39	3.750	19	.94	4	36
18	3.745	22	.59	10	94	3.684	21	.65	10	94
19	4.000	12.5	.64	7	58	4.045	11	.48	7	62
20	3.844	18	.63	10	97	3.468	23	.66	10	94
21	4.071	8	.46	10	100	4.125	6	.59	10	99
22	4.259	4	.72	9	90	4.455	1	.79	9	90
24	3.920	17	.72	7	67	3.985	13	.53	7	69
25	4.000	12.5	.44	5	47	4.107	8	.45	5	48
26	3.930	16	.44	10	99	3.783	17	.64	10	100
27	4.018	10	.40	5	45	3.891	15	.35	5	45
29	3.839	19	.51	10	100	4.047	10	.48	10	100
30	3.818	20	.64	5	48	3.618	22	.78	5	50
Total Sample	3.994		.62	196	1,907	3.963		.63	196	1,912

TABLE 8 (Continued)

College Number	Role Assumption Subscale (10 Questionnaire Items)					Consideration Subscale (10 Questionnaire Items)				
	Median	Rank	Q*	N*	n*	Median	Rank	Q*	N*	n*
2	4.221	5	.68	10	95	4.449	1	.59	10	100
3	4.034	13	.51	9	87	3.939	12	.45	9	87
7	4.293	4	.59	10	95	4.102	6	.47	10	97
8	3.986	15	.76	9	88	3.935	13	1.05	9	88
9	4.167	7	1.02	8	80	3.912	14.5	.73	8	80
10	4.057	12	.72	10	95	4.208	3	.66	10	97
11	4.574	2	.56	5	50	3.813	20.5	.84	5	50
12	3.185	24	.88	9	85	3.625	22	.93	9	87
13	+4.130	9	.50	10	100	4.010	9	.49	10	100
14	3.389	23	.92	5	50	3.912	14.5	.78	5	50
15	4.179	6	.61	10	99	4.185	4	.57	10	99
16	3.878	19	.54	9	86	3.833	18.5	.64	9	90
17	4.674	1	.94	4	38	3.863	16	.82	4	38
18	4.125	10	.48	10	86	3.840	17	.54	10	90
19	4.024	14	.97	7	58	4.037	8	.58	7	59
20	3.880	18	.57	10	96	3.568	23	.66	10	97
21	4.314	3	.58	10	98	3.813	20.5	.68	10	99
22	3.679	21	.82	9	90	4.043	7	.89	9	89
24	4.089	11	.66	7	69	4.240	2	.67	7	69
25	+4.130	8	.57	5	49	4.132	5	.33	5	50
26	3.969	16	.38	10	99	3.973	11	.45	10	100
27	3.933	17	.76	5	43	3.833	18.5	.64	5	48
29	3.815	20	.54	10	100	3.980	10	.49	10	99
30	3.467	22	.84	5	49	3.429	24	.87	5	50
Total Sample	4.021		.66	196	1,885	3.970		.65	196	1,913

TABLE 8 (Continued)

College Number	Production Emphasis Subscale (10 Questionnaire Items)					Predictive Accuracy Subscale (5 Questionnaire Items)				
	Median	Rank	Q*	N*	n*	Median	Rank	Q*	N*	n*
2	3.588	5	.73	10	97	3.815	5	.51	10	49
3	3.563	6	.72	9	86	3.783	7	.43	9	43
7	3.200	15	.73	10	95	3.985	2	.35	10	46
8	3.188	16	.99	9	89	3.455	17	.90	9	45
9	3.773	3	.70	8	80	3.357	19	.68	8	40
10	3.100	19	.90	10	98	3.524	15	.55	10	45
11	4.574	1	.58	5	50	3.708	10	.57	5	25
12	2.591	23	.90	9	86	2.800	24	.59	9	42
13	3.481	8	.74	10	99	3.813	6	.45	10	50
14	2.688	22	.75	5	50	3.077	23	.51	5	25
15	3.250	14	.81	10	98	3.679	11	.69	10	48
16	2.804	20	1.00	9	88	3.476	16	.52	9	45
17	4.125	2	.82	4	37	4.150	1	.52	4	19
18	3.154	17	.61	10	89	3.250	20	.47	10	41
19	2.417	24	.73	7	58	3.643	12	.54	7	24
20	3.513	7	.73	10	99	3.106	21	.38	10	50
21	2.793	21	.82	10	99	3.959	3	.34	10	50
22	3.407	11	.82	9	89	3.588	14	.63	9	45
24	3.313	12	.76	7	69	3.737	8	.51	7	33
25	3.591	4	.82	5	48	3.868	4	.32	5	24
26	3.440	10	.81	10	99	3.733	9	.48	10	50
27	3.262	13	.56	5	44	3.364	18	.54	5	23
29	3.141	18	.69	10	100	3.638	13	.51	10	50
30	3.469	9	.82	5	49	3.091	22	.60	5	25
Total Sample	3.282		.83	196	1,896	3.612		.58	196	937

TABLE 8 (Continued)

College Number	Integration Subscale (5 Questionnaire Items)					Superior Orientation Subscale (10 Questionnaire Items)				
	Median	Rank	Q*	N*	n*	Median	Rank	Q*	N*	n*
2	4.283	2	.55	10	48	4.053	9	.73	10	98
3	3.942	10	.41	9	43	3.947	12	.53	9	88
7	4.150	6	.62	10	48	4.086	7	.67	10	87
8	4.156	5	.68	9	43	3.750	19	1.09	9	88
9	3.833	13.5	.75	8	40	4.188	3	.64	8	80
10	3.929	11	.81	10	48	4.276	2	.62	10	95
11	4.107	8	.47	5	25	4.152	4	.58	5	50
12	3.125	24	1.05	9	43	3.315	23	.78	9	88
13	3.700	18	.57	10	50	3.991	11	.45	10	100
14	3.450	23	.75	5	25	3.571	22	.77	5	48
15	4.222	4	.66	10	48	4.091	6	.59	10	98
16	3.759	17	.47	9	45	3.845	16	.71	9	87
17	4.429	1	.61	4	19	4.500	1	.68	4	38
18	3.619	21	.55	10	41	3.923	14	.59	10	85
19	3.885	12	.57	7	26	3.794	18	.84	7	52
20	3.659	19	.57	10	49	3.619	21	.68	10	96
21	3.820	15	.61	10	50	3.161	24	.87	10	99
22	4.231	3	.79	9	45	4.121	5	.77	9	90
24	4.000	9	.43	7	33	4.063	8	.56	7	68
25	4.147	7	.35	5	24	3.931	13	.42	5	49
26	3.776	16	.51	10	50	3.676	20	.68	10	100
27	3.625	20	.49	5	21	3.800	17	.51	5	43
29	3.833	13.5	.64	10	50	3.875	15	.69	10	97
30	3.545	22	.79	5	25	4.031	10	.80	5	49
Total Sample	3.889		.62	196	939	3.900		.72	196	1,873

TABLE 9

**MEDIANS AND SEMI-INTERQUARTILE RANGES BY CHARACTERISTICS
FOR EACH CHARACTERISTIC OF THE LBDQ**

Characteristic	Median			Semi-Interquartile Range		
	High	Low	Total Sample	High	Low	Total Sample
Representation	4.67	3.14	3.91	.73	.38	.61
Demand Reconciliation	4.56	2.94	3.88	.88	.32	.62
Tolerance of Uncertainty	4.065	2.73	3.79	1.05	.38	.67
Persuasiveness	4.263	2.94	3.81	.90	.37	.62
Initiating Structure	4.78	3.29	3.99	.95	.40	.62
Tolerance of Freedom	4.45	3.27	3.96	1.05	.35	.63
Role Assumption	4.67	3.19	4.02	1.02	.38	.66
Consideration	4.45	3.43	3.97	1.05	.33	.65
Production Emphasis	4.57	2.42	3.28	1.00	.56	.83
Predictive Accuracy	4.15	2.80	3.61	.90	.32	.58
Integration	4.43	3.13	3.89	1.05	.35	.62
Superior Orientation	4.50	3.16	3.90	1.09	.42	.72

there was least agreement in rating the deans on their Production Emphasis.

Table 10 lists the mean and standard deviation for each institution on each characteristic of the LBDQ and shows the reliability coefficient alpha for each characteristic.

The data on means, standard deviations, and reliability are summarized in table 11. This table also compares the data from

TABLE 10

**LBDQ MEANS AND STANDARD DEVIATIONS BY INSTITUTIONS
AND RELIABILITY FOR EACH CHARACTERISTIC**

College Number	Representation (5 Items)		Demand Reconciliation (5 Items)		Tolerance of Uncertainty (17 Items)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	18.40	3.03	20.90	2.02	37.40	2.27
3	19.89	2.03	18.78	2.86	36.33	3.87
7	19.30	2.75	20.20	2.62	38.50	5.50
8	18.11	2.57	17.22	3.80	35.67	4.58
9	20.50	3.16	17.25	2.76	29.88	6.10
10	19.40	2.41	19.70	2.79	39.10	2.96
11	18.60	3.44	20.40	2.61	29.00	5.83
12	15.56	3.00	15.11	4.57	35.22	3.38
13	19.40	2.12	19.50	3.14	38.40	5.64
14	18.80	4.44	15.80	5.54	40.20	3.42
15	17.90	2.85	19.20	1.87	38.10	3.90
16	20.78	1.48	18.44	2.60	36.67	4.61
17	20.50	3.70	19.50	3.11	36.25	6.85
18	17.00	2.31	18.70	2.41	36.00	5.25
19	20.57	3.95	17.57	2.57	37.43	4.58
20	16.00	1.15	15.70	2.63	33.50	5.91
21	18.00	3.65	20.30	2.87	35.10	3.07
22	20.78	2.11	20.22	2.59	34.89	5.42
24	18.43	2.70	20.57	3.15	38.86	5.87
25	17.60	1.14	20.20	1.10	40.00	2.12
26	20.00	1.94	19.30	3.23	38.10	6.26
27	19.00	3.46	16.80	1.79	33.80	4.60
29	19.40	2.22	18.60	2.37	37.60	5.25
30	21.60	2.70	14.60	3.51	35.40	5.08
Total Sample	18.88	2.94	18.63	3.25	36.41	5.16
Reliability (alpha)	.66		.76		.76	

TABLE 10 (Continued)

College Number	Persuasiveness (10 Items)		Initiating Structure (10 Items)		Tolerance of Freedom (10 Items)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	37.40	5.25	40.60	5.56	39.30	3.37
3	35.56	4.00	39.89	4.99	36.33	5.79
7	40.40	5.68	41.40	3.98	41.20	3.97
8	32.11	3.48	38.33	2.65	37.00	6.44
9	41.63	5.04	38.25	4.77	34.50	8.93
10	40.00	6.20	40.40	4.38	40.30	6.85
11	41.40	4.62	45.60	2.61	31.40	9.61
12	29.56	8.03	33.11	7.32	38.89	6.51
13	38.70	5.01	38.60	4.77	39.90	4.20
14	36.20	6.57	33.80	6.14	40.40	2.51
15	38.70	3.30	39.70	4.57	40.90	3.35
16	34.78	3.87	36.78	3.53	37.89	4.78
17	41.50	2.65	46.00	3.16	36.50	5.51
18	33.50	2.55	35.80	3.39	36.30	3.62
19	33.57	4.54	36.86	7.29	39.14	5.15
20	33.20	4.39	36.90	5.24	32.90	4.07
21	38.50	4.40	40.20	5.18	40.50	4.60
22	37.22	5.80	41.56	2.83	41.33	4.27
24	37.57	3.36	38.57	5.26	38.57	4.35
25	39.80	2.39	39.20	1.30	40.20	3.83
26	35.90	3.35	38.60	3.60	37.00	5.85
27	38.80	3.96	39.00	4.24	37.40	2.30
29	37.60	5.38	37.50	2.64	39.40	8.24
30	39.60	6.47	36.80	4.60	35.20	7.79
Total Sample	37.07	5.49	38.74	5.03	38.20	5.75
Reliability (alpha)	.84		.76		.83	

TABLE 10 (Continued)

College Number	Role Assumption (10 Items)		Consideration (10 Items)		Production Emphasis (10 Items)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	41.00	3.80	43.10	3.78	33.90	4.28
3	39.00	3.81	37.89	4.88	34.67	3.87
7	41.60	4.50	40.40	3.41	31.70	3.62
8	37.89	5.16	37.00	5.22	31.33	4.77
9	37.88	5.46	37.38	4.60	36.63	4.34
10	39.30	5.33	40.50	6.38	30.90	6.21
11	43.20	5.54	36.80	3.11	43.20	3.03
12	31.78	8.21	34.44	6.91	26.89	7.87
13	40.90	4.56	39.60	5.72	32.40	4.90
14	35.40	7.64	38.60	4.98	27.80	8.81
15	40.20	2.78	41.00	3.62	32.10	5.07
16	37.44	4.67	37.33	4.95	27.56	5.53
17	40.25	6.85	38.00	4.97	38.75	5.38
18	39.10	4.56	37.10	4.48	30.50	4.40
19	36.43	9.14	38.00	4.83	26.29	5.99
20	37.20	4.61	35.50	4.14	34.00	4.52
21	42.00	5.94	37.50	4.90	28.50	3.60
22	36.00	4.47	38.78	4.18	33.22	3.99
24	39.29	4.57	41.29	3.55	32.71	4.23
25	40.40	3.29	41.60	2.07	32.80	2.77
26	39.20	3.58	39.30	5.01	31.90	4.58
27	37.60	4.22	36.60	5.03	32.20	1.92
29	37.40	3.69	39.20	5.81	31.40	3.95
30	34.40	5.03	33.20	2.59	34.40	4.83
Total Sample	38.61	5.41	38.47	5.02	31.98	5.61
Reliability (alpha)	.75		.76		.77	

TABLE 10 (Continued)

College Number	Predictive Accuracy (5 Items)		Integration (5 Items)		Superior Orientation (10 Items)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	18.80	2.15	21.10	2.64	38.00	3.23
3	18.00	2.45	18.78	3.80	36.78	3.67
7	19.50	1.96	20.40	3.20	37.90	3.73
8	16.67	2.69	20.11	2.26	34.56	6.19
9	16.38	2.62	18.75	3.88	40.38	5.50
10	17.30	2.21	19.30	4.03	40.40	3.57
11	18.40	2.07	20.60	2.19	40.40	4.16
12	13.89	3.26	15.89	5.67	31.89	5.58
13	18.60	2.76	18.10	3.21	38.50	2.01
14	15.20	3.56	17.80	4.49	36.00	4.95
15	16.70	2.83	20.40	2.68	38.90	1.97
16	17.22	1.56	18.22	2.11	35.33	1.73
17	20.00	1.83	20.75	4.03	40.50	6.14
18	16.40	1.51	17.30	2.54	37.30	3.65
19	16.71	2.29	18.00	3.00	34.71	4.27
20	15.70	1.64	18.40	2.76	34.80	4.47
21	19.60	1.84	18.50	3.66	30.70	6.36
22	18.22	2.33	20.33	3.54	40.11	2.80
24	18.14	2.41	19.29	3.82	37.71	3.90
25	18.80	.84	20.80	1.30	36.20	2.59
26	18.40	1.96	18.40	2.41	33.80	2.25
27	16.60	.89	17.40	1.95	36.00	4.00
29	17.70	2.41	19.10	3.35	36.50	3.44
30	15.20	2.17	16.60	3.44	38.80	2.39
Total Sample	17.44	2.59	18.93	3.37	36.76	4.63
Reliability (alpha)	.75		.84		.66	

this study with those of a study of college presidents (Stogdill, 1963, pp. 10, 11). A comparison of the data from the two studies shows that the means on all characteristics were somewhat lower for academic deans than for college presidents. With the exception of Tolerance of Uncertainty, the standard deviations for academic deans were greater than for college presidents for all characteristics compared. Reliability was the same for three characteristics (Representation, Role Assumption, and Consideration); lower for academic deans than for presidents on two characteristics (Tolerance of Uncertainty and Initiating Structure); and higher for academic deans than for presidents on four characteristics (Persuasiveness, Tolerance of Freedom, Production Emphasis, and Superior Orientation). Although the data from the two studies were not compared statistically, the reliability coefficients appear to be very similar over the two groups. As is indicated in the table, no information was available from the study of college presidents for three of the characteristics.

Specific Findings Concerning Hypotheses

The findings concerning each hypothesis are presented in this section. The hypothesis is first stated in the null form. The findings are then given, followed by a statement indicating acceptance or rejection of the hypothesis.

Findings Concerning Hypothesis One

Null Hypothesis One stated that there is no significant positive correlation between deans' leadership characteristics and

TABLE 11

**COMPARISON OF LBDQ MEANS, STANDARD DEVIATIONS, AND RELIABILITY
FOR ACADEMIC DEANS AND COLLEGE PRESIDENTS**

LBDQ Characteristics	Academic Deans			**College Presidents		
	Mean	S.D.	Relia- bility	Mean	S.D.	Relia- bility
Representation	18.9	2.9	.66	21.4	1.9	.66
Demand Reconciliation	18.6	3.25	.76	*	*	*
Tolerance of Uncertainty	36.4	5.2	.76	37.2	5.5	.80
Persuasiveness	37.1	5.5	.84	41.1	4.2	.76
Initiating Structure	38.7	5.0	.76	37.7	4.2	.80
Tolerance of Freedom	38.2	5.8	.83	39.6	3.9	.73
Role Assumption	38.6	5.4	.75	43.5	4.5	.75
Consideration	38.5	5.0	.76	41.3	4.1	.76
Production Emphasis	32.0	5.6	.77	36.2	5.0	.74
Predictive Accuracy	17.4	2.6	.75	*	*	*
Integration	18.9	3.4	.84	*	*	*
Superior Orientation	36.8	4.6	.66	42.9	2.9	.60
Number of Cases		24			55	

*No data available.

**SOURCE: Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire - Form XII, 1963, pp. 10, 11.

their performance levels as perceived by superordinates, peers of the dean, and subordinates.

This hypothesis has twelve subhypotheses, one for each leadership characteristic of the academic deans that the researcher studied. Each of these subhypotheses states that there is not a significant positive relationship between the deans' performance levels and the leadership characteristic in question.

The relationship of each characteristic to the deans' performance level was determined as follows: (1) the deans' performance levels were computed by using the median scores on the ADFQ; (2) the medians were computed in like manner for each characteristic of the LBDQ; (3) the deans were ranked by their median scores on the ADFQ; and (4) these rankings were compared separately with rankings of the deans on each leadership characteristic of the LBDQ by use of Spearman's coefficient of rank correlation ρ (p). The computer program used to calculate these correlation coefficients made the proper corrections for tied ranks.

Median scores and ranking of the deans for the ADFQ and for the LBDQ are shown in tables 7 and 8, respectively.

Table 12 lists the deans' rankings on the ADFQ and their corresponding rankings on each characteristic of the LBDQ. The correlation coefficients for each characteristic are shown in table 13 in descending order of magnitude. The significance of the correlations was tested with the t test. The values of t are also shown in this table. This test has N-2 or 22 degrees of freedom, since there were twenty-four deans in the study. A one-tailed

TABLE 12

**RANKING OF ACADEMIC DEANS ON THE ADFQ,
LBDQ, EXPERIENCE, AND EDUCATION**

College Number	ADFQ Ranking	LBDQ Rankings														Experience	Education
		Representation	Demand Reconciliation	Tolerance of Uncertainty	Persuasiveness	Initiating Structure	Tolerance of Freedom	Role Assumption	Consideration	Production Emphasis	Predictive Accuracy	Integration	Superior Orientation				
17	1	3.5	1	14	1	1	19	1	16	2	1	1	1	2	2	22	
10	2	14	10	2	6	3	3	12	3	19	15	11	8	2	15.5	12	
11	3	9.5	8	24	3	24	24	2	20.5	1	10	8	4	4	17	4	
7	4	12	4	4	5	3	7	4	6	15	2	6	7	24	13		
3	5	7	14	17	12	9	18	13	12	6	7	10	12	18.5	10		
24	6	19	5	5	14	17	13	11	2	4	8	9	8	14	2		
25	7	17.5	6	1	7	12.5	8	8	5	12	4	7	9	14	2		
13	8	11	9	8	8	15	12	9	9	8	6	18	11	22	5		
19	9	1	16	6	20	12.5	11	14	8	24	12	18	11	22	18.5		
26	10	8	12	9	16	16	17	16	11	10	9	16	20	4	18.5		
21	11	20	7	19	11	8	6	3	20.5	21	3	15	24	6	6		
27	12	9.5	20	21	10	10	15	17	18.5	13	18	20	17	22	3		
2	13	21	3	11	15	6	4	5	1	5	5	2	9	15.5	9		
16	14	5	17	14	19	21	16	19	18.5	20	16	17	16	8	18.5		
22	15	6	2	16	17	4	1	21	7	11	14	3	5	2	1		
29	16	15	15	10	13	9	10	20	10	18	13	13	15	9	18.5		
15	17	16	13	7	9	5	2	6	4	14	11	4	6	11	15		
9	18	3.5	19	23	2	14	20	7	14.5	3	19	13.5	3	13	16		
18	19	22	11	12	23	22	21	10	17	20	20	21	14	22	8		
14	20	13	23	3	18	23	9	23	14.5	22	23	23	22	2	11		
20	21	23	21	22	22	18	23	18	23	7	21	19	21	18.5	7		
30	22	2	24	18	4	20	22	22	24	9	22	22	10	7	24		
12	23	24	22	20	24	24	5	24	22	23	24	24	23	11	14		
8	24	17.5	18	14	21	11	14	15	13	16	17	5	19	11	22		

TABLE 13

ACADEMIC DEANS' LEADERSHIP CHARACTERISTICS ARRANGED
IN DESCENDING ORDER OF CORRELATION COEFFICIENTS
WITH CORRESPONDING VALUES OF *t* FOR
TESTING SIGNIFICANCE

Characteristic	Correlation Coefficient	<i>t</i> Values
Predictive Accuracy	.770***	5.668
Demand Reconciliation	.689***	4.455
Initiating Structure	.612**	3.625
Role Assumption	.606**	3.574
Persuasiveness	.562**	3.185
Superior Orientation	.501**	2.714
Integration	.471*	2.502
Consideration	.413*	2.126
Tolerance of Uncertainty	.315	1.556
Production Emphasis	.314	1.551
Representation	.284	1.388
Tolerance of Freedom	.045	.212

*** Significant beyond the .001 level

** Significant beyond the .01 level

* Significant beyond the .05 level

test of significance was used, as the research hypotheses were stated directionally. The values of t required for significance were 1.717 at the .05 level, 2.508 at the .01 level, and 3.792 at the .0005 level.

In interpreting these correlation coefficients and those for the succeeding hypotheses, it should be noted that in the behavioral sciences, correlations often do not exceed .50. Welkowitz, Ewen, and Cohen (1971) offer the following conventional values for correlation coefficients in the behavioral sciences: "small, .10; medium, .30; large, .50" (p. 195).

The data summarized in table 13 show that eight leadership characteristics were significantly related to the deans' performance levels. These characteristics were Predictive Accuracy and Demand Reconciliation, which were significant beyond the .001 level; Initiating Structure, Role Assumption, Persuasiveness, and Superior Orientation, all of which were significant beyond the .01 level; and Integration and Consideration, both of which were significant beyond the .05 level.

The findings regarding each subhypothesis of null hypothesis one are discussed below.

Subhypothesis a. The null subhypothesis that Representation is not significantly related to the deans' performance levels cannot be rejected because the correlation of .284 does not reach the required .343 for rejection of the subhypothesis at the .05 level. Thus, the slight relationship between this characteristic and the

deans' performance levels is not sufficient to be considered significant.

Subhypothesis b. The null subhypothesis that Demand Reconciliation is not significantly related to the deans' performance levels must be rejected because the correlation of .689 exceeds the level for significance at the .001 level. Thus, there is a very strong relationship between this characteristic and the deans' performance levels as measured by the ADFQ.

Subhypothesis c. The null subhypothesis that Tolerance of Uncertainty is not significantly related to the deans' performance levels cannot be rejected because the correlation of .315 does not reach the required .343 for rejection of the subhypothesis at the .05 level. Thus, the slight relationship between this characteristic and the deans' performance levels cannot be considered as significant.

Subhypothesis d. The null subhypothesis that Persuasiveness is not significantly related to the deans' performance levels can be rejected because the correlation of .562 exceeds the level for significance beyond .01. Thus, there is a moderately strong relationship between this characteristic and the deans' performance levels.

Subhypothesis e. The null subhypothesis that Initiating Structure is not significantly related to the deans' performance levels must also be rejected because the correlation of .612 is significant beyond the .01 level. Again there is a strong

relationship between this characteristic and the deans' performance levels.

Subhypothesis f. The null subhypothesis that Tolerance of Freedom is not significantly related to the deans' performance levels was upheld. The small correlation of .045 indicates that there is almost no relationship between this characteristic and the deans' performance levels.

Subhypothesis g. The null subhypothesis that Role Assumption is not significantly related to the deans' performance levels can be rejected. The correlation of .606, which is significant beyond the .01 level, shows a strong relationship between this characteristic and the deans' performance levels.

Subhypothesis h. The null subhypothesis that Consideration is not significantly related to the deans' performance levels can also be rejected because the correlation of .413 is significant beyond the .05 level. There is a moderate relationship between this characteristic and performance levels of the deans.

Subhypothesis i. The null subhypothesis that Production Emphasis is not significantly related to the deans' performance levels was upheld. Although there is a slight statistical relationship, the correlation of .314 was too small to be significant.

Subhypothesis j. The null subhypothesis that Predictive Accuracy is not significantly related to the deans' performance levels must be rejected. The correlation of .770, which is significant beyond the .001 level, indicates a very strong relationship between this characteristic and the deans' performance levels.

Subhypothesis k. The null subhypothesis that Integration is not significantly related to the deans' performance levels can be rejected because the correlation of .471 indicates a moderate relationship significant beyond the .05 level.

Subhypothesis l. The null subhypothesis that Superior Orientation is not significantly related to the deans' performance levels can also be rejected. The correlation of .501 shows a moderately strong relationship significant beyond the .01 level between this characteristic and the deans' performance levels.

Research hypothesis one in chapter I stated directionally that there is a significant positive correlation between each of these leadership characteristics and the deans' performance levels. This research hypothesis was upheld for eight of the characteristics, as indicated above, and was rejected for four characteristics.

Findings Concerning Hypothesis Two

Null Hypothesis Two stated that there is no significant positive correlation between deans' education and experience and their level of performance as perceived by superordinates, peers of the dean, and subordinates.

This hypothesis has two subhypotheses, one for education and one for experience. These two subhypotheses were tested separately.

The deans were ranked on length of experience in their present positions. They were ranked for education as follows: deans with doctoral degrees with major or minor concentrations

in educational administration were ranked first, followed by deans with master's degrees in educational administration. The number of quarter credits of course work in educational administration served as the chief criterion for ranking the deans. Deans with doctoral degrees but with no course work in educational administration were ranked next. Finally, those with master's or bachelor's degrees but without course work in educational administration were ranked last. The rankings of deans on these two variables are also shown in table 12 along with the rankings on LBDQ characteristics.

The correlation coefficients show that neither the deans' experience in their present positions nor their education was significantly related to the deans' performance levels. There was a slight negative correlation of $-.178$ on experience, a slight positive correlation of $.174$ on education.

The findings regarding each subhypothesis of null hypothesis two are discussed below.

Subhypothesis a. The null subhypothesis that the deans' experience in their present positions is not significantly related to their performance levels was upheld. The value of t for testing the significance of this correlation is $-.846$, which is far below the level of 1.717 that is required for significance at the $.05$ level with a one-tailed test of significance.

Subhypothesis b. The null subhypothesis that the deans' education is not significantly related to their performance levels was also upheld. The correlation of $.174$ shows only a slight

relationship between education and performance levels. The value of t for testing the significance of this correlation is .572, which is again far below the level of 1.717 that is required for significance at the .05 level with a one-tailed test of significance.

Research hypothesis two in chapter I stated directionally that there is not a significant positive relationship between each of these characteristics and the deans' performance levels. This research hypothesis was upheld for both experience in the present positions and for the deans' education.

Findings Concerning Hypothesis Three

Null Hypothesis Three stated that there is no significant difference in the leadership characteristics of deans who rank high and those who rank low on their performance levels.

To test this hypothesis, the deans were separated into three groups by their rankings on the ADFQ. High-ranking and low-ranking deans were defined as those in the upper group and the lower group, respectively. Mean scores of the two groups were compared for the significance of differences. The medians and ranking on the ADFQ and the means on the LBDQ and on experience in the present position for the upper and lower thirds of the deans are shown in table 14.

The t test for independent means was used to test the significance of the differences between these groups on the means of each characteristic on the LBDQ. The values of t for each characteristic are shown in table 15.

TABLE 14

ADFQ MEDIANS FOR UPPER AND LOWER THIRDS OF DEANS WITH CORRESPONDING LBDQ AND EXPERIENCE MEANS AND EDUCATIONAL CATEGORIES

ADFQ Median	ADFQ Rank	LBDQ										Means					Experience (In years)	Educational Category
		Representation	Demand	Tolerance of Uncertainty	Persuasiveness	Initiating Structure	Tolerance of Freedom	Role Assumption	Consideration	Production	Predictive Accuracy	Integration	Superior Orientation					
4.877	1	20.50	19.50	36.25	41.50	46.00	36.50	40.25	38.00	38.75	20.00	20.75	40.50	7.00	3			
4.763	2	19.40	19.70	39.10	40.00	40.40	40.30	39.30	40.50	30.90	17.30	19.30	40.40	0.75	2			
4.723	3	18.60	20.40	29.00	41.40	45.60	31.40	43.20	36.80	43.20	18.40	20.60	40.40	0.67	1			
4.675	4	19.30	20.20	38.50	40.40	41.40	41.20	41.60	40.40	31.70	19.50	20.40	37.90	0.38	2			
4.517	5	19.89	18.78	36.33	35.56	39.89	36.33	39.00	37.89	34.67	18.00	18.78	36.78	0.58	1			
4.514	6	18.43	20.57	38.86	37.57	38.57	38.57	39.29	41.29	32.71	18.14	19.29	37.71	0.83	1			
4.456	7	17.60	20.20	40.00	39.80	39.20	40.20	40.40	41.60	32.80	18.80	20.80	36.20	5.00	3			
4.436	8	19.40	19.50	38.40	38.70	38.60	39.90	40.90	39.60	32.40	18.60	18.10	38.50	0.42	1			
Overall		19.14	19.86	37.05	39.37	41.21	38.05	40.49	39.51	34.64	18.59	19.75	38.55	1.95				
Group Means		17.90	19.20	38.10	38.70	39.70	40.90	40.20	41.00	32.10	16.70	20.40	38.90	2.00	2			
3.992	17	20.50	17.25	29.88	41.63	38.25	34.50	37.88	37.38	36.63	16.38	18.75	40.38	1.00	2			
3.972	18	17.00	18.70	36.00	33.50	35.80	36.30	39.10	37.10	30.50	16.40	17.30	37.30	.42	1			
3.932	19	18.80	15.80	40.20	36.20	33.80	40.40	35.40	38.60	27.80	15.20	17.80	36.00	7.00	1			
3.911	20	16.00	15.70	33.50	33.20	36.90	32.90	37.20	35.50	34.00	15.70	18.40	34.80	.58	1			
3.686	21	21.60	14.60	35.40	39.60	36.80	35.20	34.40	33.20	34.40	15.20	16.60	38.80	4.00	3			
3.546	22	15.56	15.11	35.22	29.56	33.11	38.89	31.78	34.44	26.89	13.89	15.89	31.89	2.00	3			
3.521	23	18.11	17.22	35.67	32.11	38.33	37.00	37.89	37.00	31.33	16.67	20.11	34.56	2.00	3			
3.470	24	18.18	16.70	35.50	35.56	36.59	37.01	36.73	36.78	31.71	15.77	18.16	36.58	2.37				
Overall		18.18	16.70	35.50	35.56	36.59	37.01	36.73	36.78	31.71	15.77	18.16	36.58	2.37				
Group Means		18.66	18.28	36.28	37.46	39.90	37.53	38.61	38.14	33.17	17.18	18.95	37.56	2.16				
Total Sample Means																		

TABLE 15

**SIGNIFICANCE OF DIFFERENCES BETWEEN THE UPPER
AND LOWER THIRDS OF DEANS ON THEIR
LEADERSHIP CHARACTERISTICS AND
EXPERIENCE**

Characteristics	t Values
Representation	1.192
Demand Reconciliation	5.034***
Tolerance of Uncertainty	.949
Persuasiveness	2.329*
Initiating Structure	3.484**
Tolerance of Freedom	.686
Role Assumption	3.463**
Consideration	2.575*
Production Emphasis	1.546
Predictive Accuracy	6.168***
Integration	2.390*
Superior Orientation	1.7
Experience	.361

***Significant beyond the .001 level

**Significant beyond the .01 level

*Significant beyond the .05 level

Since the research hypothesis in chapter I was stated directionally, a one-tailed test of significance was used. There were sixteen deans in the two groups, so there were N-2 or 14 degrees of freedom. The values of t required for significance were 1.761 at the .05 level, 2.624 at the .01 level, and 4.140 at the .0005 level.

The data in table 15 show that seven characteristics were significant in differentiating between the upper and lower thirds of the deans. These characteristics were Predictive Accuracy and Demand Reconciliation, which were significant beyond the .001 level; Initiating Structure and Role Assumption, both of which were significant beyond the .01 level; and Consideration, Integration, and Persuasiveness significant beyond the .05 level.

Null hypothesis three, which stated that there is no significant difference between the two groups, was upheld for five leadership characteristics. It was rejected for seven characteristics which did discriminate between the top and bottom thirds of the deans.

The research hypothesis that there are significant differences between the groups on their leadership characteristics was upheld for seven characteristics. It was not supported for five of the characteristics.

In addition to the leadership characteristics, the deans' length of experience in their present institutions and their education were also tested to see if these might be significantly related to differences between the two groups.

The information regarding their experience is presented in the next to the last column of table 14. Deans in the upper third had served an average of 1.95 years in their present positions; those in the lower third had served an average of 2.37 years. As is shown in table 15, this difference between the groups fell far below the level required for significance at the .05 level. Thus,

length of experience in the present position was not a significant factor in differentiating between the two groups of deans.

To test the significance of differences in education, the deans were divided into three categories, based on their education. Category one was used for deans with doctoral and master's degrees who had earned twelve or more quarter credits in educational administration. Category two was used for deans with doctoral degrees and less than twelve quarter credits in educational administration. Category three was used for deans who had not yet obtained doctoral degrees and who had earned less than twelve quarter credits in educational administration. This information for the top and bottom thirds of deans is shown in the last column of table 14. The significance of the differences between the groups was tested by placing this information in a 2 x 3 contingency table. Chi-square (X^2) was used to test this contingency table for significance. Table 16 shows the contingency table for the three categories of deans for the top and bottom thirds. The value of chi-square for this table is 0, which, obviously, is not significant. A chi-square value of 5.99 with two degrees of freedom was required for significance at the .05 level.

Thus, the deans' education was not a significant factor in differentiating between the two groups.

Findings Concerning Hypothesis Four

Null Hypothesis Four stated that there is no significant difference between the leadership characteristics of deans with

TABLE 16

CONTINGENCY TABLE SHOWING EDUCATIONAL CATEGORIES
FOR THE UPPER AND LOWER THIRDS OF THE
ACADEMIC DEANS

Ranking of Deans	Educational Categories			Total
	1	2	3	
Top third of deans	4	2	2	8
Bottom third of deans	3	2	3	8
Total	7	4	5	

high performance levels in institutions in North America and those of deans with high performance levels in colleges outside North America.

Median scores on the ADFQ were used to divide the North American and the overseas deans into halves based on their performance levels. The means of the upper half of the North American deans and the upper half of the overseas deans on the LBDQ were compared to test this hypothesis. There were four deans in the North American group and eight deans in the overseas group. The mean scores for these two groups are shown in table 17.

The t test for independent means was again used as the test of significance. The values of t for each characteristic are shown in table 18. Since the research hypothesis in chapter I was stated directionally, a one-tailed test of significance was used. There were twelve deans in the two groups, so there were N-2 or 10 degrees of freedom. The value for t required for significance at the .05 level was 1.812.

TABLE 17
 ADFQ MEDIANS FOR UPPER HALF OF NORTH AMERICAN DEANS AND UPPER HALF OF
 OVERSEAS DEANS WITH CORRESPONDING LBDQ MEANS

ADPQ	LBDQ										Means				
	Median	Rank	Representation	Demand	Reconciliation	Tolerance of Uncertainty	Persuasiveness	Instigating Structure	Tolerance of Freedom	Role Assumption		Consideration	Production Emphasis	Predictive Accuracy	Integration
North American Deans	4.763	2	19.40	19.70	39.10	40.00	40.40	40.30	39.30	40.50	30.90	17.30	19.30	40.40	
	4.675	4	19.30	20.20	38.50	40.40	41.40	41.20	41.60	40.40	31.70	19.50	20.40	37.90	
	4.517	5	19.89	18.78	36.33	35.56	39.89	36.30	39.00	37.89	34.67	18.00	18.78	36.78	
	4.436	8	19.40	19.50	38.40	38.70	38.60	39.90	40.90	39.60	32.40	18.60	18.10	38.50	
Overall Group Means			19.50	19.54	38.08	38.66	40.07	39.42	40.20	39.60	32.42	18.35	19.14	38.39	
Overseas Deans	4.877	1	20.50	19.50	36.25	41.50	46.00	36.50	40.25	38.00	38.75	20.00	20.75	40.50	
	4.723	3	18.60	20.40	29.00	41.40	45.60	31.40	43.20	36.80	43.20	18.40	20.60	40.40	
	4.514	6	18.43	20.57	38.86	37.57	38.57	38.57	39.29	41.29	32.71	18.14	19.29	37.71	
	4.456	7	17.60	20.20	40.00	39.80	39.20	40.20	40.40	41.60	32.80	18.80	20.80	36.20	
	4.301	11	18.00	20.30	35.10	38.50	40.20	40.50	42.00	37.50	28.50	19.60	18.50	30.70	
	4.295	12	19.00	16.80	33.80	38.80	39.00	39.00	37.40	37.60	36.60	16.60	17.40	36.00	
	4.157	13	18.40	20.90	37.40	37.40	40.60	39.30	41.00	43.10	33.90	18.80	21.10	38.00	
	4.133	14	20.78	18.44	36.67	34.78	36.78	37.89	37.44	37.33	27.56	17.22	18.22	35.33	
	Overall Group Means			18.91	19.64	35.88	38.72	40.74	37.72	40.15	39.03	33.70	18.44	19.58	36.85
	Total Sample Means			19.11	19.61	36.62	38.70	40.52	38.29	40.16	39.22	33.27	18.41	19.44	37.37

None of the t values in table 18 are significant. Thus, the null hypothesis that there is no significant difference between the groups was upheld. This was also the expected result as stated in research hypothesis four.

TABLE 18

SIGNIFICANCE OF DIFFERENCES BETWEEN THE
UPPER HALF OF THE NORTH AMERICAN DEANS
AND THE UPPER HALF OF THE OVERSEAS
DEANS ON THEIR LEADERSHIP
CHARACTERISTICS

Characteristics	t Values
Representation	.985
Demand Reconciliation	.141
Tolerance of Uncertainty	1.223
Persuasiveness	.100
Initiating Structure	.387
Tolerance of Freedom	1.005
Role Assumption	.100
Consideration	.424
Production Emphasis	.480
Predictive Accuracy	.141
Integration	.548
Superior Orientation	.911

Findings Concerning Hypothesis Five

Null Hypothesis Five stated that there is no significant difference between the leadership characteristics of deans who have served less than one year and deans who have served for one year or longer in their present positions.

The means of deans on the LBDQ who had served less than one year in their present positions were compared with the means of deans who had served one year or longer to test this hypothesis. There were eleven deans in the first group and thirteen deans in the second group. The means for the two groups of deans are shown in table 19.

The t test for independent means was used as the test of significance of the differences in group means on each leadership characteristic for the two groups of deans. The values of t for each characteristic are shown in table 20. Since the research hypothesis in chapter I was stated directionally, a one-tailed test of significance was used. There were twenty-four deans in the two groups, so there were $N-2$ or 22 degrees of freedom. The value of t required for significance at the .05 level was 1.717.

This table shows that only one characteristic was significant beyond the .05 level. The mean for Role Assumption for the more recently appointed deans was significantly greater than for deans who have more experience in their present positions. The null hypothesis that there is no significant difference was upheld for all but this one characteristic. The research hypothesis which was stated in the direction of no expected significant difference

TABLE 19

ADFQ MEDIANS FOR DEANS WHO HAVE SERVED FOR LESS THAN ONE YEAR IN THEIR PRESENT POSITIONS AND THOSE WHO HAVE SERVED FOR ONE YEAR OR LONGER WITH CORRESPONDING LBDQ MEANS

	ADFQ		Means												
	Median	Rank	Representation	Demands	Reconciliation	Tolerance of Uncertainty	Persuasiveness	Initiating Structure	Tolerance of Freedom	Role Assumption	Consideration	Production of Results	Productive Autocracy	Integration	Superior Orientation
Deans with Less than One Year in their Present Positions	4.157	13	18.40	20.90	37.40	37.40	37.40	40.60	39.30	41.00	43.10	33.90	18.80	21.10	38.00
	4.517	5	19.89	18.78	36.33	35.56	39.89	36.33	39.00	37.89	34.67	18.00	18.78	36.78	
	4.675	4	19.30	20.20	38.50	40.40	41.40	41.20	41.60	40.40	31.70	19.50	20.40	37.90	
	4.763	2	19.40	19.70	39.10	40.00	40.40	40.30	39.30	40.50	30.90	17.30	19.30	40.40	
	4.723	3	18.60	20.40	29.00	41.40	45.60	31.40	43.20	36.80	43.20	18.40	20.60	40.40	
	4.436	8	19.40	19.50	38.40	38.70	38.70	39.90	40.90	39.60	32.40	18.60	18.10	38.50	
	3.932	19	17.00	18.70	36.00	33.50	35.80	36.30	39.10	37.10	30.50	16.40	17.30	37.30	
	4.403	9	20.57	17.57	37.43	33.57	36.86	39.14	36.43	38.00	26.29	16.71	18.00	34.71	
	3.686	21	16.00	15.70	33.50	33.20	36.90	32.90	37.20	35.50	34.00	15.70	18.40	34.80	
	4.514	6	18.43	20.57	38.86	37.57	38.57	38.57	39.29	41.29	32.71	18.14	19.29	37.71	
	4.295	12	19.00	16.80	33.80	38.80	39.00	37.40	37.60	36.60	32.20	16.60	17.40	36.00	
	Group Means		18.73	18.98	36.21	37.28	39.42	37.52	39.51	38.80	32.95	17.95	18.97	37.50	
Deans with One Year or Longer in their Present Positions	3.470	24	18.11	17.22	35.67	32.11	38.33	37.00	37.89	37.00	31.33	16.67	20.11	34.56	
	3.972	18	20.50	17.25	29.88	41.63	38.25	34.50	37.88	37.38	33.63	16.38	18.75	40.38	
	3.521	23	15.56	15.11	35.22	29.56	33.11	38.89	31.78	34.44	26.89	13.89	15.89	31.89	
	3.911	20	18.80	15.80	40.20	36.20	33.80	40.40	35.40	38.60	27.80	15.20	17.80	36.00	
	3.992	17	17.90	19.20	38.10	38.70	39.70	40.90	40.20	41.00	32.10	16.70	20.40	38.90	
	4.133	14	20.78	18.44	36.67	34.78	36.78	37.89	37.44	37.33	27.56	17.22	18.22	35.33	
	4.877	1	20.50	19.50	36.25	41.50	46.00	36.50	40.25	38.00	38.75	20.00	20.75	40.50	
	4.301	11	18.00	20.30	35.10	38.50	40.20	41.50	42.00	37.50	28.50	19.60	18.50	30.70	
	4.117	15	20.78	20.22	34.89	37.22	41.56	40.50	36.00	38.78	33.22	18.22	20.33	40.11	
	4.456	7	17.60	20.20	40.00	39.80	39.20	40.20	40.40	41.60	32.80	18.80	20.80	36.20	
	4.357	10	20.00	19.30	38.10	35.90	38.60	37.00	39.20	39.30	31.90	18.40	18.40	33.80	
	4.031	16	19.40	18.60	37.60	37.60	37.50	39.40	37.40	39.20	31.40	17.70	19.10	36.50	
3.546	22	21.60	14.60	35.40	39.60	36.80	35.20	34.40	33.20	34.40	15.20	16.60	38.80		
Group Means		19.19	18.13	36.39	37.16	38.45	38.44	37.71	37.95	31.56	17.23	18.90	36.44		
Total Sample Means		18.98	18.52	36.31	37.22	38.89	38.02	38.54	38.34	32.20	17.42	18.93	36.92		

between the two groups was also upheld except for this characteristic.

TABLE 20

SIGNIFICANCE OF DIFFERENCES BETWEEN DEANS
WITH LESS THAN ONE YEAR OF EXPERIENCE
AND DEANS WITH MORE THAN ONE YEAR
OF EXPERIENCE ON THEIR LEADERSHIP CHARACTERISTICS

Characteristics	t Values
Representation	.755
Demand Reconciliation	1.127
Tolerance of Uncertainty	.173
Persuasiveness	.100
Initiating Structure	.787
Tolerance of Freedom	.843
Role Assumption	1.766*
Consideration	.894
Production Emphasis	.927
Predictive Accuracy	.663
Integration	.173
Superior Orientation	.970

*Significant beyond the .05 level

Findings Concerning Hypothesis Six

Null Hypothesis Six stated that there is no significant difference in perceived performance levels of deans who have served less than one year and those who have served one year or more in their present positions.

To test this hypothesis, the median score for all twenty-four deans on the ADFQ was computed. The number of recently appointed deans above and below this median and the number of more experienced deans above and below this median were determined. These numbers were placed in a 2 x 2 contingency table. This contingency table is shown in table 21. Chi-square (X^2) was used to test the significance of the difference.

TABLE 21

CONTINGENCY TABLE SHOWING THE NUMBER OF RECENTLY APPOINTED AND EXPERIENCED DEANS ABOVE AND BELOW THE TOTAL GROUP MEDIAN

Ranking of Deans	Length of Deans' Experience		Total
	Less Than One Year	One Year or More	
Above the median	8	4	12
Below the median	3	9	12
Total	11	13	

The value of chi-square for this table is 4.196 with one degree of freedom. A value of 3.84 is required for significance at the .05 level with one degree of freedom. Thus the performance levels of deans who had served less than one year in their present positions were significantly higher than for deans who had served one year or more.

The null hypothesis concerning the difference between recently appointed and experienced deans on their performance

levels was rejected. The research hypothesis, which also stated that the difference between the performance of the two groups is not significant, was rejected.

Findings Concerning the Characteristics of Leadership

An ancillary question concerning the characteristics of leadership was also studied. A Canadian study of elementary and secondary principals (Brown, 1967) showed that the twelve leadership characteristics of the LBDQ could be reduced by factor analysis followed by varimax rotation to two leadership dimensions. Together these two dimensions accounted for 76 percent of the variance on the questionnaire.

Data for this study were also subjected to factor analysis to determine whether the twelve leadership characteristics could be reduced to two dimensions and to identify which characteristics comprised each dimension. The BMD08M program for factor analysis was used.

Intercorrelations among the twelve subscales were first obtained. These subscale intercorrelations are shown in table 22. Subscale intercorrelations ran from $-.13$ between Production Emphasis and Tolerance of Uncertainty to $.71$ between Integration and Initiating Structure.

When factor analysis was performed, only two eigenvalues were greater than unity. The two factors which resulted were subjected to varimax rotation. Table 23 shows how the twelve characteristics loaded on these two dimensions.

TABLE 22

SUBSCALE INTERCORRELATIONS AMONG THE LEADERSHIP
CHARACTERISTICS OF THE LBDQ

	Representation	Demand Reconciliation	Tolerance of Uncertainty	Persuasiveness	Initiating Structure	Tolerance of Freedom	Role Assumption	Consideration	Production Emphasis	Predictive Accuracy	Integration	Superior Orientation
Representation												
Demand Reconciliation	.21											
Tolerance of Uncertainty	.06	.50										
Persuasiveness	.43	.54	.21									
Initiation of Structure	.41	.60	.14	.64								
Tolerance of Freedom	.15	.43	.52	.39	.30							
Role Assumption	.37	.61	.20	.52	.60	.14						
Consideration	.14	.39	.31	.41	.36	.53	.17					
Production Emphasis	.23	.32	.13	.53	.60	.01	.44	.14				
Predictive Accuracy	.36	.64	.30	.60	.65	.48	.55	.48	.37			
Integration	.31	.64	.37	.64	.71	.49	.57	.42	.54	.62		
Superior Orientation	.36	.27	.09	.47	.43	.28	.25	.26	.41	.31	.47	

Characteristics that loaded on Factor I were Representation, Persuasiveness, Initiating Structure, Role Assumption, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. The majority of these characteristics are concerned with meeting the needs of the institution. Hence, Factor I might appropriately be called "System" Orientation, as Brown (1967, p. 68) named it. This factor accounted for 46 percent of the questionnaire variance.

TABLE 23

LOADINGS OF LEADERSHIP CHARACTERISTICS ON
TWO VARIMAX FACTORS

Characteristic	Factor I	Factor II	Identifying Factor
Representation	.56	.04	I
Demand Reconciliation	.53	.61	II
Tolerance of Uncertainty	-.06	.81	II
Persuasiveness	.75	.34	I
Initiating Structure	.84	.26	I
Tolerance of Freedom	.12	.83	II
Role Assumption	.71	.19	I
Consideration	.23	.66	II
Production Emphasis	.81	-.16	I
Predictive Accuracy	.62	.53	I
Integration	.71	.49	I
Superior Orientation	.58	.14	I
Percent of Total Variance	46	14	

Characteristics that loaded on Factor II were Demand Reconciliation, Tolerance of Uncertainty, Tolerance of Freedom, and Consideration. All of these characteristics are concerned with meeting the needs of people within the institution. Factor II was called "Person" Orientation by Brown, and this term seems equally appropriate here. This factor accounted for 14 percent of the questionnaire variance. Together, the two factors accounted for 60 percent of the questionnaire variance.

These findings agree in most respects with those of Brown (1967). However, there are some important differences. Whereas six characteristics loaded on each factor in the Brown study, the characteristics loaded somewhat differently in this study. A comparison of the loadings is shown in table 24. The underlined characteristics load on the factor in question.

Several observations may be noticed in this comparison. First, and most important, while six characteristics loaded on each of the Brown factors, eight characteristics loaded on Factor I in this study and only four loaded on Factor II. Whereas Predictive Accuracy and Integration loaded on the "Person" Orientation dimension in the Brown study, these characteristics loaded on the "System" Orientation dimension in this study. A glance at the subscale intercorrelation matrix in table 22 explains this. These two characteristics have moderate loadings on both factors in both studies. Only a slight shift in the relative magnitude of these loadings in the Brown study would have led him to place these subscales under the same factor as in the present study. The placing of these two subscales appears to be less stable than for the other twelve subscales. Apart from Predictive Accuracy and Integration, the distribution of leadership characteristics on the system-oriented and person-oriented dimensions was the same for the two studies.

The factor structures for the two studies were compared by using Tucker's coefficient of congruence (Harman, 1967, pp. 268, 270). This comparison yielded a matrix ϕ (\emptyset) shown in table 25.

TABLE 24

COMPARISON OF SUBSCALE LOADINGS OF LEADERSHIP
CHARACTERISTICS FOR ACADEMIC DEANS AND
SCHOOL PRINCIPALS

Characteristic	Academic Deans		School Principals**	
	Factor I "System" Orientation	Factor II "Person" Orientation	Factor I "System" Orientation	Factor II "Person" Orientation
Representation	<u>.56</u> *	.04	<u>.78</u>	.17
Demand Reconciliation	.53	<u>.61</u>	.51	<u>.73</u>
Tolerance of Uncertainty	-.06	<u>.81</u>	-.11	<u>.86</u>
Persuasiveness	<u>.75</u>	.34	<u>.73</u>	.42
Initiating Structure	<u>.84</u>	.26	<u>.89</u>	.10
Tolerance of Freedom	.12	<u>.83</u>	.09	<u>.85</u>
Role Assumption	<u>.71</u>	.19	<u>.77</u>	.41
Consideration	.23	<u>.66</u>	.29	<u>.86</u>
Production Emphasis	<u>.81</u>	-.16	<u>.87</u>	-.14
Predictive Accuracy	<u>.62</u>	.53	.62	<u>.63</u>
Integration	<u>.71</u>	.49	.62	<u>.68</u>
Superior Orientation	<u>.58</u>	.14	<u>.57</u>	.50
Percent of Total Variance	46	14	40	36

*Underlining indicates factor on which characteristic loads
 **Source: Alan F. Brown, "Reactions to Leadership," Educational
 Administration Quarterly 3 (Winter 1967):68.

TABLE 25

CONGRUENCE BETWEEN FACTOR STRUCTURES ON
THE LBDQ FOR DEANS AND PRINCIPALS

		Principals	
Factor		I	II
Deans	I	.99	.58
	II	.46	.97

Ideally the cell (I,I) of this matrix and the cell (II,II) would show phi values of unity indicating congruence between the two pairs. The other two cells (I,II) and (II,I) should approach zero, indicating little congruence between Factor I of one study and Factor II of the other. This matrix approaches quite closely to this position. The moderate values in cells (I,II) and (II,I) are created by the instability of the above-mentioned subscales in the two studies.

In general, the present study of academic deans' leadership characteristics seems to support the leadership theories that reduce leadership to two major dimensions, one of which emphasizes organizational needs and the other which emphasizes the needs of people within the organization.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study and the conclusions, implications, and recommendations that are based on its findings. The summary reviews the purpose of the study, the population that was studied, the procedures followed in conducting the study, the methodology used in analyzing the data, and the major findings of the study. The conclusions regarding each hypothesis and the ancillary question that was considered are presented next. Implications of the findings with regards to the selection, practices, and educational preparation of academic deans follow. Finally, the chapter concludes with recommendations that seem relevant to the findings of the study.

Summary

Purpose of the Study

The purpose of this study was to determine the relationship between selected leadership characteristics of academic deans in Seventh-day Adventist colleges and universities and the level at which they performed their expected functions as these were perceived by superordinates, peers, and subordinates of the deans. Leadership characteristics that differentiated between the high

and low performance deans were identified. An investigation was conducted to determine if there were significant differences in the leadership characteristics of high performance North American deans and high performance overseas deans. The performance levels and leadership characteristics of deans who had been appointed within one year preceding the study were compared with the performance levels and leadership characteristics of deans who had served for one year or longer to determine if there were any significant differences between the two groups. Background information regarding the experience and educational preparation of the deans and concerning the functions they are expected to perform was examined as an incidental part of the study. Finally, an ancillary question concerning the Leader Behavior Description Questionnaire--Form XII, referred to as the LBDQ, and the nature of leadership was considered.

Population and Sample

The population for the study consisted of the administrators and faculty members of twenty-eight colleges and two universities operated by the Seventh-day Adventist Church that met the criteria for participation in the study. These criteria were that the institution must have an academic dean or his equivalent and a minimum of one hundred students, must offer bachelors' or advanced degrees in one or more subjects, and must report at least ten administrators and faculty members including the president and the dean who read and understood English. All thirty eligible institutions were

invited to participate, and twenty-four of the institutions participated in the study.

The sample included the president of twenty-three institutions, the academic vice-president of one university; the academic deans of twenty-two colleges and the deans of the college of arts and sciences of two universities; associates of the dean in administration such as business managers, deans of student affairs, directors of public relations, and directors of development; and subordinates of the dean such as registrars, directors of admissions and records, departmental chairpersons, and faculty members. Participants from the last two groups of subordinates were randomly selected. In all, there were 405 respondents, excluding the academic deans.

Procedure and Methodology

Two instruments were used in conducting this study. The LBDQ developed by Stogdill and his associates at the Ohio State University was used to assess twelve leadership characteristics of the deans as these were perceived by subordinates of the deans, departmental chairpersons, and/or faculty members. The Academic Dean's Functions Questionnaire, hereafter referred to as the ADFQ, was developed by the researcher from functions of the dean as found in the literature and from job descriptions of the dean's work in twenty-two Seventh-day Adventist colleges and universities. This instrument was used for two purposes. First it was used along with the job descriptions that were available from three-fourths of the participating institutions to determine the functions the dean was

expected to perform in each school, since these varied among the institutions. The president and dean of each college or university were asked to indicate the functions the dean was expected to perform. Second, the ADFQ was used to evaluate the deans' performance levels. Superordinates, associates of the dean, departmental chairpersons, and/or faculty members rated the deans' performance on each function.

In order to determine the relationship between the deans' performance levels and their leadership characteristics, the deans were ranked by their median scores on the ADFQ and their ranking was compared separately with the deans' rankings on median scores for each characteristic of the LBDQ and for the deans' rankings on experience and educational preparation. Spearman's coefficient of rank correlation ρ (p) was used to determine the relationship between each characteristic and the deans' performance levels. The t test was used to test the significance of each correlation.

Three sets of comparisons were made between groups of deans in order to determine if there were significant differences in the leadership characteristics of these groups. These comparisons are as follows: (1) The upper third of the deans as ranked by their performance ratings on the ADFQ were compared with the lower third of the deans. (2) The upper half of the North American deans as ranked by their performance ratings on the ADFQ were compared with the upper half of the overseas deans. (3) Deans who had served less than one year in their present positions were compared with deans who had served for one year or longer in their present

positions. Univariate analysis of variance was used to determine the differences in mean scores for each leadership characteristic measured by the LBDQ for each of the groups of deans that were compared. The t test for independent means was used to test the significance of these differences. The high and low ranking deans in the first comparison above were also compared with regards to (1) their length of service in their present positions and (2) their educational preparation for the academic deanship. Univariate analysis of variance with the t test for independent means was used to determine whether or not there was a significant difference in the mean or average years of experience in the present positions for the two groups of deans. The deans were grouped into three categories based on their education and chi square (X^2) was used to determine if there were significant differences in the educational preparation of the two groups of deans. Chi square was also used in the third comparison above, of recently appointed deans versus deans who had served one year or longer in their present positions, to determine whether or not there was a significant difference in the performance ratings of the two groups of deans on the ADFQ.

An ancillary question concerning the LBDQ and leadership theory was also considered. The results of the findings concerning the twelve leadership characteristics were subjected to factor analysis and the loadings of each characteristic on the significant factors were determined. The factor structure that resulted from this procedure was compared with the factor structure

that resulted from a Canadian study of elementary and secondary principals in which a similar procedure was followed.

Major Findings

The major findings from this study are presented below in the order in which the methodology for analyzing the data were discussed in the section above.

1. There was a significant relationship between the deans' performance levels as rated by their median scores on the ADFQ and eight of the twelve leadership characteristics measured by the LBDQ. There were very strong relationships significant beyond the .001 level between the deans' performance levels and Predictive Accuracy and Demand Reconciliation. There were strong or moderately strong relationships significant beyond the .01 level between the deans' performance levels and Initiating Structure, Role Assumption, Persuasiveness, and Superior Orientation. There were moderate relationships significant beyond the .05 level between the deans' performance levels and Integration and Consideration. The relationships between the deans' performance levels and their Tolerance of Uncertainty, Production Emphasis, Representation, and Tolerance of Freedom were not significant. Likewise there was not a significant relationship between the deans' length of experience in their present positions or their educational preparation and their performance levels.

2. A significant difference between the upper and lower thirds of the deans in performance ratings on the ADFQ was found

for seven leadership characteristics of the LBDQ. The most important differences between the two groups of deans were found in their Predictive Accuracy and Demand Reconciliation, both of which were significant beyond the .001 level. Initiating Structure and Role Assumption were also important leadership characteristics in differentiating between the high and low performance deans, significant beyond the .01 level. Significant differences at the .05 level were found between the two groups for Consideration, Integration, and Persuasiveness. There were no significant differences between the two groups of deans in Superior Orientation, Production Emphasis, Representation, Tolerance of Uncertainty, or Tolerance of Freedom. Neither the deans' experience in their present positions nor their educational preparation was significant in differentiating between high and low performance deans.

3. There were no significant differences for any leadership characteristic between the upper half of the North American deans and the upper half of the overseas deans.

4. The only significant difference in the leadership characteristics of deans with less than one year and those with one year of experience or more in their present positions was in Role Assumption, which was significant at the .05 level. The mean score for this characteristic was significantly greater for recently appointed deans. Deans with less than one year in their present positions were also rated significantly higher in performance on the ADFQ.

5. When the results of the LBDQ were subjected to factor analysis, two factors were found to yield eigenvalues of unity or greater. Together these two factors accounted for 60 percent of the variance on the questionnaire. Eight of the LBDQ leadership characteristics loaded on Factor I in the following order: Initiating Structure, Production Emphasis, Persuasiveness, Role Assumption, Integration, Predictive Accuracy, Superior Orientation, and Representation. This factor, which was called "System" Orientation, accounted for 46 percent of the questionnaire variance. Four LBDQ leadership characteristics loaded on Factor II in the following order: Tolerance of Freedom, Tolerance of Uncertainty, Consideration, and Demand Reconciliation. Factor II, called "Person" Orientation, accounted for 14 percent of the questionnaire variance. When the factor structure of this study was compared with the factor structure of a Canadian study of elementary and secondary principals, a high level of congruence was found between the two studies on the loadings for both Factors I and II. However, when Factor I of this study was compared with Factor II of the Canadian study and Factor II of this study was compared with Factor I of the Canadian study, there was less congruence between the two factor structures.

There were other findings of interest that were not directly related to the major purpose of the study. Some of the more important of these findings are summarized below.

6. The twenty-four deans in the study had served an average of just under two-and-one-half years in their present positions.

7. Three-fourths of the deans had earned doctoral degrees.

8. Ten of the deans had not taken any course work in educational administration; three had taken less than twelve quarter credits in educational administration; eleven of the deans had earned twelve or more quarter credits in educational administration.

9. The deans reported the following as being most important in their preparation for the academic deanship:

- a. Previous administrative experience
- b. Degree or academic course work
- c. Teaching experience
- d. Departmental chairmanship

10. There was an average disagreement of about 17 percent per institution between college presidents and deans regarding functions the deans are expected to perform.

Conclusions

The conclusions regarding the six research hypotheses and the ancillary question that were investigated are presented and discussed below along with other conclusions based on the findings of the study.

Conclusions Regarding Research Hypotheses

1. Research hypothesis one stated that there is a significant positive relationship between the deans' perceived performance levels and their perceived leadership characteristics. This hypothesis was upheld for eight of the leadership characteristics that were assessed by the LBDQ. The eight characteristics are

listed in the order of the strength of the relationship between performance and characteristics: Predictive Accuracy, Demand Reconciliation, Initiating Structure, Role Assumption, Persuasiveness, Superior Orientation, Integration, and Consideration. The research hypothesis was not upheld for the following leadership characteristics: Tolerance of Uncertainty, Production Emphasis, Representation, and Tolerance of Freedom.

To the extent that the findings of this study are generalizable to academic deans serving in other church-related, public, or private colleges and universities, one might conclude that the leadership characteristics that contribute most to a dean's performance, listed in the order of their importance, are Predictive Accuracy, Demand Reconciliation, Initiating Structure, Role Assumption, Persuasiveness, Superior Orientation, Integration, and Consideration.

2. Research hypothesis two stated that there is not a significant positive relationship between deans' education and experience and their perceived level of performance. This hypothesis was upheld for both education and experience.

The findings of this study with regards to education and experience seem to agree with the findings of other researchers that were alluded to in chapter II. There it was mentioned that most of the available research has shown little relationship between the personal and prestige traits and the success of administrators. Education and experience are among the prestige traits that have been studied. Thus, one might conclude from

the findings of this study that these two characteristics have little to do with a high level of performance for academic deans.

3. Research hypothesis three stated that there is a significant difference in the perceived leadership characteristics of deans who rank high and those who rank low on their performance levels. This hypothesis was upheld for seven leadership characteristics. These are listed in the order in which the characteristics between the high-ranking and low-ranking deans differed as follows: Predictive Accuracy, Demand Reconciliation, Initiating Structure, Role Assumption, Consideration, Integration, and Persuasiveness. The hypothesis was rejected for the following characteristics: Representation, Tolerance of Uncertainty, Tolerance of Freedom, Production Emphasis, and Superior Orientation. It was also rejected for the deans' length of experience in their present positions.

The seven leadership characteristics listed above for which hypothesis three was upheld were significant in differentiating between the deans who ranked high and those who ranked low on performance. To the extent that these findings can be generalized, one might conclude that of the leadership characteristics that were assessed the most desirable characteristics for academic deans listed in the order of their desirability are Predictive Accuracy, Demand Reconciliation, Initiating Structure, Role Assumption, Consideration, Integration, and Persuasiveness.

It should be noted that with the exception of Superior Orientation, this list of characteristics is comprised of the same characteristics that were related to performance as stated under hypothesis one. However, in this list Consideration has moved from the eighth position to the fifth in importance, and Persuasiveness has moved from fifth place to seventh place. This may mean that Consideration is more important in differentiating between high- and low-ranking deans than in its overall relationship to performance and that Persuasiveness is less important in this respect. Or this difference may be due to the fact that hypothesis one was tested by using median scores and ranking on the LBDQ characteristics, whereas hypothesis three was tested by using mean scores from the LBDQ characteristics. Since Superior Orientation was significantly related to the deans' performance levels beyond the .01 level in hypothesis one, but was not significant in differentiating between the high- and low-ranking deans in hypothesis three, perhaps the first explanation above is the more plausible one.

4. Research hypothesis four stated that there is not a significant difference in the perceived leadership characteristics of high performance deans in North American institutions and those of high performance deans in overseas colleges. This hypothesis was upheld for all twelve leadership characteristics of the LBDQ.

These findings indicate that the leadership characteristics of high performance deans are similar in both North American and overseas institutions. Thus, one might conclude that the same

leadership characteristics are desirable for deans irrespective of where they might serve.

5. Research hypothesis five stated that there is not a significant difference between the perceived leadership characteristics of deans who had served less than one year and deans who had served one year or more in their present positions. This hypothesis was upheld for all but one leadership characteristic, Role Assumption. Deans who had served less than one year in their positions were significantly higher on this characteristic.

This finding indicates that the deans in this study with less experience conveyed the impression that they were more conscious of their roles than deans who had served in their positions for a longer time. The finding does seem to agree with the logic that one who is recently appointed to a position is more cognizant of his position than is one who has served in that position for a longer period. It seems apparent that the new deans in this study conveyed the fact that they were aware of their positions to the associates, subordinates, departmental chairpersons and/or faculty members who rated them on their leadership behavior. To the extent that this finding is generalizable to other academic deans and to administrators in higher education generally, one might conclude that a newly appointed administrator is more conscious of his position and that his associates perceive this fact.

6. Research hypothesis six stated that there is not a perceived difference in the performance levels of deans who had served less than one year and deans who had served one year or more

in their present positions. This hypothesis was not supported by the findings of the study.

It should be noted that eight of the eleven new deans placed above the median performance level of all twenty-four deans that were rated by the ADFQ and that nine of the thirteen deans with one year or more of experience in their present positions placed below the median. Thus, the difference in performance between the two groups of deans was statistically significant and the findings of the study seem to indicate rather strongly that generally the performance of new deans was perceived as being superior to that of more experienced deans. Recency of appointment was related to performance for the deans that participated in this study, but in a direction opposite to what one might expect.

Conclusions Regarding the Nature of Leadership

The ancillary question that was investigated concerned the twelve leadership characteristics of the LBDQ and the nature of leadership. When the findings from the LBDQ were subjected to factor analysis, only two factors were found to be significant. These two factors accounted for 60 percent of the questionnaire variance. Eight characteristics loaded on the first factor and together accounted for 46 percent of the questionnaire variance. These characteristics were Initiating Structure, Production Emphasis, Persuasiveness, Role Assumption, Integration, Predictive Accuracy, Superior Orientation, and Representation. These

characteristics are concerned primarily with meeting the needs of the institution and are in harmony with a previous Canadian study of elementary and secondary principals that followed a similar procedure in factor analysis; this factor was called "System" Orientation. The second factor consisted of four characteristics as follows: Tolerance of Freedom, Tolerance of Uncertainty, Consideration, and Demand Reconciliation. This factor accounted for 14 percent of the questionnaire variance. The characteristics it includes are primarily concerned with meeting the needs of people; hence this factor was called "Person" Orientation.

The conclusion from these findings regarding the nature of leadership is that the findings seem to support the two-dimensional leadership theories. The findings of this study agree generally with those of Brown (1967) who was also able to reduce the leadership characteristics of the LBDQ to two main factors or dimensions. Thus, the most important leadership dimensions seem to be concern for meeting the needs of the institution and concern for meeting the needs of people within the institution.

Other Conclusions of the Study

The deans in this study emphasized the institutional dimension of leadership. Meeting the needs of the institution accounted for 46 percent of the questionnaire variance as compared with 40 percent for the Brown study. Meeting the needs of people within the institution accounted for only 14 percent of the questionnaire variance as compared with 36 percent for the Brown

study. It seems apparent that the deans show a rather strong "system" orientation.

Six of the leadership characteristics that loaded on the institutional dimension of leadership were also among the eight characteristics that were significantly related to the deans' performance levels as investigated under research hypothesis one. These characteristics were Initiating Structure, Persuasiveness, Role Assumption, Integration, Predictive Accuracy, and Superior Orientation. The same characteristics, with the exception of Superior Orientation, made up five of the seven characteristics that were significant in differentiating between the high- and low-performance deans as investigated under research hypothesis three. Only two of the characteristics that loaded on the person dimension of leadership were significantly related to the deans' performance levels and were significant in differentiating between high- and low-performance deans. These characteristics were Consideration and Demand Reconciliation. These findings also lend support to the conclusion that the deans in this study exhibit a strong system or institutional bias.

Another unexpected finding seems worthy of mention. This is the extremely low relationship between Tolerance of Freedom and the deans' performance levels and the insignificant role that this characteristic played in differentiating between high- and low-performance deans. If this finding is true of academic deans generally, the apparent conclusion is that Tolerance of Freedom is a low priority characteristic for deans.

The importance of Demand Reconciliation as the second most important leadership characteristic for the deans in this study should also be noted. This agrees completely with the dean's role as the "man in the middle" that was discussed in chapter II. Presumably, for the dean this would involve conflicting demands between the administration and faculty, between departments, between faculty members, and between students and any one or any combination of the other groups or persons. To the extent this finding can be generalized, Demand Reconciliation appears to be an essential characteristic for one of the dean's most important roles.

The most important conclusions of the study are summarized below:

1. The following characteristics are very important for the effective performance of the academic dean's functions:

a. Predictive Accuracy. The dean needs to be able to predict outcomes accurately and to exhibit foresight regarding future developments.

b. Demand Reconciliation. The dean needs to be able to reconcile conflicting demands among the various groups and people with whom he deals.

c. Initiating Structure. The dean needs to define his own role clearly and to let subordinates know what he expects of them.

d. Role Assumption. The dean needs to exercise an active leadership role and he should not surrender this role to others.

2. The following characteristics are also important for deans as they perform their functions, but are somewhat less important than the above characteristics:

a. **Consideration.** The dean needs to show the proper regard for the comfort, well-being, status, and contributions of subordinates.

b. **Integration.** The dean needs to maintain a closely knit organization and to resolve intermember conflicts.

c. **Persuasiveness.** The dean should be able to use persuasion and argument effectively and should exhibit strong convictions.

d. **Superior Orientation.** The dean should maintain cordial relations with superiors, should have influence with them, and should be striving for higher status.

3. The twelve leadership characteristics assessed by the LBDQ can be reduced by factor analysis to system-oriented and person-oriented factors. Most two-dimensional leadership theories see one dimension as meeting the needs of the system or institution and the other as meeting the needs of people within the institution.

4. The deans in this study show a strong institutional or system orientation and are somewhat weak with respect to person orientation.

5. The leadership characteristics of deans have a bearing upon the effectiveness with which they perform their functions.

6. It is possible to differentiate between high- and low-performance deans on the basis of their leadership characteristics.

7. It is possible to differentiate between recently appointed deans and deans with one or more years of experience in their present positions by the extent to which they exhibit the leadership characteristic of Role Assumption.

8. Neither the present educational preparation of deans nor their experience in the position contributes to an increase in their performance levels.

9. The leadership characteristics of high performance deans are similar irrespective of whether they serve in North American or overseas institutions.

Implications

There are a number of implications arising from this study that seem relevant to the selection, practices, and educational preparation of academic deans. These implications should be generalizable to the extent that deans in other institutions perform functions that are similar to the functions performed by the deans in this study. Some of these implications are discussed below.

Implications Relevant to the Selection of Deans

The importance of the characteristics of deans as related to the functions they perform and of selecting deans with characteristics that enable them to perform these functions effectively was discussed in chapter II. The conclusions of this study lend support to that discussion. Eight of the leadership characteristics

that were investigated were significantly related to the deans' performance levels.

The clear implication is that insofar as these conclusions can be generalized it seems desirable to select deans who exhibit as many of these characteristics as possible. College and university presidents and boards of trustees should seek candidates for the academic deanship who (1) are able to predict outcomes accurately, (2) are able to reconcile conflicting demands, (3) can define their own roles clearly and let subordinates know what is expected of them, (4) exercise an active leadership role, (5) show concern for the comfort, contributions, status, and well-being of subordinates, (6) are able to maintain a closely knit organization and resolve inter-member conflict, (7) can use persuasion and argument effectively and give evidence of strong convictions, and (8) maintain cordial relations with superiors and have influence with them. These characteristics are listed in the order of their importance; therefore, the first four seem especially important and should be considered as priority qualifications for the deanship.

Implications Relevant to the Practice of Deans

Several findings of the study concern the practice of deans. The resulting conclusions may be useful to those who are presently serving in that capacity and those who in the future may be selected for that position.

Perhaps the most obvious implication arises from the significant relationship that was found between eight leadership characteristics and the deans' performance levels and from the significance of seven of these characteristics in differentiating between high- and low-performance deans. The characteristics listed above that should be considered when selecting deans seem equally relevant to a practicing dean's leadership behavior. It appears that a dean who wishes to improve his performance level should seek to develop or improve as many of these characteristics as possible.

Another finding of the study concerns the functions of deans. There was an average disagreement of nearly seventeen functions per institution between presidents and deans regarding the functions expected of the dean. It was pointed out in chapter IV that this disagreement represents a potential area of conflict between presidents and deans. The implication from this finding is that if deans wish to avoid as much conflict as possible with their superordinates concerning which functions the deans are expected to perform, they should perhaps take the initiative to meet with the president and to seek clarification of their responsibilities.

The conclusion that deans appear to be weak on the person-oriented leadership dimension also has implications for the deans' practice. This factor accounted for only 14 percent of the questionnaire variance on the LBDQ as compared with 46 percent of the variance accounted for by the system-oriented factor in this study and as compared with 36 percent of the variance accounted

for by the person-oriented factor in the Brown study of Canadian elementary and secondary principals cited above. It would seem advisable that deans seek to develop or improve the leadership characteristics that load on this dimension. These characteristics were Tolerance of Freedom, Tolerance of Uncertainty, Consideration, and Demand Reconciliation. The last two of these, and especially the last, were significantly related to the deans' performance levels and were significant in differentiating between high- and low-performance deans.

Implications Relevant to the Educational Preparation of Deans

The finding that educational preparation of deans is not significantly related to their performance levels coupled with the findings that a number of leadership characteristics are significantly related to performance levels has implications regarding educational preparation for the academic deanship. It would seem that in the preparation of deans, and perhaps of administrators in higher education in general, some emphasis should be given to the development of those leadership characteristics that seem to be significantly related to effective performance. This study has identified some of the characteristics that appear to contribute to the effective performance of deans. These were listed above in the section on selection of deans.

Recommendations

The recommendations in this final section are directed toward two areas. First, general recommendations that seem

relevant to the findings of the study are presented and discussed. Second, suggestions of questions or topics for further research are given.

General Recommendations

The recommendations that follow concern application of the findings of the study. Some of these were mentioned above in the section on implications but are repeated here in the form of recommendations. Other recommendations given here were not discussed above.

1. It is recommended that administrators and boards of directors in Seventh-day Adventist colleges and universities consider the findings of this study relevant to the leadership characteristics that seem to contribute to effective performance of academic deans as they select deans. These characteristics in the order of their importance are (1) foresight and the ability to predict outcomes accurately, (2) ability to reconcile conflicting demands among the persons and groups with whom they are professionally associated, (3) ability to define their own roles clearly and to let subordinates know what is expected of them, (4) active exercise of the leadership role without surrendering leadership to others, (5) concern for the comfort, well-being, and status of subordinates and recognition of their contributions, (6) ability to maintain a close knit organization and to resolve intermember conflicts, (7) effective use of persuasion and argument and evidence of strong convictions, and (8) ability to maintain cordial relations with and to influence superiors.

2. It is recommended that practicing deans in Seventh-day Adventist institutions seek to develop or improve the above characteristics.

3. It is recommended that those responsible for the preparation of administrators in Seventh-day Adventist institutions of higher education seek to develop the leadership characteristics listed above in potential candidates for administrative positions, especially those who aspire to become academic deans.

4. It is recommended that practicing deans give greater emphasis to the person-oriented characteristics of leadership than is presently given. This involves especially seeking to increase their (1) consideration for the comfort, well-being, and status of subordinates and recognition of their contributions, (2) tolerance of freedom in allowing subordinates greater scope for initiative, decision, and action, (3) tolerance of uncertainty or postponement without anxiety or upset, and (4) ability to reconcile conflicting demands among the persons and groups with whom they work. The high-performance deans in this study exhibited the last characteristic to a highly significant degree, but there is considerable improvement of this characteristic needed among low-performance deans.

5. There needs to be greater agreement between the president and dean concerning functions of the dean in many of the institutions that participated in the study. A study of all Seventh-day Adventist post-secondary institutions would probably show similar incongruence between presidents and deans in this respect.

A recommendation that deans and presidents give study to this matter seems appropriate here.

6. It is recommended that Seventh-day Adventist administrators and educators concerned with higher education give study to the problem of mobility among academic deans. The fact that nearly half of the participating institutions had had changes of deans within one year of the time that this study was conducted and that the deans averaged less than two-and-one-half years in their present positions does not seem to be an ideal situation contributing to the stability of Seventh-day Adventist institutions of higher education.

The above recommendations are based on specific findings of the study. The suggestions that follow are more general in nature and are based on the experience of the writer in preparing for and conducting the study.

7. The researcher found the ADFQ to be a useful instrument in evaluating the deans' performance of functions. It was adaptable to a wide range of institutions in which the functions of deans varied greatly. It was effective both for identifying the expected functions of the dean in each institution and for evaluating the deans' performance. With a minor change in directions to allow for greater explicitness in differentiating between functions that are not expected and functions that are given a low rating, the instrument can be used as is or can be easily adapted for use in evaluating the academic dean's performance of functions in nearly any college or university. The researcher recommends it for such use.

8. The results obtained in using the LBDQ to assess the leader behavior of the deans in this study supported the opinion of some authors who consider it to be the foremost instrument for the evaluation of leader behavior. The researcher recommends it for use in any study of the leadership behavior of educational administrators in higher education.

9. With the present emphasis on accountability in education, a recommendation regarding evaluation of deans seems appropriate. Use of the ADFQ or a similar instrument among associates and subordinates could help deans to improve their performance levels. Use of the LBDQ among subordinates could help to make them more responsive to the needs of persons in their institutions and to institutional needs. The writer would recommend that such evaluative procedures be initiated by deans who have a sincere desire to improve both their performance levels and leadership characteristics rather than that such evaluative procedures be imposed upon them. Such procedures could be effective not only in improving the dean's performance and leadership behavior, but they could also increase the willingness of subordinates, including departmental chairpersons and faculty members, to be evaluated as a means of self-improvement. Thus, evaluation of the dean could become the basis for improvement of the quality of instruction and service throughout the institution.

Recommendations Regarding
Further Research

The findings of this study raise a number of questions that could well be investigated in future research. Some of these questions are listed below:

1. Would a similar study conducted among a larger group of Seventh-day Adventist institutions or among other church-related, private, or public institutions result in the same findings with reference to the leadership characteristics that seem to contribute to the effective performance of deans?

2. What effect did the fact that nearly half of the deans in this study had served for less than one year in their present positions have upon the findings? Would a study of deans who had served longer in their positions have produced the same results? While the researcher attempted to minimize this effect, only a similar study of deans with longer experience could produce a definitive answer to these questions.

3. Does the apparent disagreement between presidents and deans regarding the deans' functions, which seems to be a potential source of conflict, in actual fact result in conflict between these administrators? If so, how can this conflict be minimized?

4. Is the apparent "system" orientation of the deans in this study common to academic deans generally or is it specific to deans in Seventh-day Adventist institutions or to the deans in this study? Is this a desirable state of affairs as perceived by associates and subordinates of the deans? A similar study of

academic deans in all Seventh-day Adventist institutions and/or in other church-related, private, or public institutions could help to provide answers to the first question. Use of the LBDQ Ideal, which is designed to assess subordinates' desires with regards to a leader's behavior, in a similar study could provide valuable insights in answering the second question.

5. The apparent lack of importance of Tolerance of Freedom as related to the deans' performance levels was an unexpected finding of the study. Would this be true of academic deans generally, and if so, why is this characteristic apparently not related to the deans' performance?

6. The difference in the performance levels of deans who had been recently appointed and those who had served one year or more in their positions was statistically significant. A considerably higher proportion of new deans were perceived as performing above the median while a considerably higher proportion of experienced deans were perceived as performing below the median. Was this the result of the "halo" effect in which respondents rated their deans higher because they were new? Is the seemingly higher rating connected to the comparatively short length of the deans' service in the institutions? Does this observation indicate that a short period of service in this position is preferable to a longer period?

7. The fact that nearly half of the deans had been in their positions less than one year and that the average length of service for the deans in this study was less than two-and-one-half

years raises several questions. Is this the usual situation among Seventh-day Adventist deans or an unusual circumstance that happened to occur at the time this study was conducted? Why does the dean's position appear to be a tenuous one? Is the comparatively short length of service related to the role expected of deans or to the functions they are expected to perform? Is it related to the characteristics that correlate with a high performance level? Considering the rapid turnover that there seems to be among Adventist academic deans, it seems that a study of this problem might be helpful.

The writer recommends that further research be directed toward providing answers to the above questions which this study has raised.

A P P E N D I C E S

APPENDIX A

**LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE--FORM XII
SAMPLE MEANS, STANDARD DEVIATIONS, AND RELIABILITY COEFFICIENTS**

Andrews University
December 1976

Dear Fellow Educator:

Very little research has been done on the status of the academic deanship in Seventh-day Adventist colleges. As part of my doctoral work at Andrews University, I am presently involved in such research. Specifically, I am studying the relationship between the leadership characteristics and function of academic deans in our senior colleges and universities. It is hoped that this research will help to identify some of the characteristics that enable the dean to perform his functions effectively.

This knowledge will be useful to those serving as academic deans in our colleges and to those who may become deans in helping them understand the characteristics that make them more effective. It will be helpful to college administrators and boards as they select academic deans and to those responsible for educating administrators in higher education.

You have been chosen to represent your college or university in this study as one of ten to twenty participants from your institution. In order that the information about the academic dean in your college may be as accurate as possible, we need your help. Could I request a few minutes of your time to fill out the enclosed questionnaire?

The information that you give about your academic dean will be kept completely confidential. All the data received will be treated as group data and no specific deans or colleges will be identified when the findings are presented. The code number on your questionnaire is essential to identify your school so that the information can be matched to your academic dean. This number does not identify you personally, so you may feel free to express your opinions as accurately as possible.

The questionnaire should be completed within two or three days and returned to the person in your college whom the president has designated to coordinate the research in your institution. The name of this person appears on the instruction sheet for the questionnaire.

If you wish to have a brief abstract of the findings when the research is complete, you may also request this by filling in your name and address on the last page of the questionnaire.

Thank you in advance for helping to contribute to knowledge about the academic deanship in Adventist colleges. I have been unable to find any other study of this type, so you are participating in a research effort that is unique as well as useful. May the Lord bless you in your responsibilities as a denominational educator.

Most sincerely,

LeVerne Bissell

LeVerne Bissell
Doctoral Student

INSTRUCTIONS FOR THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE--FORM XII

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your academic dean. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in marking answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your academic dean.

Note: The term, "group," as employed in the following items, refers to any committee of which the academic dean is chairman or to a department, division, office, or other unit of organization which he supervises.

The term "members" refers to all those who participate in any committee of which the dean serves as chairman or to all of the people in the unit of organization that he supervises.

THIS STUDY CONCERNS THE WORK OF THE

You should mark your responses according to the directions below. Your responses will be scored by a computer, so you should mark them with the special pencil that is provided with the questionnaire.

DIRECTIONS:

- a. FILL in the information for Question 1.
- b. READ each item carefully.
- c. THINK about how frequently your academic dean engages in the behavior described by the item.
- d. DECIDE whether he (she) (1) NEVER, (2) SELDOM, (3) OCCASIONALLY, (4) OFTEN, or (5) ALWAYS acts as described.
- e. MARK your answer on one of the numbers 1 through 5 following the item to show the answer you have selected.
1=NEVER; 2=SELDOM; 3=OCCASIONALLY; 4=OFTEN; 5=ALWAYS
- f. USE the pencil that is provided with the questionnaire.

EXAMPLES:

HE (SHE) OFTEN ACTS AS DESCRIBED.

X 1 2 3 4 5 X X X X

HE (SHE) NEVER ACTS AS DESCRIBED.

X 1 2 3 4 5 X X X X

HE (SHE) OCCASIONALLY ACTS AS DESCRIBED.

X 1 2 3 4 5 X X X X

PLEASE COMPLETE THE QUESTIONNAIRE WITHIN THREE DAYS AND RETURN IT IN THE ENVELOPE THAT IS PROVIDED TO

Do not write in this area



USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 4 5 6 7 8 9

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII
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1=NEVER; 2=SELDOM; 3=OCCASIONALLY; 4=OFTEN; 5=ALWAYS

- 1. PLEASE MARK THE NUMBER AT THE RIGHT THAT DESCRIBES YOUR WORK: (1) REGISTRAR, (2) DIRECTOR OF ADMISSIONS, (3) HEAD LIBRARIAN, (4) DEPARTMENTAL CHAIRPERSON, (5) PROFESSOR OR INSTRUCTOR, (6) OTHER (PLEASE DESCRIBE) -----
XXXXXXXXXXXXXXXXXX
0 1 2 3 4 5 6 7 8 9
- 2. HE (SHE) ACTS AS THE SPOKESMAN OF THE GROUP.
X 1 2 3 4 5 XXXXXX
- 3. HE (SHE) WAITS PATIENTLY FOR THE RESULTS OF A DECISION.
X 1 2 3 4 5 XXXXXX
- 4. HE (SHE) MAKES PEP TALKS TO STIMULATE THE GROUP.
X 1 2 3 4 5 XXXXXX
- 5. HE (SHE) LETS GROUP MEMBERS KNOW WHAT IS EXPECTED OF THEM.
X 1 2 3 4 5 XXXXXX
- 6. HE (SHE) ALLOWS THE MEMBERS COMPLETE FREEDOM IN THEIR WORK.
X 1 2 3 4 5 XXXXXX
- 7. HE (SHE) IS HESITANT ABOUT TAKING INITIATIVE IN THE GROUP.
X 1 2 3 4 5 XXXXXX
- 8. HE (SHE) IS FRIENDLY AND APPROACHABLE.
X 1 2 3 4 5 XXXXXX
- 9. HE (SHE) ENCOURAGES OVERTIME WORK.
X 1 2 3 4 5 XXXXXX
- 10. HE (SHE) MAKES ACCURATE DECISIONS.
X 1 2 3 4 5 XXXXXX
- 11. HE (SHE) GETS ALONG WELL WITH THE PEOPLE ABOVE HIM (HER).
X 1 2 3 4 5 XXXXXX
- 12. HE (SHE) PUBLICIZES THE ACTIVITIES OF THE GROUP.
X 1 2 3 4 5 XXXXXX
- 13. HE (SHE) BECOMES ANXIOUS WHEN HE (SHE) CANNOT FIND OUT WHAT IS COMING NEXT.
X 1 2 3 4 5 XXXXXX
- 14. HIS (HER) ARGUMENTS ARE CONVINCING.
X 1 2 3 4 5 XXXXXX
- 15. HE (SHE) ENCOURAGES THE USE OF UNIFORM PROCEDURES.
X 1 2 3 4 5 XXXXXX
- 16. HE (SHE) PERMITS THE MEMBERS TO USE THEIR OWN JUDGMENT IN SOLVING PROBLEMS.
X 1 2 3 4 5 XXXXXX

Do not write in this area



207212

USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER. Sample

0 1 2 3 | 4 5 6 7 8 9

1=NEVER; 2=SELDOM; 3=OCCASIONALLY; 4=OFTEN; 5=ALWAYS

XXXXXXXXXXXX

- 17. HE (SHE) FAILS TO TAKE NECESSARY ACTION. X 1 2 3 4 5 XXXXXX
- 18. HE (SHE) DOES LITTLE THINGS TO MAKE IT PLEASANT TO BE A MEMBER OF THE GROUP. X 1 2 3 4 5 XXXXXX
- 19. HE (SHE) STRESSES BEING AHEAD OF COMPETING GROUPS. X 1 2 3 4 5 XXXXXX
- 20. HE (SHE) KEEPS THE GROUP WORKING TOGETHER AS A TEAM. X 1 2 3 4 5 XXXXXX
- 21. HE (SHE) KEEPS THE GROUP IN GOOD STANDING WITH HIGHER AUTHORITY. X 1 2 3 4 5 XXXXXX
- 22. HE (SHE) SPEAKS AS THE REPRESENTATIVE OF THE GROUP. X 1 2 3 4 5 XXXXXX
- 23. HE (SHE) ACCEPTS DEFEAT IN STRIDE. X 1 2 3 4 5 XXXXXX
- 24. HE (SHE) ARGUES PERSUASIVELY FOR HIS (HER) POINT OF VIEW. X 1 2 3 4 5 XXXXXX
- 25. HE (SHE) TRIES OUT HIS (HER) IDEAS IN THE GROUP. X 1 2 3 4 5 XXXXXX
- 26. HE (SHE) ENCOURAGES INITIATIVE IN THE GROUP MEMBERS. X 1 2 3 4 5 XXXXXX
- 27. HE (SHE) LETS OTHER PERSONS TAKE AWAY HIS (HER) LEADERSHIP IN THE GROUP. X 1 2 3 4 5 XXXXXX
- 28. HE (SHE) PUTS SUGGESTIONS MADE BY THE GROUP INTO OPERATION. X 1 2 3 4 5 XXXXXX
- 29. HE (SHE) NEEDLES MEMBERS FOR GREATER EFFORT. X 1 2 3 4 5 XXXXXX
- 30. HE (SHE) SEEMS ABLE TO PREDICT WHAT IS COMING NEXT. X 1 2 3 4 5 XXXXXX
- 31. HE (SHE) IS WORKING HARD FOR A PROMOTION. X 1 2 3 4 5 XXXXXX
- 32. HE (SHE) SPEAKS FOR THE GROUP WHEN VISITORS ARE PRESENT. X 1 2 3 4 5 XXXXXX
- 33. HE (SHE) ACCEPTS DELAYS WITHOUT BECOMING UPSET. X 1 2 3 4 5 XXXXXX
- 34. HE (SHE) IS A VERY PERSUASIVE TALKER. X 1 2 3 4 5 XXXXXX

Do not write in this area



207213

USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 4 5 6 7 8 9

1-NEVER; 2-SELDOM; 3-OCCASIONALLY; 4-OFTEN; 5-ALWAYS

35. HE (SHE) MAKES HIS (HER) ATTITUDES CLEAR TO THE GROUP.

X 1 2 3 4 5 XXXXX

36. HE (SHE) LETS THE MEMBERS DO THEIR WORK THE WAY THEY THINK BEST.

X 1 2 3 4 5 XXXXX

37. HE (SHE) LETS SOME MEMBERS TAKE ADVANTAGE OF HIM (HER).

X 1 2 3 4 5 XXXXX

38. HE (SHE) TREATS ALL GROUP MEMBERS AS HIS (HER) EQUALS.

X 1 2 3 4 5 XXXXX

39. HE (SHE) KEEPS THE WORK MOVING AT A RAPID PACE.

X 1 2 3 4 5 XXXXX

40. HE (SHE) SETTLES CONFLICTS WHEN THEY OCCUR IN THE GROUP.

X 1 2 3 4 5 XXXXX

41. HIS (HER) SUPERIORS ACT FAVORABLY ON MOST OF HIS (HER) SUGGESTIONS.

X 1 2 3 4 5 XXXXX

42. HE (SHE) REPRESENTS THE GROUP AT OUTSIDE MEETINGS.

X 1 2 3 4 5 XXXXX

43. HE (SHE) BECOMES ANXIOUS WHEN WAITING FOR NEW DEVELOPMENTS.

X 1 2 3 4 5 XXXXX

44. HE (SHE) IS VERY SKILLFUL IN AN ARGUMENT.

X 1 2 3 4 5 XXXXX

45. HE (SHE) DECIDES WHAT SHALL BE DONE AND HOW IT SHALL BE DONE.

X 1 2 3 4 5 XXXXX

46. HE (SHE) ASSIGNS A TASK, THEN LETS THE MEMBERS HANDLE IT.

X 1 2 3 4 5 XXXXX

47. HE (SHE) IS THE LEADER OF THE GROUP IN NAME ONLY.

X 1 2 3 4 5 XXXXX

48. HE (SHE) GIVES ADVANCE NOTICE OF CHANGES.

X 1 2 3 4 5 XXXXX

49. HE (SHE) PUSHES FOR INCREASED PRODUCTION.

X 1 2 3 4 5 XXXXX

50. THINGS USUALLY TURN OUT AS HE (SHE) PREDICTS.

X 1 2 3 4 5 XXXXX

51. HE (SHE) ENJOYS THE PRIVILEGES OF HIS (HER) POSITION.

X 1 2 3 4 5 XXXXX

52. HE (SHE) HANDLES COMPLEX PROBLEMS EFFICIENTLY.

X 1 2 3 4 5 XXXXX

USE A #2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS

Do not write in this area



207214

USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 4 5 6 7 8 9

- 1-NEVER; 2-SELDOM; 3-OCCASIONALLY; 4-OFTEN; 5-ALWAYS
- 53. HE (SHE) IS ABLE TO TOLERATE POSTPONEMENT AND UNCERTAINTY. X 1 2 3 4 5 XXXXX
- 54. HE (SHE) IS NOT A VERY CONVINCING TALKER. X 1 2 3 4 5 XXXXX
- 55. HE (SHE) ASSIGNS GROUP MEMBERS TO PARTICULAR TASKS. X 1 2 3 4 5 XXXXX
- 56. HE (SHE) TURNS THE MEMBERS LOOSE ON A JOB, AND LETS THEM GO TO IT. X 1 2 3 4 5 XXXXX
- 57. HE (SHE) BACKS DOWN WHEN HE (SHE) OUGHT TO STAND FIRM. X 1 2 3 4 5 XXXXX
- 58. HE (SHE) KEEPS TO HIMSELF (HERSELF). X 1 2 3 4 5 XXXXX
- 59. HE (SHE) ASKS THE MEMBERS TO WORK HARDER. X 1 2 3 4 5 XXXXX
- 60. HE (SHE) IS ACCURATE IN PREDICTING THE TREND OF EVENTS. X 1 2 3 4 5 XXXXX
- 61. HE (SHE) GETS HIS (HER) SUPERIORS TO ACT FOR THE WELFARE OF THE GROUP MEMBERS. X 1 2 3 4 5 XXXXX
- 62. HE (SHE) GETS SWAMPED BY DETAILS. X 1 2 3 4 5 XXXXX
- 63. HE (SHE) CAN WAIT JUST SO LONG, THEN BLOWS UP. X 1 2 3 4 5 XXXXX
- 64. HE (SHE) SPEAKS FROM A STRONG INNER CONVICTION. X 1 2 3 4 5 XXXXX
- 65. HE (SHE) MAKES SURE THAT HIS (HER) PART IN THE GROUP IS UNDERSTOOD BY THE GROUP MEMBERS. X 1 2 3 4 5 XXXXX
- 66. HE (SHE) IS RELUCTANT TO ALLOW THE MEMBERS ANY FREEDOM OF ACTION. X 1 2 3 4 5 XXXXX
- 67. HE (SHE) LETS SOME MEMBERS HAVE AUTHORITY THAT HE (SHE) SHOULD KEEP. X 1 2 3 4 5 XXXXX
- 68. HE (SHE) LOOKS OUT FOR THE PERSONAL WELFARE OF GROUP MEMBERS. X 1 2 3 4 5 XXXXX
- 69. HE (SHE) PERMITS THE MEMBERS TO TAKE IT EASY IN THEIR WORK. X 1 2 3 4 5 XXXXX
- 70. HE (SHE) SEES TO IT THAT THE WORK OF THE GROUP IS COORDINATED. X 1 2 3 4 5 XXXXX

Do not write in this area



USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample

0 1 2 3 | 5 6 7 8 9

1-NEVER; 2-SELDOM; 3-OCCASIONALLY; 4-OFTEN; 5-ALWAYS

XXXXXXXXXXXX

71. HIS (HER) WORD CARRIES WEIGHT WITH HIS (HER) SUPERIORS.

X 1 2 3 4 5 XXXXXX

72. HE (SHE) GETS THINGS ALL TANGLED UP.

X 1 2 3 4 5 XXXXXX

73. HE (SHE) REMAINS CALM WHEN UNCERTAIN ABOUT COMING EVENTS.

X 1 2 3 4 5 XXXXXX

74. HE (SHE) IS AN INSPIRING TALKER.

X 1 2 3 4 5 XXXXXX

75. HE (SHE) SCHEDULES THE WORK TO BE DONE.

X 1 2 3 4 5 XXXXXX

76. HE (SHE) ALLOWS THE GROUP A HIGH DEGREE OF INITIATIVE.

X 1 2 3 4 5 XXXXXX

77. HE (SHE) TAKES FULL CHARGE WHEN EMERGENCIES ARISE.

X 1 2 3 4 5 XXXXXX

78. HE (SHE) IS WILLING TO MAKE CHANGES.

X 1 2 3 4 5 XXXXXX

79. HE (SHE) DRIVES HARD WHEN THERE IS A JOB TO BE DONE.

X 1 2 3 4 5 XXXXXX

80. HE (SHE) HELPS GROUP MEMBERS SETTLE THEIR DIFFERENCES.

X 1 2 3 4 5 XXXXXX

81. HE (SHE) GETS WHAT HE (SHE) ASKS FOR FROM HIS (HER) SUPERIORS.

X 1 2 3 4 5 XXXXXX

82. HE (SHE) CAN REDUCE A MADHOUSE TO SYSTEM AND ORDER.

X 1 2 3 4 5 XXXXXX

83. HE (SHE) IS ABLE TO DELAY ACTION UNTIL THE PROPER TIME OCCURS.

X 1 2 3 4 5 XXXXXX

84. HE (SHE) PERSUADES OTHERS THAT HIS (HER) IDEAS ARE TO THEIR ADVANTAGE.

X 1 2 3 4 5 XXXXXX

85. HE (SHE) MAINTAINS DEFINITE STANDARDS OF PERFORMANCE.

X 1 2 3 4 5 XXXXXX

86. HE (SHE) TRUSTS THE MEMBERS TO EXERCISE GOOD JUDGMENT.

X 1 2 3 4 5 XXXXXX

87. HE (SHE) OVERCOMES ATTEMPTS MADE TO CHALLENGE HIS (HER) LEADERSHIP.

X 1 2 3 4 5 XXXXXX

88. HE (SHE) REFUSES TO EXPLAIN HIS (HER) ACTIONS.

X 1 2 3 4 5 XXXXXX

Do not write in this area



207216

USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample

0 1 2 3 4 5 6 7 8 9

1-NEVER; 2-SELDOM; 3-OCCASIONALLY; 4-OFTEN; 5-ALWAYS

XXXXXXXXXXXX

89. HE (SHE) URGES THE GROUP TO BEAT ITS PREVIOUS RECORD.

X 1 2 3 4 5 XXXXXX

90. HE (SHE) ANTICIPATES PROBLEMS AND PLANS FOR THEM.

X 1 2 3 4 5 XXXXXX

91. HE (SHE) IS WORKING HIS (HER) WAY TO THE TOP.

X 1 2 3 4 5 XXXXXX

92. HE (SHE) GETS CONFUSED WHEN TOO MANY DEMANDS ARE MADE OF HIM (HER).

X 1 2 3 4 5 XXXXXX

93. HE (SHE) WORRIES ABOUT THE OUTCOME OF ANY NEW PROCEDURE.

X 1 2 3 4 5 XXXXXX

94. HE (SHE) CAN INSPIRE ENTHUSIASM FOR A PROJECT.

X 1 2 3 4 5 XXXXXX

95. HE (SHE) ASKS THAT GROUP MEMBERS FOLLOW STANDARD RULES AND REGULATIONS.

X 1 2 3 4 5 XXXXXX

96. HE (SHE) PERMITS THE GROUP TO SET ITS OWN PACE.

X 1 2 3 4 5 XXXXXX

97. HE (SHE) IS EASILY RECOGNIZED AS THE LEADER OF THE GROUP.

X 1 2 3 4 5 XXXXXX

98. HE (SHE) ACTS WITHOUT CONSULTING THE GROUP.

X 1 2 3 4 5 XXXXXX

99. HE (SHE) KEEPS THE GROUP WORKING UP TO CAPACITY.

X 1 2 3 4 5 XXXXXX

100. HE (SHE) MAINTAINS A CLOSELY KNIT GROUP.

X 1 2 3 4 5 XXXXXX

101. HE (SHE) MAINTAINS CORDIAL RELATIONS WITH SUPERIORS.

X 1 2 3 4 5 XXXXXX

IF YOU WOULD LIKE A COPY OF THE RESULTS OF THIS STUDY, PLACE AN X IN THE BLANK AT THE RIGHT, AND FILL IN YOUR NAME AND ADDRESS BELOW.

NAME:

0 1 2 3 4 5 6 7 8 9

ADDRESS:

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

Table 1. Means and Standard Deviations

Subscale	Army Division		Highway Patrol		Aircraft		Ministers		Community Leaders	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Representation	20.0	3.0	19.9	2.8	19.8	2.8	20.4	2.4	19.6	2.4
2. Demand Reconciliation					19.2	2.8	19.8	3.1	19.7	3.3
3. Tolerance Uncertainty	36.2	4.7	35.6	4.6	33.2	6.2	37.5	6.3	37.7	5.6
4. Persuasiveness	38.3	6.2	37.9	5.9	36.5	5.5	42.1	4.7	39.5	5.5
5. Initiating Structure	38.6	5.7	39.7	4.5	36.6	5.4	38.7	4.9	37.2	5.7
6. Tolerance Freedom	35.9	6.5	36.3	5.3	38.0	5.9	37.5	6.0	36.4	5.0
7. Role Assumption	42.7	6.1	42.7	5.3	40.9	5.6	41.5	5.4	39.8	5.6
8. Consideration	37.1	5.6	36.9	6.5	37.1	5.8	42.5	5.8	41.1	4.7
9. Production Emphasis	36.3	5.1	35.8	5.7	36.1	5.6	34.9	5.1	35.4	6.8
10. Predictive Accuracy	18.1	2.1	17.8	2.1	19.2	2.6	20.5	2.3	19.8	2.5
11. Integration	19.5	2.6	19.1	2.7						
12. Superior Orientation	39.9	4.9	39.1	5.1	38.6	4.2				
Number of Cases	235		185		165		103		57	

9.

Table 1. Means and Standard Deviations (continued)

Subscale	Corporation Presidents		Labor Presidents		College Presidents		Senators	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Representation	20.5	1.8	22.2	2.2	21.4	1.9	20.7	2.5
2. Demand Reconciliation	20.6	2.7	21.5	3.2			20.7	3.5
3. Tolerance Uncertainty	35.9	5.4	40.4	5.6	37.2	5.5	35.3	7.6
4. Persuasiveness	40.1	4.2	43.1	4.8	41.1	4.2	42.5	4.6
10. 5. Initiating Structure	38.5	5.0	38.3	5.6	37.7	4.2	38.8	5.5
6. Tolerance Freedom	36.9	4.9	38.0	4.0	39.6	3.9	36.6	6.2
7. Role Assumption	42.7	3.5	43.3	5.5	43.5	4.5	41.0	5.7
8. Consideration	41.5	4.0	42.3	5.5	41.3	4.1	41.1	5.9
9. Production Emphasis	38.9	4.4	36.0	5.0	36.2	5.0	41.2	5.2
10. Predictive Accuracy	20.1	1.8	20.9	2.0				
11. Integration								
12. Superior Orientation	43.2	3.1			42.9	2.9		
Number of Cases	55		44		55		44	

SOURCE: Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire - Form XII, (Columbus, Ohio: Bureau of Business Research, The Ohio State University): 9-10, table 1.

Table 2. Reliability Coefficients (Modified Kuder-Richardson)

Subscale	Army Division	Highway Patrol	Air-craft Executives	Ministers	Community Leaders	Corporation Presidents	Labor Presidents	College Presidents	Senators
1. Representation	.82	.85	.74	.55	.59	.54	.70	.66	.30
2. Demand Reconciliation			.73	.77	.58	.59	.81		.61
3. Tolerance Uncertainty	.58	.66	.82	.84	.85	.79	.82	.80	.83
4. Persuasiveness	.84	.85	.84	.77	.79	.69	.80	.76	.82
5. Initiating Structure	.79	.75	.78	.70	.72	.77	.78	.80	.72
6. Tolerance Freedom	.81	.79	.86	.75	.86	.84	.58	.73	.64
7. Role Assumption	.85	.84	.84	.75	.83	.57	.86	.75	.65
8. Consideration	.76	.87	.84	.85	.77	.78	.83	.76	.85
9. Production Emphasis	.70	.79	.79	.59	.79	.71	.65	.74	.38
10. Predictive Accuracy	.76	.82	.91	.83	.62	.84	.87		
11. Integration	.73	.79							
12. Superior Orientation	.64	.75	.81			.66		.60	

SOURCE: Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire - Form XII, (Columbus, Ohio: Bureau of Business Research, The Ohio State University): 11, table 2.

APPENDIX B

**QUESTIONNAIRE ON FUNCTIONS OF THE ACADEMIC DEAN
WITH MEAN SCORES ON EACH FUNCTION**

**INSTRUCTIONS FOR THE QUESTIONNAIRE ON
FUNCTIONS OF THE ACADEMIC DEAN**

Please read these instructions carefully before completing the questionnaire.

The enclosed questionnaire contains a large list of functions for which academic deans (deans of instruction, deans of faculty, etc.) are or have been responsible. These are taken from research and literature on the dean's work.

Please give your opinion of the importance of each of these functions by circling the number that most closely corresponds with your view. For example, circling "5" indicates that you think the function extremely important; circling "1" indicates that you feel the function should not be performed by the academic dean.

The dean may delegate some of these functions to others, but if you feel that he bears the main responsibility for seeing that the task is performed, please consider this as one of his functions and indicate your opinion of its importance.

You need not mark these responsibilities as you perceive the situation in your institution. Rather you should mark them according to your opinion of their importance based on your experience and judgment.

Some functions listed may seem very similar to others. In this case, you should mark what you consider as the better statement of the function according to your opinion of its importance, and the less desirable statement should be marked "1" as being unnecessary.

Space has been allowed in each section for you to add functions that you feel have been omitted. You should indicate the importance of any functions you add in the same manner as for the functions that are listed.

PLEASE COMPLETE THE QUESTIONNAIRE AND RETURN IT IN THE ENCLOSED ENVELOPE BY _____.

When the results of this questionnaire have been analyzed and compiled, you will receive this information so that you may compare it with your responses. You will also receive a second questionnaire from which all functions with an average score of less than 1.5 and which no panel members rated higher than 2 have been eliminated.

QUESTIONNAIRE ON FUNCTIONS OF THE ACADEMIC DEAN

	Extremely Important	Very Important	Moderately Important	Relatively Unimportant	Unnecessary	Mean
A. FUNCTIONS RELATED TO THE EDUCATIONAL ACTIVITIES OF THE SCHOOL						
1. Directing the educational activities of the college	5	4	3	2	1	5.00
2. Supervising the academic program	5	4	3	2	1	4.60
3. Setting the academic tone of the college	5	4	3	2	1	5.00
4. Developing a favorable climate for learning	5	4	3	2	1	4.80
5. Providing inspirational leadership	5	4	3	2	1	4.20
6. Promoting a learning atmosphere rather than a teaching atmosphere	5	4	3	2	1	4.40
7. Promoting liberal education	5	4	3	2	1	3.60
8. Coordinating and supervising the work of the departments	5	4	3	2	1	4.80
9. Harmonizing conflicting interests among departments	5	4	3	2	1	4.40
10. Resolving competition between departments	5	4	3	2	1	4.00
11. Approving readers and secretarial help for departments	5	4	3	2	1	1.40
12. Determining the physical plant requirements for academic usage	5	4	3	2	1	3.60
13. Deciding with the financial affairs officer for major building additions and renovations	5	4	3	2	1	3.40
14. Participating in the planning for new buildings	5	4	3	2	1	4.00
15. Allocating space for educational activities	5	4	3	2	1	4.20
16. Assigning classrooms	5	4	3	2	1	1.80
17. Providing for adequate materials and equipment for the academic departments	5	4	3	2	1	3.80
18. Providing for adequate use of instructional resources including library, laboratory, and audio-visual equipment	5	4	3	2	1	3.40
19. Supervising or giving advice on the college library services	5	4	3	2	1	3.60
20. Bearing responsibility for school property and equipment	5	4	3	2	1	1/60
21. Supervising or coordinating the academic affairs of evening and Saturday classes	5	4	3	2	1	2.80

N=5 except where otherwise indicated.

						<u>Mean</u>	
22.	Supervising or directing the summer session	5	4	3	2	1	3.60
23.	Supervising extension education	5	4	3	2	1	3.80
24.	Supervising field work	5	4	3	2	1	2.60
25.	Representing the college in accreditation matters	5	4	3	2	1	4.80
26.	Planning college assembly and chapel programs	5	4	3	2	1	2.80
27.	Keeping his own scholarly interests alive	5	4	3	2	1	4.40
28.	Attending professional meetings	5	4	3	2	1	4.60
29.	Teaching one or two classes each semester or quarter	5	4	3	2	1	3.00
30.	_____	5	4	3	2	1	
31.	_____	5	4	3	2	1	
32.	_____	5	4	3	2	1	
33.	_____	5	4	3	2	1	
34.	_____	5	4	3	2	1	
B. ROUTINE ADMINISTRATIVE FUNCTIONS							
1.	Serving as a member of the administrative council	5	4	3	2	1	5.00
2.	Serving as an <u>ex officio</u> member of all faculty committees	5	4	3	2	1	3.80
3.	Serving on all important general university or college committees	5	4	3	2	1	3.60
4.	Serving on all academic committees	5	4	3	2	1	4.00
5.	Serving as chairman of the academic affairs committee	5	4	3	2	1	5.00
6.	Serving as chairman of the admissions committee	5	4	3	2	1	1.80
7.	Serving as a member of the admissions committee	5	4	3	2	1	3.00
8.	Serving on the catalog committee	5	4	3	2	1	3.20
9.	Attending meetings of the board of trustees as a non-voting member	5	4	3	2	1	3.20
10.	Serving as a voting member of the board of trustees	5	4	3	2	1	2.60
11.	Selecting personnel of all faculty committees	5	4	3	2	1	3.40
12.	Calling and presiding at faculty meetings	5	4	3	2	1	2.20
13.	Preparing the agenda for faculty meetings	5	4	3	2	1	2.60

						<u>Mean</u>	
14.	Planning the academic calendar	5	4	3	2	1	4.40
15.	Preparing or supervising preparation of the class schedule	5	4	3	2	1	2.40
16.	Preparing or supervising preparation of the examination schedule	5	4	3	2	1	2.40
17.	Serving as registrar	5	4	3	2	1	1.20
18.	Coordinating or supervising registration procedures	5	4	3	2	1	2.40
19.	Serving as director of admissions	5	4	3	2	1	1.20
20.	Preparing or supervising preparation of the college bulletin or catalog	5	4	3	2	1	3.60
21.	Preparing or supervising preparation of the summer session bulletin	5	4	3	2	1	3.40
22.	Serving as the president's alter ego	5	4	3	2	1	*3.25
23.	Acting as chief adviser to the president on academic matters	5	4	3	2	1	5.00
24.	Serving as administrative assistant to the president	5	4	3	2	1	1.60
25.	Relieving the president of internal administrative detail	5	4	3	2	1	2.40
26.	Acting as the president in his absence	5	4	3	2	1	3.60
27.	Reporting to the president concerning the academic work of the college	5	4	3	2	1	5.00
28.	Reporting to the board of trustees concerning academic affairs	5	4	3	2	1	3.80
29.	Reporting to foundations, government agencies, and others whose support the college desires	5	4	3	2	1	3.00
30.	Making annual reports about the academic work of the college	5	4	3	2	1	5.00
31.	Supervising the clerical staff of the college	5	4	3	2	1	1.20
32.	Providing liaison between faculty, students, and board	5	4	3	2	1	2.00
33.	Coordinating communication of all official affairs of the school with other college officers, students, and public	5	4	3	2	1	2.00
34.	Administering the college absence system	5	4	3	2	1	1.40
35.	Preserving records of conduct and attendance	5	4	3	2	1	1.40
36.	Administering and preserving the safety of academic records	5	4	3	2	1	2.40
37.	Collecting records for personnel work	5	4	3	2	1	2.40
38.	Coordinating and improving the grading system	5	4	3	2	1	3.80
39.	Providing functional organization for the college	5	4	3	2	1	2.80
40.	Attending to the necessary correspondence incident to his office	5	4	3	2	1	4.80

*N=4

						<u>Mean</u>
41. Setting the religious tone of the college	5	4	3	2	1	3.20
42. Developing a sound academic administration	5	4	3	2	1	5.00
43. Encouraging faculty evaluation of the dean's work	5	4	3	2	1	3.80
44. _____	5	4	3	2	1	
45. _____	5	4	3	2	1	
46. _____	5	4	3	2	1	
47. _____	5	4	3	2	1	
48. _____	5	4	3	2	1	
49. _____	5	4	3	2	1	
50. _____	5	4	3	2	1	
C. FUNCTIONS RELATED TO BUDGETING AND FINANCE						
1. Supervising preparation of the academic budget.	5	4	3	2	1	4.40
2. Preparing budget allocations for budget units with the financial officer	5	4	3	2	1	4.20
3. Preparing final budget allocations for budget units	5	4	3	2	1	*3.75
4. Transmitting budget recommendations for academic activities to the president	5	4	3	2	1	4.20
5. Furnishing budget estimates	5	4	3	2	1	*3.25
6. Seeing that the educational program receives an adequate share of the budget	5	4	3	2	1	4.60
7. Administering the budget	5	4	3	2	1	*2.25
8. Controlling the budget	5	4	3	2	1	*2.00
9. Ensuring that the academic portion of the budget is used effectively	5	4	3	2	1	4.00
10. Overseeing expenditures	5	4	3	2	1	1.80
11. Approving requisitions for instructional supplies	5	4	3	2	1	1.80
12. Making funds available for faculty travel	5	4	3	2	1	2.80
13. Controlling faculty travel expenditures	5	4	3	2	1	2.00
14. Seeking federal funds	5	4	3	2	1	2.20
15. Applying for government grants	5	4	3	2	1	1.60
16. Practising the art of grantsmanship	5	4	3	2	1	1.80

*N=4

						<u>Mean</u>	
17.	Developing private sources of funds for projects	5	4	3	2	1	2.40
18.	_____	5	4	3	2	1	
19.	_____	5	4	3	2	1	
20.	_____	5	4	3	2	1	
21.	_____	5	4	3	2	1	
22.	_____	5	4	3	2	1	
D. FUNCTIONS RELATED TO CURRICULUM AND INSTRUCTION							
1.	Supervising the college curriculum	5	4	3	2	1	4.40
2.	Serving as chairman of the faculty curriculum committee	5	4	3	2	1	4.00
3.	Serving as a member of the curriculum committee	5	4	3	2	1	3.00
4.	Administering faculty curriculum policies	5	4	3	2	1	4.60
5.	Exercising control over the curriculum	5	4	3	2	1	*3.25
6.	Supervising curriculum development	5	4	3	2	1	4.40
7.	Evaluating the curriculum	5	4	3	2	1	4.00
8.	Studying curriculum trends and reporting the results to the faculty	5	4	3	2	1	4.00
9.	Clarifying the purposes of the institution so that the curriculum is in accord with them	5	4	3	2	1	4.60
10.	Recommending all changes in curriculum	5	4	3	2	1	2.00
11.	Evaluating new curricula	5	4	3	2	1	3.60
12.	Encouraging reexamination of departmental course offerings	5	4	3	2	1	4.00
13.	Continually appraising general education requirements	5	4	3	2	1	4.20
14.	Adding and deleting courses	5	4	3	2	1	2.80
15.	Acting as faculty spokesman to the president on instructional matters	5	4	3	2	1	4.40
16.	Planning the instructional program	5	4	3	2	1	4.20
17.	Planning courses of study	5	4	3	2	1	*3.00
18.	Supervising the selection and organization of subject matter for each course	5	4	3	2	1	1.60
19.	Assisting teachers in selecting textbooks	5	4	3	2	1	1.60
20.	Supervising methods of instruction	5	4	3	2	1	2.40

*N=4

						<u>Mean</u>	
21.	Improving instructional methods	5	4	3	2	1	3.20
22.	Stimulating and maintaining quality teaching	5	4	3	2	1	4.80
23.	Encouraging innovations in teaching	5	4	3	2	1	4.00
24.	Discussing classroom procedures and methods of teaching	5	4	3	2	1	3.80
25.	Conducting group conferences on teaching problems	5	4	3	2	1	3.40
26.	Conferring individually with faculty members on teaching problems	5	4	3	2	1	2.80
27.	Discovering community resources and making them known to the faculty	5	4	3	2	1	3.60
28.	Supporting experimentation in courses	5	4	3	2	1	3.60
29.	Encouraging exploration of opportunities for inter-departmental teaching and research	5	4	3	2	1	4.00
30.	Seeking to improve grading practices	5	4	3	2	1	4.40
31.	Evaluating instruction	5	4	3	2	1	4.40
32.	Being involved and familiar with classroom instruction	5	4	3	2	1	3.40
33.	Using classroom visitation as a means for improving instruction	5	4	3	2	1	2.00
34.	Devising appropriate criteria and adequate procedures for appraising the quality of instruction	5	4	3	2	1	4.20
35.	Helping to develop instruments for use in evaluation	5	4	3	2	1	4.40
36.	Using student rating blanks in improving instruction	5	4	3	2	1	2.60
37.	Evaluating examinations as a means of improving instruction	5	4	3	2	1	2.80
38.	Encouraging student appraisal of courses	5	4	3	2	1	3.60
39.	_____	5	4	3	2	1	
40.	_____	5	4	3	2	1	
41.	_____	5	4	3	2	1	
42.	_____	5	4	3	2	1	
43.	_____	5	4	3	2	1	
44.	_____	5	4	3	2	1	
E. FUNCTIONS RELATED TO THE FACULTY							
1.	Serving as the chief personnel officer or director of faculty personnel	5	4	3	2	1	4.00

						<u>Mean</u>	
2.	Serving as a member of the personnel committee	5	4	3	2	1	3.40
3.	Building a strong faculty	5	4	3	2	1	4.80
4.	Identifying the need for new faculty members	5	4	3	2	1	3.40
5.	Preparing position descriptions for faculty openings	5	4	3	2	1	3.40
6.	Recruiting faculty members	5	4	3	2	1	3.80
7.	Screening applicants for faculty positions	5	4	3	2	1	4.00
8.	Interviewing candidates for teaching positions	5	4	3	2	1	3.80
9.	Selecting outstanding personnel	5	4	3	2	1	*3.75
10.	Orienting or sponsoring induction programs for new faculty members	5	4	3	2	1	4.20
11.	Evaluating faculty personnel	5	4	3	2	1	*3.75
12.	Estimating the teaching ability of faculty members	5	4	3	2	1	3.00
13.	Estimating the constructive influence of faculty members on campus life	5	4	3	2	1	3.60
14.	Encouraging self-evaluation among faculty members	5	4	3	2	1	4.20
15.	Recommending and/or approving promotions	5	4	3	2	1	4.40
16.	Recommending and/or approving demotions	5	4	3	2	1	3.40
17.	Recommending faculty members for tenure	5	4	3	2	1	4.40
18.	Recommending faculty members for dismissal	5	4	3	2	1	3.60
19.	Implementing faculty personnel policies	5	4	3	2	1	4.20
20.	Recommending salary rates and increases for faculty members	5	4	3	2	1	3.40
21.	Increasing professional salaries	5	4	3	2	1	*3.00
22.	Working to improve faculty working conditions	5	4	3	2	1	4.60
23.	Working to increase fringe benefits	5	4	3	2	1	2.60
24.	Representing the college or participating in collective bargaining procedures	5	4	3	2	1	1.60
25.	Keeping faculty records	5	4	3	2	1	3.40
26.	Discussing the consequences of policy changes with the faculty	5	4	3	2	1	3.60
27.	Serving as chief executive of the faculty	5	4	3	2	1	3.40
28.	Bearing responsibility for teachers' observance of college rules and regulations	5	4	3	2	1	3.20

*N=4

						<u>Mean</u>	
29.	Assigning or approving teaching loads	5	4	3	2	1	4.00
30.	Selecting departmental chairmen	5	4	3	2	1	4.00
31.	Appointing faculty members to regular committees	5	4	3	2	1	3.20
32.	Appointing committees with special duties	5	4	3	2	1	3.40
33.	Supervising all faculty committees	5	4	3	2	1	2.80
34.	Participating in faculty committees	5	4	3	2	1	3.60
35.	Assigning or approving extra-curricular responsibilities	5	4	3	2	1	3.00
36.	Assigning office space to faculty members	5	4	3	2	1	2.80
37.	Approving outside appointments of faculty members	5	4	3	2	1	*3.25
38.	Clearing or approving faculty absences	5	4	3	2	1	2.00
39.	Providing substitutes in case of faculty absence	5	4	3	2	1	2.40
40.	Taking charge of class when a teacher is absent	5	4	3	2	1	2.00
41.	Preparing the faculty handbook	5	4	3	2	1	4.00
42.	Editing the staff news letter	5	4	3	2	1	1.40
43.	Executing policies adopted by the faculty	5	4	3	2	1	3.20
44.	Serving as the academic leader of the faculty	5	4	3	2	1	4.20
45.	Directing the attention of the faculty to changing educational thought and practice in higher education	5	4	3	2	1	4.20
46.	Promoting a high level of staff morale	5	4	3	2	1	4.60
47.	Encouraging faculty involvement in policy formation	5	4	3	2	1	4.40
48.	Providing for faculty participation in curriculum planning	5	4	3	2	1	4.00
49.	Involving the faculty in improvement activities	5	4	3	2	1	3.80
50.	Motivating the faculty to achieve self-improvement	5	4	3	2	1	4.60
51.	Matching activities to improve instruction with faculty expectations	5	4	3	2	1	*3.50
52.	Sharing reports of accrediting agencies with the faculty	5	4	3	2	1	4.20
53.	Protecting the academic freedom of faculty members	5	4	3	2	1	4.20
54.	Stimulating the faculty to perform at the highest level of which it is capable	5	4	3	2	1	4.80
55.	Recognizing outstanding performance or achievement of faculty members	5	4	3	2	1	4.00

*N=4

						<u>Mean</u>
56.	Encouraging and stimulating promising teachers	5	4	3	2	1 4.40
57.	Helping young teachers to become better teachers	5	4	3	2	1 3.80
58.	Conducting the in-service education program of the college	5	4	3	2	1 3.80
59.	Conducting pre-school conferences for faculty members	5	4	3	2	1 3.80
60.	Conducting extension classes for the faculty	5	4	3	2	1 *2.50
61.	Planning and/or promoting professional growth activities	5	4	3	2	1 4.20
62.	Encouraging scholarly interest among the faculty	5	4	3	2	1 4.20
63.	Encouraging advanced study by the faculty	5	4	3	2	1 4.20
64.	Encouraging faculty members to write for publication	5	4	3	2	1 4.00
65.	Developing the sabbatical	5	4	3	2	1 4.00
66.	Providing for equitable distribution of funds for faculty members to attend professional meetings	5	4	3	2	1 3.20
67.	Encouraging travel and visitation	5	4	3	2	1 3.00
68.	Arranging and promoting teacher exchange programs	5	4	3	2	1 3.00
69.	Encouraging teachers to visit each other's classes	5	4	3	2	1 2.40
70.	Recommending scholarships, fellowships, study leaves, and grants for faculty members	5	4	3	2	1 4.00
71.	Encouraging membership in learned societies and professional organizations	5	4	3	2	1 3.80
72.	Approving sabbaticals and special leaves	5	4	3	2	1 4.20
73.	Encouraging participation in social and service opportunities in the community	5	4	3	2	1 3.20
74.	Representing the administration to the faculty	5	4	3	2	1 3.20
75.	Representing the faculty to the administration and board	5	4	3	2	1 3.20
76.	Representing the faculty in relations with the public	5	4	3	2	1 2.20
77.	Establishing close working relationships with the faculty	5	4	3	2	1 4.60
78.	De-emphasizing directive actions in working with the faculty	5	4	3	2	1 **3.33
79.	Keeping lines of communication with the faculty open	5	4	3	2	1 4.60
80.	Encouraging informal faculty conferences	5	4	3	2	1 4.00
81.	Consulting with department heads	5	4	3	2	1 4.60
82.	Counseling faculty members	5	4	3	2	1 3.80

*N=4

**N=3

						<u>Mean</u>	
83.	Promoting faculty social and recreational life	5	4	3	2	1	2.60
84.	Helping teachers to solve personal problems	5	4	3	2	1	2.40
85.	Adjusting conflict of effort within the staff	5	4	3	2	1	*3.75
86.	Harmonizing conflicting interests and solving problems between faculty members	5	4	3	2	1	3.40
87.	Mediating between faculty and administrators when necessary	5	4	3	2	1	3.20
88.	Providing due process mechanisms for faculty grievances	5	4	3	2	1	3.60
89.	_____	5	4	3	2	1	
90.	_____	5	4	3	2	1	
91.	_____	5	4	3	2	1	
92.	_____	5	4	3	2	1	
93.	_____	5	4	3	2	1	
94.	_____	5	4	3	2	1	
95.	_____	5	4	3	2	1	
96.	_____	5	4	3	2	1	
97.	_____	5	4	3	2	1	
98.	_____	5	4	3	2	1	

F. FUNCTIONS RELATED TO EDUCATIONAL POLICY

1.	Determining with the president the educational direction of the institution	5	4	3	2	1	4.60
2.	Formulating educational policies and presenting them to the president and faculty for consideration	5	4	3	2	1	4.60
3.	Determining with the faculty or its representatives the major policies in conformity with agreed educational direction	5	4	3	2	1	4.40
4.	Helping to plan institutional goals and objectives	5	4	3	2	1	4.60
5.	Keeping the faculty informed of goals and objectives and of progress toward them	5	4	3	2	1	4.60
6.	Developing the spiritual goals of the college	5	4	3	2	1	4.40
7.	Interpreting the educational values of the institution	5	4	3	2	1	3.80
8.	Clarifying institutional aims and purposes	5	4	3	2	1	4.20
9.	Serving as chairman or as a member of the faculty committee on academic policy	5	4	3	2	1	4.20

*N=4

						<u>Mean</u>	
10.	Making long-range academic plans	5	4	3	2	1	5.00
11.	Carrying out the educational policies determined by the board and faculty	5	4	3	2	1	4.60
12.	Interpreting educational policies	5	4	3	2	1	*4.75
13.	Giving general advice on all college policies	5	4	3	2	1	2.60
14.	Approving policy exceptions	5	4	3	2	1	**4.00
15.	Developing appropriate position descriptions for those under his supervision	5	4	3	2	1	3.40
16.	Developing tenure policies	5	4	3	2	1	3.80
17.	Helping to develop admissions policies	5	4	3	2	1	4.20
18.	Developing and maintaining high academic standards	5	4	3	2	1	4.80
19.	Helping to develop standards for passing courses	5	4	3	2	1	2.20
20.	Helping to set standards for graduation	5	4	3	2	1	4.40
21.	Formulating criteria for establishing honors courses	5	4	3	2	1	3.80
22.	_____	5	4	3	2	1	
23.	_____	5	4	3	2	1	
24.	_____	5	4	3	2	1	
25.	_____	5	4	3	2	1	
26.	_____	5	4	3	2	1	
16. PUBLIC RELATIONS FUNCTIONS							
1.	Assisting the president in public relations	5	4	3	2	1	2.60
2.	Serving as an image of the college to students and the public	5	4	3	2	1	3.20
3.	Exercising some supervision of the total pattern of college publicity	5	4	3	2	1	3.80
4.	Releasing news stories about the college to the press	5	4	3	2	1	1.80
5.	Promoting effective community contacts	5	4	3	2	1	2.40
6.	Appearing on programs and giving talks to civic groups	5	4	3	2	1	2.40
7.	Preparing materials for educational publicity	5	4	3	2	1	2.60
8.	Providing liaison with state and federal agencies, community, business, professional and industrial organizations, and other educational institutions	5	4	3	2	1	3.00

*N=4
**N=3

						<u>Mean</u>	
9.	Serving as a link between college and community leaders	5	4	3	2	1	2.20
10.	Promoting cultural events for enrichment of community life	5	4	3	2	1	2.60
11.	Keeping the public informed of college activities	5	4	3	2	1	2.00
12.	Maintaining good relations with accrediting agencies	5	4	3	2	1	4.60
13.	Promoting good relations with alumni	5	4	3	2	1	2.40
14.	Conferring with community organizations on problems of community interest	5	4	3	2	1	2.20
15.	Conferring with citizens of the community on school policies	5	4	3	2	1	2.40
16.	Representing the college at meetings of educational institutions	5	4	3	2	1	3.60
17.	Participating actively in programs of technical and professional societies	5	4	3	2	1	2.80
18.	Overseeing production of public relations materials, brochures, etc.	5	4	3	2	1	1.80
19.	Preparing the college catalog	5	4	3	2	1	3.00
20.	Giving talks at high school graduation programs	5	4	3	2	1	2.20
21.	Providing high school students with college entrance information	5	4	3	2	1	2.80
22.	_____	5	4	3	2	1	
23.	_____	5	4	3	2	1	
24.	_____	5	4	3	2	1	
25.	_____	5	4	3	2	1	
26.	_____	5	4	3	2	1	
H. FUNCTIONS RELATED TO RESEARCH							
1.	Supervising the research program of the college	5	4	3	2	1	4.00
2.	Recommending and/or conducting institutional self-studies	5	4	3	2	1	4.20
3.	Conducting studies vital to the welfare of the college	5	4	3	2	1	3.40
4.	Studying other institutions	5	4	3	2	1	2.80
5.	Conducting research on current educational trends	5	4	3	2	1	4.00
6.	Stimulating faculty members to research activity	5	4	3	2	1	4.20
7.	Conducting studies of graduates and former students	5	4	3	2	1	3.20
8.	Becoming familiar with scientific and governmental facilities that can help the faculty to deal more intelligently with students	5	4	3	2	1	2.80

						<u>Mean</u>	
9.	Supervising government and other research contracts	5	4	3	2	1	2.80
10.	_____	5	4	3	2	1	
11.	_____	5	4	3	2	1	
12.	_____	5	4	3	2	1	
13.	_____	5	4	3	2	1	
14.	_____	5	4	3	2	1	
1. FUNCTIONS INVOLVING STUDENTS							
1.	Answering requests for information about the institution	5	4	3	2	1	2.40
2.	Assisting in recruiting students	5	4	3	2	1	3.00
3.	Working on admissions problems	5	4	3	2	1	2.80
4.	Evaluating the records of all applicants for admission	5	4	3	2	1	2.60
5.	Determining entrance requirements for transfer students	5	4	3	2	1	3.20
6.	Interviewing applicants for admission	5	4	3	2	1	1.60
7.	Directing the orientation of new students	5	4	3	2	1	2.60
8.	Supervising entrance tests	5	4	3	2	1	1.80
9.	Counseling students concerning registration problems and rectifying registration entanglements	5	4	3	2	1	2.20
10.	Guiding students in making their class schedules	5	4	3	2	1	1.40
11.	Assigning students to classes	5	4	3	2	1	1.40
12.	Approving student programs	5	4	3	2	1	1.60
13.	Granting permission for student overloads or extra hours	5	4	3	2	1	3.60
14.	Granting all exemptions from course requirements	5	4	3	2	1	3.40
15.	Determining any deferment of payment of fees	5	4	3	2	1	1.00
16.	Giving final approval of students' registration	5	4	3	2	1	2.60
17.	Arranging and supervising permanent loan funds	5	4	3	2	1	1.20
18.	Securing and administering loans for needy students	5	4	3	2	1	1.60
19.	Supervising recommendations for scholarships	5	4	3	2	1	2.40
20.	Awarding scholarships	5	4	3	2	1	2.40

						<u>Mean</u>	
21.	Securing work for self-supporting students	5	4	3	2	1	1.80
22.	Balancing student employment with capabilities	5	4	3	2	1	1.40
23.	Classifying students for class standing	5	4	3	2	1	2.60
24.	Approving individual student long-range programs	5	4	3	2	1	1.80
25.	Interpreting curriculum requirements to students	5	4	3	2	1	2.80
26.	Counseling students regarding changing fields of concentration	5	4	3	2	1	2.40
27.	Counseling students concerning courses	5	4	3	2	1	2.40
28.	Granting permission for changes in courses of study	5	4	3	2	1	2.20
29.	Approving student withdrawal from classes	5	4	3	2	1	2.00
30.	Conducting in-service education of students	5	4	3	2	1	2.00
31.	Providing leadership in developing moral and spiritual values in students	5	4	3	2	1	3.60
32.	Promoting a high level of student morale	5	4	3	2	1	3.80
33.	Serving as chairman of student advisory committee	5	4	3	2	1	1.80
34.	Studying and supervising the academic progress of students	5	4	3	2	1	3.60
35.	Administering standardized tests in order to appraise and improve the academic achievement of students	5	4	3	2	1	2.60
36.	Evaluating student achievement	5	4	3	2	1	4.00
37.	Providing for proper student appraisal by faculty and by student self-evaluation	5	4	3	2	1	3.60
38.	Interviewing students on all academic matters	5	4	3	2	1	2.40
39.	Keeping a dean's list of outstanding students	5	4	3	2	1	2.40
40.	Preparing lists of academic eligibility for extra-class activities	5	4	3	2	1	*2.75
41.	Counseling students with academic problems	5	4	3	2	1	3.20
42.	Placing students on academic probation	5	4	3	2	1	3.00
43.	Providing remedial measures to remove deficiencies in the basic skills of students	5	4	3	2	1	3.20
44.	Advising failing students	5	4	3	2	1	*3.25
45.	Dismissing students for academic reasons	5	4	3	2	1	3.20
46.	Providing for maximum growth of gifted students	5	4	3	2	1	3.40
47.	Serving as a liaison officer between the college and parents	5	4	3	2	1	*3.50

*N=4

						<u>Mean</u>	
48.	Writing or consulting parents regarding student academic problems	5	4	3	2	1	3.60
49.	Advising parents of student academic progress	5	4	3	2	1	3.20
50.	Serving as the responsible authority for most administrative actions applying to individual students	5	4	3	2	1	2.40
51.	Enforcing college regulations	5	4	3	2	1	*2.00
52.	Serving as the chief disciplinary officer of the college	5	4	3	2	1	1.20
53.	Bearing responsibility for general discipline as it relates to the academic program	5	4	3	2	1	2.60
54.	Suspending or expelling students	5	4	3	2	1	1.00
55.	Supervising attendance regulations or class attendance	5	4	3	2	1	2.40
56.	Excusing class absences	5	4	3	2	1	1.40
57.	Supervising the guidance program	5	4	3	2	1	2.40
58.	Supervising all student personnel work	5	4	3	2	1	2.00
59.	Coordinating the guidance or student personnel program	5	4	3	2	1	2.40
60.	Giving vocational guidance to students	5	4	3	2	1	2.00
61.	Counseling students on professional and vocational questions, life interests and objectives	5	4	3	2	1	2.40
62.	Advising students concerning placement	5	4	3	2	1	2.20
63.	Supervising the placement program of students	5	4	3	2	1	2.40
64.	Encouraging undergraduates to become teachers	5	4	3	2	1	*2.00
65.	Counseling students concerning preparation for graduate school	5	4	3	2	1	3.40
66.	Providing recommendations for students and graduates	5	4	3	2	1	2.20
67.	Providing follow-up service for students after graduation	5	4	3	2	1	*3.00
68.	Counseling foreign students concerning their special problems	5	4	3	2	1	2.40
69.	Providing guidance for veterans	5	4	3	2	1	2.20
70.	Advising upper classmen	5	4	3	2	1	*2.50
71.	Organizing undergraduate classes	5	4	3	2	1	3.00
72.	Serving as an adviser to students on their personal affairs	5	4	3	2	1	1.40
73.	Giving social guidance to freshmen	5	4	3	2	1	1.60
74.	Encouraging informal talks with students	5	4	3	2	1	2.80

*N=4

						<u>Mean</u>	
75.	Evaluating the effectiveness of academic counseling and devising the organization and procedures to improve its effectiveness	5	4	3	2	1	4.20
76.	Administering graduation requirements	5	4	3	2	1	*4.00
77.	Counseling students about meeting graduation requirements	5	4	3	2	1	3.40
78.	Checking credentials for all candidates for graduation	5	4	3	2	1	2.80
79.	Approving applications for diplomas or degrees	5	4	3	2	1	3.40
80.	Submitting lists of students for graduation	5	4	3	2	1	3.40
81.	Processing student petitions	5	4	3	2	1	2.20
82.	Promoting good faculty-student relations	5	4	3	2	1	3.80
83.	Handling student complaints about faculty and mediating between students and faculty when necessary	5	4	3	2	1	3.40
84.	Providing due process mechanisms for student grievances	5	4	3	2	1	3.40
85.	Encouraging student participation in policy formation	5	4	3	2	1	3.00
86.	Protecting the academic freedom of students	5	4	3	2	1	*3.75
87.	Providing space and time for meetings of student organizations	5	4	3	2	1	2.00
88.	Guiding student body programs	5	4	3	2	1	*1.50
89.	Supervising the establishment of student organizations	5	4	3	2	1	1.60
90.	Occasionally attending meetings of student organizations	5	4	3	2	1	2.80
91.	Seeking to use social clubs of the school for the good of the institution	5	4	3	2	1	1.80
92.	Helping plan assemblies and other student activities	5	4	3	2	1	1.40
93.	Supervising extra-class activities	5	4	3	2	1	2.00
94.	Supervising physical training	5	4	3	2	1	1.40
95.	_____	5	4	3	2	1	
96.	_____	5	4	3	2	1	
97.	_____	5	4	3	2	1	
98.	_____	5	4	3	2	1	
99.	_____	5	4	3	2	1	
100.	_____	5	4	3	2	1	

*N=4

APPENDIX C

COLLEGE AND UNIVERSITY JOB DESCRIPTIONS AND SUMMARY TABLE

APPENDIX C

COLLEGE AND UNIVERSITY JOB DESCRIPTIONS

AND SUMMARY TABLE

Andrews University

OFFICERS OF THE SCHOOLS

The Dean: The dean of each school is its executive officer, responsible to the vice-president for academic administration for the administration of that school. The dean is the agent of the school for the application of its educational policies. The dean shall call and preside at meetings of the school faculty. He shall encourage the departments of his school to develop and offer instructional, research and service programs of high quality. In cooperation with the director of admissions and records, department chairmen, curriculum coordinators, and the faculty he shall propose to the faculty (through the faculty committees) policies covering students' completion of curricula, graduation and special honors, and apply them. He shall counsel with students regarding their progress and their special needs in consultation with the director of admissions and records and give final approval on their registration. He shall determine who has met graduation requirements and present the names to the faculty for approval. He shall evaluate and work toward improvement of the academic achievement of students as measured by tests which permit comparison with national or other norms.

The dean shall exercise educational leadership by preparing and presenting to the faculty (through the appropriate committees) policies and plans for furthering the educational task of the school. The dean shall also make reports to the faculty on the activities, needs and achievements of the school. He shall be responsible to the vice-president for academic administration for the educational use of the buildings and rooms assigned to the school, and for the general equipment of the school (as distinct from that of the several departments). With the help of the department chairman he shall prepare a proposed budget for the school and submit it to the vice-president for academic administration. He shall recommend the appointment, reappointment, or promotion of teachers in consultation with the departments.

In the Seminary and in the School of Graduate Studies the dean shall serve as the admissions officer.

The dean shall coordinate communication of all official affairs of the school with other university officers, with students and with

the public. He shall prepare the schedule of classes and submit it to the vice-president for academic administration for final approval. He shall coordinate the preparation of all material for the bulletin, approving the content, and present the copy to the vice-president for academic administration for printing.

In cooperation with members of his faculty and the University officers, he shall work for the adequate provision and use of instructional materials, including library, laboratory equipment, and visual and auditory aids.

He shall develop a sound academic administration and, in cooperation with others, develop appropriate position descriptions for those under his supervision.

The dean shall make a report annually (or oftener) to his faculty regarding the disposition of recommendations made by that faculty to the administrative officers or to the Board of Trustees. Insofar as is possible, the report shall include a rationale for the disposition of each recommendation in terms of the objectives of the University. It may also include recommendations from the administrative officers and the Board to the faculty.

Source: Andrews University Working Policy, June 1, 1972
revision, pp. 24, 25

Avondale College

The Academic Dean: The Academic Dean is responsible to the Principal and the Board for the Academic Program of the College. He also functions as Deputy Principal performing the Principal's official on-campus duties when the Principal is absent or when called upon to do so by the Principal. He is secretary of the Faculty of the College and of the College Council.

The Academic Dean serves as the major channel of communication in all matters affecting the teaching function of the College. All members of the lecturing staff are responsible to him, subject loads and lecture loads being allocated by him as well as approval for emergency leave taken during the academic year. He is required to ensure that adequate and consistent academic standards are maintained within the College and to this end supervises the preparation and assessment of examination papers and other forms of evaluation, the conduct of examinations and the eligibility of students to sit for them and the registration of students for courses and their progression within them.

His specific duties are:

1. He is Chairman of the Academic Committee and is responsible for executing its policies and actions.
2. He is responsible for the publication of the College Calendar.

3. In consultation with the Department Chairmen he assigns the teaching duties of each member of the lecturing staff.

4. He prepares reports on current academic programs at the College and makes recommendations for the institution of new courses, course revisions, and new subject areas.

5. He assists and advises the Principal in preparing recommendations to the Board on matters concerning Faculty appointments, chairmanship of departments, ranking of Faculty members, and in-service training.

6. He approves, in consultation with the Administrative Group, requests for leave during the academic year and during vacations and approves arrangements for substitute teachers proposed to him by the Department Chairmen.

7. He is responsible for the preparation of class and examination schedules.

8. He allocates office space for departments and in consultation with Department Chairmen assigns offices for lecturers.

9. Makes arrangements for assembly rooms on the campus and maintains a regular record of all meetings and functions held on the campus.

10. Coordinates off-campus trips, and field trips approved by the Council.

11. Acts as chairman of the Library Committee.

12. Acts as Secretary of the College Council and of the Faculty.

13. Maintains student records, class absence records, chapel attendance records and executes the policies of the Academic Committee and the College Council in respect of such.

14. Maintains constant contact with departments and regularly attends departmental Faculty meetings.

15. Prepares reports on the Academic Program of the College required for the Board and accrediting agencies, Departments of Education, etc.

16. Maintains liaison with the academic administration of Pacific Union College, the Advanced Education Board and other agencies.

17. Arranges for external assessment of all Diploma subjects.

18. Supervises, in consultation with Department Chairmen, the methods of instruction used by each lecturer and the techniques of assessment proposed for each subject.

19. Certifies that prospective graduates have met the Academic and College requirements for graduation and presents the names of graduates to the College Faculty for approval.

20. He is responsible for the organization of graduation ceremonies and presents the candidates to the Principal for awards.

21. He makes recommendations regarding development of courses in subject areas, standards of admission, requirements for graduation, instructional methods, methods of assessment and instructional facilities and equipment.

22. He is responsible for promoting a healthy intellectual atmosphere amongst the students and Faculty and fosters research and other creative academic activities among the Faculty including participation in professional societies financed by the College.

23. He assumes responsibility for Chapel services ensuring that the atmosphere of worship is given appropriate emphasis.

Source: Avondale College Handbook

Brazil College
(Instituto Adventista de Ensino Brazil)

Duties of the General Vice-President (academic dean): To act as the Director General (President) in his temporary absence; to promote academic and instructional activities in harmony with Working Policy; to supervise and coordinate school functions, institutes and departments; to promote scholarship; to supervise work of the registrar, academic counseling, library, audio-visual resources and laboratories; to supervise the process of student admission; to oversee the well-being and spiritual climate of the student community; to supervise and coordinate internal activities; and to assume and carry out the responsibilities attributed to him.

Source: translated from Portuguese from the Brazil College faculty handbook with the assistance of Manuel Velasquez and John Rodgers, Andrews University doctoral students.

Canadian Union College

The Academic Dean: The academic dean is the first-ranking administrative officer of the college faculty, responsible directly to the president. His principal duties are:

1. To serve as executive officer of the college faculty, and in the absence of the president, to perform all his on-campus official duties.

2. To execute, under the president, the policies and

regulations of the faculty.

3. To serve next to the president as chief coordinator of all academic functions of the college.

4. To transmit to the president a budget for the operation of the educational program of the college, after details have been worked out with the chairmen of instructional departments and others concerned.

5. To collaborate with the president in preparing reports to and in representing the college at meetings of accrediting associations.

6. To call attention to changing thought and practices in the field of higher education, and to propose educational policies for consideration by the appropriate officer or agency, such as the president, the faculty, or one of the standing committees.

7. In cooperation with the chairmen of instructional departments, to make nominations of new members for the teaching staff, and to assist the president in recruiting and selecting candidates for teaching positions.

8. In collaboration with the chairmen of instructional departments, to make suggestions to the president concerning the promotion, demotion, or dismissal of members of the teaching staff.

9. To assist the president in planning for the in-service professional education of members of the faculty.

10. To make periodic reports to the president concerning the academic work of the college.

11. To make recommendations to the president and the faculty concerning the academic calendar.

12. To prepare the college bulletin and all class, examination, and room schedules.

13. To coordinate the work and services of the instructional departments.

14. To supervise curricula, courses, and methods of instruction.

15. To promote and supervise the teaching program of the college.

16. To counsel with the chairmen of the instructional departments of the college concerning the courses to be given in the respective departments and the assignment of teachers for courses offered.

17. To assign offices to faculty members, in consultation with the president.

18. To make temporary assignments, in cooperation with department chairmen, of substitute teachers in the absence of faculty members.

19. To give general supervision to the operations of the office of admissions and records and the library.

20. To counsel the registrar in interpreting policies relative to the evaluation of secondary school credits, transcripts of students coming from other colleges, and questions arising over entrance requirements.

21. To serve as chairman of the academic standards committee and the admissions committee.

22. To advise students concerning academic and general matters and study with them their progress and academic welfare.

23. To excuse, at his own discretion or under faculty regulations, any irregularities in student attendance.

24. To cooperate with the president and the field representatives in recruiting students for the college.

25. To arrange, in consultation with the president, the annual commencement exercises. Speakers for the graduation services will be chosen by the president in consultation with the academic dean.

Source: Canadian Union College Faculty Handbook

*Caribbean Union College

Academic Dean: The Dean is the second administrative officer of the college and serves as executive officer of the college in the absence of the president, or at such times as the president may designate.

Responsible to the President.

Functions:

1. To supervise the academic program of the college, administering the policies developed in the Academic Standards Committee and authorized by the faculty.

2. To counsel with students concerning all academic matters and to approve changes in class registration.

3. To assist the president in planning the in-service training of staff members and direct the program of orientation for new appointees to the faculty.

4. To counsel with heads of departments in the nomination of new members for the teaching staff, and to make suggestions to the president regarding the promotion and retention of members of the faculty.

5. To counsel with the president and the department heads as to what courses shall be offered in each department each year, and to arrange with department heads for the teaching of various courses.

6. To transmit to the president the budget recommendations for academic activities, after details have been worked out with the department heads.

7. To make periodic reports to the president concerning the academic work of the college.

8. To make temporary assignment of substitute teachers in the absence of faculty members and to cooperate with the president and the Board in the appointment of any such substitute in case of the prolonged absence of a faculty member.

9. To collaborate with the president in preparing reports and in representing the college at meetings of accrediting bodies and at such meetings as may be designated by the president.

10. To serve as chairman of the Committee on Academic Standards and Admissions.

11. To counsel with the Registrar concerning the evaluation of transfer credits and interpretation of policies.

12. To lead out in the organization of the senior and other classes.

13. To present candidates to the president for the receipt of their diplomas.

14. To serve as marshal with the assistance of the registrar, in arranging academic processions.

15. To assign teachers' offices, classrooms, and other instructional facilities, in consultation with the individuals concerned.

16. To furnish information and literature regarding the college to prospective students in cooperation with the president.

17. To cooperate with the president in recruiting students.

18. To prepare, with the assistance of the registrar, the various issues of the official college bulletin.

19. To approve memberships in learned societies of staff members.

20. To assume such other obligations as may be assigned to him from time to time by the president or Board.

Source: Caribbean Union College Faculty Handbook

***Received too late to be used in preparation of the Academic Dean's Function Questionnaire; not included in summary table which follows these job descriptions.**

Chile College

Academic Dean: The academic dean will be responsible for the coordination of academic activities, in consultation with the president. His main functions are as follows:

1. To serve as the president when appointed to do so.
2. Be the immediate next-in-line administrator to the president.
3. Keep the president informed of the teaching activities and scholastic problems of students.
4. Supervise the discipline of the college.
5. Preside over Planning and Curriculum and Library committees.
6. Organize student recruitment.
7. Preside over faculty meetings and supervise teaching activities of teachers.
8. Be counselor for students in intellectual and vocational matters.
9. Approve individual study programs and authorize changes in accordance with the rules of the academic standards committee and the faculty.
10. Coordinate the teaching loads of college and secondary teachers in consultation with the president.
11. In consultation with the department heads he directs the chapel periods of the college.
12. Prepare the college bulletin.
13. Coordinate the work of registrar's office in consultation with the department heads and secondary director.
14. In cooperation with the registrar, inform parents or guardians concerning scholastic achievement of college students.
15. Prepare the school calendar in consultation with the president and department heads.
16. Name the class sponsors of college classes in consultation with department heads.

17. Organize patriotic commemorations in the college.
18. Coordinate field trips and take measures to inform dean of students and dormitory deans of these activities.
19. Propose the academic rank of teachers to the president for presentation to the Board.
20. Promote the functioning of the Parent and Home Association.

Source: Chile College Faculty Handbook: translated from Spanish by John Rodgers, Andrews University doctoral student.

Columbia Union College

Dean of Academic Administration: Under the President, the Dean of Academic Administration is the second administrative officer of the College and serves as executive officer of the College in the absence of the President or when the President may designate.

Responsible to the President.

Functions:

1. To execute policies and regulations of the faculty appropriate to his office.
2. To be responsible for coordinating the teaching program.
3. To plan yearly departmental course offerings in consultation with the President, the department chairmen, and the Director of Admissions and Records.
4. To be responsible for the content and emphasis of the curriculum.
5. To plan schedule of classes.
6. To assist the faculty in the improvement of the quality of teaching.
7. To make recommendations, in consultation with department chairmen, to the President relative to the appointment, promotion, in-service training, and dismissal of faculty members and part-time instructional staff.
8. To promote research by faculty members.
9. To recommend to the President the budget needs of the teaching departments, the Weis Library, the Office of Admissions and Records, and other offices under his jurisdiction.

10. To represent the College at educational conventions and meetings of accrediting organizations as recommended by the President.
11. To be in charge of academic counseling.
12. To approve leave-of-absence requests from students when class attendance is involved.
13. To direct the summer session.
14. To direct the graduate teaching program and any extension programs.
15. To assist in recruiting students.
16. To prepare the College Bulletin with the assistance of the Director of Admissions and Records and the department chairmen.
17. To approve faculty attendance at meetings of learned societies.
18. To prepare an annual report for the President on the activities of his office and the academic program of the College during the preceding year.
19. To be responsible for the following committees:
 - a. Curriculum and Educational Policies, Chairman
 - b. Academic Affairs, Chairman
 - c. Student Aid, Chairman
 - d. Admissions, Chairman
 - e. Graduate Affairs, Chairman
 - f. Teacher Education, Member
20. To assign teachers' offices, classrooms, and other instructional facilities, in consultation with the departmental chairman.
21. To perform additional duties appropriate to his office as the President may authorize.

Source: Columbia Union College Faculty Handbook

Inca Union College
(Seminario Adventista Union)

Responsibilities of the Academic Dean of SAU: The academic dean will be responsible for the direction and coordination of academic activities of SAU, taking care that the teaching program and academic activities of the professors and teachers are carried out as specified.

1. Direct educative and teaching activities in consultation with the president.

2. Recommend educational and teaching standards to be presented to the president and to the committees and boards responsible for their study and application.

3. Keep the president informed of teaching activities and scholastic problems of students.

4. Supervise development of programs, courses and methods of instruction, visiting classes, applying directives advised by the academic standards committee and authorized by the faculty.

5. Approve class programs of each student and authorize them to add or drop courses during the school year, in accordance with the rules of the academic standards committee and the faculty.

6. Supervise discipline in general, and especially the behavior of students in classroom and the fulfillment of their school work.

7. Take over the duties of "director of studies" when no one has specifically been designated for this task.

8. Be a counselor for students in intellectual and vocational matters.

9. Direct academic standards committee and research and orientation of teaching and achievement of student.

10. Direct work of registrar's office.

11. Replace president when he is absent or temporarily unable to serve, or whenever he is asked to do so.

12. Direct summer school.

13. Preside over library committee.

Source: Quoted from the Inca Union College Faculty Handbook in a letter from Inca Union College dated August 9, 1976; translated from the Spanish by John Rodgers, Andrews University doctoral student in educational psychology and counseling.

Indonesia Union College

The Dean: The primary function of the Dean's office is to assist the President in administration of the academic activities of the college. The responsibilities and duties of the Dean are as follows:

1. Executing under the President the policies and regulations of the Board of Directors.

2. Acting as ranking executive officer in the absence of the President.

3. Counseling with the President and the department heads as to what courses shall be offered in each department.
4. Arranging with department heads for the teaching of various courses.
5. Counseling with the President in determining what constitutes full-time teaching service.
6. Assisting the President in the co-ordination of the work of the various instructional departments.
7. Authorizing the purchase of teacher's desk copies of text books required.
8. Making temporary assignments of substitute teachers in the absence of a Faculty member and co-operating with the President and department head in the appointments of such substitutes in cases of prolonged absence of Faculty members.
9. Co-operating with heads of departments in the nomination of new members for the teaching staff and making suggestions to the President regarding the promotion, demotion or dismissal of members of the Faculty.
10. Assisting the President in planning the in-service training of Faculty members.
11. Arranging with the department heads and the Business Manager for students who may be employed in instructional departments.
12. Recommending to the President, in counsel with department heads, part-time instructors.
13. Transmitting to the President the budget recommendations for academic activities, after details have been worked out with the department heads.
14. Making reports to the President regarding the academic work of the college.
15. Representing the college at educational conventions, in counsel with the President.
16. Collaborating with the President in representing the Institution to the various accrediting bodies (government).
17. Preparing, with the assistance of the registrar, the time schedule for classes.
18. Counseling with the Registrar regarding the schedule for examinations.

19. Counseling with the Registrar concerning evaluation of transfer credits.

20. Planning the academic calendar, in counsel with the President, and submitting it to the administrative council for approval.

21. Arranging, with the assistance of the Registrar, for changes in student course and registration.

22. Assigning particular rooms in which the various classes are to be held.

23. Exercising general supervision of educational activities and promoting high standards of class-work, visiting classes and counseling with teachers.

24. Advising students concerning academic matters.

25. Counseling with students and Faculty regarding student failure.

26. Co-ordinating the extra-curricular activities of the college.

27. Granting extended permanent chapel absences.

28. Approving student leave-of-absence requests when such will involve class absences.

29. Approving subscriptions to magazines and periodicals for staff members.

30. Directing in placement of graduates.

31. Acting as chairman of the committees on Admissions and Academic Standards.

32. Serving as Recording Secretary of the Board of Directors.

33. Assisting in the recruiting of students.

34. Preparing the annual Bulletin and other official bulletins, with the assistance of the Registrar and with the advice and counsel of department heads.

Source: Indonesia Union Staff Handbook

Loma Linda University

Dean: The Dean is charged with the general administration of the School, including, in the case of the deans of the professional schools on the Loma Linda campus, the administration of teaching activities of the School in the hospitals and clinics, in accordance with University policies.

Responsible to the Vice President for Academic Administration.**Functions:**

1. To be responsible for the content, emphasis, and quality of the curriculum, and to direct faculty conferences toward its appraisal and improvement.
2. To assist in maintaining the integrity of the scholastic, moral, spiritual, and social standards of the University.
3. To administer the curriculum and be responsible for the schedule of classes, laboratory periods, and teaching clinics in accordance with faculty-approved policies.
4. To preside at appropriate meetings of the official committees of the school except as he shall provide otherwise.
5. To authorize expenditures for items included within the approved budget and tuition.
6. To recruit teaching personnel in consultation with the chairmen of departments, subject to Trustees approval.
7. To be responsible, through the chairmen of the departments, for the orientation of new teachers.
8. To make recommendations relative to the appointment, compensation, assignment of rank, promotion, leave of absence, and severance of faculty members, in counsel with the chairmen of the departments.
9. To assist in the in-service development and advanced training of the teaching staff.
10. To assist the faculty in the study of the improvement of the quality of teaching.
11. To maintain appropriate admission and graduation standards and procedures, as approved by the Faculty Council.
12. To see that students are advised on matters pertaining to their scholastic progress.
13. To be responsible for student discipline in collaboration with the Dean of Students.
14. To be responsible for the preparation of material for the School Bulletin and other materials of an academic and promotional nature for publication, with the Editor of Official Publications.
15. To prepare, with the assistance of the chairmen of the departments, a statement of the annual budget needs of the School.
16. To be responsible for the preparation of annual reports

to the University administration.

17. To have responsibility for teaching grants through the respective coordinators or department chairmen.

18. To approve applications for the support of research projects.

19. To process official reports, communications, questionnaires, and similar documents pertaining to the School that are not otherwise processed by direction of the President.

20. To maintain faculty records.

21. To assume such additional responsibilities as are appropriate to his office and as the Vice President for Academic Administration may authorize or direct.

Source: Loma Linda University Policy Handbook

Mount Klabat College

The Dean: The primary function of the Dean's office is to assist the President in administration of the academic activities of the college. The responsibilities and duties of the Dean are as follows:

1. Executing under the President the policies and regulations of the Board of Directors.

2. Acting as ranking executive officer in the absence of the President.

3. Counseling with the President and the department heads as to what courses shall be offered in each department.

4. Arranging with department heads for the teaching of various courses.

5. Counseling with the President in determining what constitutes full-time teaching service.

6. Assisting the President in the coordination of the work of the various instructional departments.

7. Authorizing the purchase of teacher's desk copies of text books required.

8. Making temporary assignments of substitute teachers in the absence of a Faculty member and cooperating with the President and department head in the appointments of such substitutes in cases of prolonged absence of Faculty members.

9. Cooperating with heads of departments in the nomination of new members for the teaching staff and making suggestions to the

President regarding the promotion, demotion, or dismissal of members of the Faculty.

10. Assisting the President in planning the in-service training of Faculty members.

11. Arranging with the department heads and the Business Manager for students who may be employed in instructional departments.

12. Recommending to the President, in counsel with department heads, part-time instructors.

13. Transmitting to the President the budget recommendation for academic activities, after details have been worked out with the department heads.

14. Making reports to the President regarding the academic work of the college.

15. Representing the college at educational conventions, in counsel with the President.

16. Collaborating with the President in representing the institution to the various accrediting bodies (government).

17. Preparing, with the assistance of the Registrar, the time schedule for classes.

18. Counseling with the Registrar regarding the schedule for examinations.

19. Counseling with the Registrar concerning evaluation of transfer credits.

20. Planning the academic calendar, in counsel with the President, and submitting it to the administrative council for approval.

21. Arranging, with the assistance of the Registrar, for changes in student course and registration.

22. Assigning particular rooms in which the various classes are to be held.

23. Exercising general supervision of educational activities and promoting high standards of classwork, visiting classes and counseling with teachers.

24. Advising students concerning academic matters.

25. Counseling with students and Faculty regarding student failure.

26. Assisting in the recruiting of students.

27. Granting extended permanent chapel absences.

28. Approving student leave-of-absence requests when such will involve class absences.

29. Arranging for commencement exercises, including supervision of class organization.

30. Approving subscriptions to magazines and periodicals for staff members.

31. Directing in placement of graduates.

32. Acting as chairman of the committees on Admission and Academic standards.

33. Preparing the annual Bulletin and other official bulletins, with the assistance of the Registrar and with the advice and counsel of department heads.

Source: Mount Klabat College Faculty Handbook

Mountain View College

Functions of the Academic Dean:

1. To direct the educational activities of the college, maintain high academic standards and carry out sound educational practices in harmony with the policies and regulations of the board, faculty and staff.

2. To direct the attention of the faculty to the development in the field of education, to direct in the study of the educational problems of the college and to direct approved educational experiments and research.

3. To represent the president in his absence and at educational and other meetings as directed by the president.

4. To serve on the Administrators and President's Councils and act as chairman when the president is absent.

5. To serve as chairman and as the chief executive officer of the Academic Standards Committee.

6. To have general oversight of the academic personnel of the college.

7. To make the plan of registration in consultation with the registrar and present it to the staff for approval and to have oversight of the registration procedure.

8. To plan with the department heads, the courses to be offered, the assignment of courses to faculty members, departmental requirement, etc., in order to insure proper balance and coordinations.

9. To check and approve teachers' loads.

10. To plan the academic calendar of events and present it to the President's Council for approval.

11. To plan the college catalog and work with the registrar in its preparation and revisions.

12. To be responsible for orientation of new and probationary members of the faculty.

13. To collect or have collected the data regarding faculty personnel, training, experience, publications, etc., as needed for reports and files.

14. To plan with the president and department heads for the in-service training of the faculty.

15. To counsel with the president and department heads in the nomination of new members of the faculty.

16. To recommend in consultation with the department heads the rank, salary rate, promotion, demotion, dismissal, leave of absence of faculty members to the president.

17. To transmit to the president the budget recommendations for the educational activities after consultation with the department heads.

18. To prepare with the registrar the schedule of classes and examination schedules.

19. To approve the budgeted expenditures for the educational activities and transmit to the finance committee all extra-budgetary requests for expenditure. To serve on the finance committee.

20. To organize the college classes (senior, etc.) and recommend to the president one class sponsor and receive reports from the college class sponsors. (A second sponsor may be selected by the class).

20a. To recommend to the president sponsors for student organizations.

21. To be responsible for the assignment of teachers offices.

22. To prepare the annual "Report of the Dean" for the president.

23. To oversee the class absence system.

24. To make temporary assignment of substitute teachers in consultation with the department head and work with the president and head of department in case of prolonged absence of a faculty member.

25. To arrange with the department head and business office for the students who may be employed in the educational departments.

26. To approve membership in learned societies and subscriptions

to magazines and periodicals for faculty members.

27. To approve in counsel with the president attendance at the meetings of learned societies and denominational conventions.

28. To direct the Academic Standards Committee in the study of the curricula, course and department requirements, majors, minors, etc.

29. To direct in statistical studies from the academic and personnel records.

30. To have supervision of summer school.

31. To assist the president in planning for graduation exercises, Senior recognition and Honors Convocation.

32. To present to the president the needs for new buildings, new equipment and renovation and remodeling desirable for improved educational procedures.

33. To execute such other duties as may be assigned to him by the president.

34. To counsel with students and teachers regarding student failures.

35. To promote a high standard of class work by visiting classes and counseling with teachers and department heads regarding work of the department.

36. To make arrangement for exemption, validation and proficiency examination. To allow or deny requests for special examination.

37. To make arrangements for and supervise Honors and Scholarship examinations.

Source: Mountain View College Faculty Handbook

Pacific Union College

Academic Dean: The Academic Dean is the chief administrative officer in charge of the educational program of the college. In the absence of the President he performs the President's on-campus official duties. He executes policies and regulations of the faculty and serves as chief coordinator of all academic functions of the college. He transmits to the President the budget for the operation of the educational program of the college after consultation with chairmen of instructional departments. He takes the initiative in locating prospective candidates for teaching positions in counsel with the chairmen of the instructional departments involved. He is also responsible for the organization of all commencement exercises and presents the candidates for diplomas and degrees to the President. He makes

recommendations regarding curriculum development, standards of admission, requirements for graduation, honors programs, course sequences, instructional methods, grading systems and policies, student and faculty research, library use and development, and instructional equipment. He is responsible for motivating learning and promoting the intellectual achievement of students. He fosters research, scholarly publications, and academic creative activities on the part of faculty members. He prepares the copy for the College Bulletin, for class and examination schedules, and for all announcements of an academic nature. Reporting directly to the Academic Dean are the Associate Dean for Academic Administration, the Director of Admissions and Records, the Librarian, the Director of Audiovisual Services, and the chairmen of the academic departments. He assigns offices to faculty members, prepares the academic Calendar, and advises students concerning academic matters. He approves the travel requests of faculty members for attendance at professional meetings financed by the College.

Source: Pacific Union College Faculty Handbook

Philippine Union College

Functions of the Dean of Faculties: It shall be the responsibility of the dean of faculties to administer the academic policies of the college, to coordinate the work of the teaching staff members, and to conduct intra-mural educational studies. His functions and responsibilities shall be as follows:

1. To serve as executive officer of the college in the absence of the president, or at such times as the president may designate.
2. To supervise the academic program in the college, administering the policies developed in the Academic Standards Committee and authorized by the faculty.
3. To provide for research on problems of teaching and staff organization and relationships.
4. To transmit to the president the budget recommendations for academic activities.
5. To direct the program of orientation for new appointees to the faculty.
6. To counsel with school deans and heads of departments in the nomination of new members for the teaching staff, and to make suggestions to the president regarding the promotion and retention of members of the faculty.
7. To assist the president in planning the in-service training of staff members.

8. To counsel with the president, school deans, and the department heads as to what course shall be offered in each department each year, and to arrange with department heads for the teaching of various courses.

9. To represent the college at such meetings as may be designated by the president.

10. To counsel with the registrar concerning the evaluation of transfer credits.

11. To approve changes in class registration.

12. To counsel with students concerning all academic matters.

13. To serve as adviser to selective service registrants, veterans, and students from other lands, in all academic matters, and to handle all correspondence with the agencies concerned with these students.

14. To lead out in the organization of the senior and other classes.

15. To assume responsibility for the ordering of academic dress for students and faculty as may be required.

16. To serve as marshal with the assistance of the registrar, in arranging academic processions.

17. To furnish information and literature regarding the college to prospective students in cooperation with the registrar's office.

18. To advise and collaborate with the chairmen of the elementary and secondary education departments regarding the teacher education program of the demonstration schools.

19. To supervise the editing of the various issues of the official college bulletin.

20. To approve memberships in learned societies for staff members.

21. To assume such other obligations as may be assigned to him from time to time by the president or the board.

Source: Philippine Union College Staff Handbook

River Plate College

The principal functions of the academic director are as follows:

1. To promote spiritual and intellectual life of personnel.

2. Replace the President, when he is absent, or when requested.
3. Be the immediate co-worker of the President.
4. Keep the President informed concerning teaching activities.
5. Supervise school discipline of the college students.
6. Preside over the Curriculum Committee.
7. Organize student recruitment.
8. Preside over faculty meetings.
9. Act as student counselor in scholastic and vocational matters.
10. Approve individual study programs for college students and authorize any changes according to the rules.
11. Coordinate teaching loads of college and secondary teachers and the extracurricular load for each teacher on all levels in consultation with the President.
12. In consultation with the department heads he directs the chapel periods of the college.
13. Promote the preparation of textbooks.
14. Prepare the college bulletin.
15. Coordinate the work of the registrar's office in consultation with department heads and administration.
16. In cooperation with registrar, inform the parents or those responsible concerning the scholastic achievement of the college students.
17. Responsible for setting up the school calendar.
18. In consultation with department heads, name class sponsors.
19. Organizes patriotic commemorations.
20. Coordinate field trips of college students and inform dean of student affairs and dormitory deans concerning these activities.
21. Propose the academic rank of teachers to the President for presentation to the Board of Directors.
22. Coordinate graduation exercises for the college.
23. In consultation with the president and business manager,

schedule the summer work of faculty members.

Source: River Plate College faculty handbook, pp. 16-18; translated from Spanish by John Rodgers, Andrews University doctoral student.

Solusi College

Responsibilities of the college dean:

1. Chairman of the admissions and academic standards committees.
2. Development of the academic programme, includes establishing new programmes and departments and the broadening of existing programmes.
3. Admissions, academic records and reports in conjunction with the registrar.
4. To provide academic, career and social guidance to students.
5. Class attendance and discipline relating to classroom affairs, in conjunction with the registrar.
6. Upkeep of local plant as opposed to the institution at large.
7. The integration of the College programme into the total programme of the institution.
8. Campus absence requests.
9. Solusi College comprises three schools: Elementary, Secondary and College. Collectively they form the institution together with the farm, cafeteria, etc.
10. College as mentioned above refers to the College programme as opposed to the secondary or Primary schools.

Source: Letter from Solusi College, July 26, 1976.

Southeast Asia Union College

Academic Dean: The academic dean is responsible to the president. He is given the function of providing leadership and coordination to the college academic program according to the principles of Christian Education. Specific responsibilities include (1) supervising of instruction, (2) curriculum planning and development, (3) organizing effective admissions and registration procedures which are to be implemented with the help of the registrar, (4) directing the placement

service of graduates, (5) recommending and implementing academic standards and policies including the student class loads, (6) being chairman of the academic affairs committee, and (7) chairman of the library committee, (8) directing other services and activities for which the academic dean is generally responsible, (9) meeting with the board as a non-voting member.

Source: Southeast Asia Union College Survey Committee, February, 1970.

Southern Missionary College

Academic Dean: The academic affairs of the college are administered by the academic dean. His chief function is to give direction and leadership to the academic program of the college and be responsible to the president for effective and efficient instructional services. His major responsibilities are the over-all supervision of the instructional program, admissions and records, the library, and audio-visual services. The principal duties of the academic dean include the following:

1. To act for the president in the latter's absence and at times and places designated by the president.
2. To supervise curriculum development, instructional methods, grading practices, admission standards, registration procedures, graduation requirements, and the educational use and development of the library and the audio-visual services.
3. To counsel with department chairmen concerning the academic program, budget preparation and control, staff utilization and development for their various departments, and attend to other matters relative to the academic program.
4. To promote the professional growth of the teaching faculty through orientation programs for new teachers; by in-service, summer, and sabbatical study programs; and by fostering research, scholarly writing, and creative academic activities on the part of teachers.
5. To prepare for the president in consultation with the business manager the budget for the instructional services of the college.
6. To chair the academic affairs committee.
7. To implement academic policies enacted by the faculty senate.
8. To counsel the president on the appointment, promotion, and dismissal of teachers.
9. To prepare the college catalog, class and examination schedules, and the academic calendar.
10. To serve as director of the summer school.

11. To advise students concerning academic and general matters and study their progress and academic welfare with them.

12. To provide class excuses for students when deemed advisable.

13. To approve expense reports for academic personnel.

Source: Southern Missionary College Faculty Handbook

Southwestern Union College

The Dean of Academic Affairs: The President delegates to the Dean of Academic Affairs the responsibility for the instructional program of the college.

A. Specifically, in carrying out his responsibility to the President, the Dean of Academic Affairs is expected to:

1. Administer the academic policies of the college and to serve as executive officer of the college in the absence of the President or at such other times as the President may designate.

2. To serve as a member of the Executive Board and recording secretary of the board.

3. In consultation with department chairmen, recommend to the President qualified candidates for faculty appointment.

4. Recommend to the President the academic rank of new members of the faculty in consultation with Committee on Rank and Tenure.

5. Plan for in-service training of staff members.

6. Give to the President the budget recommendations for academic affairs after counseling with department chairmen.

7. Assist the President in an orientation program for new faculty appointees.

8. Represent the college at such meetings as may be designated by the President.

9. Prepare an annual report to the President. This, at the option of the President, may be presented directly to the board by the Dean or serve as a basis for material to be included in the report by the President.

B. The Dean of Academic Affairs, in carrying out his responsibility to the faculty, is expected to:

1. Serve as chairman of the Academic Policies Committee, the

Admissions Committee, the Publications Committee, and the Committee on Rank and Tenure.

2. Determine, in consultation with department chairmen, the teaching loads of members of the faculty.
 3. Assign offices to the faculty.
 4. Counsel with faculty members regarding professional growth.
 5. Assign substitute teachers in the absence of faculty members when requested by the department chairman.
 6. Collect and maintain a complete record of faculty members' transcripts, professional experience, publications, etc.
 7. Confer with department chairmen about the employment of new members for the teaching faculty and transmit their suggestions to the President.
 8. Call attention to changing thought and practices in the field of higher education and to propose educational policies for consideration by the appropriate officer or agency of the college.
- C. In directing the work of the Dean's office, he is expected to:
1. Edit the college Bulletin, the Student Handbook and the Activities Calendar.
 2. Approve the yearly course offerings.
 3. Approve the final examination schedule.
 4. Administer academic policies approved by the faculty.
 5. Approve the class schedule, consulting department chairmen whenever possible.
 6. Evaluate transfer credits.
 7. Be responsible for the assignment of classrooms and laboratories.
- D. To carry out his responsibility to the students, the Dean of Academic Affairs is expected to:
1. Plan an orientation program for new students.
 2. Supervise the academic program of all students, including the specific requirements for students on academic probation.
 3. Administer the class attendance policy.
 4. Approve class registration and changes in program.

E. Placement Service. The placement service is under the supervision of the Dean of Academic Affairs who arranges:

1. To supply to institutions and organizations information concerning students and alumni who are available for employment.
2. To maintain an adequate placement file for students and graduates.
3. To counsel college students and graduates concerning job opportunities.
4. To assist prospective employers in arranging for interviews with students seeking employment.

F. General:

1. To keep a record of all events which involve the faculty and student body, and to act as a clearing house for all such appointments. No appointment or program will be valid without the approval of the Dean of Academic Affairs.
2. To approve and schedule non-academic college programs or appointments involving student organizations or groups.
3. To administer the testing and orientation program for new students in consultation with the Dean of Academic Affairs.
4. To interpret to the faculty the results of the testing program.
5. To supervise the student counseling service of the college, including coordination of faculty counselors, maintenance of a testing service and counseling center, and the custody of records essential to such services.

Source: Southwestern Union College, Faculty-Staff Working Policy, pp. 21-23.

Spicer Memorial College

Vice-President for Academic Affairs: The primary function of the Vice-President for Academic Affairs is to assist the President in the administration of the academic activities of the college. The following responsibilities and duties are assigned to the Vice-President for Academic Affairs:

1. To execute under the President the policies and regulations of the Board of Trustees regarding academic matters.
2. To act as ranking executive officer in the absence of the President and the Executive Vice-President.

3. To counsel with the President, after consultation with the Registrar and the department heads as to what courses shall be offered in each department.
4. To counsel with department heads for the teaching of various courses.
5. To submit to the President cases of students requesting classload of less than 8 hours.
6. To assist the President in the coordination of the work of the various instructional departments.
7. To authorize the purchase of teacher's desk copies of textbooks required.
8. To organize in consultation with the President and the assistance of the director of counseling and guidance and the registrar, the Counseling Day program.
9. To see that approved syllabi materials are made ready for use by faculty and students.
10. To assist the President in planning the in-service training of faculty members.
11. To arrange with the department heads and the director of student work program for students who may be employed in instructional departments.
12. To recommend to the President, in counsel with department heads, part-time instructors.
13. To transmit to the President the budget recommendations for academic activities after details have been worked out with the department heads.
14. To make reports to the President regarding the academic work of the college.
15. To approve changes of major and/or minor fields of study for a student in consultation with the faculty member concerned and the registrar.
16. To be the over-all incharge and coordinator of all academic departmental clubs.
17. To prepare with the assistance of the registrar, the time schedule for classes.
18. To counsel with the registrar regarding the schedule for examinations.

19. To counsel with the registrar concerning evaluation of transfer credits.
20. To assist the President in the preparation of the calendar of events.
21. To approve in consultation with the registrar and advisors concerned changes in student course and registration.
22. To assign rooms in which the various classes are to be held.
23. To exercise general supervision of educational activities, and to promote high standards of classwork and teaching, and to counsel with teachers.
24. To advise students concerning academic matters.
25. To approve students class-loads up to 17 1/2 semester hours.
26. To counsel with students and faculty regarding student failure.
27. To be responsible with the marshall of the college for the academic procession of the faculty at the Commencement.
28. To be responsible for the caps and gowns of the graduates.
29. To receive reports from faculty members on the coverage of syllabi in courses and to submit a report of the same to the President.
30. To see that the curriculum laboratory and library are developed and maintained.
31. To be the secretary of the Academic Policies Committee.
32. To be chairman of Library Committee, Student Personnel and Testing Committee, and Curriculum Committee.
33. To be member of the President's Council, Administrative Council, Student Work Program and Theology Study Selection Committees.
34. To serve as the secretary of the Oral Examination Committee.
35. To assist the President in the organization of the senior class, class presentation program and the Commencement exercises.
36. To assist the President in the preparation of the College Bulletin.

37. To see, with the assistance of the custodian of buildings, that classroom supplies are maintained.

38. To be the custodian of all comprehensive examination papers, and to see that they are given to various evaluators, and to see that they are evaluated in security and as per college Policy.

39. To submit the report of the comprehensive examinations to the President before it is presented to the Academic Policies Committee, and counsel with him regarding the same.

40. To prepare the report of the comprehensive examination results and submit the same to the Academic Policies Committee.

41. To be responsible for the typing and duplication of all semester examination papers and for their security.

42. To be responsible for all placement examinations, and to see to their evaluation, and to announce the results.

43. To be responsible, with the assistance of the registrar, to give to students information on academic matters at the time of orientation.

44. To assist the President in the planning and execution of the faculty pre-sessions and the orientation program.

45. To approve or recommend to the Curriculum Committee class overloads of students.

46. To approve private lessons in voice, piano and other instruments in consultation with the registrar and the instructor concerned.

47. To be the chief examiner and chief supervisor of all semester examinations.

48. To be the chief examiner and chief supervisor of all comprehensive examinations.

49. To be responsible for conducting and evaluating all special exemption, and proficiency examinations.

50. To investigate into requests made by faculty members for change of grades after they have been submitted to the registrar's office, and to counsel with the President regarding the same.

51. To submit the report with recommendation on requests of faculty members for changes in their grades to the Academic Policies Committee.

52. To recommend incomplete grades in consultation with the teacher concerned to the Academic Policies Committee.

53. To prepare the timetable in consultation with the registrar for the comprehensive examinations and orals.

54. To announce to the students the results of the comprehensive examination results.

55. To examine the progress of students on academic probation.

56. To recommend to the faculty students who are eligible for graduation.

57. To present graduates to the President at the time of the Commencement.

58. To check the graduation check-up sheet of each prospective candidate for graduation to see that graduation requirements have been met.

59. To check the check-up sheet of each candidate for comprehensive examination to see that he is eligible.

60. To be the coordinator of the evaluation program of the comprehensive examinations.

61. To counsel with the President and the director of summer school regarding summer school offerings.

62. To investigate all cases of dishonesty by students in classes or examinations and to submit report with recommendations to the President.

63. To keep in safe custody a copy of all semester examinations.

64. To keep in safe custody the teachers' grade report books.

65. To prepare and keep up-to-date the textbook list of the college and to provide the President's office and Curriculum library a copy each.

66. To inform the college store of the approved textbook for each course, and approve order for textbook purchases.

67. To see that teachers follow the college evaluation and grading system.

68. To recommend night classes to the Administrative Council.

69. To report to the President regarding the trend in attendance of students and teachers in classes.

70. To make special report to the President of each case where there have been no unanimity among the evaluators of any particular field wise comprehensive examination.

71. To ensure the safety and security of all examination papers (semester, comprehensive, special, exemption, proficiency, etc.)

72. To ensure all examinations are conducted so as to avoid all unfair practices.

Source: Spicer Memorial College faculty handbook.

Taiwan Adventist College

Duties and Functions--Dean of Academic Administration: Under the President, the Dean of Academic Administration is the second Administrative Office of the College and serves as Executive Officer of the College in the absence of the President or when the President may designate.

Responsible to the President.

Functions:

1. To execute policies and regulations of the faculty appropriate to his office.
2. To be responsible for coordinating the teaching program.
3. To plan yearly departmental course offerings in consultation with the President, the Department Chairmen, and the Director of Admissions.
4. To be responsible for the content and emphasis of the curriculum.
5. To plan schedule of classes.
6. To assist the faculty in the improvement of the quality of teaching.
7. To make recommendations, in consultation with department Chairmen, to the President relative to the appointment, promotion, Inservice training, and dismissal of faculty members and part-time instructional staff.
8. To promote research by faculty members.
9. To recommend to the President the budget needs of the teaching departments, the library, the Office of Admissions and Records, and other offices under his jurisdiction.
10. To represent the College at Educational conventions and meetings of accrediting organizations as recommended by the President.

11. To be in-charge of academic counseling.
12. To approve leave-of-absence requests from students when class attendance is involved.
13. To direct the summer session.
14. To prepare the College Bulletin with the assistance of the Director of Admissions and Records and the Department Chairmen.
15. To approve faculty attendance at meetings of learned societies.
16. To prepare an annual report for the President on the activities of his office and the academic program of the College during the preceding year.
17. To be responsible for the following committees:
 - a. Curriculum and Educational Policies, Chairman
 - b. Academic Affairs Committee, Chairman
 - c. Student Aid, Chairman
 - d. Admissions, Chairman
18. To assign teachers' offices, classrooms, and other instructional facilities, in consultation with the departmental chairman.

Source: Taiwan Adventist College faculty handbook.

Union College

Academic Dean: In carrying out his functions under the direction of the President, it is the responsibility of the Academic Dean to:

- 1-11. (See list of common functions of the major officers.)
12. Serve as the second officer in the line of control and in the absence of the President serve as chairman of the faculty and staff meetings and Administrative Council.
13. Serve as chairman of the Academic Policies Committee.
14. Direct the academic and educational activities of the college, maintain academic standards, and implement sound educational practices in harmony with the policies and regulations established by the board and faculty.
15. Direct the attention of the faculty to developments in the field of education, direct in the study of educational problems, and foster and direct approved educational experiments, research, and honor courses.

16. Direct in the study by the Academic Policies Committee of educational policies and academic requirements such as; entrance and graduation requirements, curriculum, special honors, course and department requirements, majors, et cetera.

17. Plan with department chairmen on such items as: course offerings, assignments of classes, teacher loads, departmental requirements, orientation of new teachers, in-service training of departmental faculty, provision for substitute teachers, departmental budgets, et cetera.

18. Recommend to the President, after counsel with the department chairman, in regard to such departmental faculty items as: selection of new members, salary, rank, promotion, leave of absence, et cetera.

19. Work for improved academic achievement of individual students by counsel with the student, his teachers, and the Dean of Student Affairs.

20. Plan with the Dean of Student Affairs and the academic departments concerning the appointment of academic counselors, appraise the effectiveness of the academic counseling, and devise means for the improvement of the counseling program.

21. Provide remedial measures to remove deficiencies identified in the basic skills of students.

22. Direct in cooperation with the Dean of Student Affairs and Registrar, the development of criteria and procedures for orientation and registration.

23. Cooperate with the Dean of Student Affairs in initiating statistical studies from the academic and/or personnel records.

24. Plan, in counsel with the Registrar and Dean of Student Affairs the enrollment and registration procedures, and approve the registration or changes in registration of each student.

25. Prepare, in counsel with the Registrar and department chairmen, the schedule of classes and examination schedule.

26. Make arrangements for special examinations such as exemption and proficiency examinations.

27. Be responsible for the assignment of teachers' offices and classrooms.

28. Administer the class attendance regulations.

29. Be responsible through the Library Committee and the Librarian for the adequate provision and use of reference and instructional materials.

30. Approve memberships of faculty members in the learned societies to which they are entitled to belong according to policy.

31. Approve attendance of faculty members at meetings of learned societies and denominational conventions.

32. Collect and preserve the record of the faculty personnel as needed for reports and files.

33. Supervise the summer school and night classes.

34. Be responsible with the Director of Audio-Visual Services for the provision of audio-visual equipment and the procurement of films and other audio-visual aids.

35. Be responsible, in counsel with the President, for Senior Recognition, Honors Convocation, and graduation exercises.

36. Coordinate the preparation of and approve all materials on academic or educational activities which are to appear in the college bulletin or other official college publications.

37. Supervise the publication of the college bulletin in counsel with the Director of College Relations and assist him with the publication of other educational materials.

38. Plan the annual academic calendar of events and present it to the Administrative Council for approval and recommendation to the faculty and Board of Trustees.

39. Organize the college classes and recommend to the President the names for sponsors for the classes and for the departmental or educational clubs as suggested by the student groups and/or departmental chairmen if involved. Such sponsors are responsible to the Dean of Student Affairs in the social aspects of the group's activities.

40. Serve on the following committees: Administrative Council, Finance, Occupational Education, Scholarship and Grants, Teacher Education Council, Testing and Research.

Source: Union College, Staff Handbook, revised August, 1972, pp. 42-44.

Walla Walla College

The Vice President for Academic Affairs: The vice president for academic affairs is (under the president) the chief officer in charge of the educational programs of the college. He is responsible for the effective organization and coordination of all formal instructional services. His general responsibility is to foster instructional service programs of high quality; his particular responsibility is the application of academic policies adopted by the faculty.

The deans of schools, department chairmen, the director of admissions and records, the librarian, and the director of audio-visual services report to him. He holds ex officio membership on all faculties and committees, to which he may direct recommendations.

The vice president for academic affairs shall exercise educational leadership by preparing and presenting to the faculty policies and plans for furthering the educational task of the school. He shall work toward general improvement of the academic achievement of the student body and toward a climate of learning conducive to excellence.

In carrying out the responsibilities of his office, the vice president for academic affairs shall

1. Act as the officer in charge of the college in the absence of the president;

2. Work with the president in matters relating to the selection, development, organization, and working conditions of faculty personnel, and in consultation with department heads and the committee on rank and tenure, recommend the appointment, reappointment, or promotion of teachers;

3. Lead out in the construction of curriculums, course sequences, and honor programs, and propose academic policies for their governance;

4. Supervise instructional methods, grading systems and policies, and the educational use and development of the library, as well as other buildings, rooms, and equipment assigned to the instructional program;

5. Supervise the admission, registration, and graduation processes of the college;

6. With the associate director of records, counsel with students regarding their progress and special needs, give final approval to their scholastic program, determine who has satisfied graduation requirements and present their names to the faculty for approval;

7. Conduct periodic statistical studies on the scholastic program, provide testing programs to evaluate academic achievement of Walla Walla College students in comparison with national or other norms, and report these findings to the faculty and the Board of Trustees, as requested by the president;

8. Report to accrediting bodies and agencies of the Seventh-day Adventist church concerned with higher education;

9. Supervise and coordinate the preparation of copy for bulletins, schedules and announcements of an academic nature including

the program sheets for graduation exercise, academic convocations, etc.;

10. In association with the president and in consultation with the faculty, prepare the academic calendar;

11. Foster research, scholarly publication, and creative academic activities on the part of the faculty members;

12. Participate in the preparation of the budget for the instructional program of the college, in association with the president and the vice president for financial affairs and in consultation with the heads of the instructional departments;

13. Perform such other duties and functions as the president may assign to him.

Source: Walla Walla College faculty handbook.

*West Indies College

The Academic Dean shall perform the following duties.

a. Assist the president in conducting, planning and coordinating the College academic affairs.

b. Act for the president in his absence.

c. Be responsible for the documents that students submit to the academic offices of the College.

d. Develop the class schedule in consultation with the heads of departments.

e. Supervise the work of the registrar's office.

f. Comply with the responsibilities delegated to him by the president.

g. Organize guidance for students' study programs.

h. Establish the registration procedures.

i. Supervise and coordinate the work of the heads of departments.

j. Be the chairman of the Academic Standards Committee.

k. Be responsible for the preparation of the College bulletin and calendar.

l. Be ex-officio member of all academic committees of the College.

m. Fulfill all other responsibilities inherent in his position as outlined in this Operating Policy.

Source: West Indies College Operating Policy.

*Received too late to be used in preparation of the Academic Dean's Function Questionnaire; not included in the summary table which follows these job descriptions.

TABLE 26

**SUMMARY OF FUNCTIONS OF THE ACADEMIC DEAN
AS FOUND IN COLLEGE OR UNIVERSITY JOB DESCRIPTIONS**

Function	Number of Colleges
1. To counsel with students regarding their progress and special needs or supervise academic counseling	18
2. To coordinate preparation of, or prepare, or edit the bulletin and approve its content	18
3. To perform the on-campus official duties of the president in his absence	18
4. To apply, administer, or execute academic or educational policies and regulations	17
5. To recommend promotion or rank of faculty members	15
6. To prepare or transmit to the president a proposed budget for the school or recommend budget needs	15
7. To approve or prepare the class schedule	15
8. To assist the president in planning for inservice professional education or advanced training of faculty members	14
9. To recommend appointment or reappointment of faculty members	13
10. To report periodically to the president, or administration, concerning the academic work of the college	13
11. To make recommendations concerning or prepare the academic calendar for presentation to the president and faculty	12
12. To coordinate the work and services of the instructional departments or teaching program	12
13. To serve as chairman of the academic standards, affairs, or policies committee	12
14. To approve class registration and changes in program	11
15. To exercise general supervision of the academic and educational activities of the college	11
16. To counsel with departmental chairmen concerning courses to be offered	11
17. To prepare or approve examination schedules	10
18. To arrange, supervise, or coordinate annual commencement exercises	9
19. To assign in consultation with departmental chairmen classrooms, laboratories, and other instructional facilities to teachers	9

TABLE 26--Continued

Function	Number of Colleges
20. To make recommendations regarding, supervise, or lead out in curriculum development	9
21. To assign offices to faculty members in consultation with the president	8
22. To determine teaching loads	8
23. To prepare reports for and represent college at meetings of accrediting associations	7
24. To recommend demotion or dismissal of teaching staff when necessary	7
25. To be responsible through department chairmen for orientation of new teachers	7
26. To serve as chairman of the admissions committee	7
27. To foster research, scholarly publications, and academic creative activities for faculty members	7
28. To make recommendations concerning or supervise instructional methods	7
29. To make recommendations concerning or supervise library use and development	7
30. To organize the college classes and recommend to the president names for sponsors	7
31. To excuse irregularities in student attendance or approve leave-of-absence requests	6
32. To represent the college at educational conventions	6
33. To counsel the registrar in interpreting policies relative to evaluation of secondary credits, transcripts from the colleges, and entrance requirements	6
34. To make temporary assignment of substitute teachers in consultation with department chairmen	6
35. To serve as chairman of the curriculum and educational policies committee	6
36. To propose educational policies for consideration by the appropriate officer or agency of the college	6
37. To maintain, recommend, or supervise appropriate graduation standards and procedures	6
38. To motivate learning and promote intellectual achievement of students	6
39. To supervise registration procedures	6
40. To serve under the president as chief coordinator of all academic activities	5
41. To direct the summer session	5

TABLE 26--Continued

Function	Number of Colleges
42. To promote a high standard of classwork by visiting classes and counseling with teachers and department heads regarding the work of the departments	5
43. To maintain or supervise appropriate admissions standards and procedures	5
44. To be responsible for student discipline in collaboration with dean of students	5
45. To administer the class-attendance policy	5
46. To give general supervision to the operation of the office of admissions and records	5
47. To serve as chairman of the library committee	5
48. To recommend to the president, in counsel with department heads, part-time instructors	5
49. To supervise the educational use and development of audio-visual services	4
50. To determine who have met graduation requirements and present their names for faculty approval	4
51. To call attention to changing thought and practice in field of higher education	4
52. To cooperate with the president and field representative or assist in recruiting students	4
53. To assist the faculty in the improvement of the quality of teaching	4
54. To approve membership in professional societies	4
55. To recruit teaching personnel in consultation with the chairmen of departments and president subject to trustee approval	4
56. To coordinate or supervise the work of the registrar or serve as counselor to the registrar	4
57. To collect and/or maintain faculty records	4
58. To provide career and social guidance to students	4
59. To supervise the placement service	4
60. To make recommendations regarding facilities and equipment	4
61. To arrange with department heads and the business manager for the students employed in the instructional departments	4
62. To have general oversight over the academic personnel of the college	4
63. To counsel with students and faculty regarding student failure	4

TABLE 26--Continued

Function	Number of Colleges
64. To make recommendations concerning, or supervise, honor programs	3
65. To make recommendations regarding, or approve, the leave of absence of teachers in counsel with departmental chairmen	3
66. To approve attendance at professional meetings	3
67. To assign teachers to courses	3
68. To be responsible for the educational use of buildings, rooms, and general equipment assigned to school	3
69. To be responsible for the content, emphasis, and quality of the curriculum	3
70. To make recommendations relative to the compensation or salary of faculty	3
71. To make recommendations concerning, or supervise, grading systems and policies	3
72. To maintain academic standards	3
73. To cooperate with the Dean of Student Affairs or direct in initiating statistical studies from the academic and/or personnel records	3
74. To serve on the administrative council	3
75. To coordinate off-campus trips and field trips that have been approved by the council	3
76. To present graduation candidates to the president at graduation exercises	3
77. To be responsible for chapel services and assure that the atmosphere of worship is given appropriate emphasis	3
78. To authorize purchase of desk copies	3
79. To direct in the study of educational problems of the college	3
80. To approve faculty subscriptions to magazines and periodicals	3
81. To make arrangements for exemption, validation, and proficiency of examination and allow or deny requests for special examinations	3
82. To call and preside at faculty meetings	3
83. To encourage the departments to develop high quality instructional, research, and service programs	2
84. To coordinate communication of all official school affairs with other officers, students, and public	2

TABLE 26--Continued

Function	Number of Colleges
85. To work for the adequate provision and use of instructional materials (e.g., library, laboratory equipment, and audio-visual)	2
86. To serve as executive officer of the faculty	2
87. To serve as chairman of the student aid committee	2
88. To authorize or approve expenditures for items included within the approved budget and tuition	2
89. To make recommendations concerning course sequence	2
90. To serve as a member of the executive board and recording secretary of the board	2
91. To plan and administer an orientation program for new students	2
92. To administer the testing program for new students and interpret the results to the faculty	2
93. To supervise night classes	2
94. To be responsible in consultation with the president for senior recognition and honors convocation	2
95. To recommend names for sponsors for departmental or educational clubs	2
96. To serve on the finance committee	2
97. To counsel with the president in determining what constitutes full-time teaching service	2
98. To grant extended permanent chapel absences	2
99. To direct the academic standards committee in the study of the curricula, course, and department requirements, majors, minors, etc.	2
100. To serve as marshal, with the assistance of the registrar, in arranging academic processions	2
101. To assume responsibility for ordering of academic dress for students and faculty as they may be required	2
102. To plan with department chairmen the departmental requirements	2
103. To assign student advisers in consultation with department chairmen or dormitory deans	2
104. To serve as a member of the teacher education committee	2
105. To oversee or promote the spiritual, personal, intellectual, and general life of the student community	2

TABLE 26--Continued

Function	Number of Colleges
106. To serve as immediate assistant or counselor to the president	2
107. To organize public-relations activities	2
108. To inform parents of student progress in collaboration with the registrar	2
109. To organize patriotic activities in the college	2
110. To report to the faculty on the activities, needs, and achievement of the school	1
111. To assist in maintaining the integrity of the scholastic, moral, spiritual, and social standards of the school	1
112. To administer the curriculum	1
113. To preside at appropriate meetings of the official committees of the school except as he shall provide otherwise	1
114. To have responsibility for teaching grants through the respective coordinators or departmental chairmen	1
115. To approve applications for the support of research projects	1
116. To process official reports, communications, questionnaires, and similar documents pertaining to the school not otherwise processed by the president	1
117. To make recommendations regarding student and faculty research	1
118. To counsel with department chairmen regarding budget preparation and control	1
119. To approve expense reports for academic personnel	1
120. To serve as chairman of the publications committee	1
121. To serve as chairman of the committee on rank and tenure	1
122. To counsel with faculty members regarding professional growth	1
123. To edit the student handbook	1
124. To supervise the academic program of all students, including the specific requirements of students on academic probation	1
125. To keep a record of all events which involve faculty and student body and act as a clearing house for such appointments	1
126. To approve and schedule nonacademic college programs or appointments involving student organizations or groups	1

TABLE 26--Continued

Function	Number of Colleges
127. To supervise the student-counseling service	1
128. To serve as second officer in line of control	1
129. To plan with the Dean of Student Affairs and academic departments concerning the appointment of academic counselors, evaluate effectiveness of the counseling, and devise means for its improvement	1
130. To provide remedial measures to remove deficiencies identified in the basic skills of students	1
131. To serve on the occupational education committee	1
132. To serve on the scholarships and grants committee	1
133. To serve on the testing and research committee	1
134. To serve as secretary of the faculty and of the college council	1
135. To approve emergency leave of teachers	1
136. To supervise the preparation and assessment of examination papers and other forms of evaluation, the conduct of examinations, and the eligibility of students to sit for them	1
137. To make recommendations concerning the chairmanship of departments	1
138. To make a record of all meetings and functions held on campus	1
139. To maintain constant contact with departments and regularly attend departmental meetings	1
140. To arrange for external assessment of all diploma subjects	1
141. To make recommendations regarding methods of assessment	1
142. To coordinate the extra-curricular activities of the college	1
143. To transmit to the finance committee extra-budgetary requests for expenditures	1
144. To make arrangements for and supervise honors and scholarship examinations	1
145. To serve as adviser to selective service registrants, veterans, and students from other lands in all academic matters, and to handle all correspondence with the agencies concerned with these students	1
146. To furnish information and literature regarding the college in cooperation with the registrar's office to prospective students	1

TABLE 26--Continued

Function	Number of Colleges
147. To advise regarding the teacher education program of the demonstration schools	1
148. To be responsible for academic records and reports in conjunction with the registrar	1
149. To be responsible for upkeep of the school plant	1
150. To meet with the board as a nonvoting member	1
151. To serve as chief executive officer of the academic standards committee	1
152. To secure the approval of the president for students who request class loads of less than 8 hours and of the curriculum committee those who exceed 17½ hours	1
153. To approve changes of major and/or minor fields of study in consultation with the faculty member concerned and the registrar	1
154. To be the overall supervisor and coordinator of departmental clubs	1
155. To see that the curriculum laboratory is developed and maintained	1
156. To organize the counseling day program in consultation with the president and with assistance of the director of counseling and guidance and the registrar	1
157. To be chairman of the student personnel and testing committee	1
158. To be a member of the student-work program committee	1
159. To serve as secretary of the oral-examination committee	1
160. To assist the president in the class-presentation program	1
161. To see, with the assistance of the custodian of buildings, that classroom supplies are maintained	1
162. To be responsible with the assistance of the registrar to give students information on academic matters at the time of orientation	1
163. To assist the president in planning and executing faculty pre-sessions	1
164. To approve lessons in voice, piano, and other instruments in consultation with the registrar and instructor concerned	1
165. To examine the progress of students on academic probation	1
166. To see that approved syllabi materials are made ready for use by faculty and students and to receive reports from faculty members on the coverage of syllabi	1

TABLE 26--Continued

Function	Number of Colleges
167. To administer the comprehensive examination program	1
168. To supervise the semester examination program	1
169. To keep in safe custody all examination papers and teachers' grade report books	1
170. To investigate requests of faculty members for change of grades after grades have been submitted to the registrar's office, to counsel with the president regarding such requests, and to make appropriate recommendation to the academic policies committee	1
171. To recommend incomplete grades in consultation with the teacher concerned to the academic policies committee	1
172. To counsel with the president and the summer school director concerning summer school offerings	1
173. To investigate all cases of dishonesty by students in classes or examinations	1
174. To prepare and keep up-to-date the textbook list and inform the college store of approved textbooks and approve textbook orders	1
175. To see that teachers follow the college evaluation and grading system	1
176. To report to the president regarding the trend in attendance of students and teachers in classes	1
177. To ensure that all examinations are conducted so as to avoid all unfair practices	1
178. To work with the president in matters relating to the organization and working conditions of faculty personnel	1
179. To serve as the chairman of the plans committee	1
180. To promote the Parent-Home Association	1
181. To assume the work of director of studies when no one else has been appointed to that post	1
182. To serve as chairman of the testing program	1
183. To schedule the summer work of faculty members in consultation with the president and business manager	1
184. To direct approved educational experiments and research	1
185. To serve as secretary of the academic policies committee	1
186. To promote preparation of textbooks	1
187. To develop and maintain sound academic administration	1

TABLE 26--Continued

Function	Number of Colleges
188. To develop appropriate position descriptions for those under his supervision	1
189. To report annually (or oftener) to the faculty regarding disposition of recommendations made by faculty to administrative officers and board	1
190. To direct the graduate teaching program and any extension programs	1
191. To serve as chairman of the graduate affairs committee	1
192. To be a member of the theology study selection committee	1

APPENDIX D

SOURCES OF FUNCTIONS FOR ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE

APPENDIX D

TABLE 27

SOURCES OF FUNCTIONS FOR THE ACADEMIC DEAN'S
FUNCTIONS QUESTIONNAIRE

ADFAQ	Job Descriptions- Table 26		1st Questionnaire on Functions- Appendix B	
Item No.	No.	Total Colleges	No.	Mean
2	1	18		
3	2	18		
4	53	4		
5	3	18		
6	6	15		
7	7	15		
8	8	14		
9	10	13	B27 B30	5.0 5.0
10	9	13		
11	13	12	B5	5.0
12	16	11		
13	15	11	A1 A2	5.0 4.6
14	14	11		
15	12	12	A8	4.8
16	11	12		

TABLE 27--Continued

ADPQ Item No.	Job Descriptions- Table 26		1st Questionnaire on Functions- Appendix B	
	No.	Total Colleges	No.	Mean
17	17	10		
18	19	9		
19	18	9		
20	27	7		
21	21	8		
22	67	3		
23	39	6		
24	26	7		
25	32	6	A28	4.6
26	70	3		
27	25	7		
28	24	7		
29	34	6		
30	23	7	A25	4.8
31	38	6		
32	31	6		
33	41	5		
34	54	4		
35	35	6		
36	45	5		
37	33	6		

TABLE 27--Continued

ADFO	Job Descriptions- Table 26		1st Questionnaire on Functions- Appendix B		
	Item No.	No.	Total Colleges	No.	Mean
	38	29	7		
	39	36	6		
	40	47	5		
	41	30	7		
	42	57	4		
	43	48	5		
	44	51	4		
	45	65	3		
	46	55	4		
	47	37	6		
	48	28	7		
	49	20	9		
	50	42	5		
	51	50	4		
	52	61	4		
	53	59	4		
	54	44	5		
	55	58	4		
	56	63	4		
	57	40	5		
	58	52	4		

TABLE 27--Continued

ADFO	Job Descriptions- Table 26		1st Questionnaire on Functions- Appendix B		
	Item No.	No.	Total Colleges	No.	Mean
	59	74	3	B3	5.0
	60	78	3		
	61	72	3	F18	4.8
	62	62	4		
	63	82	3		
	64	56	4		
	65	43	5		
	66	71	3		
	67	76	3		
	68	79	3		
	69	73	3		
	70	77	3		
	71	60	4		
	72	68	3		
	73	75	3		
	74	69	3		
	75	46	5		
	76	64	3		
	77	66	3		
	78	81	3		
	79	80	3		

TABLE 27--Continued

ADFQ Item No.	Job Descriptions- Table 26		1st Questionnaire on Functions- Appendix B	
	No.	Total Colleges	No.	Mean
80	5	15		
81	22	8		
82	49	4		
83	4	17		
84			E50	4.6
85			B23	5.0
86			B40	4.8
87			C6	4.6
88			B42	5.0
89			D9	4.6
90			F12	4.75
91			E81	4.6
92			E77 E79	4.6 4.6
93			A4	4.8
94			E3	4.8
95			F1	4.6
96			E46	4.6
97			F4	4.6
98			E22	4.6
99			E54	4.8

TABLE 27--Continued

ADFQ		Job Descriptions- Table 26		1st Questionnaire on Functions- Appendix B	
Item No.	No.	Total Colleges	No.	Mean	
100			F5	4.6	
101			F10	5.0	
102			A3	5.0	

APPENDIX E

ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE--THREE FORMS

Andrews University
December 1976

Dear Fellow Educator:

Very little research has been done on the status of the academic deanship in Seventh-day Adventist colleges. As part of my doctoral work at Andrews University, I am presently involved in such research. Specifically, I am studying the relationship between the leadership characteristics and functions of academic deans in our senior colleges and universities. It is hoped that this research will help to identify some of the characteristics that enable the dean to perform his functions effectively.

This knowledge will be useful to those serving as academic deans in our colleges and to those who may become deans in helping them understand the characteristics that make them more effective. It will be helpful to college administrators and boards as they select academic deans and to those responsible for educating administrators in higher education.

You have been chosen to represent your college or university in this study as one of ten to twenty participants from your institution. In order that the information about the academic dean in your college may be as accurate as possible, we need your help. Could I request a few minutes of your time to fill out the enclosed questionnaire?

The information that you give about your academic dean will be kept completely confidential. All the data received will be treated as group data and no specific deans or colleges will be identified when the findings are presented. The code number on your questionnaire is essential to identify your school so that the information can be matched to your academic dean. This number does not identify you personally, so you may feel free to express your opinions as accurately as possible.

The questionnaire should be completed within two or three days and returned to the person in your college whom the president has designated to coordinate the research in your institution. The name of this person appears on the instruction sheet for the questionnaire.

If you wish to have a brief abstract of the findings when the research is complete, you may also request this by filling in your name and address on the last page of the questionnaire.

Thank you in advance for helping to contribute to knowledge about the academic deanship in Adventist colleges. I have been unable to find any other study of this type, so you are participating in a research effort that is unique as well as useful. May the Lord bless you in your responsibilities as a denominational educator.

Most sincerely,

LeVerne Bissell

LeVerne Bissell
Doctoral Student

INSTRUCTIONS FOR THE ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE

Purpose of the Questionnaire

The enclosed questionnaire contains a list of functions for which academic deans (deans of academic administration, deans of academic affairs, deans of faculties, college vice presidents for academic affairs, etc.) are often responsible. These are taken from job descriptions of the dean's work in more than twenty Seventh-day Adventist senior colleges and universities and from research and literature on the dean's work.

THIS STUDY CONCERNS THE WORK OF THE ACADEMIC DEAN AT UNION COLLEGE.

Please indicate how well your dean performs each function by marking the number on the right that corresponds with your opinion. The performance levels are indicated at the top of each page of the questionnaire. You should mark the performance level of your dean for every function even though you may not consider some functions to be his responsibility.

The dean may delegate some of the functions listed to others, but if you feel that he bears the main responsibility for seeing that the task is properly performed, please mark how well that function is performed. Mark functions that you do not think your dean performs with "1" for NEVER.

You should mark your responses according to the directions below. Your responses will be scored by a computer, so you should mark them with the special pencil that is provided with the questionnaire.

DIRECTIONS:

- a. FILL in the information for Question 1.
- b. READ each item carefully.
- c. THINK about how well your academic dean performs that function.
- d. DECIDE whether his (her) performance is (1) NEVER, (2) SELDOM, (3) MODERATELY, (4) USUALLY, or (5) ALWAYS SATISFACTORY.
- e. MARK your answer on one of the numbers 1 through 5 following the item to show the answer you have selected.
1= NEVER; 2=SELDOM; 3=MODERATELY; 4=USUALLY; 5=ALWAYS SATISFACTORY.
- f. USE the pencil that is provided with the questionnaire.

EXAMPLES:

YOUR ACADEMIC DEAN USUALLY PERFORMS THE FUNCTION SATISFACTORILY.

X 1 2 3 4 5 X X X X

YOUR ACADEMIC DEAN IS NOT RESPONSIBLE FOR THE FUNCTION.

X 1 2 3 4 5 X X X X

YOUR DEAN'S PERFORMANCE OF THE FUNCTION IS MODERATELY SATISFACTORY.

X 1 2 3 4 5 X X X X

PLEASE COMPLETE THE QUESTIONNAIRE WITHIN THREE DAYS AND RETURN IT IN THE ENVELOPE THAT IS PROVIDED TO MRS. ANITA KIDWILER.

Do not write
in this area



USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 | 4 5 6 7 8 9

ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE

1=NEVER; 2=SELDOM; 3=MODERATELY; 4=USUALLY; 5=ALWAYS SATISFACTORY

- 1. PLEASE MARK THE NUMBER AT THE RIGHT THAT DESCRIBES YOUR WORK: (1) COLLEGE PRESIDENT OR UNIVERSITY V. P. FOR ACADEMIC AFFAIRS, (2) ACADEMIC DEAN OR EQUIVALENT, (3) BUSINESS MANAGER, (4) DEAN OF STUDENT AFFAIRS, (5) DIRECTOR OF P. R., (6) DIRECTOR OF DEVELOPMENT, (7) DEPARTMENTAL HEAD, (8) PROFESSOR OR INSTRUCTOR, (9) OTHER (PLEASE DESCRIBE) -----
XXXXXXXXXXXXXXXXXX
0 1 2 3 4 5 6 7 8 9
XXXXXXXXXXXXXXXXXX
- 2. DIRECTS THE ACADEMIC COUNSELING OF STUDENTS
X 1 2 3 4 5 XXXXXX
- 3. SUPERVISES PREPARATION OF THE COLLEGE BULLETIN
X 1 2 3 4 5 XXXXXX
- 4. ASSISTS THE FACULTY IN THE IMPROVEMENT OF THE QUALITY OF TEACHING
X 1 2 3 4 5 XXXXXX
- 5. PERFORMS THE ON-CAMPUS OFFICIAL DUTIES OF THE PRESIDENT IN HIS ABSENCE
X 1 2 3 4 5 XXXXXX
- 6. SUPERVISES PREPARATION OF THE BUDGET FOR THE ACADEMIC DEPARTMENTS
X 1 2 3 4 5 XXXXXX
- 7. SUPERVISES PREPARATION OF THE CLASS SCHEDULE
X 1 2 3 4 5 XXXXXX
- 8. PLANS FOR THE IN-SERVICE PROFESSIONAL EDUCATION OF FACULTY MEMBERS
X 1 2 3 4 5 XXXXXX
- 9. REPORTS PERIODICALLY TO THE PRESIDENT CONCERNING THE ACADEMIC WORK OF THE COLLEGE
X 1 2 3 4 5 XXXXXX
- 10. RECOMMENDS APPOINTMENT OR REAPPOINTMENT OF TEACHERS
X 1 2 3 4 5 XXXXXX
- 11. SERVES AS CHAIRMAN OF THE ACADEMIC STANDARDS, AFFAIRS, OR POLICIES COMMITTEE
X 1 2 3 4 5 XXXXXX
- 12. CONFERS WITH DEPARTMENTAL CHAIRPERSONS REGARDING COURSES TO BE OFFERED
X 1 2 3 4 5 XXXXXX
- 13. EXERCISES GENERAL SUPERVISION OF THE ACADEMIC AND EDUCATIONAL ACTIVITIES OF THE COLLEGE
X 1 2 3 4 5 XXXXXX
- 14. APPROVES CLASS REGISTRATION AND/OR CHANGES IN STUDENT CLASS PROGRAMS
X 1 2 3 4 5 XXXXXX
- 15. COORDINATES THE ACTIVITIES OF THE INSTRUCTIONAL DEPARTMENTS
X 1 2 3 4 5 XXXXXX
- 16. SUPERVISES PREPARATION OF THE ACADEMIC CALENDAR
X 1 2 3 4 5 XXXXXX

Do not write
in this area



141162

USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 4 5 6 7 8 9

1=NEVER; 2=SELDOM; 3=MODERATELY; 4=USUALLY; 5=ALWAYS SATISFACTORY

XXXXXXXXXXXXXX

- 17. SUPERVISES PREPARATION OF THE EXAMINATION SCHEDULE
X 1 2 3 4 5 XXXXXX
- 18. ASSIGNS CLASSROOMS, LABORATORIES, AND OTHER INSTRUCTIONAL FACILITIES TO TEACHERS
X 1 2 3 4 5 XXXXXX
- 19. ARRANGES, SUPERVISES, OR COORDINATES COMMENCEMENT EXERCISES
X 1 2 3 4 5 XXXXXX
- 20. FOSTERS RESEARCH, SCHOLARLY PUBLICATIONS, AND ACADEMIC CREATIVE ACTIVITIES ON THE PART OF FACULTY MEMBERS
X 1 2 3 4 5 XXXXXX
- 21. ASSIGNS OFFICE SPACE TO FACULTY MEMBERS
X 1 2 3 4 5 XXXXXX
- 22. SUPERVISES THE ASSIGNMENT OF TEACHERS TO COURSES
X 1 2 3 4 5 XXXXXX
- 23. SUPERVISES REGISTRATION PROCEDURES
X 1 2 3 4 5 XXXXXX
- 24. SERVES AS CHAIRMAN OF THE ADMISSIONS COMMITTEE
X 1 2 3 4 5 XXXXXX
- 25. REPRESENTS THE COLLEGE AT EDUCATIONAL MEETINGS
X 1 2 3 4 5 XXXXXX
- 26. RECOMMENDS THE COMPENSATION OR SALARY OF FACULTY MEMBERS
X 1 2 3 4 5 XXXXXX
- 27. PROVIDES FOR THE ORIENTATION OF NEW TEACHERS
X 1 2 3 4 5 XXXXXX
- 28. RECOMMENDS DEMOTION OR DISMISSAL OF FACULTY MEMBERS WHEN NECESSARY
X 1 2 3 4 5 XXXXXX
- 29. ASSIGNS SUBSTITUTE TEACHERS IN THE ABSENCE OF A REGULAR TEACHER
X 1 2 3 4 5 XXXXXX
- 30. PREPARES REPORTS FOR AND/OR REPRESENTS THE COLLEGE IN ACCREDITATION MATTERS
X 1 2 3 4 5 XXXXXX
- 31. PROMOTES THE ACADEMIC ACHIEVEMENT OF STUDENTS
X 1 2 3 4 5 XXXXXX
- 32. APPROVES STUDENT LEAVE OF ABSENCE REQUESTS
X 1 2 3 4 5 XXXXXX
- 33. DIRECTS THE SUMMER SESSION
X 1 2 3 4 5 XXXXXX
- 34. APPROVES FACULTY MEMBERSHIPS IN PROFESSIONAL SOCIETIES IF FEES ARE REPORTABLE EXPENSE
X 1 2 3 4 5 XXXXXX

USE A #2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS

Do not write
in this area



USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 4 5 6 7 8 9

1=NEVER; 2=SELDOM; 3=MODERATELY; 4=USUALLY; 5=ALWAYS SATISFACTORY

XXXXXXXXXXXXXXXX

- 35. SERVES AS CHAIRMAN OF THE CURRICULUM COMMITTEE X 1 2 3 4 5 XXXXXX
- 36. ADMINISTERS THE CLASS ATTENDANCE POLICY X 1 2 3 4 5 XXXXXX
- 37. COUNSELS WITH THE REGISTRAR IN EVALUATING SECONDARY CREDITS, TRANSCRIPTS FROM OTHER COLLEGES, AND ENTRANCE REQUIREMENTS X 1 2 3 4 5 XXXXXX
- 38. SUPERVISES LIBRARY USE AND DEVELOPMENT X 1 2 3 4 5 XXXXXX
- 39. PROPOSES EDUCATIONAL POLICIES FOR CONSIDERATION OF THE APPROPRIATE OFFICER OR AGENCY OF THE COLLEGE X 1 2 3 4 5 XXXXXX
- 40. SERVES AS CHAIRMAN OF THE LIBRARY COMMITTEE X 1 2 3 4 5 XXXXXX
- 41. ORGANIZES COLLEGE CLASSES AND RECOMMENDS NAMES FOR CLASS SPONSORS X 1 2 3 4 5 XXXXXX
- 42. MANAGES FACULTY PERSONNEL RECORDS X 1 2 3 4 5 XXXXXX
- 43. RECOMMENDS PART-TIME INSTRUCTORS X 1 2 3 4 5 XXXXXX
- 44. CALLS THE ATTENTION OF THE FACULTY AND ADMINISTRATION TO CHANGING THOUGHT AND PRACTICE IN THE FIELD OF HIGHER EDUCATION X 1 2 3 4 5 XXXXXX
- 45. MAKES OR APPROVES RECOMMENDATIONS FOR THE LEAVE OF ABSENCE OF TEACHERS X 1 2 3 4 5 XXXXXX
- 46. RECRUITS TEACHING PERSONNEL IN CONSULTATION WITH DEPARTMENTAL CHAIRPERSONS X 1 2 3 4 5 XXXXXX
- 47. SUPERVISES GRADUATION STANDARDS AND PROCEDURES X 1 2 3 4 5 XXXXXX
- 48. MAKES RECOMMENDATIONS CONCERNING INSTRUCTIONAL METHODS X 1 2 3 4 5 XXXXXX
- 49. SUPERVISES CURRICULUM DEVELOPMENT X 1 2 3 4 5 XXXXXX
- 50. PROMOTES A HIGH STANDARD OF CLASSWORK THROUGH CLASSROOM VISITATIONS AND CONSULTATIONS WITH TEACHERS AND DEPARTMENTAL CHAIRPERSONS X 1 2 3 4 5 XXXXXX
- 51. DETERMINES WHICH STUDENTS HAVE MET GRADUATION REQUIREMENTS AND PRESENTS THEIR NAMES FOR FACULTY APPROVAL X 1 2 3 4 5 XXXXXX
- 52. ARRANGES WITH DEPARTMENT HEADS AND THE BUSINESS MANAGER FOR STUDENTS EMPLOYED IN INSTRUCTIONAL DEPARTMENTS X 1 2 3 4 5 XXXXXX

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141164

USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 4 5 6 7 8 9

1=NEVER; 2=SELDOM; 3=MODERATELY; 4=USUALLY; 5=ALWAYS SATISFACTORY

XXXXXXXXXXXXXX

53. SUPERVISES THE PLACEMENT SERVICE OF THE COLLEGE OR THE PLACEMENT OF GRADUATES

X 1 2 3 4 5 XXXXXX

54. COOPERATES WITH THE DEAN OF STUDENTS IN STUDENT DISCIPLINE

X 1 2 3 4 5 XXXXXX

55. PROVIDES CAREER AND/OR SOCIAL GUIDANCE TO STUDENTS

X 1 2 3 4 5 XXXXXX

56. COUNSELS WITH STUDENTS AND FACULTY REGARDING STUDENT FAILURE

X 1 2 3 4 5 XXXXXX

57. SERVES AS THE CHIEF COORDINATOR OF ALL ACADEMIC FUNCTIONS

X 1 2 3 4 5 XXXXXX

58. ASSISTS IN RECRUITING STUDENTS

X 1 2 3 4 5 XXXXXX

59. SERVES AS A MEMBER OF THE ADMINISTRATIVE COUNCIL

X 1 2 3 4 5 XXXXXX

60. AUTHORIZES THE PURCHASE OF TEACHERS' DESK COPIES

X 1 2 3 4 5 XXXXXX

61. DEVELOPS AND MAINTAINS HIGH ACADEMIC STANDARDS

X 1 2 3 4 5 XXXXXX

62. EXERCISES GENERAL OVERSIGHT OVER THE ACADEMIC PERSONNEL OF THE COLLEGE

X 1 2 3 4 5 XXXXXX

63. CALLS AND PRESIDES AT FACULTY MEETINGS

X 1 2 3 4 5 XXXXXX

64. SUPERVISES THE WORK OF THE REGISTRAR

X 1 2 3 4 5 XXXXXX

65. MAINTAINS APPROPRIATE ADMISSIONS STANDARDS AND PROCEDURES

X 1 2 3 4 5 XXXXXX

66. SUPERVISES GRADING SYSTEMS AND POLICIES

X 1 2 3 4 5 XXXXXX

67. PRESENTS GRADUATION CANDIDATES TO THE PRESIDENT AT COMMENCEMENT EXERCISES

X 1 2 3 4 5 XXXXXX

68. DIRECTS IN THE STUDY OF THE EDUCATIONAL PROBLEMS OF THE COLLEGE

X 1 2 3 4 5 XXXXXX

69. DIRECTS IN THE PREPARATION OF STATISTICAL STUDIES FROM THE ACADEMIC AND/OR PERSONNEL RECORDS

X 1 2 3 4 5 XXXXXX

70. COORDINATES CHAPEL SERVICES

X 1 2 3 4 5 XXXXXX

Do not write
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USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 4 5 6 7 8 9

1=NEVER; 2=Seldom; 3=MODERATELY; 4=USUALLY; 5=ALWAYS SATISFACTORY

XXXXXXXXXXXXXXXX

- 71. MAKES RECOMMENDATIONS CONCERNING EDUCATIONAL FACILITIES AND EQUIPMENT X 1 2 3 4 5 XXXXXX
- 72. IS RESPONSIBLE FOR THE EDUCATIONAL USE OF BUILDINGS, ROOMS, AND EQUIPMENT ASSIGNED TO THE ACADEMIC DEPARTMENTS X 1 2 3 4 5 XXXXXX
- 73. COORDINATES OFF-CAMPUS ACADEMIC FIELD TRIPS X 1 2 3 4 5 XXXXXX
- 74. IS RESPONSIBLE FOR THE CONTENT, EMPHASIS, AND QUALITY OF THE CURRICULUM X 1 2 3 4 5 XXXXXX
- 75. SUPERVISES THE OPERATION OF THE OFFICE OF ADMISSIONS AND RECORDS X 1 2 3 4 5 XXXXXX
- 76. SUPERVISES HONORS PROGRAMS X 1 2 3 4 5 XXXXXX
- 77. APPROVES ATTENDANCE OF FACULTY MEMBERS AT MEETINGS OF PROFESSIONAL SOCIETIES X 1 2 3 4 5 XXXXXX
- 78. MAKES ARRANGEMENTS FOR EXEMPTION, VALIDATION, AND PROFICIENCY EXAMINATIONS AND APPROVES OR DENIES REQUESTS FOR SPECIAL EXAMINATIONS X 1 2 3 4 5 XXXXXX
- 79. APPROVES FACULTY SUBSCRIPTIONS TO MAGAZINES AND PERIODICALS THAT ARE REPORTABLE OR SUBSIDIZED BY THE INSTITUTION X 1 2 3 4 5 XXXXXX
- 80. RECOMMENDS PROMOTION OR ASSIGNMENT OF ACADEMIC RANK TO FACULTY MEMBERS X 1 2 3 4 5 XXXXXX
- 81. APPROVES TEACHING LOADS X 1 2 3 4 5 XXXXXX
- 82. SUPERVISES THE EDUCATIONAL USE AND DEVELOPMENT OF AUDIO-VISUAL SERVICES X 1 2 3 4 5 XXXXXX
- 83. APPLIES OR EXECUTES THE EDUCATIONAL POLICIES AND REGULATIONS OF THE COLLEGE X 1 2 3 4 5 XXXXXX
- 84. MOTIVATES THE FACULTY TO ACHIEVE SELF-IMPROVEMENT X 1 2 3 4 5 XXXXXX
- 85. ACTS AS CHIEF ADVISER TO THE PRESIDENT IN ACADEMIC MATTERS X 1 2 3 4 5 XXXXXX
- 86. CARES FOR THE NECESSARY CORRESPONDENCE INCIDENT TO THE ACADEMIC DEAN'S OFFICE X 1 2 3 4 5 XXXXXX
- 87. SEES THAT THE EDUCATIONAL PROGRAM RECEIVES AN ADEQUATE SHARE OF THE BUDGET X 1 2 3 4 5 XXXXXX
- 88. DEVELOPS A SOUND ACADEMIC ADMINISTRATION X 1 2 3 4 5 XXXXXX

USE A #2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS

Do not write
in this area



USING A #2 PENCIL, BLACKEN THE BOX WHICH CORRESPONDS TO YOUR ANSWER.

Sample 0 1 2 3 | 5 6 7 8 9

1=NEVER; 2=SELDOM; 3=MODERATELY; 4=USUALLY; 5=ALWAYS SATISFACTORY

XXXXXXXXXXXXXX

- 89. CLARIFIES THE PURPOSES OF THE INSTITUTION SO THAT THE CURRICULUM IS IN ACCORD WITH THEM X 1 2 3 4 5 XXXXXX
- 90. INTERPRETS EDUCATIONAL POLICIES X 1 2 3 4 5 XXXXXX
- 91. CONSULTS WITH DEPARTMENT HEADS IN MATTERS PERTAINING TO THEIR DEPARTMENTS X 1 2 3 4 5 XXXXXX
- 92. ESTABLISHES CLOSE WORKING RELATIONSHIPS AND OPEN LINES OF COMMUNICATION WITH THE FACULTY X 1 2 3 4 5 XXXXXX
- 93. DEVELOPS A FAVORABLE CLIMATE FOR LEARNING X 1 2 3 4 5 XXXXXX
- 94. BUILDS A STRONG FACULTY X 1 2 3 4 5 XXXXXX
- 95. DETERMINES WITH THE PRESIDENT THE EDUCATIONAL DIRECTION OF THE INSTITUTION X 1 2 3 4 5 XXXXXX
- 96. PROMOTES A HIGH LEVEL OF FACULTY MORALE X 1 2 3 4 5 XXXXXX
- 97. HELPS TO PLAN INSTITUTIONAL GOALS AND OBJECTIVES X 1 2 3 4 5 XXXXXX
- 98. SEEKS TO IMPROVE FACULTY WORKING CONDITIONS X 1 2 3 4 5 XXXXXX
- 99. STIMULATES THE FACULTY TO PERFORM AT THE HIGHEST LEVEL OF WHICH IT IS CAPABLE X 1 2 3 4 5 XXXXXX
- 100. KEEPS THE FACULTY INFORMED OF GOALS AND OBJECTIVES AND OF PROGRESS TOWARD THEM X 1 2 3 4 5 XXXXXX
- 101. DEVELOPS LONG-RANGE ACADEMIC PLANS X 1 2 3 4 5 XXXXXX
- 102. SETS THE ACADEMIC TONE OF THE COLLEGE X 1 2 3 4 5 XXXXXX

IF YOU WOULD LIKE A COPY OF THE RESULTS OF THIS STUDY, PLACE AN X IN THE BLANK AT THE RIGHT, AND FILL IN YOUR NAME AND ADDRESS BELOW.

NAME:

ADDRESS:

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

USE A #2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS

Andrews University
December 1976

Dear Fellow Educator:

Very little research has been done on the status of the academic deanship in Seventh-day Adventist colleges. As part of my doctoral work at Andrews University, I am presently involved in such research. Specifically, I am studying the relationship between the leadership characteristics and the functions of academic deans in our senior colleges and universities. It is hoped that this research will help to identify some of the characteristics that enable the dean to perform his functions effectively.

This knowledge will be useful to those serving as academic deans in our colleges and to those who may become deans in helping them understand the characteristics that make them more effective. It will be helpful to college administrators and boards as they select academic deans and to those responsible for educating administrators in higher education.

The information from your college will be kept completely confidential. All the data received will be treated as group data and no specific deans or colleges will be identified when the findings are presented.

In order to analyze the data properly, we need two kinds of information from you. The information from the ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE will be used to determine the functions of the dean at your college, since these functions vary widely among our colleges. The ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION is essential for data analysis, since two of the characteristics being investigated are education and experience of the academic dean.

The questionnaires should be completed within two or three days after you receive them and returned to the person in your college whom the president has designated to coordinate the research in your institution. The name of this person appears on the instruction sheet for the questionnaire.

If you wish to have a brief abstract of the findings when the research is complete, you may also request this by filling in your name and address on the last page of the questionnaire.

Thank you in advance for helping to contribute to knowledge about the academic deanship in Adventist colleges. I have been unable to find any other study of this type, so you are participating in a research effort that is unique as well as useful. May the Lord bless you in your responsibilities as a denominational educator.

Most sincerely,

LeVerne Bissell

LeVerne Bissell
Doctoral Student
Former Academic Dean
Mt. Klabat College, East Indonesia

INSTRUCTIONS FOR THE ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE

*(Special Instruction Sheet for Academic Deans)

Purpose of the Questionnaire

The enclosed questionnaire contains a list of functions for which academic deans (deans of academic administration, deans of academic affairs, deans of faculties, college vice presidents for academic affairs, etc.) are often responsible. These are taken from job descriptions of the dean's work in more than twenty Seventh-day Adventist senior colleges and universities and from research and literature on the dean's work.

THIS STUDY CONCERNS THE WORK OF THE ACADEMIC DEAN AT MT. KLABAT COLLEGE.

Many of the listed functions may be your responsibility, but some of them may not be. If you think a listed function is your responsibility, please mark the number 8 under the Y (YES) at the far right of the function. If you do not think a function is your responsibility, mark the 9 under the N (NO).

You may delegate some of the functions listed to others, but if you feel that you bear the main responsibility for seeing that the task is properly performed, please consider it as your function and mark your response accordingly.

Please complete also the questionnaire ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION. This information is essential for proper analysis of the data.

You should mark your responses according to the directions below. Your responses will be scored by a computer, so you should mark them with the special pencil that is provided with the questionnaire.

DIRECTIONS:

- a. FILL in the information for Question 1.
- b. READ each item carefully.
- c. DECIDE whether or not you are responsible for the function.
- d. MARK the 8 (YES) if you are responsible for the function or the 9 (NO) if you are not. 8=YES; 9=NO.
- e. USE the pencil that is provided with the questionnaire.
- f. COMPLETE the ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION questionnaire.

EXAMPLES:

YOU ARE NOT RESPONSIBLE FOR PERFORMANCE OF THE FUNCTION.

	Y	N
XXXXXXXXXXXXXXXXXX	8	9

YOU ARE RESPONSIBLE FOR PERFORMANCE OF THE FUNCTION.

	Y	N
XXXXXXXXXXXXXXXXXX	8	9

PLEASE COMPLETE THE QUESTIONNAIRES WITHIN THREE DAYS AND RETURN THEM IN THE ENVELOPE THAT IS PROVIDED TO MRS. R. A. KALANGI, REGISTRAR.

ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION

1. Years of experience as an academic dean in your present institution
(If less than one year, please indicate the number of months since your appointment as dean) _____
2. Total years of service in your present institution _____
3. Total years of experience as an academic dean _____
4. Previous experience in educational administration:

Position	Number of Years
_____	_____
_____	_____
_____	_____
_____	_____
5. Previous experience as an educator or teacher:

_____	_____
_____	_____
_____	_____
_____	_____
6. Highest degree you have earned: _____
7. Major area of degree concentration: _____
8. Number of credits in educational administration you have earned:
(Please circle whether these are semester or quarter credits)

At the undergraduate level: _____ Semester Quarter

At the graduate level: _____ Semester Quarter
9. College enrollment of the institution where you are serving at the present (University--College of Arts & Sciences only): _____
10. What in your education or experience do you feel has been most helpful in preparing you for your present position as academic dean?

APPENDIX F

INSTITUTIONS THAT WERE INVITED TO PARTICIPATE IN THE STUDY

APPENDIX F

INSTITUTIONS THAT WERE INVITED TO PARTICIPATE IN THE STUDY

Institutions in the North American Division

Andrews University (College of Arts and Sciences only)
Atlantic Union College
Canadian Union College
Columbia Union College
Loma Linda University (College of Arts and Sciences only)
Oakwood College
Pacific Union College
Southern Missionary College
Southwestern Union College
Union College
Walla Walla College

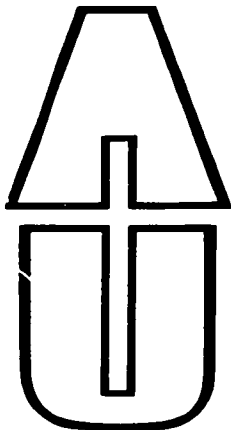
Colleges Outside the North American Division

Antillian Union College	Puerto Rico
Avondale College	Australia
Brazil College	Brazil
Caribbean Union College	Trinidad, West Indies
Chile College	Chile
Colombia-Venezuela Union College	Colombia
Helderberg College	South Africa

Inca Union College	Peru
Indonesia Union College	West Indonesia
Japan Missionary College	Japan
Korean Union College	South Korea
Mount Klabat College	East Indonesia
Mountain View College	South Philippines
Philippine Union College	North Philippines
River Plate College	Argentina
Solusi College	Rhodesia
Southeast Asia Union College	Singapore
Spicer Memorial College	India
West Indies College	Jamaica, West Indies

APPENDIX G

SAMPLE CORRESPONDENCE AND FORMS



(Sample Letter Requesting Job Descriptions for the Study)

Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

Secretary to the President

Dear Madam:

As part of my work in the doctoral program at Andrews University, I am presently involved in research related to the academic deanship in Seventh-day Adventist senior colleges.

For this study we need a copy of the job description from the college faculty handbook of the work of the academic dean or of the officer in your college who performs the work usually done by the academic dean. Other commonly used titles for this position are Dean of the College of Arts and Sciences, Dean, Dean of Academic Administration, or Vice-President for Academic Affairs (in a college only, not in a university).

I would be most grateful if you could send a xerox or mimeograph copy of the job description for the work of this officer in your college by return mail to

LeVerne Bissell
c/o Center for Studies and Services in Education
Haughey Hall, Room 129
Andrews University
Berrien Springs, Michigan 49104.

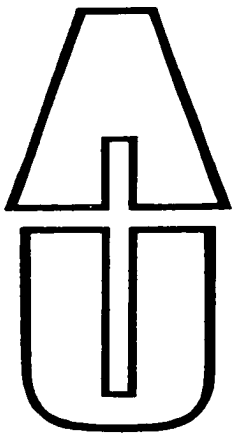
You need not send the whole faculty handbook; only the page or pages on which the work of the academic dean is described are needed.

Thank you very kindly for sending this information. It will be of great help to me as I plan this research.

Very sincerely,

LeVerne Bissell

LeVerne Bissell
Doctoral Student



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

June 28, 1976

Secretary to the President

Dear Madam:

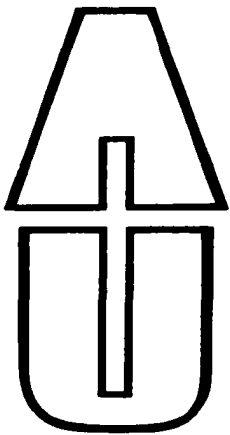
Mr. Bissell has served for a number of years as a missionary in Indonesia, both as an academic dean and as a director of two union departments of education. We feel that the research he is doing will prove especially valuable to academic deans and to other administrators in higher education in contributing to a better understanding of the academic deanship in Adventist colleges. Because of this, I would like to request your cooperation in providing the job description of the academic dean's work in your college that he needs.

Thank you very much for your assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rudolf E. Klimes'.

Rudolf E. Klimes, Adviser
Coordinator and Professor of
EDUCATIONAL ADMINISTRATION



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

November 14, 1976

On October 25, materials describing research into the academic deanship in Seventh-day Adventist senior colleges and universities were sent out. A number of forms have been returned, and to date all but one responding institution has indicated willingness to participate in the study. In that institution, the president is presently serving as academic dean with two assistant deans, which makes evaluation of this position in that institution difficult at this time. I am very grateful for the excellent response thus far, which is running better than 85% for participation in the study.

However, I have not yet received the form "Essential Information for the Academic Deanship Study" from your institution. If you have not yet done so, could you kindly complete this form in the next day or two and return it in the self-addressed envelope that was enclosed with the materials? If you have already sent the form, please disregard this reminder.

Thank you so much for your prompt attention to this request. Hoping to hear from you soon, I remain

Your brother in Christian service,

LeVerne Bissell

LeVerne Bissell
Doctoral Student



General Conference of

Seventh-day AdventistsCHURCH WORLD HEADQUARTERS: 6840 EASTERN AVENUE, NW, WASHINGTON, D.C. 20012
TELEPHONE: (202) 723-0800 • CABLE: ADVENTIST, WASHINGTON • TELEX: 88480

DEPARTMENT OF EDUCATION

October 19, 1976

To Whom It May Concern:

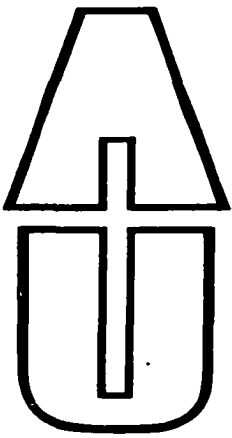
Mr. LaVerne Bissell is a doctoral student in the field of education at Andrews University and is planning to carry on research work studying the relationship of the characteristics of academic deans in the senior colleges and universities in the North American Division as related to that performance of functions in order to identify characteristics that contribute to their effectiveness. The Department of Education feels that this may be a contribution to the improvement of the educational program, and will appreciate anything that you may do to help make this study possible.

Thanking you for your attention, I remain

Very sincerely yours,

Walton J. Brown
Director

WJB:mg



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

October 13, 1976

Dear Fellow Educator:

Mr. LeVerne Bissell, one of our doctoral students, is presently studying the relationship between characteristics and functions of academic deans in Seventh-day Adventist colleges and universities.

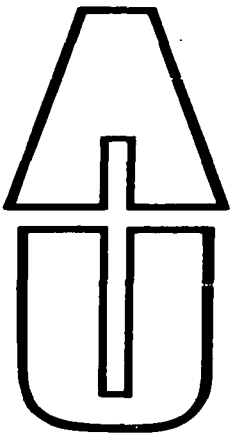
We feel that the study he is undertaking will prove especially valuable to academic deans in church-related colleges and to administrators in higher education generally and will contribute to a better understanding of the academic deanship. Thus, I would like to request your kind attention to his enclosed letter explaining the study in more detail and hope that you will be willing for your institution to participate in the study.

Before coming to Andrews, Mr. Bissell served for eight years as a missionary educator in Indonesia, both as academic dean and as educational secretary. He plans to return to overseas mission service when his program here is completed.

Thank you very much for considering this request.

Sincerely,

Rudolf E. Klimes, Adviser
Coordinator and Professor of
EDUCATIONAL ADMINISTRATION



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

October 14, 1976

As part of my doctoral work at Andrews University, I am presently involved in research concerning the academic deanship in Seventh-day Adventist senior colleges and universities. In order for this research to yield useful knowledge, it is essential that we obtain information from those familiar with the work and characteristics of the academic dean in each of our colleges. This letter is a request for the cooperation of your institution in the study. The attached pages explain the study in greater detail.

With your heavy responsibilities as college president or university vice president for academic affairs, you may wish to appoint someone else to serve as coordinator for the study, perhaps your secretary, another member of the secretarial staff, or a faculty member, who can handle the completed questionnaires as confidential information. I would send the necessary instructions and materials directly to him (her) and answer any questions concerning procedures for conducting the study, and he (she) would return the completed materials to me.

Enclosed is a form for you to indicate whom you are appointing to serve as coordinator for these materials in your institution. This form also requests specific information that we need as we prepare the materials for your college or university. I would be most appreciative if the form can be completed and returned in the enclosed envelope within the next few days.

I want to express thanks for your consideration of this letter and request. I believe that the study will make a substantial contribution to knowledge about the academic deanship and the characteristics that contribute to the dean's effectiveness. I feel confident that you will want your school to participate in the study and look forward to your reply.

Most sincerely,

LeVerne Bissell

LeVerne Bissell
Doctoral Student

INFORMATION ABOUT THE ACADEMIC DEANSHIP STUDY

PURPOSE AND NEED FOR THE STUDY

The underlying purpose of this study is to identify the characteristics of academic deans that contribute to their effectiveness. To do this, we will compare the deans' characteristics with the level at which they perform the functions incident to their position.

Although considerable research has been undertaken in the area of the academic deanship, little has been done on the status of this position in Adventist institutions. Both the functions and characteristics of deans in non-Adventist institutions have been studied, but little attempt has been made in these studies to discover relationships between the two. We believe that such knowledge would be valuable for the following reasons:

1. A knowledge of the characteristics that contribute to effectiveness might aid deans to develop characteristics that increase effectiveness and to avoid those that decrease it.
2. It could aid administrators in their selection of academic deans.
3. Such knowledge should be helpful to those responsible for training administrators in higher education.

POPULATION AND SAMPLE

The thirty Adventist colleges and universities that have academic deans or their equivalent and an enrollment of 100 or more students will be included in the study. College presidents or university vice presidents for academic affairs, academic deans, business managers, deans of student affairs, registrars, directors of admissions and records, head librarians, other associates and subordinates of the dean in administration, and a random sampling of departmental chairpersons and other teachers will be asked to participate in the study. We hope for twenty responses from these associates of the academic dean from each institution, where the college staff is sufficiently large to provide this number of responses.

PROCEDURE

Two instruments will be required for the study, one to identify the characteristics of the academic dean, the other to determine the functions he (she) is expected to perform and the level at which he (she) performs them.

For the first, we plan to use the Leader Behavior Description Questionnaire--Form XII, developed by the Ohio State Leadership Studies at Ohio State University. This instrument has been used widely as a research tool to identify the leadership characteristics of a variety of leaders. It identifies twelve such characteristics. This questionnaire will be administered to the dean's associates in administration, such as the business manager, dean of student affairs, etc.; to the dean's immediate subordinates, including the registrar, director of admissions and records, head librarian, etc.; and to a random sampling of departmental chairpersons and other faculty members. We hope to have ten responses from each institution on this instrument, but where

college size does not permit this many, it will be included in the study with as few as five responses. The questionnaire is self-administering and takes about forty minutes to complete.

The second instrument concerns the dean's functions. Since no questionnaire is available, one is being developed from two main sources. First, I prepared a list of 360 functions of academic deans as found in the literature and submitted it to a number of former deans from Adventist colleges for them to rate the importance of each function. Second, and more important, I secured the job descriptions for the academic dean from twenty-two Adventist institutions. From these a list of 192 functions was compiled. Functions which did not appear in at least three job descriptions were eliminated to reduce the number to 80. It is expected that the number of functions in the final questionnaire will be about 100 and that approximately forty minutes will be required to complete it. Since the functions of academic deans vary widely among our institutions, respondents in each college or university will be asked to indicate which functions the dean in their institution is expected to perform and will rate his (her) performance of these functions on a five-point scale. This instrument will be given to college presidents or university vice presidents for academic affairs and to randomly selected departmental chairpersons and other faculty members, not including those who respond to the first instrument. Again we hope to receive ten responses from each institution on this questionnaire, but will include a college in the study with as few as five responses. A modified version of this questionnaire on which the dean will indicate his (her) functions but from which the rating scale has been deleted will be administered to the academic dean. He (She) will also be asked to complete a questionnaire that provides essential demographic information, such as education and experience, which will also be analyzed for its relationship to his (her) effectiveness.

TREATMENT OF DATA

The information from these questionnaires will be treated as confidential. The findings of the study will be presented as group data and no academic dean or institution will be specifically identified. Only a listing of colleges and universities that have been invited to participate and the college job descriptions mentioned above will be included in the appendices of the study.

A brief abstract of the findings will be sent to all respondents who request it. A form for this purpose will be included with each questionnaire when they are sent out. If the study progresses as planned, the questionnaires will be sent by the end of November or mid-December. I hope that the findings of the study will be ready for presentation by the summer of 1977.

In closing, I want to thank you again for taking the time to read this description of the study I am planning. Since the possible number of Adventist institutions that can participate in the study is limited, I hope that every one can be included. I shall be most grateful for your willingness to have your college or university included in the study.

LaVerne Bissell

(Sample Questionnaire Sent to English Speaking Colleges)

ESSENTIAL INFORMATION FOR THE ACADEMIC DEANSHIP STUDY

Please complete this form and send it by return mail in the enclosed envelope.

I. Yes, I am willing for our college (university) to participate in this study of the academic deanship. I have appointed _____ (Name and Position) to serve as coordinator in handling the necessary materials.

Signed: _____ (College President or University Vice President for Academic Affairs) _____ College (University)

*Please check the following associates in administration of the academic dean in your institution:

Business manager (or equivalent) _____ Other (Please list) _____
Dean of student affairs (or equivalent) _____

*Please check the following subordinates who serve directly under supervision of the academic dean in your institution:

Registrar _____ Other (Please list) _____
Director of admissions and records _____
Head librarian _____

*How many departmental chairpersons were there in your college (university colleges of arts and sciences only) as of the beginning of the 1976-1977 school year? _____

*How many other full-time faculty (not including any administrators or departmental chairpersons indicated above) were there in your institution (university colleges of arts and sciences only) as of the beginning of the 1976-1977 school year? _____

II. No, our college does not wish to participate in this study of the academic deanship for the following reason(s):

Signed: _____ (College President or University Vice President for Academic Affairs) _____ College (University)

SAMPLE QUESTIONNAIRE SENT TO NON-ENGLISH SPEAKING COLLEGES
ESSENTIAL INFORMATION FOR THE ACADEMIC DEANSHIP STUDY

Please complete this form and send it by return mail in the enclosed envelope.

I. Yes, I am willing for our college (university) to participate in this study of the academic deanship. I have appointed _____
(Name and Position)
to serve as coordinator in handling the necessary materials.

Signed: _____
(College President or University Vice President for Academic Affairs) _____
College (University)

*Please check the following associates in administration of the academic dean in your institution:

E	_____ Business manager (or equivalent)	E	_____ Other (Please list)
E	_____ Dean of student affairs (or equivalent)	E	_____
E	_____	E	_____

*Please check the following subordinates who serve directly under supervision of the academic dean in your institution:

E	_____ Registrar	E	_____ Other (Please list)
E	_____ Director of admissions and records	E	_____
E	_____ Head librarian	E	_____
E	_____	E	_____

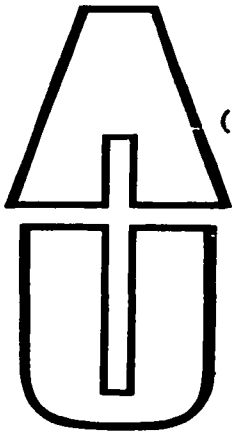
*How many departmental chairpersons were there in your college (university colleges of arts and sciences only) as of the beginning of the 1976-1977 school year? _____

*How many other full-time faculty (not including any administrators or departmental chairpersons indicated above) were there in your institution (university colleges of arts and sciences only) as of the beginning of the 1976-1977 school year? _____

II. No, our college does not wish to participate in this study of the academic deanship for the following reason(s):

Signed: _____
(College President or University Vice President for Academic Affairs) _____
College (University)

*PLEASE SEE SPECIAL INSTRUCTIONS FOR NON-ENGLISH SPEAKING AREAS ON THE BACK SIDE OF THIS PAGE.



(Sample Instructions to North American Study Coordinators)

Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

IMPORTANT INFORMATION ABOUT THE S. D. A. ACADEMIC DEANSHIP STUDY IS ENCLOSED. PLEASE READ THIS LETTER CAREFULLY AND KEEP IT IN A SAFE PLACE UNTIL THE STUDY IS COMPLETED AT YOUR INSTITUTION.

Your college president or university vice president for academic affairs has appointed you to serve as the coordinator for the academic deanship study in Seventh-day Adventist colleges and universities that I am conducting as part of my doctoral program at Andrews University. I appreciate very much your willingness to coordinate the handling of the necessary materials at your institution.

A packet of materials for the study has been sent to you under separate cover by parcel post. This letter contains (1) a self-addressed postcard for you to return when you receive these materials and have had a chance to look through them, (2) general instructions for distributing, gathering, and returning the materials used in the study, (3) specific instructions regarding participants in your college or university, (4) a form for you to list participants and other essential information on, (5) a return address label for you to affix to the packet of materials when you return it, and (6) a check to cover the cost of return postage by first class air mail.

Please read the general and specific instructions carefully as this should help to make your work in coordinating the study go more smoothly and will help to assure uniformity in handling of materials for the study at each institution that is participating. The instructions also contain information that may help you to answer questions for those who are asked to participate in the study.

GENERAL EXPLANATION OF THE STUDY

THIS STUDY CONCERNS THE WORK OF THE

The purpose of this study is to determine the relationships between the leadership characteristics of academic deans in S. D. A. colleges and universities and the level of satisfaction at which they perform their functions. It is hoped that the study will help to identify characteristics that enable deans to perform their functions effectively.

Two main questionnaires are being used for the study. The **LEADER BEHAVIOR**

DESCRIPTION QUESTIONNAIRE--FORM XII prepared by the Bureau of Business Research at Ohio State University is being used to determine the leadership characteristics of academic deans. This questionnaire is to be administered to the immediate subordinates of the dean such as registrars, directors of admissions and records, head librarians, etc. and to randomly selected departmental chairpersons and/or other full-time faculty members for a total of ten participants. Specific subordinates of the dean who should complete this questionnaire are listed in the special instructions for your institution and are also typed on the individual envelopes for each participant.

The **ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE** is being used to determine the level at which deans perform their functions. This questionnaire is to be administered to the deans' associates in administration such as business managers, deans of students, directors of public relations and development, etc. and to randomly selected departmental chairpersons and/or other full-time faculty members. Special forms of this questionnaire are to be completed by your college president or university vice president for academic affairs and by the academic dean. There will be a total of eleven participants who complete this questionnaire including the president and the dean. Specific associates of the dean who should complete this questionnaire are listed in the special instructions for your institution and are also typed on the individual envelopes for participants. The special questionnaires for the college president and the dean are in envelopes especially marked for them. The dean is also being asked to complete a one-page questionnaire for the **ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION** which is enclosed in his envelope.

GENERAL INSTRUCTIONS FOR COORDINATING STUDY MATERIALS

Receiving Materials. When you receive the packet of materials for the study, please check to see that it contains the following:

1. 21 unsealed envelopes that are addressed for return to you
2. Each envelope is marked at the top for the participant who is to receive it and for the type of questionnaire. LBDQ refers to the Leader Behavior Description Questionnaire; ADFQ refers to the **ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE**. Envelopes that are to be distributed to randomly selected departmental chairpersons and/or other full-time faculty are appropriately marked at the top.
3. Each envelope contains
 - a. A letter explaining the study
 - b. Instructions for filling out the questionnaire. These instructions are designed so that the questionnaire is self-administered. Examples for filling out the questionnaire are given, so you should not need to assist participants with this.
 - c. A #2 soft-lead pencil for marking responses on the questionnaire
 - d. The questionnaire.

You do not need to check the materials in each envelope. Please check, however, that the packet does contain 21 individual envelopes and that one envelope is marked for the college president and one for the dean.

If the materials are complete and if you do not have questions regarding the materials or how they are to be handled, please return the self-addressed postcard indicating you have received the materials to me. If you have any questions, you may write them on the postcard and I shall try to answer them.

Distributing Materials. Materials should be distributed as follows:

1. For specifically marked envelopes, place the name of the person who fills that position in the address position on the envelope.
- *2. For envelopes that are marked "Departmental Chairperson or Faculty Member," place the names of the persons on the envelope who have been randomly selected to participate as explained in the special instructions below for your institution.
3. List (1) the names of all participants to whom you are distributing materials, (2) the initials of the questionnaire they receive as found on the individual envelopes, and (3) the date you send the questionnaire on the form that is enclosed for listing participants.
4. Send the materials in UNSEALED ENVELOPES to participants through your intercampus mail.

Questions or Problems from Participants. If participants have questions about the study or if they decline to participate

1. Provide any information about the study that is included in this letter.
2. Tell them that the study has been endorsed by Dr. Walton Brown, Director of Education for the General Conference Department of Education.
3. Tell them that your college president or university vice president for academic affairs has agreed for your institution to cooperate in the study.
4. Encourage them to complete the questionnaire.
- *5. If they are still unwilling to participate, ask them to return the questionnaire. Cross their names from your list of participants and distribute the questionnaire to another person as is explained under special instructions for institution below.
6. If your academic dean is unwilling to participate, please check with your college president and try to work the problem out with the dean through him, as it is essential that the dean participate in the study.

Gathering the Materials. Procedures for gathering the materials are as follows:

1. If you have not received questionnaires within one week after you distribute them, please call or send a memo to those from whom you have not received questionnaires to remind them that the questionnaire should be returned. Indicate the date of your call or memo on the sheet listing participants.
2. Wait one more week. If there are still questionnaires out, ask participants to complete the questionnaire within a day or two if they have already started it or if they intend to complete it, or to return the unanswered questionnaire if they have not started it and do not intend to complete it. Indicate the date of this contact on the sheet listing participants.
- *3. If questionnaires are returned uncompleted, call others from the list of randomly selected participants as explained in the special instructions for your institution below to solicit their willingness to participate. Redistribute the questionnaires to these persons.
4. Please try to have all the questionnaires completed and in your office no later than January 30.

Returning the Materials. Instructions for returning the study materials are

1. Remove the completed questionnaires from the individual envelopes.
2. Remove the letter explaining the study and the instructions for filling out the questionnaire from each questionnaire so that only the questionnaires are returned.

3. The individual envelopes, letters of explanation, instruction sheets and the list of participants may be destroyed.
4. Affix the self-addressed label enclosed with this letter to the large envelope in which you received the materials.
5. Return the UNFOLDED questionnaires by first class air mail in the large envelope.
6. Please try to have the questionnaires in the mail no later than February 7, 1977.

*See the special instructions for your institution below.

THIS COMPLETES YOUR RESPONSIBILITY FOR COORDINATING STUDY MATERIALS. THANK YOU SO MUCH FOR YOUR HELP WITHOUT WHICH THIS STUDY WOULD NOT BE POSSIBLE.

Most sincerely,

LeVerne Bissell

LeVerne Bissell
Doctoral Student

SPECIAL INSTRUCTIONS FOR

SUBORDINATES of the dean at your institution who should complete the LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE are:

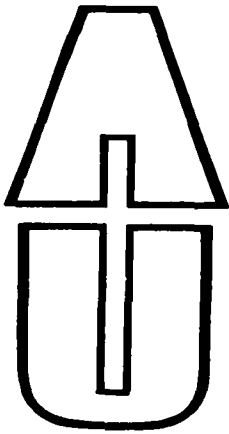
ASSOCIATES of the dean in administration at your institution who should complete the ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE are:

If any subordinates or associates of the dean refuse to participate in the study they should be replaced with departmental chairpersons or faculty members as explained below.

SELECTION OF OTHER PARTICIPANTS FOR THE STUDY

It was explained in the GENERAL INSTRUCTIONS that ten participants from your institution are to complete the LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE including the subordinates of the dean listed above and that eleven participants are to complete the ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE including your college president, dean, and the associates of the dean listed above.

In order to have enough participants in the study, departmental chairpersons and other faculty members as needed are also asked to participate. These other participants have been selected by generating random number lists from the

**(Sample Instructions to Overseas Study Coordinators)****Andrews University Berrien Springs, Michigan 49104 (616) 471-7771**

IMPORTANT INFORMATION ABOUT THE S. D. A. ACADEMIC DEANSHIP STUDY IS ENCLOSED. PLEASE READ THIS LETTER CAREFULLY AND KEEP IT IN A SAFE PLACE UNTIL THE STUDY IS COMPLETED AT YOUR INSTITUTION.

Your college president or university vice president for academic affairs has appointed you to serve as the coordinator for the academic deanship study in Seventh-day Adventist colleges and universities that I am conducting as part of my doctoral program at Andrews University. I appreciate very much your willingness to coordinate the handling of the necessary materials at your institution.

A packet of materials for the study has been sent to you under separate cover by parcel post. This letter contains (1) a self-addressed postcard for you to return when you receive these materials and have had a chance to look through them, (2) general instructions for distributing, gathering, and returning the materials used in the study, (3) specific instructions regarding participants in your college or university, (4) a form for you to list participants and other essential information on, (5) a return address label for you to affix to the packet of materials when you return it, and (6) a check to cover the cost of return postage by first class air mail and for other materials as explained below.

Please read the general and specific instructions carefully as this should help to make your work in coordinating the study go more smoothly and will help to assure uniformity in handling of materials for the study at each institution that is participating. The instructions also contain information that may help you to answer questions for those who are asked to participate in the study.

GENERAL EXPLANATION OF THE STUDY**THIS STUDY CONCERNS THE WORK OF THE**

The purpose of this study is to determine the relationships between the leadership characteristics of academic deans in S. D. A. colleges and universities and the level of satisfaction at which they perform their functions. It is hoped that the study will help to identify characteristics that enable deans to perform their functions effectively.

Two main questionnaires are being used for the study. The LEADER BEHAVIOR

DESCRIPTION QUESTIONNAIRE--FORM XII prepared by the Bureau of Business Research at Ohio State University is being used to determine the leadership characteristics of academic deans. This questionnaire is to be administered to the immediate subordinates of the dean such as registrars, directors of admissions and records, head librarians, etc. and to randomly selected departmental chairpersons and/or other full-time faculty members for a total of ten participants. Specific subordinates of the dean who should complete this questionnaire are listed in the special instructions for your institution and are also typed at the top of the letter explaining the study that is attached to each questionnaire.

The **ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE** is being used to determine the level at which deans perform their functions. This questionnaire is to be administered to the deans' associates in administration such as business managers, deans of students, directors of public relations and development, etc. and to randomly selected departmental chairpersons and/or other full-time faculty members. Special forms of this questionnaire are to be completed by your college president or university vice president for academic affairs and by the academic dean. There will be a total of eleven participants who complete this questionnaire including the president and the dean. Specific associates of the dean who should complete this questionnaire are listed in the special instructions for your institution and are also typed at the top of the letter explaining the study that is attached to each questionnaire. The special questionnaires for the college president and the dean are also marked at the top of the letter of explanation. The dean also has a one-page questionnaire for the **ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION** attached to his questionnaire.

GENERAL INSTRUCTIONS FOR COORDINATING STUDY MATERIALS

Receiving Materials. When you receive the packet of materials for the study, please check to see that it contains the following:

1. 21 sets of questionnaires and attached materials
2. Each set of materials is marked at the top of the first page for the participant who is to receive it and for the type of questionnaire. LBDQ refers to the LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE; ADFQ refers to the ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE. Questionnaires that are to be distributed to randomly selected departmental chairpersons and/or other full-time faculty are appropriately marked at the top.
3. Each set of materials includes
 - a. A letter explaining the study
 - b. Instructions for filling out the questionnaire. These instructions are designed so that the questionnaire is self-administered. Examples for filling out the questionnaire are given, so you should not need to assist participants with this.
 - c. The questionnaire

If the materials are complete, please return the self-addressed postcard enclosed in this letter to me by AIR MAIL to indicate that you have received the materials.

Materials that You Will Need to Provide for the Study. The packet of materials for the study has been sent to you by air mail. The package could not weigh more than 2 lbs. (.9 kg.), so it was not possible to send some supplies that you will need for the study. Materials that you will need to supply are

1. 21 #2 soft-lead pencils. The answer sheets for the questionnaires will be

read by a computer so a SOFT-LEAD pencil that makes a dark line must be used. Since there will be 21 participants at your institution, you will need 21 soft-lead pencils.

2. 21 plain white envelopes size 4 1/8 in X 9 1/2 in (10½ cm. X 24 cm.), one for each participant.
3. The check enclosed in this letter should be enough to cover the cost of these materials as well as of the return postage.

Preparing the Materials for Distribution to Participants. Materials for the study should be prepared for distribution as follows:

1. Preparing the envelopes.
 - a. At the top of the first page of every set of materials are the initials LBDQ or ADFQ. This indicates which questionnaire is in that set of materials. These initials should be placed in the upper right-hand corner of each envelope in the position where the stamp is usually placed. You should put the initial LBDQ in the upper right-hand corner of 10 envelopes and the initials ADFQ in the upper right-hand corner of 11 envelopes.
 - b. At the top left side of each set of materials information that indicates who is to receive the questionnaire is given. This information should be placed in the address position on each envelope, and the name of the person who fills that position should follow below it. For example, one set of materials has College President marked at the top. On the envelope you should place

College President
(Your College President's Name)

- c. At the bottom of the front side of EVERY ENVELOPE, you should place
PLEASE RETURN WITHIN THREE DAYS TO (YOUR NAME)

Your name should be placed after the word TO, so that the completed questionnaires are returned to you.

- *d. Some sets of materials say "Departmental Chairperson or Faculty Member" at the top. The way in which you are to choose departmental chairpersons and/or faculty members to participate in the study is explained in the section called SPECIAL INSTRUCTIONS FOR (NAME OF YOUR COLLEGE). Place the names of departmental chairpersons and/or faculty members who are to fill out questionnaires on the envelopes according to those instructions.
2. Filling the envelopes.
 - a. Fold each set of materials and insert it in the PROPER ENVELOPE. PLEASE CHECK CAREFULLY TO SEE THAT THE INFORMATION ON THE TOP OF THE FIRST PAGE OF EACH SET OF MATERIALS MATCHES THE INFORMATION YOU HAVE PLACED ON THE ENVELOPES.
 - b. Place one soft-lead pencil in each envelope along with the questionnaire materials.
 - c. DO NOT SEAL the envelopes. Fold the gummed flap inside the envelopes to close them.

Distributing the Materials. Materials should be distributed to participants as follows:

1. Fill out the enclosed sheet called LIST OF PARTICIPANTS as follows:

List (1) the names of all participants to whom you are distributing materials, (2) the initials of the questionnaire they receive as found on the individual envelopes, and (3) the date you send the questionnaire on the form that is enclosed for listing participants.

2. Send the materials in UNSEALED ENVELOPES to participants through your Inter-campus mail.

Questions or Problems from Participants. If participants have questions about the study or if they decline to participate

1. Provide any information about the study that is included in this letter.
2. Tell them that the study has been endorsed by Dr. Walton Brown, Director of Education for the General Conference Department of Education.
3. Tell them that your college president or university vice president for academic affairs has agreed for your institution to cooperate in the study.
4. Encourage them to complete the questionnaire.
- *5. If they are still unwilling to participate, ask them to return the questionnaire. Cross their names from your list of participants and distribute the questionnaire to another person as is explained under special instructions for institution below.
6. If your academic dean is unwilling to participate, please check with your college president and try to work the problem out with the dean through him, as it is essential that the dean participate in the study.

Gathering the Materials. Procedures for gathering the materials are as follows:

1. If you have not received questionnaires within one week after you distribute them, please call or send a memo to those from whom you have not received questionnaires to remind them that the questionnaire should be returned. Indicate the date of your call or memo on the sheet listing participants.
2. Wait one more week. If there are still questionnaires out, ask participants to complete the questionnaire within a day or two if they have already started it or if they intend to complete it, or to return the unanswered questionnaire if they have not started it and do not intend to complete it. Indicate the date of this contact on the sheet listing participants.
- *3. If questionnaires are returned uncompleted, call others from the list of randomly selected participants as explained in the special instructions for your institution below to solicit their willingness to participate. Redistribute the questionnaires to these persons.
4. Please try to have all the questionnaires completed and in your office no later than January 30.

Returning the Materials. Instructions for returning the study materials are

1. Remove the completed questionnaires from the individual envelopes.
2. Remove the letter explaining the study and the instructions for filling out the questionnaire from each questionnaire so that only the questionnaires are returned.
3. The individual envelopes, letters of explanation, instruction sheets and the list of participants may be destroyed.
4. Affix the self-addressed label enclosed with this letter to the large envelope in which you received the materials.
5. Return the UNFOLDED questionnaires by first class air mail in the large envelope.

6. Please try to have the questionnaires in the mail no later than February 7, 1977.
7. The pencils used in marking the questionnaires do not need to be returned.

*See the special instructions for your institution below.

THIS COMPLETES YOUR RESPONSIBILITY FOR COORDINATING STUDY MATERIALS. THANK YOU SO MUCH FOR YOUR HELP WITHOUT WHICH THIS STUDY WOULD NOT BE POSSIBLE.

Most sincerely,

LeVerne Bissell

LeVerne Bissell
Doctoral Student

SPECIAL INSTRUCTIONS FOR

SUBORDINATES of the dean at your institution who should complete the LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE are:

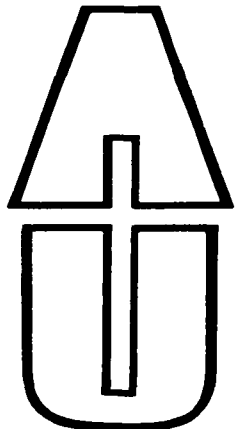
ASSOCIATES of the dean in administration at your institution who should complete the ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE are:

If any subordinates or associates of the dean refuse to participate in the study they should be replaced with departmental chairpersons or faculty members as explained below.

SELECTION OF OTHER PARTICIPANTS FOR THE STUDY

It was explained in the GENERAL INSTRUCTIONS that ten participants from your institution are to complete the LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE including the subordinates of the dean listed above and that eleven participants are to complete the ACADEMIC DEAN'S FUNCTIONS QUESTIONNAIRE including your college president, dean, and the associates of the dean listed above.

In order to have enough participants in the study, departmental chairpersons and other faculty members as needed are also asked to participate. These other participants have been selected by generating random number lists from the Andrews University computer. These lists are based on the specific information from your institution that was sent in the form ESSENTIAL INFORMATION FOR THE ACADEMIC DEANSHIP STUDY that was returned by your college president.



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

February 14, 1977

Dear

Have the questionnaires for the Academic Deanship Study been returned from . . . College yet? I have received the card indicating that you received the questionnaire materials, but the completed questionnaires have not arrived here yet.

This is the last reminder that the materials must be returned soon for your college to be included in the study. We have set March 31, 1977, as the final cutoff date for the materials to arrive here. We would like to request that you try to have them in the mail no later than March 10, if you have not sent them yet. I will be returning to the Far East to take up responsibilities as Director of Education for the Southeast Asia Union in August. The questionnaires must be here by the end of March so that the data can be analyzed and the study completed before my return to mission service. These materials should be returned by air mail.

Perhaps one or two people to whom you sent questionnaires have not yet returned them. If so, could you contact them immediately and ask them to return the questionnaires within one or two days? Even though all questionnaires have not been returned to you by the 10th of March, your college can still be included in the study. In order to include your college, we need responses from your college president, your academic dean, and a minimum of five responses on the LBDQ and six on the ADFQ, including your college president and academic dean. If you have that many responses by the end of February, please send the questionnaires you have without waiting for all questionnaires to be returned to you. Any questionnaires returned to you after you have sent the other questionnaires on to me should be destroyed.

We are very anxious that . . . College be included in the study. Dr. Walton J. Brown of the General Conference Department of Education has endorsed the study. As a former academic dean, I believe that the study will make a significant contribution to a better understanding of the work of the academic dean in S. D. A. colleges. We also believe that it will make a significant contribution to a general understanding of the leadership characteristics that are desirable for academic deans. A letter from one dean who completed a questionnaire indicates that the study is already beginning to be beneficial.

From a personal standpoint, also, I hope that your college can be included. I have spent more than a year preparing the study and have gone to considerable personal expense. Postage and telegrams alone total nearly \$300, not to mention xeroxing, computer time, etc.

So, in closing, may I request once again that you send the questionnaires not later than March 10. Thank you so much for your help. Without your valuable efforts, a study of this type would be impossible. I am confident that you want your college to be included in the study and am looking forward to hearing from you soon. If you have already sent the materials, I am doubly grateful. May the Lord bless you in His service.

Most sincerely,

LeVerne Bissell

LeVerne Bissell

(Sample Follow-up Postcard to North American Study Coordinators)

January 30, 1977

Dear

Thank you very much for sending the postcard indicating that you received the materials for the Academic Deanship Study.

This is just a reminder that the questionnaires should be completed and returned by AIR PRIORITY no later than February 8, 1977. The questionnaires should be removed from their individual envelopes and sent together in one package after the explanation and instruction sheets have been torn off.

If you have already sent the materials, please disregard this reminder.

Once again, I surely appreciate your help in coordinating the material for the study.

Very sincerely,



LeVerne Bissell

APPENDIX H

**RESPONSES OF ACADEMIC DEANS TO QUESTION TEN ON THE
"ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION" QUESTIONNAIRE**

APPENDIX H

RESPONSES OF ACADEMIC DEANS TO QUESTION 10 ON THE "ACADEMIC DEAN'S BIOGRAPHICAL INFORMATION" QUESTIONNAIRE

10. What in your education or experience do you feel has been most helpful in preparing you for your present position as academic dean?

<u>Dean</u>	<u>Response</u>
A	Practical experience in problem solving.
B	Serving on academic committees.
C	Teaching experience, committee work on curriculum development, work as associate dean.
D	Serving as college teacher and assistant to president.
E	Previous administration.
F	Organizational theory and economics.
G	Teaching experience at college level, department chairman, curriculum committee chairman, general administrative.
H	My degree in Curriculum and Instruction provided perspective, knowledge and skills. My work as Chairman of Department. My work as college president. (in this order).
I	(No response was given.)
J	1. Course work for Ed.D. degree at . . . and 2. Experience at . . . as Academic Dean & Registrar.
K	1. Administrative experience in high school; 2. Academic preparation and experience in research and program evaluation; 3. Course taken in comparative education.
L	University studies at . . .
M	Director of high school.

APPENDIX H--Continued

<u>Dean</u>	<u>Response</u>
N	Being chairman of a department or faculty and the courses in educational administration.
O	To be associated with experienced administrators while I was professor.
P	1. Experience as principal of a senior high school for 6 years. 2. Experience as registrar of . . . for 4 years.
Q	(No response was given.)
R	College teaching; department head; serving on academic committees. <u>Ed. training is of little value.</u>
S	My experience as academy principal and as union director of education.
T	a. Teaching in all levels of education. b. Given the opportunity to act as dean in the absence of the Dean. c. Experience in being the head of Elementary Education Department and being dean of education for some time.
U	Vocational programme co-ordinator.
V	Working with the Academic Dean as his assistant and going back to Graduate School.
W	Experience as principal first; teacher second.
X	Being Ed. Sec. for local conference.

S E L E C T E D B I B L I O G R A P H Y

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