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Implications for the Leadership Role of Secondary School Department Chairmen Included in the Teachers' Bargaining Unit

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IMPLICATIONS FOR THE LEADERSHIP ROLE
OF SECONDARY SCHOOL DEPARTMENT CHAIRMEN
INCLUDED IN THE TEACHERS' BARGAINING UNIT

by

John G. Vanko

A Dissertation Submitted to the Faculty of the
Graduate School of Loyola University
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of Doctor of Education

1973

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LIFE

John G. Vanko was born in Streator, Illinois, on August 31, 1937.

He was graduated from Streator Township High School, Streator, Illinois, in June, 1955. He was awarded the Bachelor of Science degree from Western Illinois University in 1959 and the Master of Science degree in June, 1960, from the same institution.

From 1959 to 1962 the author taught mathematics and served as counselor at V.I.T. High School, Table Grove, Illinois. He was a counselor at Larkin High School, Elgin, Illinois, from 1962 to 1964.

From 1964 to the present, the author has been employed at Joliet Township High School West Campus, Joliet, Illinois. He was a counselor, dean of students, and assistant principal prior to his appointment as principal in July, 1967.

The author has contributed an article, "The Police-School Liaison Program, Joliet Township High School," Illinois Principal, (March, 1971), pp. 17-20.

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CHAPTER I

INTRODUCTION

During the past ten years, the field of education has witnessed the emergence of collective bargaining by the American Federation of Teachers and professional negotiations by the National Education Association. This movement has drastically affected working relationships among school boards, administrators, and teachers, compelling, for example, school administrators to make many changes in their operational philosophy in order to function in the era of teacher militancy through negotiations. Leiberman and Moskow, authorities on educational collective negotiations, state:

...the impact of collective negotiations on school administration ... is related to both the size of school systems and the major administrative positions, such as superintendent, assistant superintendent, principal, and department chairman. The available evidence suggests that the collective negotiations movement is already having a major impact on the theory and practice of school administration, especially school personnel administration. Indeed, this is one area where theory has fallen far behind actual practice.¹

This paper will be concerned with the role of the department

¹Myron Leiberman and Michael H. Moskow, Collective Negotiations For Teachers (Chicago: Rand McNally and Company, 1966), p. 20.

head. A number of larger secondary schools have department chairmen assigned to the administrative staff. These administrative positions came into being shortly after World War I. As secondary schools grew, the principal had less and less of an opportunity to give his attention to the teachers within the various departments. During this period of growth great emphasis was placed on the development of suitable instructional techniques and materials, primarily as a matter of justification for the existence of the various subject matter areas within the school curriculum. Few large secondary schools today would do without the services of department chairmen in administering their curriculum in subject areas.² Those secondary schools functioning without department chairmen usually include an alternate form of administering departments, such as assistant principals, who perform the duties that department chairmen would normally assume.

The secondary school principal is ordinarily perceived by both teachers and laymen as the person to whom they are able to address inquiries pertaining to education with anticipated assurance that he is capable of rendering professional assistance.

Whether or not the principal is adequately meeting the challenge of being the instructional leader of the school will not

²Stanley W. Williams, Educational Administration In The Secondary Schools (Chicago: Holt, Rinehart and Winston, 1964), p. 73.

be explored in this research. However, it should be noted that just as increasing demands on the superintendency have virtually compelled that chief administrator to focus in different directions, so too have recent developments forced the principal to spend considerable time in areas other than that of instructional leader. The myriad of recent technical innovations, improvement and refinement of teaching techniques, intensification and sophistication of instruction, student activism, negotiations, financial problems, and increasing professional and subject matter preparation of the teaching staff have combined to mitigate the effectiveness of the principal as a supervisor. Also, as teachers gain additional competence, a natural reluctance exists on their part to value or accept the opinion of a principal who, as a generalist, may be inadequately informed in many areas of the curriculum.

Clearly, then, the principal must solicit help from the staff in his attempts to evaluate accurately, and to improve ultimately the quality of instruction in his school. The logical person that the principal is able to turn to for assistance is the department chairman who, theoretically at least, possesses a more thorough understanding of his particular curricular specialty than does the principal.

The department chairman, then, plays a key role in bridging the gap between the principal and the staff. Since he plays such a role, the department chairman's duties are not only vital to the

principal, but also quite diverse within themselves. Williams, in discussing the role of the secondary school department chairman, points out the variety of his responsibilities:

The duties and responsibilities of the department head are ordinarily confined to the administrative operation of the school at the department level. The typical department head is directly responsible to the principal and acts as the chief administrator in the department. Teachers within the department look to the department head for leadership in developing the curriculum, upgrading instruction, coordinating content among the various courses, and representing the department in meetings held with school and district administrators.³

Because of the uniqueness of his position on the staff, the department chairman has great potential for assuming a strong leadership role. The potential for the department chairman's leadership role is explained by Williams:

...department heads are in an excellent position to encourage and guide experimental programs within their areas. Many important functions can be accomplished by department heads, for they hold departmental meetings; make budget recommendations; prepare requisitions for textbooks, supplies, and equipment; submit library requests for the department; and assist the principal in the supervision of instruction through classroom visitation and evaluation.⁴

There is, then, little doubt that the position of department chairman can and does affect the operation of the school, both

³ Ibid., p. 74.

⁴ Ibid.

from the standpoint of leadership and administrative organization. Relative to the latter, Morphet, Johns, and Reller say:

... in large schools it has provided a type of decentralized administration. Through the departmental organization it has been possible to exercise supervision, determine instructional materials needed, plan evaluation programs, induct the new teacher, engage in course-of-study evaluation and improvement, and effect necessary communication.⁵

As school administration is decentralized, so must authority be delegated. The principal, as chief administrator of the building, should provide the framework in which department chairmen can function effectively. In doing so, the principal must not lose the power of his position to provide instructional leadership; yet he must delegate authority so that department chairmen are also able to provide leadership. Although written many years ago, the concept of delegating authority by Hagman and Schwartz is well stated and applicable today:

In the delegation of authority, the administrator does not lessen his own authority but rather places it in relationship to other persons so that...it can be used more effectively. He retains his power while attaching authority to someone else who may consequently also exercise effective power in situations covered by the authority given him.... If the delegation of authority is done well, the administrator has in effect extended himself and his power

⁵Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration (Englewood-Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p. 332.

through the persons to whom delegation has been made.⁶

As the position of secondary school department chairman has developed, more and more authority has been delegated to it. For many years now the department chairmanship has been viewed as a respected position within the large secondary school. Because of the teaching responsibilities most department chairmen have, it is with relative ease that they usually maintain a good peer working relationship with other members of the department. The department chairman thus plays a valuable role in the supervisory program of the school.⁷

Since the secondary school department chairman has an active role to play in the supervisory program of the school, it is necessary to perceive the responsibilities he must carry out. Current emphasis on supervision reflects that the supervisor be viewed as the "agent of change"--not so much as the catalyst of change, but as the actual promulgator of it. Eye and Netzer, for example, state that "the major function of supervision is that of

⁶ Harlan L. Hagman and Alfred Schwartz, Administration Profile For School Executives (New York: Harper and Brothers, 1955), p. 125.

⁷ Ross L. Neagley and N. Dean Evans, Handbook For Effective Supervision of Instruction (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., v, 1970), p. 106.

influencing situations, persons, and relationships for the purpose of stimulating change that may be evaluated as improvements."⁸

Instructional supervision is a major function that the department chairman performs. The nature of instructional supervision is divided into ten tasks:

1. Developing curriculum
2. Organizing for instruction
3. Staffing
4. Providing facilities
5. Providing materials
6. Arranging for in-service education
7. Orienting new staff members
8. Relating special services
9. Developing public relations
10. Evaluating⁹

As part of his responsibilities, the department chairman must actively engage in each of these tasks.

In order for the department chairman to perform effectively the assigned tasks, he is often released from part of his teaching

⁸Glen G. Eye and Lanore A. Netzer, Supervision of Instruction: A Phase of Administration (New York: Harper and Row, 1965), p. 39.

⁹Ben M. Harris, Supervisory Behavior in Education (Englewood-Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 13.

load. The amount of released time a chairman receives will determine to a great extent the success he experiences in performing his duties.¹⁰ Most school districts grant the amount of released time on the basis of the number of teachers in the department.

The State of Illinois requires special certification for a secondary school department chairman who supervises one half time or more. The certification requirements are:

Certificate: Administrative Certificate (General Supervisory Endorsement)

Degree: Masters

Professional Education: Sixteen semester hours of graduate credit

Experience: Two years of full-time teaching¹¹

Not all department chairmen spend one half time or more in supervision, but there are many who do. Recognition by the Office of the Superintendent of Public Instruction in the State of Illinois that the position of department chairman requires special graduate training in professional education attests to the importance now being placed on the position.

The State of Illinois uses the term "supervisory endorsement"

¹⁰ D. Richard Wynn, Organization of Public Schools (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), p. 65.

¹¹ Office of the Superintendent of Public Instruction, The Illinois Program For Evaluation, Supervision, and Recognition of Schools, by Ray Page, Circular Series A, No. 160, 1970, p. 51.

in the administrative certificate for department chairmen. The question of whether supervisors are administrators is often raised. Campbell, Corbally and Ramseyer, prominent educators, address themselves to this issue stating:

...it is easy to get embroiled in an argument as to whether or not supervisors are administrators. Unfortunately, those who argue that supervisors should not be considered administrators generally use the grounds that there is something about the administrative title which would reduce the efficiency of supervisor.... In our view a supervisor is an administrator.¹²

Supervisory titles have raised issues in the negotiations process. Collective negotiations has clouded the positions of many personnel in the schools. The position of department chairman is one which has clearly fallen into this category of uncertainty. Both the AFT and the NEA have stated their positions regarding who should be eligible for membership in the teachers' bargaining unit for negotiations purposes.

The AFT policy is that "only those persons who are certified personnel and employed on the basis of the classroom teachers' salary guide be part of the bargaining unit."¹³

¹²Roald F. Campbell, John E. Corbally and John A. Ramseyer, Introduction to Educational Administration (3rd ed.; Boston: Allyn and Bacon, Inc., 1966), p. 404.

¹³Executive Council of the American Federation of Teachers, Recommended Collective Bargaining Election Procedures (Chicago: American Federation of Teachers, 1964). (Mimeographed.) p. 2.

The policy as stated is not clear with respect to the inclusion or exclusion of administrative personnel from the teachers' bargaining unit. The NEA position states:

The negotiation unit contains those who are represented by the majority organization with exclusive negotiation rights. If a representation election is required, those eligible to vote comprise the negotiations unit.

Ideally, all members of the certificated staff are professionally trained, want to provide a high-quality program of education, and are committed to accepted standards of professional and ethical practice regardless of their assignment in the educational system. Therefore, all certificated staff should be regarded as members of the negotiation unit. If a representation election is required, all should be eligible to vote.

However, in many school districts, particularly those of substantial size, classroom teachers may desire representation independent of principals, vice-principals, department heads, supervisors, and other non-teaching personnel. Conversely, administrative and supervisory personnel may also desire separate representation. The determining factor in any particular school district should be the desire of the professional personnel.¹⁴

The positions of the AFT and the NEA are vague and subject to interpretation. Reynolds Seitz discusses the desirable composition of the bargaining unit:

Ideally, a unit is composed of people with substantially similar interests. Often statutes specify certain exclusions from units or entrust to a labor relations board the determining of the appropriate unit.

¹⁴ Guidelines for Professional Negotiations (Washington, D.C.: National Education Association, 1965), p. 14.

Principals and supervisors, for example, are generally excluded from a unit of teachers. The status of department heads is usually based on how much supervision and right to evaluate they have. If department heads play a major role in such matters, they will probably be excluded from the unit.¹⁵

The issue of department chairmen representation is viewed by Seitz in relation to his authority in teacher evaluation. He believes that supervisory and evaluative functions are incompatible with membership in a teachers' bargaining unit.

The ideal unit that Seitz speaks of may or may not exist in actual practice. In the State of Illinois, the determination of the composition of the unit is left to the school boards and teachers' organizations. Personnel with supervisory and evaluative functions are not necessarily excluded from the teachers' bargaining unit. For example, Morton Township High Schools in Cicero, Illinois, excludes the following certificated personnel from representation in the teachers' bargaining unit:

Superintendent, Business Manager, Principals, Deans, Assistant Principals, Heads and Chairmen of District Wide¹⁶ Services, and all other Division Heads and Chairmen.

Department chairmen are thus excluded.

An example at the other position is the Valley View High

¹⁵Reynolds C. Seitz, "Teacher Negotiations: The Legal Issue," Nation's Schools, LXXXVII, 3 (March, 1971), p. 50.

¹⁶The Board of Education HIGH School District Number 201 and Cook County and Morton Council Teachers Union, Local 571, Agreement Between, 1971-1972. (Mimeographed.), p. 1.

High School District 211 in Romeoville, Illinois, which includes all certificated personnel in the teachers' bargaining unit except:

Superintendent, Administrative Assistant to the Superintendent, Business Manager, District Guidance Director, Principals, Assistant Principals.¹⁷

Department chairmen, then, in this case, are included in the teachers' bargaining unit. There is no general agreement by school districts within the Illinois counties of Cook, Will, DuPage and Kane on whether department chairmen should be included in the teachers' bargaining unit. The supervisory or evaluative functions they perform are not used to distinguish their placement.

The Morton Township High Schools include their department chairmen in the administration with no conflict in the instructional supervisory functions of department chairmen. The opposite is true of the Valley View High School District. The department chairmen are members of the teachers' union and at the same time they have supervisory functions specified in the contract. The section of the contract dealing with "Procedures for Evaluation," states the responsibilities facing the department chairmen:

¹⁷The Board of Education of Valley View High School District Number 211 and the District 211 Council of the American Federation of Teachers, Local 1291, Agreement Between, 1971-1973. (Mimeographed.), p. 1.

The department chairman shall evaluate each non-tenure Teacher at least three (3) times per year. The schedule of these visits shall be such as to insure that the chairman will have made at least one (1) formal evaluation prior to the first administrative meeting, and at least three (3) formal evaluations prior to the second administrative meeting. After each visit the department chairman will hold a post-evaluation conference with the Teacher in order to discuss the evaluation.

The recommendation concerning a Teacher's re-employment or tenure status shall be made by the first week in March. This decision shall be reached jointly by the building principal and the department chairman, and the Teacher shall receive written notification of it. No teacher shall be denied advancement, re-employment, or tenured status unless the above procedures have been followed and a reasonable effort has been made administratively, to remedy his deficiencies.¹⁸

Most of the high school districts having department chairmen appear to be satisfied that department chairmen are functioning in an acceptable manner in spite of their wide variance in relation to the placement of the department chairmen either in or out of the teachers' bargaining unit. But this is not true in all districts, since the issue of department chairmen has drawn battle lines in some districts.

In October, 1970, the Oak Lawn High School teachers went out on strike. The Union issue was salary while the board of education's issue was removal of department chairmen from the bargaining unit. The salary issue was solved readily, but the strike lasted a number of days longer as the board of education demanded the removal of the department chairmen from the

¹⁸Ibid., pp. 17-18.

bargaining unit. On November 4, 1970, an agreement was signed in which "all department chairmen and the athletic director are removed from the bargaining unit."¹⁹

The board of education was successful in removing department chairmen from the teachers' bargaining unit. The teachers' union was reluctant to allow the removal of department chairmen because it limited both union membership and union influence with the administration.

Niles Township High Schools were faced with a similar problem for the 1971-1972 school year. The department chairmen were part of the teachers' bargaining unit and the board's negotiating team was unable to remove them. Dr. Nicholas Mannos, Principal of Niles Township High School East, writes:

... we have completely removed from the contract, the department chairmen, who were originally a part of our school system. We now have five directors, one Administrator for Services Building Manager and one for Student Services. The five directors are divided as follows:

1. English - Foreign Language
2. Social Studies - Art - Music
3. Science - Math
4. Girls' P.E. - Boys' P.E.
5. Industrial Arts - Business Education
Home Economics - Drivers Education²⁰

Niles Township High Schools decided that their solution to

¹⁹Oak Lawn High School Mimeographed Agreement, November 4, 1970, resolving strike issues.

²⁰Nicholas T. Mannos, Letter (Niles Township High Schools, October 15, 1971).

this dilemma was to restructure administratively by eliminating all department chairmen. It is rather obvious from their new administrative organization that a director is in reality a multiple department chairman, but now is a member of the administration.

Clearly, collective negotiations carries with it implications for the potential effectiveness of the leadership of department chairmen. The philosophy of the teacher organization adds yet another dimension to the variables that department chairmen must consider when they perform their duties. When department chairmen are included in the teachers' bargaining unit, the question arises as to whether they are loyal to the organization or their position. Dr. John Bristol, Assistant Superintendent and chief negotiator for the Niles Township High Schools, recently wrote in a magazine article:

As soon as an organization is recognized to represent teachers, the role of the individual teacher in educational decisions relative to a particular district becomes limited. No longer can a teacher do what he and the board may deem appropriate, without the express approval of the recognized teacher group. Pressure is thus placed on the individual teacher not to do as he deems appropriate, but to follow the organization's position relative to the matter.²¹

Dr. Bristol's comments should not be construed to give the

²¹John Bristol, "Who is Killing Local Control?", Illinois School Board Journal, XL, 1 (January-February, 1972), p. 25.

reader the impression that collective negotiations are something to be viewed in a negative manner. This paper is not concerned with judging collective negotiations or any teacher organizations. Both are here and must be dealt with realistically. Today's administrator, in order to be effective, must make negotiations function to his advantage. Charles Hough, in writing about the conflicts between negotiations and the need for greater accountability, states:

... the negotiating process with its necessary adversary relationship is an excellent way of establishing boundaries and an operational mode in which school boards, administrative staffs, and teaching staffs can operate. As long as there is in effect a system of checks and balances and as long as all parties are in an equally accountable position, the system is good. But unless and until that occurs, the system cannot operate without trouble.²²

Purpose of the Study

The purpose of this study is to investigate the implications of the leadership role for the position of department chairman in the secondary schools when it is included in the teachers' bargaining unit. An attempt will be made to ascertain what changes are taking place in the secondary school department chairmanship because of the inclusion of the department chairman in the teachers'

²²Charles R. Hough, "Negotiations and Accountability," NASSP Bulletin, LV, 359 (December, 1971), p. 5.

bargaining unit and to analyze these changes in relation to the leadership role of the position.

This study will attempt to transcend the complex aspects of the negotiations movement in education and to focus on the implications of the leadership role of secondary school department chairmen as perceived by secondary school principals and department chairmen.

Method and Procedure

This study is based on five hypotheses derived from an analysis of the current professional literature and the opinions of practicing school administrators in the Chicago suburban area:

- I. Teacher evaluation by department chairmen is incompatible with the inclusion of department chairmen in the teachers' bargaining unit.
- II. The leadership role of department chairmen in curriculum change and implementation is adversely affected by the inclusion of department chairmen in the teachers' bargaining unit.
- III. In a position of line authority, department chairmen make decisions and recommendations that may result in teacher grievances.
- IV. Department chairmen have added difficulties in performing their management responsibilities because of their inclusion in the teachers' bargaining unit.
- V. The administrative working relationships between department chairmen and the principal have been weakened by including department chairmen in the teachers' bargaining unit.

The hypotheses were initially screened by two superintendents, two assistant superintendents, three principals and five

department chairmen. All of these educators are currently serving at the secondary school level. Upon the completion of the initial screening process, a final draft was prepared after receiving suggestions from the staff members of the Department of Administration and Supervision of Loyola University.

A structured interview instrument was developed in the form of a series of questions attempting to establish or negate the hypotheses of the study. (See Appendix A). The instrument was field tested on twelve department chairmen and two principals and revised to reduce the possibility of ambiguity in the questions.

The scale used in this study to measure the respondents' attitudes was patterned after Rensis Likert's method of summated ratings. Likert's scale forces each subject that is interviewed to choose a position on a particular statement so that a numerical result can be obtained for analysis.²³ Mr. Likert is Director of the Institute for Social Research and professor both in the Psychology and Sociology Departments at the University of Michigan, and he has worked extensively in management strategies and the motivation of subordinates through social research.²⁴

²³ Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Company, 1966), p. 321.

²⁴ Harold Koontz and Cyril O'Donnell, Management: A Book of Readings (New York: McGraw-Hill Book Company, 1968), p. 424.

Using the structured interview instrument, personal interviews were conducted with twenty high school principals and twenty department chairmen representing a total of twenty high schools. The department chairman interviewed at each school was randomly selected.

Of the high schools included in the study, the following conditions were met: the high school had a departmental organization; the high school had a negotiated agreement which included department chairmen in the teachers' bargaining unit, although it was possible that department chairmen were not members of the organization that was the sole bargaining agent for teachers; the department chairmen were in a position of line authority between the principal and teachers; the high school had a student enrollment of fifteen hundred or more; and the high school was located in the suburban area of Chicago, Illinois. Schools meeting the above conditions were randomly selected for participation in the study from Cook, Will, DuPage and Kane counties. Enrollment ranged from sixteen hundred to thirty-six hundred in each of these schools.

The personal interview technique offered the respondents the opportunity to react to the questions and express their thoughts freely. Any misunderstanding of a question could be clarified so that the respondents were answering the questions from basically the same frame of reference.

The results of the interviews will be reported in Chapter

III in three parts: the principals' perceptions; the department chairmen's perceptions; and a combined analysis of the principals' and department chairmen's perceptions. The hypotheses will be accepted or rejected on the basis of the combined analysis of the twenty principals' and twenty department chairmen's responses to the propositions. The data obtained from the in-depth study of three schools in Chapter IV will be compared to the data of Chapter III in the summary and analysis of Chapter III.

No respondent or school that participated in this study will be identified by name in any part of this study.

In addition to an analysis of the current literature regarding department chairmen and negotiations, and the personal interviews with the twenty principals and twenty department chairmen, an in-depth study was conducted of three secondary schools. The three schools included one in which the issue of department chairmen has resulted in changes of duties, another in which the district has invested in a professional management study, focusing in part on the department chairmanship, and the last in which the operation of the school appears to be normal with no immediate problems apparent. An unstructured interview format was used. (See Appendix B). Leading questions were asked which probed and focused upon the leadership role of department chairmen as a result of the position being included in the teachers' bargaining unit. These queries addressed themselves to the following issues:

1. The department chairmen and teacher evaluation--organization pressure, administrative pressure, and conflicts.
2. The leadership role of the department chairmen in curriculum change and the influence that is coming from the administration and teachers' organization.
3. The role that the department chairmen play in causing or remedying a grievance when they are members of the grieving organization.
4. The performance of the department chairmen in the daily management functions within the teacher-board contract and teacher cooperation.
5. The administrative relationships between the department chairmen, who are members of the teachers' organization, and the principal, who is a member of the administrative team.

Limitations and Delimitations

Basic limitations of this study would be those that are inherent in the interview method itself. "Many people are more willing to communicate orally than in writing and, therefore, will provide data more readily and fully in an interview than on a questionnaire."²⁵ The interviewer must be aware of the respondents' incidental comments, facial and bodily expressions and changes in voice tone.

Both the structured interview and unstructured interview techniques were employed to take advantage of both techniques.

²⁵Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Company, 1966), p. 306.

The respondents were always given the opportunity to express themselves freely.

A further limitation of the interview method concerns the use of a common vocabulary with the respondents. In this study, an attempt was made to employ familiar terms and concepts that would be understood by all of the respondents.

The study is delimited to department chairmen that are included in the teachers' bargaining unit. It is also delimited to large secondary schools in the Chicago suburban area within Cook, Will, DuPage and Kane counties.

Definition of Terms

Teacher Board Contract

Teacher-board contract refers to the final agreement which contains the terms of the negotiated contract and which binds the board of education and the teachers' organization to the terms of the agreement for a specified period of time.

Teachers' Bargaining Unit

Teachers' bargaining unit refers to the teachers' organization which represents the certificated personnel in negotiations and whose working conditions are negotiated by the teachers' organization.

Line Authority

As used in this study, line authority refers to the right to make decisions, to take action in order that things get done, and to exercise necessary control over others assigned to them.²⁶

Middle Management

Middle management refers to school level personnel who exercise administrative-supervisory roles: principals, assistant principals, supervisors and department chairmen. They have significant responsibilities for hiring, tenure, promotion, and discipline.²⁷

Administration

Administration means providing the organization with the elements of unity, hierarchy structure, delegation of authority, coordination, communication, leadership and control, and planning to achieve organization goals.²⁸

Supervision

Supervision is a specialization within management which guides the activities of the organization members through

²⁶William H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action (New York: McGraw-Hill Book Company, Inc., 1962), p. 28.

²⁷Myron Leiberan, "Negotiating with Middle Management," School Management, XIV, 6 (June, 1970), p. 10.

²⁸Jasper J. Valenti, notes, Loyola University, Chicago, Illinois, October, 1971.

leadership. This is done mainly by stimulating others.²⁹

Management

Management is the technique for determining, clarifying, and affectuating the purpose and objectives of some particular human group. It is part of administration, the technical aspect, such as public relations, personnel, etc.³⁰

Leadership

Leadership is one of the elements of administration that deals with stimulating (by position, superior skill and knowledge, or prestige) others to work toward goals that are desirable.³¹

²⁹Ibid.

³⁰Ibid.

³¹Ibid.

CHAPTER II

REVIEW OF THE RELATED RESEARCH AND LITERATURE

Research

A number of dissertations have been written on the subject of the secondary school department chairman. The research studies have dealt with the role of the department chairman in instructional improvement, various perceptions of the position of department chairman, and the department chairmanship in large high schools.

One study by Buser,¹ points out the critical role that department chairmen can and do play in the maintenance of quality instructional programs in the secondary schools as perceived by high school principals. He emphasizes that the capabilities and leadership potential of department chairmen are maximized when there is a functional job description that effectively communicates the responsibilities of the position, authority relationships and task expectations.

¹Robert L. Buser, "The Functions and Characteristics of Department Heads as Perceived by High School Principals" (unpublished doctoral dissertation, Indiana University, 1966).

Subsequent study of the position of department chairman by Buser² led to the writing of a model job description in cooperation with Manlove. They feel that the chairman works under the immediate supervision of the building principal and teachers assigned to each department are immediately responsible to their chairman. Manlove and Buser see the responsibilities of the department chairman, in addition to some teaching, in both administration and supervision. The recommended job description devised by Manlove and Buser is reproduced below.

A. Supervision. The Department Chairman has major responsibility for the improvement of instruction in the school. In the implementation of this responsibility he is expected to:

1. provide departmental leadership in the selection, development, and utilization of instructional materials, equipment, and methodologies;
2. assist teachers in their handling of the day to day problems of instruction including student behavior, student evaluation, lesson planning, and lesson presentation;
3. keep the members of the department informed about the latest developments within the teaching field;
4. serve on the school's Curriculum Council upon the request of the Principal;
5. continuously evaluate the performance of the teachers and the department; and to
6. apprise the Principal of departmental problems and needs in the instructional processes.

²Robert L. Buser and Donald C. Manlove, "The Department Head: Myths and Reality," NASSP Bulletin, L, 298, (November, 1966), pp. 99-107.

B. Administration. The Department Chairman is responsible for the day to day management of the Department. In the implementation of this responsibility he is expected to:

1. requisition and allocate departmental supplies and equipment;
2. prepare budget requests as required by the Principal;
3. aid in the selection of new personnel for the Department and to recommend teachers of the Department for tenure, promotion, transfer and dismissal as requested by the Principal;
4. recommend the assignment of the teachers of the Department on the master schedule; and to
5. serve on the Administrative Council upon the request of the Principal.³

Clearly, then, the importance of the department chairman to function in a leadership role within the school is established by defining the job responsibilities as suggested by Buser and Manlove.

Hoeh's study in 1969 examined the effectiveness of the department chairman in the improvement of instruction. The data in this study were obtained from questionnaires completed by twenty principals, seventy-nine chairmen and 585 teachers in the mathematics, science, social studies, and English departments of twenty large suburban high schools in the vicinity of Detroit, Michigan. Hoeh found evidence of the following after the product-moment test or the F-test was employed:

³ Robert L. Buser and Donald C. Manlove, "The Department Chairman: A Model Job Description," Journal of Secondary Education, XXXV, 1 (January, 1970), pp. 11-12.

1. Participants in the study perceived that the effectiveness of the department chairman in the improvement of instruction was directly related to the released time provided him.
2. Teachers perceived department chairmen to be more effective in the improvement of instruction when they were legally severed from the teachers' bargaining unit.
3. Female teachers perceived department chairmen to be more effective than did male teachers.
4. Chairmen and principals tended to rate the extent of chairman involvement significantly higher than did teachers.
5. Teachers wanted assistance from chairmen in improving their instruction but saw little value in classroom visitation as an aid to accomplishing this goal.⁴

Evidence derived from Hoeh's research suggests that the department chairman can function better when he is considered part of the administration as defined in a negotiated agreement. Also significant is the finding that the amount of released time given to the chairman will probably determine how effective he is.

Randall Cогnetta investigated the relationships of selected organizational and personal variables to the behavior of high school department heads. Data from one hundred randomly selected high schools were collected through the administration of a questionnaire to principals, department heads and teachers. The statistical method used by Cогnetta to arrive at the findings of the study was multiple linear regression. The conclusion state:

⁴James A. Hoeh, Jr., "The Effectiveness of Department Chairmen In The Improvement of Instruction" (unpublished doctoral dissertation, The University of Michigan, 1969).

1. The study identified a higher level of association of the department heads with the teachers in their departments than with the principals.
2. The department heads' perceptions of the principals' and teachers' expectations differed significantly from the reported expectations of the principals and teachers.
3. Reported expectations of principals and teachers served as better predictors of department head behavior than the department heads' perceived expectations.
4. The view held by many educators of the department headship as a position in the administrative hierarchy seems in need of re-evaluation; the department head apparently identifies with the teachers. If the administrative leadership desires the department headship to be, in actuality, a position in the administrative hierarchy, a reorganization of the existing organizational schema seems necessary.⁵

Of paramount importance to this study is Cognition's finding that department heads apparently identify with the teachers. Cognition's finding, when compared to Hoeh's finding that department chairmen are perceived most effective by teachers when they are not included with the teachers' bargaining unit, has implications related to this study. The studies of Cognition and Hoeh illustrate an element of disagreement in the perceptions that teachers and department chairmen have about the department chairmanship.

A 1965 study by Brenner was concerned with the problem of determining teacher perception of the department head. A questionnaire secured teachers' opinions from 217 public high

⁵Randall A. Cognition, "The Relationship of Selected Organizational and Personal Variables to the Behavior of High School Department Heads" (unpublished doctoral dissertation, Stanford University, 1967).

schools which were members of the North Central Association of Colleges and Secondary Schools. There was an eighty per cent return. Brenner's major findings were:

1. In general, teachers feel that department heads can provide effective supervision and administrative leadership if given the time and authority to do so.
2. Teachers see lack of time, authority, and clearly assigned duties as major factors which limit the potential effectiveness of department heads.
3. If given a choice, teachers generally prefer supervision by their department heads to that by the principal of the school.
4. Direct supervision of classroom teachers is not being performed by the majority of department heads.
5. Although a variety of procedures for the selection of department heads is used, the principal plays the leading role in the selection process.
6. Teachers perceive leadership and administrative ability as being more essential characteristics in the selection of department heads than seniority, graduate study, popularity, and teaching ability.⁶

It is interesting and important to note that high school teachers themselves feel the department head: can provide effective leadership; is preferred over the principal to do the supervision; needs defined authority; is not presently engaged in direct supervision; and should be selected on the basis of leadership and administrative ability.

How the department heads perceived the functions and characteristics of their own position was the topic of a study

⁶Kenneth Brenner, "The Function and Characteristics of Department Heads as Perceived by High School Teachers" (unpublished doctoral dissertation, Indiana University, 1966).

conducted by Ciminillo. A questionnaire was sent to randomly selected department heads and eighty-nine per cent returned data.

Important conclusions from the data include:

1. The department head position is well established in the American high school and there is little evidence that it will be replaced by other administrative or supervisory devices.
2. Whereas most department heads perceive their functions to be both administrative and supervisory, it appears they are more concerned with the supervisory aspects of their job....
3. Many department heads feel that the lack of a written job description, the lack of time to perform the duties associated with their job, and inadequate pay constitute major limitations of the department head position.
4. Contrary to the opinion of some authorities in secondary education, the department headship is not awarded to teachers on the basis of teaching experience. In fact, it appears that after 15 years of teaching, the chance of becoming a department head decreases considerably.
5. ...in the large-sized schools in this study leadership ability, administrative ability, and willingness to work were all chosen ahead of mastery of subject matter or superior teaching ability as important criteria for department head selection.
6. The ability to give direction, coordination, and unity to the department is considered by many department heads as the major strength of the department head position.⁷

Of significance is the finding that large high school department chairmen themselves realize that they were selected on the

⁷ Louis Ciminillo, "The Functions and Characteristics of Department Heads as Perceived by High School Department Heads" (unpublished doctoral dissertation, Indiana University, 1966).

basis of their leadership and administrative abilities.

In a study of the emerging concept of the department head in a large high school, Thorum analyzed the status of the department chairman. Measures of central tendency were used to interpret the data from the 333 large high schools who responded to a questionnaire. Conclusions derived were:

1. There does not appear to be any trend away from the use of departments in the large public high school.
2. The division plan of organization was seldom used in a large high school.
3. There seemed to be little relationship between the number of duties assigned a department head and the amount of time necessary to perform them.
4. The principal envisioned the department head as a person of many talents, and an individual who could accept a variety of responsibilities.
5. There did not appear to be any difference between an old school and a new school in their opinions of a department organization.⁸

The findings of Thorum were essentially the same as those of Altimari⁹ who also researched the department chairman in the large high school.

Often listed as one of the responsibilities to be performed

⁸Reho F. Thorum, "The Emerging Concept of the Department Head In A Large High School" (Unpublished doctoral dissertation, University of Utah, 1968).

⁹William G. Altimari, "The Department Chairman In Large High Schools of the North Central Association" (unpublished doctoral dissertation, University of Colorado, 1967).

in large high schools is the orientation of new teachers. A study by McDavid dealt with the area of new teacher orientation.¹⁰ From his findings, he recommended that the school district provide a complete orientation program for all department chairmen on their responsibilities in new teacher orientation so that this task would be improved. An implication from McDavid's findings is that superintendents and principals need to give department chairmen more direction than they are doing presently.

Literature

The review of research on the department chairman gives evidence that there is a conflict in the role expectations of the department chairman by administrators and teachers. The variable of collective negotiations adds yet another dimension of the problem of the department chairman in exercising a leadership role. A question frequently asked with respect to negotiations is whether the department chairman is an administrator or a teacher. Presently, that question cannot be answered in strictly legal terms.

The dilemma of where supervisors should be placed in relation to bargaining unit representation has plagued industry as

¹⁰Fred C. McDavid, "The Critical Requirements of the Role of Department Chairmen in Orienting First-Year Teachers In Selected High Schools In Illinois" (unpublished doctoral dissertation, Southern Illinois University, 1965).



well as education from the beginning of collective bargaining. Illustrative of this is the fact that many state education statutes have taken major portions of their collective negotiations act verbatim from the Taft-Hartley Act (1947) and have used precedents established by the National Labor Relations Board in settling disputes in teacher negotiations.¹¹ For that reason, a brief review of how industry dealt with the supervisory problem is deemed appropriate at this point.

The Wagner Act (1935) recognized labor's need for national legislation as a means of protecting the worker. Labor took advantage of the provisions of the law to effect dramatic reform in industry, becoming so strong in the next decade that the Taft-Hartley Act (1947) was passed to equalize employee-employer strength. The representation of the supervisor was not limited in the Wagner Act, however, and soon employers were not able to manage effectively their own businesses. Their supervisors were part of the union and a conflict of interest became apparent.

In order to distinguish between supervisor and subordinate, and give labor and management a balance of power, section 2 (11) of the Taft-Hartley Act, which now covers industrial collective bargaining prohibits supervisors from union representation and says:

¹¹ John W. Maguire, "Professional Negotiations: State or Federal Legislation," School and Society, XCVIII, 2324 (March, 1970), p. 176.

The term supervisor means any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them or to adjust their grievances, or effectively to recommend such action...¹²

The National Labor Relations Board is the legal body which was given authority to interpret the Taft-Hartley Act. One area of interpretation that the NLRB must deal with even today is the classification of supervisory personnel for union representation. The NLRB renders decisions relative to the question of who is considered supervisory personnel. The NLRB classifies individuals as supervisory when they have responsibilities which include:

1. the authority to hire, discipline, assign, etc.
2. the power "effectively to recommend"
3. giving responsible direction
4. using "independent judgment"
5. training, instruction, and inspection functions.
6. adjusting grievances
7. promoting or appointing to, or training for
8. establishing reasonable ratios of supervised employees
9. ascertaining different terms and conditions of employment.¹³

¹²Myron Leiberman and Michael H. Moskow, Collective Negotiations For Teachers (Chicago: Rand McNally and Company, 1966), p. 188.

¹³National Labor Relations Board, Digest of Decisions of the NLRB (Washington, D.C.: Government Printing Office, July 1, 1970-June 30, 1971), p. 12

The categories used by the NLRB for the exclusion of supervisory personnel from the union's bargaining unit would be applicable in many respects to the functions performed by secondary school department chairmen. Yet, the functions of the supervisor are more clearly defined in industry than in public education. Leiberman and Moskow state a rationale for the exclusion of supervisors in industry:

In private employment, supervisors are almost always excluded from units which include their subordinates. The rationale is that should supervisors be included in such units, a potential conflict of interest would exist. In addition, because of differences between the jobs of supervisor and their subordinates, their own best interests may not be served by inclusion in the same unit. If supervisors are in the bargaining unit, the employees might expect them to act in their interests, while the employers would always expect the supervisors to act in their interests.¹⁴

As educational collective negotiations become more sophisticated, there is a movement toward emulating industrial practices. While the Taft-Hartley Act has not been amended to include public employees under its coverage, the NLRB has extended its jurisdiction over private colleges and universities in 1970. This reversed a long standing policy established in 1951 in a decision with respect to Columbia University not to enter into private educational institution labor cases. In discussing this recent

¹⁴ Myron Leiberman and Michael H. Moskow, Collective Negotiations For Teachers (Chicago: Rand McNally and Company, 1966), p. 14.

development and possible future trends, Belcher, an employment relations expert, says:

The Taft-Hartley Act prohibits the NLRB from extending the provisions of the law to cover employees of public colleges and universities. Therefore, this change in the Board's position will directly affect only the private institutions. However, it can be anticipated that there will be some spillover effect on the public colleges and universities in the months and years ahead.¹⁵

The AAUP has shown concern in the NLRB move because the NLRB decision to extend jurisdiction to private colleges has a direct bearing on organizational membership. It would seem that if the organization cannot represent a particular staff position, it is unlikely that the individual in the position will join the organization. Their concern is shown in this statement:

If the composition of the unit is contested, however, or if an official election is required, the decision as to who will be included in the unit is made by a state labor relations board or by the NLRB, and these bodies have frequently excluded some persons eligible for Association membership--department chairmen, for example...¹⁶

In discussing management's rights and perogatives in the negotiated agreement, which is one of the bases for the passage of the Taft-Hartley Act and the function of the NLRB, Leiberman says,

¹⁵A. Lee Belcher, "NLRB Asserts Jurisdiction Over Private Colleges and Universities," The Journal of the College and University Personnel Association, XXI, 4 (August, 1970), p. 1.

¹⁶"Council Position on Collective Bargaining," AAUP Bulletin LVIII, 1 (March, 1972), p. 50.

"we can expect personnel administration in education to move more toward the industrial patterns."¹⁷

How fast changes toward industrial patterns take place in public negotiations remains to be seen. The federal government's official position on federal employee-management relations is changing in relation to the supervisor. Executive Order 10988 was issued in January, 1962, and its position on supervisory representation for bargaining purposes indicated that:

no unit shall be established for purposes of exclusive recognition which includes any managerial executive, both supervisors who officially evaluate the performance of employees and the employees whom they supervise...¹⁸

Thus, supervisors were eligible to be represented by an organization of supervisors for bargaining purposes so long as the employees they supervised were not represented by the same organization.

But, in October, 1969, Executive Order 11491 was issued, revoking Executive Order 10988. The new Order now governs federal labor-management relations. Revisions are included in the New Order as a result of the experiences gained since 1962 under

¹⁷Myron Leiberman, "Will Tenure Decisions Be Subject To Grievance Procedures?" School Management, XV, 9 (September, 1971) p. 9.

¹⁸Kenneth O. Warner and Mary L. Hennessy, Public Management at the Bargaining Table (Chicago: Public Personnel Association, 1967), p. 352.

Executive Order 10988. Goldberg summarizes some of the changes:

Under the new order, the term "labor organization" replaces "employee organization." Employees continue to have a free and protected right to join or not join labor organizations. Organizations of supervisors and managers are excluded from the term "Labor organization."¹⁹

The inherent difficulty of the placement of supervisory personnel in a bargaining unit has now been dealt with by the federal government to the point of establishing essentially the same rules for government that are applicable to industry. Whereas the position of the supervisor is different in education than it is in industry or government, it must be remembered that the effects of industrial and governmental collective bargaining have always been felt in education.

To some degree, state legislation on teacher negotiations has been passed in twenty-seven states as of May, 1971. Of this legislation, only ten states exclude supervisory and/or administrative personnel from representation in the teachers' bargaining unit. In two of these ten states, Michigan and Wisconsin, the legislation is administered by a Labor Board similar to the NLRB.²⁰

¹⁹Joseph P. Goldberg, "Changing Policies in Public Employee Labor Relations," Monthly Labor Review, XCIII, 7, (July, 1970), p. 7.

²⁰Education Commission of the States, "Survey of Teacher/School Board Collective Negotiations Legislation," 21, (July, 1971).

Both labor boards of Michigan and Wisconsin have philosophically determined that supervisors are agents of the employer, and therefore cannot be included in the teachers' bargaining unit. But specific decisions have been inconsistent with their stated positions. "The Wisconsin board has ruled that the appropriate unit in public schools shall be the classroom teachers other than those in a supervisory capacity."²¹ Conversely, the Michigan Labor Board, in the Hillsdale Case, was concerned with deciding what bargaining unit should represent principals. Their decision was that principals should be included in the teachers' bargaining unit because "the nature of the supervision was not sufficient to invoke the prohibition against supervisors being included in units with those employees they supervise...."²²

As evidenced in Michigan and Wisconsin, two states with the most advanced legislation on teacher negotiations and later boards to interpret the law, the relationship of supervisory personnel to bargaining unit representation is inconsistent. In Illinois, which has no teacher negotiation legislation, the members of the local school board and the teachers' organization determine the categories of certificated personnel who are represented in the

²¹ "Are Principals Represented in Bargaining Units?" NEA Research Bulletin, XXXVI, 3 (October, 1968), p. 86.

²² Lester W. Anderson, "The Management Team and Negotiations," NASSP Bulletin, LIII, 339, (October, 1969), p. 114.

teachers' bargaining unit.

The legal basis for collective bargaining in Illinois comes from the courts.

In a landmark decision on November 9, 1966, the Appellate Court for the First District ruled that the Board of Education of the City of Chicago did not require legislative authority to enter into a collective bargaining agreement with a sole collective bargaining agency selected by its teachers and that such an agreement was not against public policy.²³

A difficulty resulting from the court decision is that it provided no guidelines to follow on matters related to school board-teacher bargaining. Almost immediately, a Governor's Advisory Commission on Labor Management Policy for Public Employees in Illinois was formed to make recommendations for legislation. The commission functioned in 1966-67, with recommendations in 1967 to the governor and state legislature which are very similar to the laws of Michigan and Wisconsin. Concerning the bargaining unit, their recommendations were:

Administration of the law should be delegated to a new independent agency entitled the Illinois Public Employee Relations Board, consisting of a chairman and two other members appointed by the Governor with the approval of the Senate.... The Board should determine appropriate units for negotiations. For a unit to be appropriate, a clear and identifiable community of interest must be found to exist among the employees in the unit. This community of interest may be exhibited by one or more of the following criteria,

²³ Kenneth O. Warner and Mary L. Hennessy, Public Management at the Bargaining Table (Chicago: Public Personnel Association, 1967), p. 102.

although not limited to them: (a) employees with the same conditions of employment which apply uniquely to them; (b) employees with a history of workable and acceptable negotiating patterns, and (c) employees in the same historic craft or profession.²⁴

At the present time there has been no action on their recommendations. Numerous bills which concern teacher negotiations have been introduced in the Illinois State legislature, but none has been acted upon. There is considerable disagreement among the Illinois Association of School Boards, the Illinois Federation of Teachers and the Illinois Education Association concerning what should be included in these bills.²⁵ It appears that the problem of which supervisory personnel should be excluded from the teachers' bargaining unit will be left to local school boards and teachers' organizations to decide in the immediate future.

The supervisor or middle management administrator is caught between the power of the superintendent and board of education and the teacher organization strength. While laws are being written excluding them from joining the teachers' organization and the superintendent and board espouse them as administrators, according to Mathews:

²⁴Ibid., p. 429.

²⁵Illinois Association of School Boards, Legislative Bulletin Number 11, Seventy-seventh General Assembly, Thursday, October 28, 1971.

What it boils down to is that, in reality, middle administrators have little or no opportunity to provide professional advice or to speak for themselves in the process of negotiations between teachers and school boards.²⁶

Hence, these middle management personnel are turning to the teachers' organization for representation if possible, as many secondary school department chairmen do, or they are forming their own units, as is the case of the Chicago principals. The previously discussed Hillsdale Case concerning principals is another example of the desire by middle management to be represented in negotiations.

Movement by middle management in the direction of forming their own units has caused considerable disagreement. Landon, speaking in opposition to this trend, states that middle management:

should not be permitted under the law to organize for the purpose of negotiating within any organization that includes subordinate personnel.

The duties and responsibilities of these members of the superintendent's team are such as to make their membership in any negotiating unit that includes non-management personnel incompatible with their roles as middle management executives.

...these management executives are charged with the responsibility of observing and evaluating non-management personnel. They are responsible for making recommendations concerning employment, dismissal and discipline of such personnel.²⁷

²⁶Charles C. Mathews, "Who Speaks for Middle Management?" Illinois School Board Journal, XL, 1, (January-February, 1972), p. 53.

²⁷Elliott Landon, "Middle Management Negotiations," School Management, XV, 1, (January, 1971), p. 8.

But a California administrator was not in agreement with Landon on this issue, basing his judgment on more pragmatic grounds as illustrated in this assertion:

It seems as though everyone is shooting at the school administrator these days and he is the person with the least protection. I think that principals and other supervisors are crazy if they don't strive for some job security.²⁸

Both views contain a certain amount of validity. Middle management is constantly weighing the factor of security with the factor of job responsibility in performing their functions on a daily basis. Without the talents of middle management, very little would be accomplished and there is little doubt that the superintendent and teachers realize the importance of these personnel in administering a building. And yet, middle management feels that it should not be forced into a position in which it cannot function effectively.

The secondary school department chairman, as a middle management person, must directly face the issues raised in negotiations as he performs his daily duties. Many of these duties which were heretofore assumed to be the domain of the department chairmen are now being negotiated by teacher organizations. These organizations are negotiating economic issues, of

²⁸ "Opinion Poll--Unionization No Answer For Administrators," Nation's Schools, LXXXVIII, 3, (September, 1971), p. 17.

course, but also they are demanding a substantial voice in the management of the schools. Teacher evaluation is one area which the organization would like to influence the policy established by school boards.²⁹

In large secondary schools, department chairmen perform teacher evaluation duties even when they are included in the teachers' organization. The principals rely upon them to assume a responsibility for this function. A recent survey of principals³⁰ on the statement, "The principal should delegate some supervision of teachers to department chairmen" brought a response of: strongly agree-96; agree-107; no opinion-3; disagree-1; and strongly disagree-none. A tactic used by the teacher organizations to prohibit supervision is explained by Bristol:

Teacher organizations...[want] to halt any attempt at supervision. By threatening to file a grievance, the teacher avoids administrative supervision. Most administrators look upon formal grievances as problems to be avoided. Thus, they water down their directions to teachers-or stop giving them altogether.

As a result, the teacher obtains a voice in management through the grievance procedure, even if he didn't obtain

²⁹John Bristol, "In the Local School District," Illinois School Board Journal, XL, 1, (January-February, 1972), p. 32.

³⁰Neal C. Nickerson, "Status of Programs For Principals," NASSP Bulletin, LVI, 362, (March, 1972), p. 15.

such a voice through the negotiations process.³¹

In speaking on the topic of organizational pressures, O'Neil adds "the organization...is able to bring increasing control over its members...by means of the contract."³² The position of the department chairman, when included in the teacher organization, is subject to the pressure that Bristol and O'Neil refer to when the chairman evaluates teachers.

Negotiated agreements are including items that recommend or guarantee the teacher organization a voice in the curriculum matters of the school district. The extent of teacher organization influence varies from district to district.³³ In writing on supervision in a changing era, Ogletree says:

local boards of education are granting professional organizations the right to negotiate not only salaries but also working conditions and, in some instances, control of curriculum and instruction. The merits or demerits of professional negotiation are not here argued. Rather, the point is that the phenomenon adds considerably to the confusion surrounding the supervisor.³⁴

³¹John Bristol, "In the Local School District," Illinois School Board Journal, (January-February, 1972), p. 32.

³²Roy J. O'Neil, "National Importance of the Local District," Illinois School Board Journal, XL, 1 (January-February, 1972),

³³"Curriculum Review In Negotiations Agreements," NEA Research Bulletin, XXXXVIII, 4, (December, 1970), p. 106.

³⁴James R. Ogletree, "Changing Supervision In A Changing Era," Educational Leadership, XXIX, 6, (March, 1972), p. 508.

Ogletree discusses the problem that the supervisor faces when he is included in the teachers' organization. Because of this problem, changes in the responsibility of the principal in the instructional program are taking place. He says:

many principals have been satisfied to ignore this responsibility or to delegate it to supervisors so that their time could be devoted primarily to management activities. Recent events, however, have caused many principals to recognize and to value leadership opportunities available through developing unique innovative programs. Consequently, principals increasingly have reaccepted or been forced to reaccept their leadership responsibilities and, thus, to look to supervisors for different kinds of assistance or to ignore them altogether.³⁵

After a negotiated agreement is ratified, it becomes the responsibility of the principal and department chairmen to administer a substantial portion of the agreement in the school. A grievance may result if the negotiated agreement is misunderstood or improperly administered on the building level by the principal or department chairmen. Leiberman says:

Another important first step is to distribute copies of the contract to all supervisory and administrative personnel. This should be done as soon as possible, without waiting for copies made by a printer. Don't forget that principals, chairmen, and supervisors must administer the contract; but only a few of them are on the negotiating team. Thus, no matter how good your internal communications, most of your administrative and supervisory staff will need clarification of the contract as it finally emerges.³⁶

³⁵ Ibid., pp. 507-508.

³⁶ Myron Leiberman, "Administering Your Contract With Your Teachers," School Management, XIII, 10 (October, 1969), p. 8.

The method by which principals and department chairmen administer the contract will have an effect on potential grievances. An earlier statement by Bristol explained how the threat of a grievance could negatively affect supervision. Research by the NEA shows that a significant number of contracts allow teachers to invoke formal grievance procedures when the teacher wishes to register dissent from an evaluator's assessment of his performance.³⁷ Therefore, teacher evaluation becomes a critical area for grievances.

"The purpose of a grievance procedure should be to resolve disputes expeditiously at the lowest possible administrative level."³⁸ The department chairman is functioning at this level in a position of line authority. Consequently, the department chairman must function both as an administrator and as a member of the teachers' organization in the resolution of a grievance.

Also, the department chairman has responsibility for the management of his department. Negotiated agreements continue to get more comprehensive and thus restrict administrative judgment to a certain extent. A common negotiated item is the limitation

³⁷"Evaluation of Teaching Competence," NEA Research Bulletin, XXXVII, 3, (October, 1969), p. 69.

³⁸Myron Lieberman, "What About Grievance Procedures?" School Management, XIII, 5, (May, 1969), p. 24.

in the number of meetings that teachers are obligated to attend. Criticizing this point, Wilson says:

Do we really believe that the coordination of the instructional program, the requisites of good building management, and the principles of effective communication can be served by one staff meeting a month? It's absurd and everyone involved knows this to be the case!³⁹

Contractual items that are restrictive raise significant problems for the personnel who are responsible for the administration of the total school and individual departments, namely the principal and department chairmen. It is possible that the contract could affect the working relationships between administrators and teachers and between administrators themselves. Cognetta's study⁴⁰ supports the desire by department chairmen to be identified with the teachers. Leiberman, a negotiations expert, supports the same point of view that Cognetta found.⁴¹ This preference on the part of department chairmen coupled with their membership in the teachers' organization could create barriers preventing administrative cooperation.

³⁹Richard W. Wilson, "Who Speaks For The Kids? Negotiations and the Learning Environment," NASSP Bulletin, LV, 359, (December, 1971), p. 12.

⁴⁰Randall A. Cognetta, "The Relationship of Selected Organizational and Personal Variables to the Behavior of High School Department Heads" (unpublished doctoral dissertation, Stanford University, 1967).

⁴¹Myron Leiberman and Michael H. Moskow, Collective Negotiations For Teachers (Chicago: Rand McNally and Company, 1966), p. 381.

CHAPTER III

PRESENTATION AND ANALYSIS OF REACTIONS BY SECONDARY SCHOOL PRINCIPALS AND DEPARTMENT CHAIRMEN

Three approaches were utilized in developing this study. The first approach was to conduct a research of the current professional literature, examining the role of the department chairman as an educational leader and relating this role to his inclusion in the teachers' bargaining unit for purposes of negotiations. After this research was conducted, five hypotheses were formulated to serve as the basis for the study. These five hypotheses were:

1. Teacher evaluation by department chairmen is incompatible with the inclusion of department chairmen in the teachers' bargaining unit.
2. The leadership role of department chairmen in curriculum change and implementation is adversely affected by the inclusion of department chairmen in the teachers' bargaining unit.
3. In a position of line authority, department chairmen make decisions and recommendations that may result in teacher grievances.
4. Department chairmen have added difficulties in performing their management responsibilities because of their inclusion in the teachers' bargaining unit.
5. The administrative working relationships between department chairmen and the principal have been weakened by including department chairmen in the

teachers' bargaining unit.

The second approach to the study was the development of a structured interview instrument to test the five hypotheses of the study. The interview instrument contains thirty-five propositions. (See Appendix A). A total of twenty high school principals and twenty high school department chairmen were interviewed, one principal and one randomly selected department chairman from each of twenty Chicago suburban high schools. Each high school has a negotiated agreement which included department chairmen in the teachers' bargaining unit. They responded to the propositions of the aforementioned instrument. Their responses were analyzed and evaluated using the Likert scale.¹

The third approach utilized in the study was an in-depth probe of three secondary schools, in which all of the principals and department chairmen were interviewed in an unstructured atmosphere.

Chapter III contains the propositions used to test the hypotheses of the study. The interviews with principals and department chairmen lasted a minimum of forty minutes. In many instances at least one hour was spent in discussion with the responding principal or department chairman. The comments, evaluations and beliefs of principals and department chairmen

¹Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Company, 1966), p. 321-322.

quoted throughout the dissertation were obtained during the interviews.

The responses of the educators to the proposition were categorized using a modified Likert scale. The respondents were asked to express their feelings in one of the five following degrees: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). To score the scale, the responses were weighed 2, 1, 0, -1, and -2 respectively, from Strongly Agree to Strongly Disagree. The analysis was divided into three parts, (1) an analysis of the principals' perception, (2) an analysis of the department chairmen's perception, and (3) a combined analysis of the principals' and department chairmen's responses.

In analyzing parts one and two above, if all the principals or department chairmen should strongly agree to a proposition, the proposition would receive 40 points. Conversely, if all the principals or department chairmen should strongly disagree to a proposition, the proposition would receive - 40 points.

In the combined analysis of principals and department chairmen (part three above) a division factor of two of the points is used to maintain the 40 point base. Should all the educators (principals and department chairmen) Strongly Agree to a proposition the proposition would still receive 40 points. Should all educators Strongly Disagree to a proposition, the proposition would receive -40 points. Again as the numbers increase to 40 so

does the educators' agreement with the proposition. As the numbers increase negatively to -40, so does the educators' disagreement with the proposition.

An example of how to interpret the data is given below:

SA	A	U	D	SD
(14) 70%	(3) 15%	(1) 5%	(2) 10%	(0)

(Total points received 29)

1. SA - Strongly Agree, A - Agree, U - Undecided, and SD - Strongly Disagree.
2. The number in parenthesis represents the number of educators selecting that particular response.
3. The number next to the parenthesis is the number of educators selecting that particular response converted to a percentage.
4. The above graphical representation would read as follows: fourteen educators or seventy per cent of the responses selected the alternative Strongly Agree. Three or fifteen per cent selected the alternative Agree. One or five per cent was Undecided. Two or ten per cent selected the response Disagree. No one selected Strongly Disagree.
5. The total weight of the proposition was calculated as follows

Responses	Number of Educators	Weight	Points
SA	14	2	28
A	3	1	3
U	1	0	0
D	2	-1	-2
SD	0	-2	0
Total Points			29

Hypothesis I

Teacher evaluation by department chairmen is incompatible with the inclusion of department chairmen in the teachers' bargaining unit.

The first hypothesis deals with the issue of teacher evaluation, an issue that faces a department chairman as part of his administrative and supervisory responsibilities and the effects of his representation in the teachers' bargaining unit on his performance of teacher evaluation. Propositions two, eight, fourteen, seventeen, eighteen, twenty-five, twenty-seven and thirty pertain to this hypothesis.

Proposition 2

Department chairmen find it difficult to evaluate a member of the teachers' organization when they are also members of that organization.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(6) 30%	(7) 35%	0	(6) 30%	(1) 5%

(Total points received 11)

Sixty five per cent of the principals agreed with this proposition as compared to thirty-five per cent who disagreed. A

principal stated, "This is true in about seventy per cent of the cases. But, the chairman who honestly evaluates his teachers has the most effective department." The implication from this comment is that the weak department chairmen find teacher evaluation difficult and they can use the teachers' organization as their excuse for doing inferior work on these evaluations.

Those principals not agreeing with the proposition felt that their department chairmen were "too professional" to allow organizational membership to enter into their attitudes toward teacher evaluation.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(1) 5%	(9) 45%	(3) 15%	(5) 25%	(2) 10%

(Total points received 2)

Fifty per cent of the department chairmen agreed to this proposition and thirty-five per cent disagreed. The fifteen per cent who were undecided indicated an awareness of the issue, but they did not feel that they could answer one way or the other at the present time. The chairmen who agreed felt that it was difficult to evaluate teachers because the administration's philosophy differed from that of the teacher organization and they (the chairmen) find themselves in the midst of a difficult situation. They face peer pressure on one side and administrative pressure on the other.

The thirty-five per cent who disagreed with the proposition accepted teacher evaluation as part of their jobs and they were not individually concerned with what the teacher organization thought. This group appeared to have a more independent attitude toward the teachers' organization and were not willing to let their perceptions of the job be dominated by this organization. The issue of teacher evaluation in their judgment was not a point of disagreement in either negotiations or practice in their school districts. Their independence may be due to the fact that they had not yet received any pressure on this issue.

COMBINED RESPONSES

SA	A	U	D	SD
(7) 17.5%	(16) 40%	(3) 7.5%	(11) 27.5%	(3) 7.5%

(Total points received 7.5)

A majority of the respondents felt that department chairmen do find it increasingly difficult to evaluate teachers when the department chairmen are also members of the teacher organization. A significant number of respondents indicated that they never would have given consideration to this point four or five years ago. But, this trend is becoming more obvious as teacher organizations become more unified and exert peer pressure over its members. Principals view it to be more of a problem than do department chairmen because they tend to look at it from an administrative point of view. On the other hand, department chairmen tend to

adopt the philosophy of the teachers' organization which, in turn, makes teacher evaluation increasingly difficult for them.

The thirty-five per cent who were not in agreement with this proposition were from school districts free of problems concerning teacher evaluation during negotiations. Also, present administrative practices on this topic are accepted by the teachers' organization.

Proposition 8

Classroom visitation is being forced on department chairmen because of the teacher-board contract, thus forcing the department chairmen into a more active teacher evaluation role.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(4) 20%	(7) 35%	(2) 10%	(6) 30%	(1) 5%

(Total points received 7)

Fifty-five per cent of the principals agreed with this proposition as compared to thirty-five per cent in disagreement. The majority of respondents indicated that as their teacher-board contracts became more definite, specific items on the evaluation of teachers were included. This forced the administration to comply with the terms of the contract, and since department chairmen do the evaluation, there is more teacher evaluation today than a few years ago. Also, the boards of education, in attempting to respond to accountability, are pressuring administrators

to see that teachers are evaluated frequently as a matter of policy.

The thirty-five per cent disagreeing with the proposition felt that the department chairmen's role was the same today as it has been in the past.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(4) 20%	(5) 25%	(5) 25%	(5) 25%	(1) 5%

(Total point received 6)

A surprisingly large number of chairmen (twenty-five per cent) were undecided on this proposition. This group felt that more emphasis on teacher evaluation is present today than in the past, but they were not sure it could be attributed to teacher-board contracts.

Forty-five per cent did attribute increased teacher evaluation to the contract while thirty per cent indicated that teacher evaluation has not changed because of negotiations. A chairman who responded affirmatively to the proposition said, "It's an attempt on the part of the board and administration to make the teachers realize they have a responsibility to do good teaching. With so much emphasis being placed on the contract it is a good way for them (board and administration) to drive this idea home to the teachers."

COMBINED RESPONSES

SA	A	U	D	SD
(8) 20%	(12) 30%	(7) 17.5%	(11) 27.5%	(2) 5%

(Total points received 6.5)

Fifty per cent of the respondents agreed with this proposition while thirty-two per cent disagreed. A majority opinion indicates that there is increased teacher evaluation today and a significant percentage attribute it directly to the teacher-board contract. Thus, a majority of department chairmen are more active in evaluation. A principal said, "You should hear the chairmen complain about the specific procedures they must follow on visitation, write-up of the visit, and the conference afterwards. And evaluations are very time consuming compared to the past."

The disagreeing respondents felt that their role had not changed. None of these indicated a trend toward less teacher evaluation.

When the results of this proposition are related to proposition two, it can be seen that while department chairmen find teacher evaluation difficult when they are included in the teachers' bargaining unit, they are also being forced to take more active roles in evaluation because of negotiations. Because of their expertise within their fields, department chairmen are expected to assume leadership roles in instructional improvement, and many principals see teacher evaluation as the primary area of

emphasis in dealing with instructional improvement.

Proposition 14

Principals expect too much from department chairmen in correcting or modifying teacher deficiencies.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(0)	(5) 25%	0	(14) 70%	(1) 5%

(Total points received -11)

Seventy-five per cent of the principals disagreed with this proposition. They felt that their expectations of what department chairmen could or could not do were realistic. One district was attempting to deal with the problem of teacher improvement through the department chairmen by conducting an active in-service training program. (See Appendix C). The principal participated in the planning of the program so that it would be relevant to the department chairmen. He indicated that the program was given a very positive evaluation by chairmen after its completion.

The twenty-five per cent agreeing with this proposition based their answers on an apparent lack of results obtained by department chairmen in their work with teachers who were not functioning well in some area of performance.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(3) 15%	(5) 25%	(2) 10%	(9) 45%	(1) 5%

(Total points received 0)

Fifty per cent of the department chairmen disagreed with this proposition. This group felt that their principals' expectations were realistic. A chairman said, "The principal has been around and knows what can or cannot be done."

A rather large percentage (forty) agreed with this proposition. These respondents felt that there was more pressure for teacher excellence from administrators today than in the past. The consensus of these respondents was that the increased pressure was a result of the public's demand for accountability, due largely to the increased cost of education.

COMBINED RESPONSES

SA	A	U	D	SD
(3) 7.5%	(10) 25%	(2) 5%	(23) 57.5%	(2) 5%

(Total points received -5.5)

A majority of the respondents were in opposition to this proposition. The principals were far more opposed to the proposition than were department chairmen. An implication from this is that principals and department chairmen differ in their opinions

as to the role chairmen are capable of playing in modifying teacher behavior. Principals feel department chairmen should play active roles in modifying behavior and department chairmen tend to be more passive and see the principals' expectations as unrealistic.

Of the thirty-two per cent who were in agreement with this proposition, department chairmen constituted the larger number. Uncertainty relative to how to deal with teachers in need of assistance was frequently mentioned as a cause of frustration. The in-service program for department chairmen (See Appendix C) by one school district was felt to be a constructive approach in facing the personnel problems of motivation and development of subordinates.

Proposition 17

Department chairmen do not desire to evaluate tenure teachers and do so only with reluctance.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(5) 25%	(10) 50%	(1) 5%	(3) 15%	(1) 5%

(Total points received 15)

Seventy-five per cent of the principals agreed with this proposition. A strong feeling among these principals was that the department chairmen did not wish to agitate tenure teachers by visiting their classes. Because of negotiations, principals feel that department chairmen do not want to put themselves in a

position of criticizing tenure teachers in formal evaluations. The principals indicated that most chairmen are reluctant to evaluate tenure teachers because of a fear of alienating staff members and being viewed as administrators. Consequently, the evaluations of tenure teachers tend to be flowery rather than constructive so that the department chairmen are perceived as "good guys" by the teachers.

Twenty per cent disagreed with this proposition. These principals believed that no change existed in the department chairmen's attitudes because of negotiations and their inclusion in the teachers' bargaining unit. The principals of these schools indicated that negotiations were relatively new to their districts and have been mutually satisfactory to this point. They believed that their chairmen, for the most part, accepted the evaluation of tenure teachers because of past practices and the absence of pressure from the teachers' organization.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(5) 25%	(7) 35%	(5) 25%	(2) 10%	(1) 5%

(Total points received 13)

A majority of the department chairmen agreed with this proposition. A large number, twenty-five per cent, were undecided. The undecided group agreed with the statement, but they could not

attribute the feeling to changes in their attitudes because of negotiations.

Among the department chairmen who agreed, there was a strong feeling that formal evaluation of tenure teachers was not necessary. They felt that they could work better in an informal setting with tenure teachers and accomplish instructional improvement better than through formal evaluations. The term "evaluation" was perceived by department chairmen as primarily involving criticism of a teacher and eventually demanding excellence from that teacher or removing him from his position. It appeared that the security of the chairmen as teachers was indirectly threatened when they were confronted with tenure teacher evaluation.

Only fifteen per cent of the department chairmen were in disagreement with this proposition. These chairmen exhibited positive attitudes toward all teacher evaluation and made evaluation part of their regular routine. They felt that the teachers were not threatened when evaluation is approached in this manner and emphasized the positiveness of the approach, whereas the chairmen in agreement viewed evaluation in a negative manner. These chairmen also felt that the question of "What good does it do to evaluate a tenure teacher?" is an excuse by the evaluator to avoid evaluation.

COMBINED RESPONSES

SA	A	U	D	SD
(10) 25%	(17) 42.5%	(6) 15%	(5) 12.5%	(2) 5%

(Total points received 14)

Principals and department chairmen agreed with this proposition. Each group believed that tenure teacher evaluation would be written into teacher-board contracts more in the future than it is at the present time. In some cases, the teachers' organization was demanding this inclusion so that procedures and protections of teachers could be included in their contracts. In others, the board of education was demanding tenure teacher evaluation as part of the accountability concept.

The sixty-seven per cent who agreed with the proposition felt that tenure teacher evaluation created morale problems. It threatened tenure teachers because it is perceived as criticism for unsatisfactory performance. Department chairmen were threatened by the possible loss of their own tenure and the unpleasantness they faced from their colleagues when they gave criticism in evaluations.

The seventeen per cent opposed to the proposition accepted tenure teacher evaluation positively and indicated that their teachers were in agreement with being evaluated for instructional improvement purposes. This group believed that their teachers

could see improvement in themselves and therefore accepted evaluation as a way to improve education in their schools. There had not been any teacher organization conflict on this issue in these schools.

Proposition 18

The teachers' organization applies pressure on the department chairmen in making recommendations for teacher retention or dismissal.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(6) 30%	(6) 30%	(2) 10%	(4) 20%	(2) 10%

(Total points received 10)

Sixty per cent of the principals were in agreement with this proposition. This group was unanimous in their attitude that the pressure the department chairmen feel is from the teacher organization's presence and the position of power that it has today. The pressure is not exerted by the organization in an implied or overt manner. However, the department chairmen are aware of its existence. These principals did not feel that the teachers' organization was at the stage where it would attempt to overtly influence the recommendations of department chairmen.

Thirty per cent of the principals disagreed with this proposition. In their judgment, the organization lacked the power to influence a chairman's recommendation; and furthermore, the

chairman would not yield to such pressure if it were applied.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(5) 25%	(4) 20%	(3) 15%	(4) 20%	(4) 20%

(Total points received 2)

Department chairmen were almost evenly divided on this proposition. Forty-five per cent agreed as compared to forty per cent who disagreed with the proposition.

Those department chairmen in agreement felt there was some indirect pressure from teachers' organizations. Their experiences indicated that non-tenure teachers who were borderline for tenure recommendations became actively involved in organizational activities. Hence, teachers' organizations would look favorably upon these individuals because of their involvement. If these teachers were obviously incompetent, there was no problem in recommending dismissal. The department chairmen felt some pressure, though, on marginal teachers when making tenure recommendations.

The forty per cent of department chairmen opposed to this proposition could not visualize their organizations applying pressure on them, or if they did, they could not see themselves reacting to this pressure. These chairmen were from schools in which the organizations were not militant and, consequently, they

felt no pressure.

COMBINED RESPONSES

SA	A	U	D	SD
(11) 27.5%	(10) 25%	(5) 12.5%	(8) 20%	(6) 15%

(Total points received 6)

Fifty-two per cent of the respondents agreed with this proposition and thirty-five per cent disagreed. Those educators in disagreement had not been in situations where pressure had been applied by the teachers' organization or felt by the presence of the teachers' organization. Also, these educators admitted they were from school districts that did not yet have militant teacher organizations.

A majority of the respondents did feel that pressure was being applied on the department chairmen by the teachers' organization in an indirect manner, such as in the case of an organization officer questioning department chairmen prior to actual recommendations. A number of principals said they wanted their chairmen to refer possible dismissal cases to them so they or an assistant principal could also visit and evaluate the teacher in question. When a final decision is made, then, the department chairman could be relieved of some of this pressure. This procedure demonstrates a weakening of the position of department chairman and an acknowledgement that the teachers'

organization can effectively influence a department chairman's behavior through pressure.

Proposition 25

Department chairmen are uncomfortable in teacher conferences regarding evaluation because of conflicting pressures from the teachers' organization and the administration.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(3) 15%	(9) 45%	(2) 10%	(6) 30%	0

(Total points received 9)

There was two to one agreement with this proposition by principals. The major point made by principals favoring this proposition was that department chairmen did not wish to put their evaluations in writing. For legal purposes, this is required by either the teacher-board contract or the administration. The administration expects an honest and constructive evaluation. The department chairmen are reluctant to include many negative comments in evaluations and may have to bear some pressure from teachers who think the evaluations are biased. Thus, the chairmen are in the middle and must subject themselves to teacher conferences feeling pressure from both sides. Principals point out that the pressure is not really present in most conferences, but the chairmen never know until the confer-

ences are terminated. Also, good evaluations present no such problem.

Those principals disagreeing were sure that their department chairmen accepted teacher conferences on evaluation as part of their job and these chairmen were not being pressured by them or the teacher organization.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(4) 20%	(5) 25%	(3) 15%	(7) 35%	(1) 5%

(Total points received 4)

Forty-five per cent of the department chairmen approved this proposition; forty per cent opposed it. Fifteen per cent were undecided.

One chairman who strongly disagreed with this statement felt that a chairman's strength was in "doing honest teacher evaluation and working with the teacher, through conferences and other situations, to see that the teacher realizes his weaknesses and works to overcome them." The same chairman said, "Sure, there are many chairmen who feel this way at "X" school, but they are not facing up to their primary responsibility, that of helping teachers." These attitudes appeared to summarize the way the disagreeing chairmen felt about this proposition. Chairmen in this group indicated that they had not given negative evaluations.

It would appear from these comments that conducting favorable teacher conferences on good evaluation ratings presents no difficulty; conferences in which poor evaluation ratings are given lead to difficulties.

Among those chairmen who agreed with the proposition, one said, "I just don't like teacher conferences on evaluation; they frighten me. It seems that the principal or the teacher never agree with the evaluation." A significant number believed they were in the middle and had to satisfy both sides, teacher and principal. This group usually had had bad experiences in the past on this issue and now was concerned with avoiding more difficult conferences rather than with doing what was right to improve education.

COMBINED RESPONSES

SA	A	U	D	SD
(7) 17.5%	(14) 35%	(5) 12.5%	(13) 32.5%	(1) 2.5%

(Total points received 7.5)

This proposition was approved by fifty-two per cent as compared to thirty-five per cent opposed. There were strong implications in statements from both principals and department chairmen that the weak department chairmen were more prone to feel uncomfortable in teacher evaluation conferences. While both groups acknowledged the importance of such conferences, they

did indicate a tendency on the part of department chairmen to become defensive as the teachers' organization has gained strength through collective negotiations. Even the most competent chairmen expressed these feelings because in any potential confrontation they would be facing the teachers' organization alone. The feeling of being in such a situation frightened them.

The educators who disagreed with the proposition saw teacher conferences on evaluation as an aid to the improvement of instruction. They indicated little concern about pressure because any teacher animosity would be resolved in the improvement process if they were successful. Again this group had not experienced problems personally or heard of situations with which they could identify. The experience on teacher conferences appeared to be the main criteria which distinguished the feelings of educators on this issue.

Proposition 27

Any criticism of tenure teachers in a department chairman's evaluation would send that teacher to the teachers' organization for protection.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(6) 30%	(7) 35%	(2) 10%	(5) 25%	0

(Total points received 14)

Sixty-five per cent of the principals agreed with this

proposition. Negative comments about a tenure teacher in a formal evaluation would bring thoughts of dismissal data gathering by the teacher and he would go to the organization for aid, according to most principals. These principals felt that the use of criticism could lead to possible grievances and consequently department chairmen tend not to criticize, constructively or otherwise, in evaluations. The results are similar to the principals' responses in proposition twenty-five on teacher conferences. Most teacher conferences are conducted to evaluate teacher performance according to the principals. The principals tend to see little difference between the way department chairmen perceive tenure teachers and non-tenure teachers.

The twenty-five per cent of principals who disagreed felt that "if criticism were honest, the organization would not do anything if the teacher did go for help." This group did not experience situations in which teachers sought defense from the teachers' organization in actual practice.

The uncertain group felt it might happen, but they were not sure that it would or would not at their particular schools.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(6) 30%	(4) 20%	(6) 30%	(2) 10%	(2) 10%

(Total points received 10)

Fifty per cent of the department chairmen agreed with this proposition, while only twenty per cent disagreed. A large per cent (thirty) was uncertain. The uncertain respondents felt that it could very easily happen, but it had not to this point. These chairmen were aware that criticism by them in a tenure teacher's evaluation might lead to a conflict with the teachers' organization.

Those chairmen in agreement said their schools had experienced this in the last two years and chairmen were becoming very much aware of "how" they said something as well as "what" they said in evaluations. They did not wish to have a teacher representative questioning them about their evaluations.

Those department chairmen disagreeing felt that it has not happened at their schools, and furthermore, they could not perceive of it happening in the future either. The rapport between department chairmen and teachers was so well established that evaluation of tenure teachers could include criticism.

COMBINED RESPONSES

SA	A	U	D	SD
(12) 30%	(11) 27.5%	(8) 20%	(7) 17.5%	(2) 5%

(Total points received 12)

A majority of the respondents agreed with the proposition that tenure teacher criticism will lead these teachers to seek

protection from the teachers' organization. A significant number of schools have experienced this already. But, the extent of teacher organization involvement has been minimal once it has entered a case. The impact of its entry into a situation like this leads to security for the teacher and defensiveness on the part of the department chairmen, according to the respondents.

Those respondents disagreeing with the proposition did not believe that tenure teachers would seek the protection of the teachers' organization because of criticism in an evaluation by department chairmen. The uncertain respondents were unsure of what action the tenure teacher would take.

Proposition 30

Department chairmen feel it is the principal who should be primarily responsible for the evaluation of teachers.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(6) 30%	(1) 5%	(12) 60%	0

(Total points received -4)

Sixty per cent of the principals disagreed with this proposition. They felt that department chairmen want to continue to do their own evaluation of teachers in the department because of the rapport that department chairmen have with teachers. Yet, this contradicts the position taken by principals that department

chairmen are reluctant to evaluate tenure teachers (proposition twenty-seven) because of the teachers' organization. The implication might be that everyone in education espouses the idea of evaluation, but few want to do it.

The minority of principals believed that department chairmen would like to shift teacher evaluation to an assistant principal or themselves. These respondents felt that their department chairmen are under much pressure from the teachers' organization on the topic of evaluation and see the elimination of it as part of their duties as a means to relieve this pressure.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(5) 25%	0	(8) 40%	(5) 25%

(Total points received -9)

Sixty-five per cent of the department chairmen disagreed with this proposition. Those in this group saw themselves as being able to evaluate more effectively because they know the subject matter and they have a closer working relationship with the teachers than does the principal. And yet in previous propositions they indicated a dislike for conferences and evaluation of tenure teachers. It appears that this dichotomous perception might exist because they see the responsibility for teacher evaluation as a major reason for the existence of their positions.

Many of these chairmen were aware that the Niles Township High School District in Skokie, Illinois, eliminated department chairmen when they refused to cooperate with the administration on the evaluation of teachers.

The thirty-five per cent that agreed with this proposition see the principal as having "more time to visit." A number believed that while they thought they could do a better job than the principal, negotiations has made the evaluation too much of a problem for them. As one chairman said, "How can I evaluate the union president, who is in my department. He is much more powerful than I am."

COMBINED RESPONSES

SA	A	U	D	SD
(3) 7.5%	(11) 27.5%	(1) 2.5%	(20) 50%	(5) 12.5%

(Total points received -6.5)

A majority of the respondents did not agree with this proposition. They felt that department chairmen should continue to do teacher evaluation despite the department chairmen's inclusion in the teachers' bargaining unit. The basis for the position of department chairman is teacher evaluation, according to many respondents. These respondents did not feel that negotiations will force a change in who does the teacher evaluation at the present time. But yet the respondents are inconsistent in their

attitudes toward the teacher evaluation process. While indicating a preference for department chairmen to continue evaluating teachers, the respondents contradict this position in previous propositions when: principals and department chairmen agree that department chairmen are reluctant to evaluate tenure teachers; that evaluations written by department chairmen tend to be complimentary rather than constructively critical; and that department chairmen find it difficult to evaluate members of the teachers' organization. Also, there appeared to be a reluctance on the part of many respondents to recognize what impact negotiations were having in their schools. Constant reference was made to "this is the way we have always done things."

Over thirty per cent of the educators do see a need for a change in the role that department chairmen play in teacher evaluation. These educators attribute negotiations and the inclusion of department chairmen with the teachers for negotiations purposes as a primary reason for desiring this change. They see negotiations as causing a line to be clearly drawn between administrators and teachers. This could be the reason that this group tends to be consistent in their answers on previous propositions. While this percentage is in the minority, it is a significant figure when compared to the short period of time during which the suburbs have had to face negotiating problems.

SUMMARY GRAPH FOR HYPOTHESIS I

points

Proposition 2

Principals	11
Department Chairmen	2

Proposition 8

Principals	7
Department Chairmen	6

Proposition 14

Principals	-11
Department Chairmen	0

Proposition 17

Principals	15
Department Chairmen	13

Proposition 18

Principals	10
Department Chairmen	2

Proposition 25

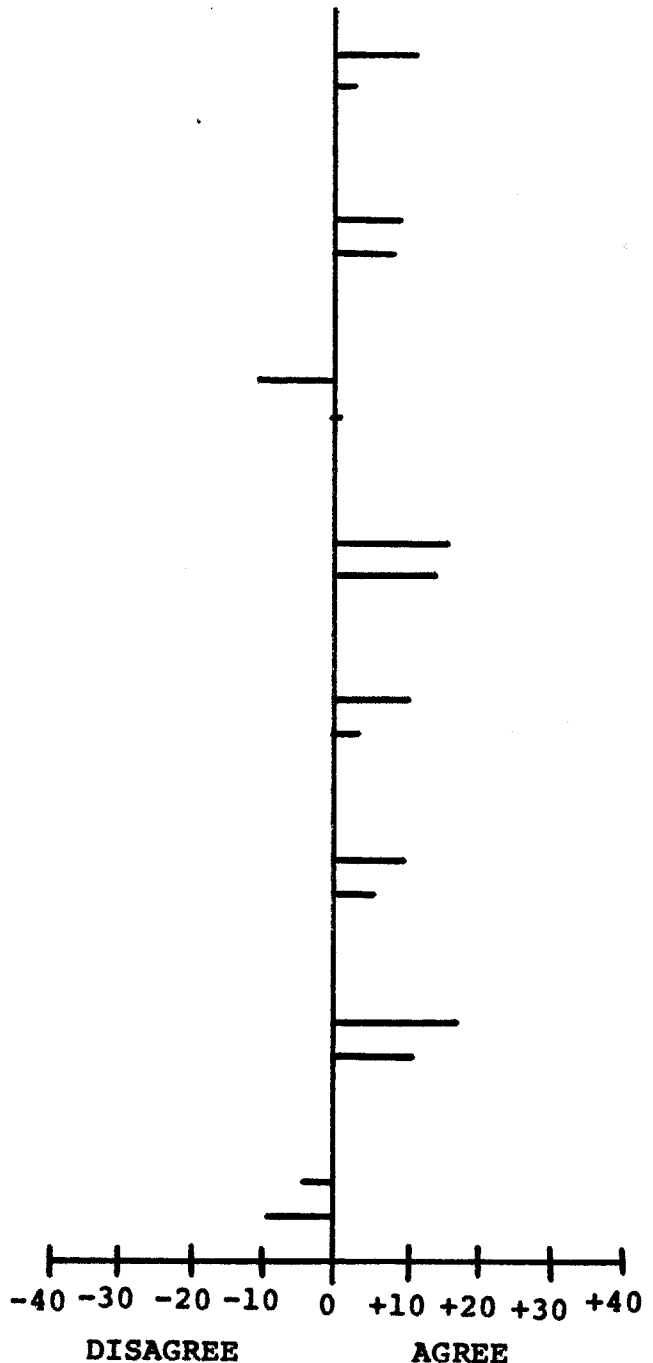
Principals	9
Department Chairmen	4

Proposition 27

Principals	14
Department Chairmen	10

Proposition 30

Principals	- 4
Department Chairmen	- 9



COMBINED SUMMARY TABLE FOR HYPOTHESIS I

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Proposition 2 (Points 7.5)	(7) 17.5%	(16) 40%	(3) 7.5%	(11) 27.5%	(3) 7.5%
Proposition 8 (Points 6.5)	(8) 20%	(12) 30%	(7) 17.5%	(11) 27.5%	(2) 5%
Proposition 14 (Points -5.5)	(3) 7.5%	(10) 25%	(2) 5%	(23) 57.5%	(2) 5%
Proposition 17 (Points 14)	(10) 25%	(17) 42.5%	(6) 15%	(5) 12.5%	(2) 5%
Proposition 18 (Points 6)	(11) 27.5%	(10) 25%	(5) 12.5%	(8) 20%	(6) 15%
Proposition 25 (Points 7.5)	(7) 17.5%	(14) 35%	(5) 12.5%	(13) 32.5%	(1) 2.5%
Proposition 27 (Points 12)	(12) 30%	(11) 27.5%	(8) 20%	(7) 17.5%	(2) 5%
Proposition 30 (Points -6.5)	(3) 7.5%	(11) 27.5%	(1) 2.5%	(20) 50%	(5) 12.5%

Summary and Analysis

Principals and department chairmen, in general, agree that teacher evaluation by department chairmen is incompatible with the inclusion of department chairmen in the teachers' bargaining unit. The data from the in-depth study were comparable to the data obtained from the propositions of hypothesis one in Chapter III. In light of the accumulated data, this hypothesis is accepted.

A majority of the respondents believe that since the negotiations movement began, the department chairman's role in teacher evaluation is changing. The data indicate that department chairmen who are included in the teachers' bargaining unit are finding it difficult to evaluate members of the teachers' organization because of peer pressure from the teachers' organization. The data show that department chairmen do not want to evaluate tenure teachers. Pressure, perhaps indirect, is exerted by the teachers' organization, and there is a feeling of futility among department chairmen with respect to bringing about changes in the performances of tenure teachers. Yet, the department chairmen desire to retain teacher evaluation rather than have the principal assume this task. This obvious contradiction is a result of multiple pressures that now face department chairmen because of negotiations. While negotiations have answered many questions and defined clearly the relationships between teacher and administrator, the ambiguity of a member of the teachers' bargaining unit having administrative and supervisory authority is not one of them. Department chairmen are subjected to conflicting pressures from the teachers' organization and the administration for their loyalty. They are faced with the real possibility that a solution to this dilemma is the elimination of the position of department chairman. Because of their understand-

able desire to retain their positions, department chairmen identify more closely with the teachers' organization for the security it provides them. It is a vicious circle that leads not only to contradictions in their statements, but also frustration for them as well. Since some Illinois suburban school districts have eliminated department chairmen in favor of a new organization or have excluded them from the teachers' bargaining unit, this frustration is compounded as department chairmen attempt to be both administrators and teachers in order to maintain the status quo. The principals also want department chairmen to continue teacher evaluation. They fear that teacher evaluation would be assigned to them and they lack the necessary time for this function. As issues become sharply defined on teacher evaluation in future negotiations, the respondents feel that movement toward more principal involvement in teacher evaluation is inevitable.

To further support the acceptance of the hypothesis, a majority of the respondents believe department chairmen are: forced to visit classes for teacher evaluation purposes because of the teacher-board contract; under pressure from the teachers' organization in making personnel recommendations; uncomfortable in teacher conferences on evaluation; and view the teachers' organization as a hinderance to department chairmen in criticizing a tenure teacher in an evaluation. The dual responsibilities

of department chairmen, that of providing departmental leadership through the delegation of administrative and supervisory authority by the school administration and being represented by teachers for negotiations of salary and working conditions, are causes for a conflict of interest. Peer approval, peer cooperation, job security, administrative support, and job expectations are but a few conflicts that face department chairmen in performing teacher evaluation. The neutral position that department chairmen take today on modifying teacher behavior is interpreted as a movement toward agreeing with the proposition in view of the other accepted propositions which demonstrates a reluctant attitude by department chairmen toward teacher evaluation because of the pressure they are now feeling from the teachers' organization and the administration. The principals' disagreement with the department chairmen on modifying teacher behavior reflects an attempt by principals to maintain the status quo in working through the department chairmen on teacher problems. The principals do not feel the same pressure that department chairmen receive from the teachers' organization. An obvious difference in perceptions is present in their answers.

The respondents from a few schools in the study have not witnessed any sharp issues in negotiations and they were unable at this time to visualize any changes in the role of the department chairman. Consequently, the data appear to be closely

divided on many of the propositions because these respondents were generally in disagreement with the propositions.

This hypothesis as accepted carries a major implication for the future role of department chairmen in the secondary schools of the Chicago suburban area. A significant number of the respondents feel that teacher evaluation is a basic reason for the existence of the department chairmanship. The authority of department chairmen is derived to a great extent from their responsibilities in teacher evaluation. If department chairmen remain affiliated with the teachers' bargaining unit, their very existence as an effective force in secondary education could be threatened. The increasing power of the teachers' organizations could deter evaluation of teachers by department chairmen in the event that chairmen were removed from the teachers' bargaining unit. Yet, it would appear to be easier for department chairmen to resist the pressure from the teachers' organization if they were not included in the teachers' bargaining unit.

Hypothesis II

The leadership role of department chairmen in curriculum change and implementation is adversely affected by the inclusion of department chairmen in the teachers' bargaining unit.

The second hypothesis is concerned with the leadership role of department chairmen in curriculum change and implementation

and how their inclusion in the teachers' bargaining unit has affected this role. Propositions dealing with this hypothesis are: one, five, eleven, twenty, twenty-eight and thirty-four.

Proposition 1

Collective bargaining has resulted in the department chairmen having less available time to work on curriculum matters, either through a reduction of released time or the adding of more duties.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(7) 35%	(5) 25%	(1) 5%	(6) 30%	(1) 5%

(Total points received 11)

Sixty per cent of the principals agreed with this proposition. In a number of cases, the amount of released time department chairmen were receiving was reduced because of extra-pay increases received by department chairmen through negotiations. Thus, school boards saved on released time in order to grant the pay increases. The reasoning of the boards for reducing released time focused upon the department chairmen's membership in the teachers' bargaining unit. Other principals indicated that their teacher-board contracts contained items of responsibility for department chairmen; for example, the teacher evaluation procedure was much more detailed and time consuming. As a result of a reduction in released time, department chairmen were spending

less time on curriculum work. It must be emphasized that the inclusion of department chairmen in the teachers' bargaining unit would not change the work they must do on contractual items.

Thirty-five per cent disagreed and said their chairmen had the same amount of time as in the past to work on curriculum. In no case was there an increase in time or a decrease in duties, so more curriculum work could be done by the department chairmen.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(8) 40%	(5) 25%	0	(6) 30%	(1) 5%

(Total points received 13)

Three-fifths of the department chairmen agreed with this proposition. Most of the chairmen reported they received more duties and less released time. Three department chairmen reported the elimination of summer work that had been used exclusively for curriculum development. Extra duties, in general, centered on contractual items and the only area they could take time away was from curriculum work. Every department chairman preferred additional released time instead of extra pay.

Thirty-five per cent disagreed with this proposition and said there were no changes in the amount of time they have available for curriculum work.

COMBINED RESPONSES

SA	A	U	D	SD
(15) 37.5%	(10) 25%	(1) 2.5%	(12) 30%	(2) 5%

(Total points received 12)

The majority of respondents agreed with this proposition by almost two to one. A reduction in released time was the most important reason cited by those agreeing with the proposition. Because the teachers' organization places a greater emphasis on extra pay rather than released time, the department chairmen are spending less time on curriculum. Boards of education are not giving members of the teachers' organization the released time they once had. Both department chairmen and principals felt that the teachers' organization had the wrong priorities in seeking higher extra pay in place of released time for department chairmen.

Of the thirty-five per cent disagreeing, the respondents were unanimous in their feeling that an adequate amount of released time existed for department chairmen to do curriculum work. There had been no change in their school districts in recent years.

Proposition 5

The administration is not including department chairmen in the development of long range goals and objectives for the department.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(3) 15%	(3) 15%	(11) 55%	(2) 10%

(Total points received -11)

Sixty-five per cent of the principals were in disagreement with the proposition. Principals believed they were working arduously to involve department chairmen in future planning as it pertained to departmental matters. Every principal conducted a weekly meeting with department chairmen. Most principals agreed that district office involvement of department chairmen was minimal, but the principal attempted to bridge this gap by working with both the district office and the department chairmen.

Twenty per cent of the principals agreed that department chairmen were not involved in planning long range goals and objectives. These principals related that their schools implemented programs in independent study, team teaching and modular scheduling with very little involvement from chairmen. They also believed this lack of involvement by chairmen contributed to a certain degree to a lack of understanding of these programs by the staff.

Fifteen per cent of the principals were uncertain of how much department chairmen were included in planning, indicating that their districts did not have many long range plans.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	I	D	SD
(4) 20%	(6) 30%	(2) 10%	(7) 35%	(1) 5%

(Total points received 5)

Fifty per cent of the department chairmen agreed with this proposition. The department chairmen in school districts which had experienced a strike, near strike, or militant demands agreed with this proposition more than chairmen in schools where tranquility prevailed in negotiations. The views of chairmen on this issue were diametrically opposed to those of principals. This conflict exists because principals and department chairmen gave a different interpretation to the proposition. Principals related it to their role in involving department chairmen in future planning, while department chairmen tended to identify district administration with excluding them from this planning. Also, department chairmen felt that the rejection of teacher organization demands for such things as additional released time for department chairmen was a rejection of department chairmen involvement in future planning. Since district administrators are usually the negotiators, the interpretation that department chairmen give this proposition is understandable. Since the district administration is in a more powerful leadership position than the principal in these districts, it reinforces the

exclusion of department chairmen from future planning, regardless of the principals' attempts to involve them.

Forty per cent of the department chairmen disagreed with this proposition and felt that they were being included in future plans by the administration. The ten per cent undecided felt that they could be involved to a greater extent in future planning but they did not feel that they were being totally excluded at the present time.

COMBINED RESPONSES

SA	A	U	D	SD
(5) 12.5%	(9) 22.5%	(5) 12.5%	(18) 45%	(3) 7.5%

(Total points received -2.5)

This is the only proposition on which the department chairmen and principals were in complete opposition. The department chairmen agreed with the proposition while the principals opposed it. Principals tended to consider their efforts at involvement of department chairmen when answering the question. Department chairmen observed the total administrative team, of which the principal is part and tended to insert negotiations issues in their interpretation of district educational planning.

A majority of the respondents, most of whom were department chairmen, disagreed with this proposition. There was a strong feeling that district office was excluding them from future

planning because of the chairmen's inclusion with the teachers for negotiations.

Those in agreement with the proposition felt that the administration was including the department chairmen in their long range planning. Principals believed they involved department chairmen whenever possible. One principal stated, "We get our input at the grass roots level and that surely includes the chairmen."

Proposition 11

The administration is more concerned with what the teachers' organization wants in curriculum change rather than with what the department chairman recommends.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(1) 5%	(3) 15%	(10) 50%	(5) 25%

(Total points received -17)

Three-fourths of the principals disagreed with this proposition. They felt that curriculum matters were solely in the hands of the professional staff and not subject to negotiations in any way. They knew of school districts in which this was not true, however, and seemed determined not to have their schools arrive at this condition.

Ten per cent felt that more attention was paid to teacher organization representatives on curriculum change by the district

office than to the department chairmen or themselves. The power of the teachers' organization surpassed that of principals and department chairmen in influencing district administrators in these schools. Fifteen per cent of the principals were uncertain because there were a number of contractual items that were vague in dealing with curriculum and the teachers' organization was attempting to interpret these items in an effort to gain more influence in curriculum matters.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(3) 15%	(2) 10%	(12) 60%	(1) 5%

(Total points received -7)

Sixty-five per cent of the department chairmen disagreed with this proposition. This group felt that the administration was more concerned with their views than those of the teachers' organization. Most chairmen did not see the teachers' organization as ever being interested in control of curriculum matters.

Twenty-five per cent agreed with the proposition. These department chairmen thought the teachers' organization had used the grievance clause or welfare clause so effectively in a number of areas that now the district administration appears to be consulting with the officers of the teachers' organization before it takes action on curriculum matters. Usually, though,

the officers would contact department chairmen for their views before responding. In effect, department chairmen were maintaining their influence on curriculum matters. However, it was now being done through the teachers' organization.

Ten per cent were uncertain on this issue. They indicated some changes taking place between the teachers' organization and administration but could not assess these changes at the present time.

COMBINED RESPONSES

SA	A	U	D	SD
(3) 7.5%	(4) 10%	(5) 12.5%	(22) 55%	(6) 15%

(Total points received -12)

A majority of the respondents disagreed with this proposition. The professional staff still had control of the curriculum in their view and the influence of department chairmen was not being curtailed.

Thirty per cent were uncertain or agreed that the teachers' organization was making inroads into curriculum review with a view toward influencing change or maintaining the status quo. This influence was gained through agreed upon contractual terms, such as "a review committee" or "any change in procedure must be negotiated." But department chairmen appeared to sustain their influential role in curriculum by working through the teachers'

organization when the power shifted from the administration to the teachers' organization.

Proposition 20

The principal is taking a more active role in curriculum work.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(4) 20%	(10) 50%	(2) 10%	(4) 20%	0

(Total points received 14)

Seven out of ten principals agreed that they are actively involved in curriculum work. Because of negotiations, they are being asked to make more recommendations today on curriculum matters than they were asked to make in the past. Consequently, this has forced them to take active roles in curriculum work. They appeared to be pleased with this involvement. But as the principals elaborated on their role, it appeared to be one of motivating department chairmen rather than assuming the responsibilities of leadership for chairmen as they relate to members of their departments. Department chairmen were still being asked for their recommendations.

Twenty per cent believed that their role in curriculum was the same, almost none. Their emphasis was in community relations because of recent student activism.

Ten per cent of the principals were uncertain if their role was changing. They also indicated that very little was being done.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(4) 20%	(7) 35%	(3) 15%	(4) 20%	(2) 10%

(Total points received 7)

Fifty-five per cent of the department chairmen agreed that principals are taking a more active role in curriculum work than in the past. They did not view this involvement in curriculum as an intrusion into their domain. Department chairmen felt that a greater understanding of proposed changes by principals would result in more approval and success. Their position on this proposition appears to be contrary to their position on proposition five where they believed they were being excluded from future educational planning. Yet in this proposition they indicated a high degree of involvement in future curriculum planning.

Thirty per cent thought the principal was spending either the same amount of time or less on curriculum work. The fifteen per cent undecided said the principal is in the building more, but they were not sure he was working on curriculum. In both cases, the department chairmen believed that their decision

making role in curriculum is unchanged or increasing.

COMBINED RESPONSES

SA	A	U	D	SD
(8) 20%	(17) 42.5%	(5) 12.5%	(8) 20%	(2) 5%

(Total points received 10.5)

Sixty-two per cent of the respondents agreed that principals are more active today in curriculum work, than three or four years ago. Twenty-five per cent believed that the principal's role in curriculum has not increased during this period.

The respondents felt that increased curriculum emphasis by the principal has taken place since collective negotiations. They attribute this increased involvement to the administration's need to be informed on school matters in order to assist in negotiations. But the authority and influence of department chairmen in curriculum is not being reduced because of the principals' involvement. If anything, their authority and influence is increasing because the principal is now closer to the situation and understands it better. Thus, he can assist the department chairmen in working toward curriculum improvement.

Proposition 23

Department chairmen are attending fewer state and national conventions in their subject areas.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(4) 20%	(6) 30%	(3) 15%	(6) 30%	(1) 5%

(Total points received 6)

One half of the principals agreed with this proposition. A principal stated, "It is true that they're not attending as many conventions, but I don't think it's because of negotiations. But in a way it is, because the tree is picked so bare during negotiations that nothing is left." But when questioned further, the principals appeared to attribute the reason to finances rather than the department chairmen's inclusion in the teachers' bargaining unit.

The fifteen per cent who were uncertain agreed with the statement, but they could not attribute it to negotiations. The thirty-five per cent who disagreed said there was no change in the number of conventions they were attending or that it was the economic situation that caused a reduction in or the elimination of convention attendance.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(3) 15%	(8) 40%	(2) 10%	(5) 25%	(2) 10%

(Total points received 5)

Fifty-five per cent agreed with this proposition. Two chairmen inferred that the administration was simply being vindictive and not allocating funds for convention attendance because they are part of the teachers' group. They said there has not been enough of a financial problem to prevent administrators from going to conventions. Yet all school districts in the study had financial problems and were involved in a reduction of travel for all employees, including administrators.

Thirty-five per cent of the department chairmen disagreed with the proposition and ten per cent were uncertain. Generally, they agreed that they were going to fewer conventions, but they could not relate it positively to collective negotiations.

COMBINED RESPONSES

SA	A	U	D	SD
(7) 17.5%	(14) 35%	(5) 12.5%	(11) 27.5%	(3) 7.5%

(Total points received 5.5)

A majority of the respondents agreed with this proposition. The fact that department chairmen are attending fewer conventions was almost unanimously agreed with, but only a few could attribute it to the chairmen's inclusion in the teachers' bargaining unit. Generally, the respondents attributed travel reductions to the financial problems facing the school districts.

Proposition 28

The teachers' organization is gaining an influence in curriculum matters that was previously held by department chairmen, such as textbook selection.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(3) 15%	(8) 40%	(2) 10%	(7) 35%	0

(Total points received 7)

Fifty-five per cent of the principals agree with this proposition. They felt that particular items in their teacher-board contracts diminish the influence previously held by department chairmen. Examples of items mentioned were: teacher approval of textbooks; teacher organization approval of any procedure change, for example, lengthening class periods; and teacher approval of new courses. It must be pointed out that the respondents indicated that many of the items mentioned were previously done in actual practice the same way that the teacher-board contract now states. The implications seems to be that department chairmen actually gave up little or no influence with the inclusion of these items in their contracts.

Ten per cent were uncertain and thirty-five per cent indicated there was no change. Interestingly, one principal in referring to the teachers' organization in negotiating curriculum matters said, "The association could, but they haven't hit us

with this issue yet."

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(7) 35%	(3) 15%	(7) 35%	(1) 5%

(Total points received 2)

This proposition was agreed to by forty-five per cent of the department chairmen as compared to forty per cent in disagreement and fifteen per cent uncertain.

Those chairmen agreeing with the proposition felt that such a clause as "academic freedom" is used by teachers to do what they wish to do. They are not being critical of creative ideas, but rather of those cases where teachers do very little related to the subject or independent study and, thus, nothing is taking place in the classroom related to course objectives. These same chairmen do not see any other area contributing to a loss of their influence over the curriculum. The "academic freedom" clause also affects the principal and superintendent and cannot be identified with the inclusion of department chairmen in the teachers' bargaining unit. Department chairmen who are members of the administration would have the same problem as do principals and superintendents.

The forty per cent in disagreement saw little change in the department chairmen's influence in curriculum matters and did not

see the teachers' organization as presently interested in this area.

COMBINED RESPONSES

SA	A	U	D	SD
(5) 12.5%	(15) 37.5%	(5) 12.5%	(14) 35%	(1) 2.5%

(Total points received 4.5)

Fifty per cent of the respondents agreed with this proposition. To the respondents, contractual items could hinder a department chairman's independence. And yet there was little or no change in the manner in which these contractual items were to be followed as compared to the past practices that department chairmen used, implying in reality no loss of influence by department chairmen. Also, teachers are able to use the "academic freedom" clause to do almost anything in curriculum for their classes. But this cannot be related to the chairmen's inclusion in the teachers' bargaining unit because it also affects the principal and superintendent.

Thirty-seven per cent disagreed with the proposition and saw no intrusion of teacher organization influence. A large number, twelve per cent, were uncertain, indicating an awareness of a change in this direction but an unsureness that it was lessening the influence of department chairmen.

proposition 34

Department chairmen are hindered in implementing curriculum changes by the teacher-board contract and/or teacher pressure groups.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(2) 10%	(10) 50%	(1) 5%	(6) 30%	(1) 5%

(Total points received 6)

A majority of principals feel that department chairmen are being hindered in the implementation of curriculum changes. A principal said, "Teachers are already organized in a big group; now they just organize informally in a sub-group and block what they don't want done. It's not all the time, but enough that you are aware of it. There's nothing the chairman can do. The organization will defend these teachers." The reasoning given for an affirmative response centered on teacher pressure groups as they apply to the principal as well as department chairmen. It appears that membership in the teachers' bargaining unit would have little or no effect on the manner in which these pressure groups function.

Thirty-five per cent of the principals disagreed with this proposition. Negotiations had made no change in the way their districts implemented curriculum changes.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(3) 15%	(6) 30%	(4) 20%	(5) 25%	(2) 10%

(Total points received 3)

Forty-five per cent of the department chairmen agreed with this proposition. This group felt that the teacher-board contract and teacher pressure groups within the department could effectively stop curriculum change, particularly something innovative. And when further questioned, they related that the principal faces the same problems when attempting to implement an innovative program. The implication is that membership in the teachers' bargaining unit has little to do with implementing curriculum change.

Thirty-five per cent disagreed that department chairmen are hindered in making changes as a result of negotiations. Twenty per cent, a significant amount, were undecided on how to respond. They could give no reasons for their indecision.

COMBINED RESPONSES

SA	A	U	D	SD
(5) 12.5%	(16) 40%	(5) 12.5%	(11) 27.5%	(3) 7.5%

(Total points received 4.5)

A majority of the respondents agreed with this proposition.

They felt that department chairmen are in a precarious position in implementing curriculum change. But this was also true of the principals. Opponents to change could now look to contractual clauses to justify their resistance to change. With the ability to organize already established, sub-groups have been able to generate sufficient pressure to force the revision of agreed upon curricular changes, according to some respondents. Membership in the teachers' bargaining unit did not appear to be the critical item in implementing change. The strength of the pressure group appeared to affect all levels of personnel from the teacher to the superintendent.

SUMMARY GRAPH FOR HYPOTHESIS II

points

Proposition 1

Principals 11
 Department Chairmen 13

Proposition 5

Principals -10
 Department Chairmen 5

Proposition 11

Principals -17
 Department Chairmen - 7

Proposition 20

Principals 14
 Department Chairmen 7

Proposition 23

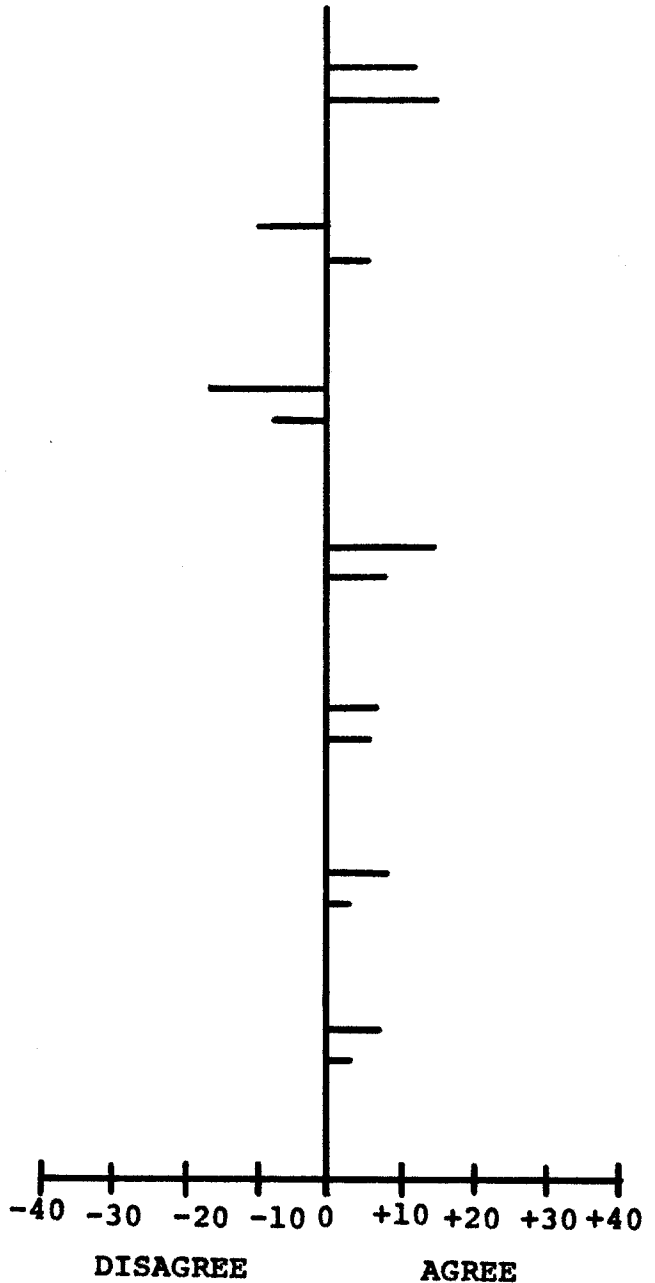
Principals 6
 Department Chairmen 5

Proposition 28

Principals 7
 Department Chairmen 2

Proposition 34

Principals 6
 Department Chairmen 3



COMBINED SUMMARY TABLE FOR HYPOTHESIS II

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Proposition 1 (Points 12)	(15) 37.5%	(10) 25%	(1) 2.5%	(12) 30%	(2) 5%
Proposition 5 (Points -2.5)	(5) 12.5%	(9) 22.5%	(5) 12.5%	(18) 45%	(3) 7.5%
Proposition 11 (Points -12)	(3) 7.5%	(4) 10%	(5) 12.5%	(22) 55%	(6) 15%
Proposition 20 (Points 10.5)	(8) 20%	(17) 42.5%	(5) 12.5%	(8) 20%	(2) 5%
Proposition 23 (Points 5.5)	(7) 17.5%	(14) 35%	(5) 12.5%	(11) 27.5%	(3) 7.5%
Proposition 28 (Points 4.5)	(5) 12.5%	(15) 37.5%	(5) 12.5%	(14) 35%	(1) 2.5%
Proposition 34 (Points 4.5)	(5) 12.5%	(16) 40%	(5) 12.5%	(11) 27.5%	(3) 7.5%

Summary and Analysis

There appears to be agreement on five of the seven propositions relating to this hypothesis that department chairmen leadership in curriculum is adversely affected by negotiations. But their inclusion in the teachers' bargaining unit does not appear to be the cause. In the analysis of each proposition, an explanation is made of the respondents' reasons for agreeing with the propositions and why these reasons differ from the inclusion of department chairmen in the teachers' bargaining unit. Also, the percentages of agreement are small in each of these proposi-

tions. The data gathered from the in-depth study were similar to the propositions related to hypothesis two in that the data were varied among the schools and within the schools. No clear trend can be ascertained from the data. Taking into account all aspects of the accumulated data, this hypothesis is rejected.

Proposition one is directly related to the reduction of the department chairmen's released time because of their inclusion in the teachers' bargaining unit. The teachers' organization places a priority on achieving extra pay contracts while department chairmen prefer released time. Boards of education in granting additional extra pay, have reduced released time, which, in turn, affects the amount of time during which chairmen are able to work on curriculum. While additional duties through contractual items are not a hinderance to chairmen in curriculum work, the factor of released time must be recognized in relation to what is expected of department chairmen and what can reasonably be attained. Principals believe that department chairmen are involved in developing long range plans and objectives for their departments. Department chairmen disagree but confuse the issue with negotiations and their loss of released time. Chairmen contradict their position in the proposition; in another proposition they agree that while principals are taking a more active role in curriculum development they are able to utilize

this greater involvement in attaining their recommendations for future educational programs.

Both department chairmen and principals agree that the administration is maintaining control of curriculum decisions over the teachers' organization and therefore paying close attention to chairmen. When the teachers' organization gains some direct influence on the curriculum through the teacher-board contract or in actual practice, the department chairmen are able to influence the position of the teachers' organization on curriculum questions. Hence, the department chairmen are maintaining their influential role even when the teachers' organization is involved in curriculum decisions.

Principals and department chairmen observe that the principal is taking a more active role in curriculum involvement today when compared to a few years ago. But they do not feel that this involvement nullifies the role that department chairmen have in curriculum. Contrarily, they believe that principals are beginning to provide leadership in motivating chairmen and teachers. They are not assuming the role of chairmen. Both see the principals' involvement as increasing the authority and influence of chairmen in curriculum. By being familiar with departmental proceedings, what is needed and proposed, the principal is able to assist the chairmen in attaining the desired changes.

There is agreement that department chairmen are attending fewer state and local conventions. This proposition implies that conventions are able to give participants information on new teaching methods and materials. While chairmen attendance is less, it is not related to their membership in the teachers' bargaining unit. According to the respondents, it is because of the financial crises now facing school districts. But it still must be remembered that chairmen are not receiving information on new teaching methods and materials in their subject areas, whatever the reasons. The effect of this on their curriculum perceptions is still very real.

The respondents agree that the teachers' organization is gaining an influence in curriculum matters through contractual items. This influence appears to be interpreted by the respondents from different viewpoints. Principals see specific contractual items as a teacher organization influence when in actual practice, according to both principals and chairmen, the procedure spelled out in the contract is not new but one that has been taken from past practices and is now in writing. Thus, the role and influence of chairmen has not changed. On the other hand, department chairmen agree with this proposition because they feel that the "academic freedom" clause does not give them the influence and control over teachers that they once had. This may well be true, but it is not related to their membership in the

teachers' bargaining unit. Principals and superintendents are not in the unit and they do not have the same control they once had as a result of the "academic freedom" clause.

Principals and department chairmen agreed that chairmen are hindered in implementing curriculum change by teacher pressure groups. Again, the data do not appear to be related to the chairmen's membership in the teachers' bargaining unit. The effectiveness of "teacher power" in influencing or hindering curriculum change is the reason given by the respondents for being supportive of the proposition.

There is little question that the leadership role of department chairmen is undergoing change. Only their loss of released time can be related to membership in the teachers' bargaining unit. And while this loss of time is regarded as significant by chairmen and principals in the amount of available time for curriculum work, it is not sufficient to accept the hypothesis. In each of the other propositions the respondents included logical reasons in answering the way they did, but these reasons were not related to the chairmen's membership in the teachers' bargaining unit.

The rejected hypothesis continues to have a major implication for the future role of department chairmen in the secondary schools. Traditionally, one of the major functions of

department chairmen is curriculum leadership in their departments. If the department chairmen are not able to exercise this responsibility, because of the lack of adequate released time or whatever other reason, an alternative will need to be developed to fill this void. It was implied by respondents that boards of education will need to take a firm stand in maintaining their authority in curriculum during negotiations, if anyone, including the superintendent, is to be able to assume a viable leadership position in the area of curriculum in the future against the teachers' organization.

Hypothesis III

In a position of line authority, department chairmen make decisions and recommendations that may result in teacher grievances.

Twenty school districts in which department chairmen are in line authority between the teachers of their departments and the principal were included in this study. These department chairmen serve as administrators and supervisors of their departments and at the same time are members of the teachers' bargaining unit. The third hypothesis is intended to test their decision making authority as being responsible for possible teacher grievances. Propositions six, ten, thirteen, sixteen, twenty-two, twenty-six and thirty-three pertain to this hypothesis.

Proposition 6

The principal expects the department chairmen to make decisions and recommendations and not just pass on information so that someone else will make the decisions.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(8) 40%	(12) 60%	0	0	0

(Total points received 28)

Every principal agreed with this proposition. Principals felt that the primary reason for department organization was to enable the chairman to administer the department; therefore, decisions must be made. Principals expected department chairmen to know what action was required in their individual departments and then take action to get the job accomplished. Four principals added that when a department chairman begins to pass on decision-making to them on a regular basis, a conference is held to review the role and purposes of the position.

The complexity of operating a large high school was the overriding reason principals gave for reliance on their department chairmen. Also, principals believed that department chairmen were in a position to make good decisions because of their expertise in their fields.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(5) 25%	(12) 60%	(1) 5%	(2) 10%	0

(Total points received 22)

Eighty-five per cent of the department chairmen agreed with this proposition. They viewed their role as one in which making decisions and recommendations was necessary in order for the department to operate effectively. Chairmen felt that principals usually followed their recommendations, if at all possible.

Ten per cent of the department chairmen disagreed with the proposition. A disagreeing chairman stated, "Big decisions are made elsewhere. I make a lot of little ones." He was referring to policy decisions, many of which were made by the board of education.

COMBINED RESPONSES

SA	A	U	D	SD
(13) 32.5%	(24) 60%	(1) 2.5%	(2) 5%	0

(Total points received 25)

Over ninety per cent of the respondents agreed with this proposition. They felt that a department chairman must make decisions and recommendations concerning the operation of the department because he is in the best position to know what is

needed for the department and what must be done. "Passing the buck" was rejected as an acceptable method of operation by principals and department chairmen.

Proposition 10

A decision made by the department chairman may be the cause of a teacher grievance.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(8) 40%	(10) 50%	(1) 5%	(1) 5%	0

(Total points received 25)

Ninety per cent of the principals agreed with this proposition. The principals indicated that department chairmen make many decisions involving teachers and, thus, could easily cause a grievance by the teacher. Principals listed teacher evaluation, teacher class and room assignments, failure to follow the established curriculum and absence from school as areas in which decisions made by department chairmen could conceivably result in grievances.

Only five per cent were in disagreement, feeling that their districts had so many specific procedures that decisions were very well determined. Five per cent were uncertain on this proposition.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(5) 25%	(12) 60%	(2) 10%	(1) 5%	0

(Total points received 21)

Eighty-five per cent of the department chairmen were cognizant that decisions made by them could result in teacher grievances. These chairmen saw themselves in a position between teachers and administrators as decision makers since negotiations had begun. They indicated that, most likely, big decisions that could cause organizational grievances would be made by their superiors. Department chairmen would most likely cause individual teacher grievances, if any, and all possible precautions should be taken not to do so. Teacher evaluation was the most sensitive area mentioned.

Only five per cent of the department chairmen disagreed with this proposition and ten per cent were uncertain. Those chairmen who were uncertain were not sure that decisions made by them could result in grievances.

COMBINED RESPONSES

SA	A	U	D	SD
(13) 32.5%	(22) 55%	(3) 7.5%	(2) 5%	0

(Total points received 23)

A large majority of the respondents agreed that a decision made by a department chairman could cause a grievance. Principals and department chairmen viewed this proposition in a similar manner. The respondents indicated that teacher evaluation would be the most likely area from which grievances might develop.

A grievance case was reported by one school. The case resulted from a negative evaluation of a counselor, which subsequently led to the re-assignment of the counselor to the classroom. The principal and the department chairman agreed in their recommendations, even though the teachers' union attempted to get the department chairman to change his recommendation. The teacher lost the case. But if the first line of supervision, in this case the department chairman, had not been steadfast in his opinion, the case could easily have been lost, according to the principal.

Proposition 13

Department chairmen are faced with making decisions that necessitate interpreting the teacher-board contract.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(2) 10%	(15) 75%	(1) 5%	(2) 10%	0

(Total points received 17)

Eighty-five per cent of the principals agreed with this proposition. All agreeing principals said they reviewed with

their chairmen the new contract on items the chairmen would be likely to encounter. This afforded a chance for the principal to interpret the contract and work with the department chairmen toward some consistency of interpretation. Pertinent questions arose during this contract review and the principals felt that this type of in-service work was necessary or their schools would face many grievance cases.

The ten per cent who disagreed believed that their teacher-board contracts were so specific that interpretation was not necessary on the department chairman level of decision making.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(5) 25%	(8) 40%	(1) 5%	(4) 20%	(2) 10%

(Total points received 10)

Sixty-five per cent of the department chairmen agreed with this proposition. They recognized a need on their part to be knowledgeable on the contract so that they would not inadvertently cause grievances. Following contract procedures on teacher evaluation seemed to be a major concern.

Thirty per cent disagreed with the proposition. Areas that department chairmen previously acted on such as the number of teacher preparations and class assignments are now so specific in contracts that judgment is not needed. Proposition six, which

is closely related to this proposition, showed considerably less disagreement by department chairmen on causing grievances through decision making. There was a tendency for department chairmen in this group to interpret the teacher-board contract as a limiting factor in their authority.

COMBINED RESPONSES

SA	A	U	D	SD
(7) 17.5%	(23) 57.5%	(2) 5%	(6) 15%	(2) 5%

(Total points received 13.5)

Three-fourths of the respondents agreed with this proposition. Recognizing the importance of department chairmen in understanding the contract and interpreting it uniformly, principals indicated that they are conducting in-service training on the interpretation and meaning of the contract. Respondents believe that this is needed and has helped department chairmen to avoid causing teacher grievances. Teacher evaluation procedures seem to be the most sensitive area facing department chairmen.

Twenty per cent of the respondents disagreed, department chairman to a greater degree than principals. The reason cited by the disagreeing respondents was that independent judgment was not needed by department chairmen in interpreting the teacher-board contract because of the specificity of the contract.

Principals appeared to conceptualize the effects of the contract on decision making more realistically than did department chairmen.

Proposition 16

Department chairmen may be involved in solving a teacher grievance.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(3) 15%	(14) 70%	(1) 5%	(2) 10%	0

(Total points received 18)

Eighty-five per cent of the principals agreed with this proposition. This group said grievances are to be solved in their buildings at the first level. Since department chairmen and the principal are the two building administrators who deal directly with the teachers, department chairmen are involved at the first level of the grievance procedure. The principals attempted to solve all grievances on an informal basis and the department chairman was often involved in the informal sessions. The need for having the department chairmen involved was due to the fact that usually some adjustment to the teacher at the departmental level was necessary.

Ten per cent of the principals disagreed. They did not feel that the department chairman would be needed to solve a teacher grievance because their contracts called for solution at

the principal level first.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(16) 80%	0	(1) 5%	(1) 5%

(Total points received 17)

Nine of ten department chairmen said they would be involved with the building principal in attempting to solve teacher grievances. This closely paralleled the responses of the principals. A chairman stated, "I know the teachers better than the principal does, and he wants my advice on how to handle the teacher most effectively." Also, department chairmen may be aware of alternative solutions that are not known by the principal.

Ten per cent of the department chairmen disagreed with this proposition. Their principals handle grievances at the first level by themselves as provided in the grievance procedure.

COMBINED RESPONSES

SA	A	U	D	SD
(5) 12.5%	(30) 75%	(1) 2.5%	(3) 7.5%	(1) 2.5%

(Total points received 17.5)

A significant majority of the respondents agreed with this proposition. In these cases, the principals work cooperatively

with department chairmen in an attempt to resolve grievances in a satisfactory manner, both formal and informal, at the building level. The department chairmen appear to want this involvement, because the solution will very likely affect the way the department chairmen deal with the teachers.

The ten per cent who disagreed with this proposition stated that the principal handles all grievances at the building level as required by the grievance procedure.

Proposition 22

Department chairmen are forced to make decisions that involve choosing between the administration's point of view and the teacher's point of view.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(2) 10%	(15) 75%	(1) 5%	(2) 10%	0

(Total points received 17)

Eighty-five per cent of the principals agreed with this proposition. A principal said, "The department chairman's responsibilities necessitate doing this on a daily basis." Most principals felt that the department chairman receives the question first from a teacher. Therefore, the chairman needs to know the board policy, the contract and past practices as they apply to personnel so that he can relate these guidelines to the individual problem of the teacher. When the chairman answers the question,

he is in fact weighing the administrative position, via guidelines to the wishes to the teacher. This proposition is supported by the responses principals gave in proposition thirteen which necessitated interpreting the teacher-board contract. However, they go further to show the importance of department chairmen in interpreting board and administrative policy.

Ten per cent of the principals disagreed with this proposition. They did not feel their department chairmen were in a position to choose sides because in decision making the chairmen are administrators and they must follow administrative policy.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(5) 25%	(8) 40%	(2) 10%	(3) 15%	(2) 10%

(Total points received 11)

Sixty-five per cent of the department chairmen agreed with this proposition. Department chairmen believed that their job responsibilities would classify them as administrators. But, as teachers also, they were better able to see the teacher's problem and interpret the situation accordingly in making the decision. If that meant ruling in favor of the teacher they did so.

Twenty-five per cent disagreed with the proposition. These department chairmen believed they interpreted the administrative way when applicable and reflected the teacher's view when

necessary. They were not choosing sides in making decisions, only doing what they believed to be right. This group thought the phrase "choosing sides" tended to compromise their values. Yet the reasons they gave would reflect agreement with the intent of the proposition.

COMBINED RESPONSES

SA	A	U	D	SD
(7) 17.5%	(23) 57.5%	(3) 7.5%	(5) 12.5%	(2) 5%

(Total points received 14)

Three-fourths of the respondents agreed with this proposition. Principals tended to favor it more so than department chairmen because department chairmen were more sensitive to the terminology of the proposition. These respondents acknowledged the department chairman's administrative role in the schools. This role involves weighing the two sides, administrative and teacher, in order to arrive at many decisions. It is important to point out that according to both principals and department chairman, the administrative view is often compromised at the department chairman level.

Less than twenty per cent of the respondents disagreed with this proposition. They were more opposed to the terminology and felt that agreeing with this proposition meant they were using their decision making authority wrongly.

Proposition 26

The department chairman could be caught between the administration and the teachers' organization in a grievance case.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(3) 15%	(15) 75%	0	(2) 10%	0

(Total points received 19)

Ninety per cent of the principals agreed with the proposition which closely parallels proposition ten. They recognized the dual role played by a department chairman, an administrator with line authority and a member of the teachers' organization. In a grievance case, it would be very possible for the teachers' organization to file a grievance against one of its members, a department chairman, for making an administrative decision. They were not sure what would happen if such a situation developed.

Ten per cent of the principals indicated that the way their contracts were written it would not be possible for a department chairman to cause a grievance.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(4) 20%	(9) 45%	(2) 10%	(3) 15%	(2) 10%

(Total points received 10)

A majority of the department chairmen agreed with this proposition. These chairmen saw very clearly that they could be in a position between the teachers' organization and the administration in grievance cases as a result of one of their decisions.

Twenty-five per cent did not agree that this was likely. Primarily, this group felt that the administration was responsible for any decision that a department chairman made. This may be the reason that a significantly smaller percentage agreed to this proposition than did to proposition ten. If the administration wanted to change this decision, they could do so; if not, it would be the administration's decision. Thus, the administration would be left defending the case.

COMBINED RESPONSES

SA	A	U	D	SD
(7) 17.5%	(24) 60%	(2) 5%	(5) 12.5%	(2) 5%

(Total points received 14.5)

Over three-fourths of the respondents agreed that department chairmen could be caught between the administration and the teachers' organization in grievance cases because of the dual role that department chairmen play, as administrators and members of a teachers' bargaining unit. Principals felt stronger about this situation occurring than did the department chairmen, primarily because principals could view it from a larger frame

of reference than department chairmen.

Those respondents disagreeing with this proposition felt so because contracts were written so that either this situation could not take place or the administration above the chairmen level would need to assume responsibility for any administrative decision made by the chairmen, thus freeing the department chairmen, at least technically, from direct involvement in the case.

Proposition 33

The principal may make a decision based on a recommendation from a department chairman that could lead to a teacher grievance.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(5) 25%	(13) 65%	(1) 5%	(1) 5%	0

(Total points received 22)

Ninety per cent of the principals agreed with this proposition. The principals said they are constantly making decisions based on recommendations by the department chairmen. A number of principals emphasized that many of their chairmen want them to follow recommendations, or the chairmen complain. If a problem arose, though, the chairmen did not want any responsibility in the matter. As one principal said, "This way they can get their cake and eat it too."

One principal disagreed with the proposition. He indicated

he would not follow any recommendation that could result in a teacher grievance. A grievance can only be based on a contract violation and he would rather make a wrong decision than violate the contract. Under those circumstances, then perhaps the contract would be changed.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(15) 75%	(1) 5%	(1) 5%	(1) 5%

(Total points received 16)

A significant majority of department chairmen agreed with this proposition. Teacher evaluation was mentioned most often as the area likely to lead into grievance. A chairman, reacting to her vulnerability in such a situation, said, "Now we must document the situation in writing or our recommendations mean nothing." Most chairmen indicated that their principals did follow their recommendations because of the chairmen's recognized closeness to the issues.

Ten per cent disagree. They felt that their recommendations on controversial cases meant nothing. In clarifying their opinions, these chairmen revealed a tendency to avoid any controversial issue if at all possible.

COMBINED RESPONSES

SA	A	U	D	SD
(7) 17.5%	(28) 70%	(2) 5%	(2) 5%	(1) 2.5%

(Total points received 19)

Almost nine-tenths of the respondents agreed with this proposition. There was a strong feeling by the respondents that a department chairman's recommendation to the principal may cause a grievance if followed. Both principals and department chairmen were in basic agreement on this point. Teacher evaluation was the most likely area of grievance. The respondents said their school districts were requiring that formal procedures be followed in an attempt to minimize errors so that grievances could be effectively dealt with. Yet, in these cases department chairmen recommendations were required. The knowledge that the department chairmen possess about the issues and circumstances is the primary reason for their influence in effectively making recommendations to the principal.

Less than ten per cent disagreed with the proposition. Those disagreeing felt that either a chairman's recommendation on a controversial issue would not be followed or the chairman would not want to make a recommendation which would be controversial.

SUMMARY GRAPH FOR HYPOTHESIS III

points

Proposition 6

Principals	28
Department Chairmen	22

Proposition 10

Principals	25
Department Chairmen	21

Proposition 13

Principals	17
Department Chairmen	10

Proposition 16

Principals	18
Department Chairmen	17

Proposition 22

Principals	17
Department Chairmen	11

Proposition 26

Principals	19
Department Chairmen	10

Proposition 33

Principals	22
Department Chairmen	16



COMBINED SUMMARY TABLE FOR HYPOTHESIS III

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Proposition 6 (Points 25)	(13) 32.5%	(24) 60%	(1) 2.5%	(2) 5%	(0)
Proposition 10 (Points 23)	(13) 32.5%	(22) 55%	(3) 7.5%	(2) 5%	(0)
Proposition 13 (Points 13.5)	(7) 17.5%	(23) 57.5%	(2) 5%	(6) 15%	(2) 5%
Proposition 16 (Points 17.5)	(5) 12.5%	(30) 75%	(1) 2.5%	(3) 7.5%	(1) 2.5%
Proposition 22 (Points 14)	(7) 17.5%	(23) 57.5%	(3) 7.5%	(5) 12.5%	(2) 5%
Proposition 26 (Points 14.5)	(7) 17.5%	(24) 60%	(2) 5%	(5) 12.5%	(2) 5%
Proposition 33 (Points 19)	(7) 17.5%	(28) 70%	(2) 5%	(2) 5%	(1) 2.5%

Summary and Analysis

Principals and department chairmen are in agreement that the department chairman is in a position to make decisions and recommendations that could result in teacher grievances. The data from the propositions related to hypothesis three closely paralleled the data obtained from the in-depth study. In view of the accumulated data, this hypothesis is accepted.

Regardless of their inclusion in the teachers' bargaining unit, the administrative and supervisory duties of department chairmen give them sufficient authority in decision making to

cause possible teacher grievances. The respondents do not view the role of department chairmen as one of passing on information to the principal, but that of actively making decisions and recommendations concerning their departments and staff members. These decisions and recommendations will be supported by the administration in most cases. Because of their proximity to the situation, the department chairmen are in a position to know best the needs of their departments.

In decision making by department chairmen, interpretation of the teacher-board contract, administrative policies, and board policies may be necessary. Whenever an interpretation is made, the possibility of making a decision in favor of either the teacher or the administration exists. Therefore, if the decision opposes the interests of the teacher the possibility of a grievance case exists. The situation is similar in recommendations that department chairmen make to principals.

As a result of the authority the department chairmen have in making recommendations or decisions, the issue of teacher grievances is always present, and thus, the department chairmen may find themselves involved in grievance cases. Involvement in grievance cases may take the form of grievances against the department chairmen because of decisions they made or recommendations they made to the principal that subsequently resulted in

grievances. The resolution of such grievances would generally include the department chairmen because the changes to solve the grievances may be necessary at the departmental level. Thus, as members of the teachers' bargaining unit, the department chairmen may be involved in confrontations with their own representative organizations.

The inclusion of department chairmen in the teachers' bargaining unit poses a real dilemma for the administration. Department chairmen, in performing their jobs, can cause grievances against the administration. The chairmen are also members of the organization that files grievances. In reality, then, the teachers' organization is filing grievances against its own members. Similarly, the teachers' organization must decide if it is to file grievances against its members. In a number of school districts, department chairmen are officers and/or leaders in the teachers' organization. It is possible that teachers themselves will not get adequate representation from their organization in such cases.

An obvious question concerns itself with the loyalty of the department chairmen. Is this loyalty to the administration or to the teachers' organization? A principal responded to this by saying, "When you have a strike, you'll have your answer." This statement does not deal with the day by day decisions department chairmen make which can aid or hinder the administration

position. It does not deal with the responsibility that department chairmen have in performing their jobs in the interests of the administration. And, it does not consider the fact that the teachers' organization includes the first line of management. The question of loyalty must be answered as schools review their administrative procedures and practices. At the present time, neither principals nor department chairmen are able to define clearly the relationship of department chairmen to teachers or administrators in making decisions and the responsibility for those decisions as they apply to the grievance clauses in negotiated contracts. Only in school districts where strikes or near strikes occurred was there an acknowledgement of the department chairmen's problem of dual loyalty. But it was not important when compared to such pressing issues as salary and teaching load.

Hypothesis IV

Department chairmen have added difficulties in performing their management responsibilities because of their inclusion in the teachers' bargaining unit.

The fourth hypothesis attempts to ascertain the effects of the department chairmen's inclusion in the teachers' bargaining unit on the performance of their management responsibilities. Propositions four, twelve, fifteen, nineteen, twenty-four, thirty-one and thirty-five pertain to this hypothesis.

Proposition 4

Teachers are not giving department chairmen enough notice in advance to procure materials and supplies, have equipment repaired, or get teacher substitutes to cover classes.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(6) 30%	(4) 20%	(9) 45%	0

(Total points received -1)

Forty-five per cent of the principals disagreed with this proposition. These principals felt that teachers were cooperating with department chairmen on matters pertaining to their departments because it was politically expedient for them to do so. The department chairmen had enough power to make it uncomfortable for any teacher who was uncooperative.

Twenty per cent were uncertain of what the teachers were doing on the items in the proposition. A distinct impression was given by this group of principals that they were not close enough to the situation to know what was taking place in their schools. Thirty-five per cent agreed with the proposition indicating that teachers were less sensitive in understanding a department chairman's problem in providing the same teachers with services. The teachers' main concern was their classes and they expected the administration to handle "all the little details."

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(1) 5%	(6) 30%	(1) 5%	(7) 35%	(5) 25%

(Total points received -9)

A majority of department chairmen disagreed with this proposition. In their opinions, teachers were cooperative in assisting them in ordering materials, requesting audio-visual repair, requesting substitute notice and many other functions requiring teacher assistance.

Thirty-five per cent of the department chairmen agreed that they had some difficulty in securing aid from teachers. The chairmen could not attribute this attitude to negotiations, but felt it had more to do with the philosophy that younger teachers have today--"that of more independence."

COMBINED RESPONSES

SA	A	U	D	SD
(2) 5%	(12) 30%	(5) 12.5%	(16) 40%	(5) 12.5%

(Total points received -5)

Over fifty per cent of the respondents disagreed with this proposition. Department chairmen were in disagreement to a greater degree than principals. It might be implied that principals tend to be overly critical of collective negotiations

in the schools and therefore attribute more to negotiations than really should be. This group felt that teachers were cooperative with department chairmen.

Those undecided were principals who had very little knowledge of how the items on the proposition were handled. Thirty-five per cent agreed with the proposition. They felt that particularly today's young teacher "wanted to be waited on" and the department chairman was one of those whom the teachers expected to serve them. The respondents noted very little change in the experienced teachers' attitudes since negotiations.

Proposition 12

The authority of department chairmen in making class assignments is being questioned by teachers.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(5) 25%	(3) 15%	(10) 50%	(1) 5%

(Total points received -5)

Fifty-five per cent of the principals disagreed with this proposition. Traditionally, department chairmen have made class assignments and these principals have seen no change in teacher attitude on this matter. They also said that department chairmen gave them no reason to believe otherwise.

Fifteen per cent of the principals were unsure of the prop-

osition and thirty per cent agreed. Those principals who agreed had received complaints from teachers about the classes they had been assigned. Frequently, teachers would cite vague passages in the teacher-board contract to support their request for changes in assignments, such as, "Teachers will be assigned classes appropriate to their training." The interpretation by the administration was based on the qualifications of the teachers and the needs of the school, whereas dissenting teachers interpreted it in terms of their interests or preferences.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(1) 5%	(1) 5%	(3) 15%	(10) 50%	(5) 25%

(Total points received -17)

Three-fourths of the department chairmen were in disagreement with this proposition. They saw no change in what they were doing and no change in the teachers' reactions to their authority.

Fifteen per cent were undecided on this issue. These chairmen had made changes in teacher programs after receiving complaints, but they were not sure it was because teachers questioned their authority. These chairmen appeared to be justifying their actions rather than allow it to appear that they had yielded to pressure. If so, marking undecided was an easy way to avoid taking a position on the question.

Only ten per cent thought their authority was being questioned by teachers in making class assignments. Generally, the questioning was done by younger teachers who wanted to teach advanced classes. The department chairmen felt that the negotiations movement gave the younger teachers an opportunity to voice objections to the establishment more today than in past years. It should be noted that the questioning of authority is not new in education.

COMBINED RESPONSES

SA	A	U	D	SD
(2) 5%	(6) 15%	(6) 15%	(20) 50%	(6) 15%

(Total points received -11)

Sixty-five per cent of the respondents disagreed with the proposition. According to them, department chairmen are not having their authority questioned in making teacher class assignments.

Fifteen per cent were undecided. These were principals who did not know the situation in their schools and department chairmen who appeared to be rationalizing changes they had made on teachers' schedules after receiving complaints. Twenty per cent of the respondents agreed that teachers were questioning the authority of department chairmen in making class assignments. The younger, militant teachers were objecting and questioning past

practices in this area. These teachers were now using the clause on class assignments in their teacher-board contracts as a basis for complaint.

Proposition 15

It is difficult for department chairmen to have in-service education with teachers because of contract limitations on using teachers' unscheduled time during the day or after school.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(6) 30%	(7) 35%	(2) 10%	(4) 20%	(1) 5%

(Total points received 13)

A majority of the principals agreed with this proposition. The contract in these schools limited the number of meetings that teachers could be required to attend. In one case, department chairmen were allowed one meeting per semester after school, and the principal could not imagine why the board negotiators agreed to such a proposal. These contract limitations, in the judgment of principals, had a negative effect on a department chairmen in their work on curriculum and intra-departmental communications. While limiting the use of teachers' unscheduled time is more related to the contract than an administrative position, department chairmen face the immediate problem of not being able to work with departments in groups. Department chair-

men are reluctant to ask for additional time from the teachers because of the limitations in the teacher-board contract. The loyalty of chairmen toward the teachers' organization makes the chairmen unlikely to seek alternatives to this problem, whereas the principal would.

Twenty-five per cent of the principals disagreed and said there were no changes in the use of teachers' time for meetings, while ten per cent were uncertain.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(5) 25%	(5) 25%	(1) 5%	(7) 35%	(2) 10%

(Total points received 4)

Fifty per cent of the department chairmen agreed with this proposition. They said they were hindered in working with teachers on in-service projects. When asked how they compensated for a lack of meetings a chairman responded, "I do a lot of running around to the teachers individually on the really important matters and on the not so important matters, I just write memos." These chairmen tended to follow the literal interpretation of the contract and did not seek alternatives. They felt it to be an administrative problem and were willing to accept the limitations imposed upon them. Since most of their teachers were not enthusiastic about in-service, their attitude appeared

to be the same. Department chairmen gave the impression that educational change was often the purpose of in-service and this was not always popular with staff members.

Forty-five per cent were in disagreement. Some chairmen thought they had been able to circumvent contract limitations through social meetings with families where the teachers could do some business. This is an example of an alternative used by some chairmen for their in-service. A number of chairmen said they had no such limitations. Those with no contract limitations were careful not to have meetings that were unnecessary. They were aware that this issue could arise in future negotiations and they did not want to antagonize teachers.

COMBINED RESPONSES

SA	A	U	D	SD
(11) 27.5%	(12) 30%	(3) 7.5%	(11) 27.5%	(3) 7.5%

(Total points received 8.5)

A majority of the respondents agreed with this proposition. Principals saw it as more of a problem than did department chairmen because they placed greater emphasis on in-service education for acquainting the faculty with innovative programs. Those in agreement could point to specific contract limitations of varying degrees. Regardless of the type, these respondents felt that the limitation created unnecessary difficulty for the department

chairmen in planning and providing in-service education.

Thirty-five per cent disagreed with the proposition. These respondents had no contract limitation on meetings or had been able to work around contract limitations satisfactorily so that they did not affect the work of department chairmen on in-service matters. Two schools used state sanctioned one-half day curriculum workshops to circumvent this problem.

Proposition 19

Contract limitations on the frequency and length of departmental meetings are reducing the effectiveness of these meetings.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(3) 15%	(4) 20%	(4) 20%	(7) 35%	(2) 10%

(Total points received -1)

More principals disagreed with this proposition than agreed. Of the forty-five per cent disagreeing, the reasons most often given by principals were no contract limitations and/or the professionalism of their staffs. Thus, the meetings were being conducted as well as they had been in the past.

Twenty per cent of the principals were not certain if the effectiveness of departmental meetings was changed because of negotiations. Thirty-five per cent agreed that contract limitations were adversely affecting departmental meetings in that it

was more difficult to get curricular revisions or new programs started because they were unable to meet on a regular basis.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(5) 25%	(5) 25%	(3) 15%	(5) 25%

(Total points received -4)

Forty per cent of the department chairmen disagreed with this proposition. A common response was, "We have too professional of a staff." Also, this group was more involved in the negotiations process to the degree of knowing what teachers' demands would affect their jobs. They then put pressure on the administration to resist changes, such as limiting departmental meetings, in the bargaining sessions. This tactic demonstrates one way department chairmen functioned. They chose to go to the administration in this instance because they were more sympathetic to the issue than the teachers.

A rather large number of department chairmen were undecided on this proposition. Twenty-five per cent felt this way. The main reason was that it was too early for them to determine the real effect of the limitations on meetings.

Thirty-five per cent agreed with the proposition. A department chairman said, "Teachers object to giving any extra time beyond the classroom." Department chairmen would have

additional meetings that were optional in an attempt to get work done. They stated that about sixty per cent of their staffs would come, but it varied among individuals, with some teachers always in attendance and others never attending.

COMBINED RESPONSES

SA	A	U	D	SD
(5) 2.5%	(9) 22.5%	(9) 22.5%	(10) 25%	(7) 17.5%

(Total points received -2.5)

More respondents disagreed with this proposition than agreed. But with a large percentage undecided, those in disagreement did reach a plurality. School districts are just beginning to include items such as meetings in their contracts and many of these districts have not had the experience of seeing the effect of these limitations. This is the reason for the twenty-two per cent uncertain.

Respondents in disagreement with the proposition either had no such limitations or were able to cope with them successfully. Often the department chairmen applied pressure on the administration that demands by the teachers' organization be resisted in negotiations. Those respondents who agreed had encountered problems with the limitations imposed by the contract. These department chairmen did not wish to develop alternate plans to meet with teachers because they felt an obligation to follow the

intent of the contract.

Proposition 24

The administration is bargaining away the department chairmen's flexibility in doing their job, thus making it more difficult for them to perform their duties effectively.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(5) 25%	(2) 10%	(11) 55%	(1) 5%

(Total points received -6)

Sixty per cent of the principals disagreed with this proposition. A principal who disagreed said, "It's not the administration, but the department chairmen themselves who are bargaining away flexibility because they became members of the teachers' group." A number of principals were defensive on this proposition because they did not feel responsible for adverse changes resulting from negotiations. Other principals indicated there were few or no changes affecting the department chairmen.

Thirty per cent were in agreement. They felt that their department chairmen were much more restricted by the contract today. But they felt that it was because the department chairmen were members of the teachers' bargaining unit and not able to convey their problems to the administration during negotiations. As the first line of administration, department chairmen were

implementing many aspects of the contract.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(7) 35%	(2) 10%	(6) 30%	(3) 15%

(Total points received -1)

This proposition was evenly divided between department chairmen, with forty-five per cent in agreement and forty-five per cent in disagreement.

Those chairmen disagreeing had not experienced any changes in managing their departments because of negotiations. The agreeing chairmen felt otherwise. They usually had to spend more time on their duties. A driver education chairman said, "I figure all these little items that I need to check or get okayed by someone according to the contract cost me five hours a week of additional work." The most often mentioned items that consumed additional time were class size, teachers' schedules, and in-school substituting during free periods.

COMBINED RESPONSES

SA	A	U	D	SD
(3) 7.5%	(12) 30%	(4) 10%	(17) 42.5%	(4) 10%

(Total points received -3.5)

A majority of the respondents disagreed with this prop-

osition. They felt that the contract had not created problems for the department chairmen in relation to their duties.

More than forty per cent, however, did agree that the contract caused them some degree of extra time or extra work. These respondents were from school districts that had detailed contracts which included numerous items that pertain to department chairmen.

Proposition 31

During negotiations department chairmen are not able to effectively influence the teachers' organization demands that would restrict a department chairman's flexibility in managing the department, such as limiting the number of preparations for teachers, or limiting the frequency or length of departmental meetings.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(2) 10%	(11) 55%	(3) 15%	(4) 20%	0

(Total points received 11)

Sixty-five per cent of the principals agreed with this proposition. From their perception, department chairmen did not have sufficient influence to affect demands by the teachers' organization on items relating to the department chairmen. Principals did not see the chairmen as having any viable influence in the teachers' organization. One principal said, "The teachers' organization is concerned with the views of the class-

room teacher."

Fifteen per cent were uncertain of the chairmen's role with the teachers' organization and twenty per cent disagreed. Those principals in disagreement said that department chairmen were active leaders in the teachers' organization and could influence most items being negotiated.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(3) 15%	(8) 40%	(3) 15%	(3) 15%	(3) 15%

(Total points received 5)

A majority of the department chairmen agreed that they cannot influence a negotiations demand because classroom teachers have control of the teachers' organization and they are primarily concerned with obtaining benefits for classroom teachers.

Fifteen per cent were uncertain. Thirty per cent of the chairmen felt that they were adequately represented by the teachers' organization officers or the various negotiating sub-committees to effectively influence the demands of the organization.

Those chairmen disagreeing were usually active in the organization as compared to the agreeing chairmen whose participation in the affairs of the organization was minimal.

COMBINED RESPONSES

SA	A	U	D	SD
(5) 12.5%	(19) 47.5%	(6) 15%	(7) 17.5%	(3) 7.5%

(Total points received 8)

Sixty per cent of the respondents agreed with this proposition. These respondents did not feel that department chairmen had enough influence with the teachers' organization to affect demands during negotiations. Teachers dominated the organization and were chiefly interested in the welfare of classroom teachers. Department chairmen were not actively involved in the teachers' organization.

Fifteen per cent were uncertain, while twenty-five per cent disagreed with the proposition. In a number of districts, the department chairmen are established in leadership positions in the teachers' organization and they influence the demands during negotiations.

Proposition 35

Department chairmen must put in extra time in seeing that the requirements in the teacher-board contract are met on room assignments for teachers when schedules are being prepared.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(7) 35%	(2) 10%	(9) 45%	(1) 5%

(Total points received -2)

Fifty per cent of the principals disagreed with this proposition. They indicated that their contracts had no such provision and therefore department chairmen were not affected.

Forty per cent of the schools had contractual provisions on room assignments and believed this caused department chairmen additional work in meeting contractual items. Ten per cent were uncertain that it caused department chairmen additional work even though they had contractual provisions on room assignments.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(4) 20%	(4) 20%	(8) 40%	(2) 10%

(Total points received -4)

Fifty per cent of the department chairmen disagreed with this proposition. This group said there were no such provisions in their contracts, the same as the principals did. The remaining department chairmen said they were faced with provisions on room assignments. But, twenty per cent were uncertain that it required additional time. Thirty per cent said it caused them to put in additional time, but most of these chairmen were not opposed to doing so because it helped to improve their personal relationships with teachers.

COMBINED RESPONSES

SA	A	U	D	SD
(3) 7.5%	(11) 27.5%	(6) 15%	(17) 42.5%	(3) 7.5%

(Total points received -3)

One half of the respondents had no provision on room assignments and therefore were in disagreement on the proposition. The remaining respondents had such a provision. But, fifteen per cent were uncertain that it required more work. The remaining thirty-five per cent did agree that department chairmen must spend more time when determining room assignments, but it was not considered a hinderance to chairmen.

SUMMARY GRAPH FOR HYPOTHESIS IV

points

Proposition 4

Principals - 1
 Department Chairmen - 9

Proposition 12

Principals - 5
 Department Chairmen -17

Proposition 15

Principals 13
 Department Chairmen 4

Proposition 19

Principals - 1
 Department Chairmen - 4

Proposition 24

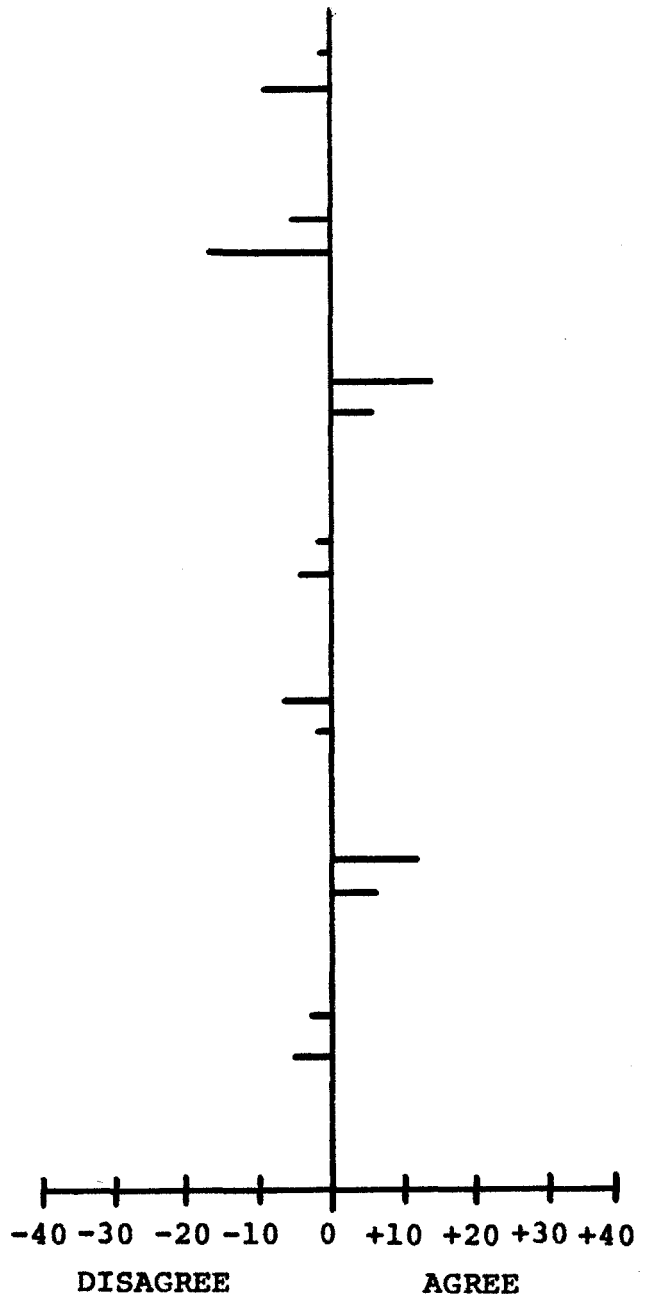
Principals - 6
 Department Chairmen - 1

Proposition 31

Principals 11
 Department Chairmen 5

Proposition 35

Principals - 2
 Department Chairmen - 4



COMBINED SUMMARY TABLE FOR HYPOTHESIS IV

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Proposition 4 (Points -5)	(2) 5%	(12) 30%	(5) 12.5%	(16) 40%	(5) 12.5%
Proposition 12 (Points -11)	(2) 5%	(6) 15%	(6) 15%	(20) 50%	(6) 15%
Proposition 15 (Points 8.5)	(11) 27.5%	(12) 30%	(3) 7.5%	(11) 27.5%	(3) 7.5%
Proposition 19 (Points -2.5)	(5) 12.5%	(9) 22.5%	(9) 22.5%	(10) 25%	(7) 17.5%
Proposition 24 (Points -3.5)	(3) 7.5%	(12) 30%	(4) 10%	(17) 42.5%	(4) 10%
Proposition 31 (Points 8)	(5) 12.5%	(19) 47.5%	(6) 15%	(7) 17.5%	(3) 7.5%
Proposition 35 (Points -3)	(3) 7.5%	(11) 27.5%	(6) 15%	(17) 42.5%	(3) 7.5%

Summary and Analysis

There seems to be agreement that principals and department chairmen do not feel that the inclusion of the department chairmen in the teachers' bargaining unit is adding problems related to department chairmen performing their management duties. The findings of the in-depth study support the data from the proposition of hypothesis four. After an analysis of the accumulated data, this hypothesis is rejected.

The respondents state that department chairmen are receiving cooperation from teachers on daily departmental

matters. A primary reason given for this cooperation is that the authority of department chairmen tends to have a discouraging effect upon uncooperative teachers. This may be a reason that the authority of department chairmen is not generally being questioned by teachers in such areas as class assignments. Authority and its effective use is often dependent upon the willingness of the person in authority and those over whom he has authority to reach a mutual understanding of their purposes and how they will go about attaining these purposes.

Department chairmen are able to conduct effective departmental meetings by consent of the group in seeking alternative ways to cope with contract limitations; yet they are not able to conduct effective in-service education programs because of the same contract limitations. This inconsistency illustrates that the respondents feel that department chairmen have the flexibility to seek alternative ways to circumvent contract limitations when they desire to do so.

A non-verbalized attitude on the part of the respondents suggests that in-service education was not considered a priority by department chairmen or teachers in the district. If this is true, it would explain the inconsistency that exists in the respondents being able to conduct effective departmental meetings and not in-service education, despite contract limitations on both of them. The attitude of teachers toward in-service

education was perceived as negative by the respondents, thus contributing to their attitude on this question. Departmental meetings are often concerned with routine management items, whereas, in-service education is often concerned with change in some aspect of the educational program. The reluctance of staff to change may have been another contributing factor toward the apparent failure to seek alternatives for in-service education.

The respondents also stated that department chairmen did not need to spend additional time in meeting contractual items on teacher room assignments. This proposition was intended to measure the amount of time department chairmen spent when performing management functions. If it had been positive, it could have had implications for the role that chairmen would have time for in other areas, such as teacher evaluation and curriculum.

There is another inconsistency in the data in addition to the in-service education issue. The respondents agreed that in many school districts department chairmen are not able to influence the negotiations demands of the teachers' organization. Except in a few instances, department chairmen have very little influence within the teachers' organization even though they are members. But, this lack of department chairmen influence with the teachers' organization in negotiations demands affecting them is presently being offset by the administration's position not to bargain away the chairmen's flexibility. When the reasons

for the inconsistencies are analyzed in relation to the other propositions and the effects they are having on the department chairmen's performance of management functions, they are not sufficient to change the rejection of the hypothesis.

A feeling was demonstrated by department chairmen that their closeness to the teachers through membership in the same organization and their common interest as classroom teachers strengthened the every day working relationships with most of their staffs. Many principals gave the same impression.

Department chairmen need to work closely with the administration in protecting the flexibility needed to perform their management duties. The data suggest that the administration is more willing to do this than is the teachers' organization. Department chairmen will be forced, therefore, to play dual roles as administrators and teachers in sustaining their flexibility to do the administrative portion of their jobs and at the same time be included in the teachers' bargaining unit.

In interpreting the data, it is recognized that a number of schools have not reached the point in their teacher-board negotiations where contracts have become specific enough to inhibit administrative discretion. Also, in a number of schools where specificity exists in the contract, experience has not yet given respondents valid opinions concerning its desirability.

Hypothesis V

The administrative working relationships between department chairmen and the principal have been weakened by including department chairmen in the teachers' bargaining unit.

Hypothesis five intends to determine what effect the department chairmen's inclusion in the teachers' bargaining unit has on the working relationship between the principal and department chairmen. Propositions three, seven, nine, twenty-one, twenty-nine, and thirty-two pertain to this hypothesis.

Proposition 3

The principal and department chairmen are not coordinating their efforts in order to attain the goals of the department and the school.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
0	(3) 15%	(3) 15%	(11) 55%	(3) 15%

(Total points received -14)

Seventy per cent of the principals disagreed with this proposition. These principals indicated that they were doing their utmost to work toward the same goals as the department chairmen. They felt that department chairmen were doing the same. It was considered to be mutually advantageous to do so.

Fifteen per cent of the principals were uncertain and fifteen per cent agreed that little coordination was taking place. Principals from both of these groups are from schools

which have experienced considerable hostility in negotiations. The strategy used by department chairmen in these schools is to let plans go unattended for a period of time to the point where it is no longer possible to attain the goal. No open conflicts occur, just passive behavior.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(2) 10%	0	(8) 40%	(8) 40%

(Total points received -18)

Eight out of ten department chairmen disagreed with this proposition. They felt that there is a coordination of efforts by principals and department chairmen. Negotiations, if anything, has resulted in principals working more closely with them, according to most of the department chairmen. The department chairmen saw themselves in a difficult position because of their dual role of administrators and teachers and did not want to compound their problems by alienating the principal.

Twenty per cent of the department chairmen agreed with this proposition. This group felt that there was a polarization of sides after strong disagreements during negotiations. This polarization affected the department chairmen and principal in their daily working relationships.

COMBINED RESPONSES

SA	A	U	D	SD
(2) 5%	(5) 12.5%	(3) 7.5%	(19) 47.5%	(11) 27.5%

(Total points received -16)

Three-fourths of the respondents rejected the proposition. Most of these respondents believed that negotiations have strengthened the coordination between the principal and department chairmen, not weakened it.

Seventeen per cent felt that negotiations have strained the coordination efforts between the principal and department chairmen. The issues causing this strain came after confrontations between the board and the teachers' organization.

The negotiations were considered to be the cause of the polarization because the members of the teachers' bargaining unit, which included department chairmen, closed ranks against the school board and administration. This polarization continued after the issues between the school board and the teachers' organization were settled.

Proposition 7

Communications between the department chairmen and the principal have been weakened since collective bargaining began.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(2) 10%	(4) 20%	(2) 10%	(12) 60%	0

(Total points received -4)

Sixty per cent of the principals disagreed with this proposition. They felt that they were now spending more time communicating with department chairmen than before negotiations began. The current emphasis on communications was cited as a reason for this attitude.

Thirty per cent of the principals agreed with this proposition. These principals come from school districts where teacher militancy has entered negotiations. They felt that there are many items that cannot be shared with department chairmen because of their inclusion in the teachers' bargaining unit. One principal added, "My department chairmen feel that the teaching staff sees them in a less important role."

Every principal in the study conducts a weekly meeting with department chairmen for the purpose of maintaining good communications. But those districts where issues have polarized the board and the teachers' organization are cautious on what is communicated to department chairmen because of their membership in the teachers' organization.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(1) 5%	(2) 10%	(1) 5%	(7) 35%	(9) 45%

(Total points received -21)

Eight of ten department chairmen disagreed with the proposition. Many chairmen were very sensitive on this question and replies such as, "There are excellent communications between the principal and department chairmen," were given frequently. More department chairmen felt this way than did principals. It would seem from this that some department chairmen may not realize that principals are not informing them about items as much as they ordinarily would have done.

Fifteen per cent agreed that negotiations has caused communications to weaken between the principal and department chairmen. These chairmen felt their principals viewed them as teachers and did not take them into their confidence on future plans.

COMBINED RESPONSES

SA	A	U	D	SD
(3) 7.5%	(6) 15%	(3) 7.5%	(19) 47.5%	(9) 22.5%

(Total points received -12.5)

A majority of the respondents disagreed, countering that

there were now better communications between principals and department chairmen. There was a common feeling that negotiations has forced middle management closer together in order to survive.

Twenty-two per cent of the respondents agreed with the proposition. As local teacher-board problems in negotiations became polarized, problems in communications between the principal and department chairmen developed in the operation of the school because of their opposing sides in negotiations.

Proposition 9

The principal views the department chairmen as "being on the side of the teachers."

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(5) 25%	(7) 35%	(2) 10%	(5) 25%	(1) 5%

(Total points received 10)

Sixty per cent of the principals agreed with this proposition. Since the department chairmen are included in the teachers' bargaining unit, most principals felt that they must be considered with the teachers. But the principals did not interpret their response as being negative. While most principals preferred that department chairmen be considered administrators, they felt that their working relationships on a personal basis were good. The same opinion was given in proposition twenty-nine.

One principal who was undecided on the proposition said, "The department chairman is on the teacher's side only when he's not doing administrative work. How can you classify them one way or the other when they are both?"

Thirty per cent disagreed. A principal who disagreed said, "They should be supportive of teachers." The principals in this group viewed department chairmen as pro administration and therefore part of the administration.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(1) 5%	(8) 40%	(4) 20%	(6) 30%	(1) 5%

(Total points received 2)

Twenty per cent of the department chairmen were uncertain on this proposition. As one stated, "I never thought of taking sides." In general, this view was reflected in the uncertain group. Those in this group felt they could function in both administrative and teacher roles with no problem.

Forty-five per cent of the department chairmen agreed that they were viewed by the principal as being with the teachers because of their inclusion in the teachers' bargaining unit. Several said that strikes or near strikes made this issue clear to their principals and themselves.

Thirty-five per cent disagreed. These chairmen felt that

their principals perceived them as department chairmen with responsibilities to carry out. They had no reason to believe they were viewed as teachers because their principals shared all information with them as far as they knew.

COMBINED RESPONSES

SA	A	U	D	SD
(6) 15%	(15) 37.5%	(6) 15%	(11) 27.5%	(2) 5%

(Total points received 6)

A majority of the respondents agreed with this proposition, while fifteen per cent were undecided and thirty-two per cent in disagreement.

There was a significant degree of relationship between the way the principal viewed the chairmen and the way the chairmen viewed themselves in the same school. This was particularly true for respondents who disagreed with the proposition, thus viewing department chairmen as administrators. In these instances, the principal treated department chairmen as members of the administrative team regardless of their inclusion in the teachers' bargaining unit. While these schools had not faced serious negotiations problems, it is a potential strategy that principals might employ to keep a strong administrative working relationship between department chairmen and themselves.

But a majority still view the department chairmen as "being

on the side of the teachers." This is because of their membership in the teachers' organization. Yet, this is not viewed in a negative manner by either group.

Proposition 21

The principal is now making some of the decisions that were previously made by department chairmen in such areas as teacher employment, teacher evaluation, and curriculum matters.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(2) 10%	(6) 30%	(1) 5%	(11) 55%	0

(Total points received -1)

Fifty-five per cent of the principals did not agree with this proposition. They felt that the department chairmen were continuing to make the same type of decisions as they had made before negotiations began. The department chairmen's inclusion in the teachers' bargaining unit had no effect on what they expected from department chairmen in decision making.

Forty per cent of the principals agreed that they were beginning to assume some of the decision making authority. Four principals added that in many instances they manipulated events so that the department chairmen were not aware of this infringement. For example, the principal would schedule new teacher interviews on the weekend or vacation when chairmen would be unlikely to come. Morale was a reason cited for this method.

No open conflicts in this takeover of some decision making by principals was reported. They did not believe their department chairmen realized that this was happening because it was not done very often.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(2) 10%	(3) 15%	(3) 15%	(7) 35%	(5) 25%

(Total points received -10)

Sixty per cent of the department chairmen disagreed with this proposition. They felt their authority in decision making remained intact.

Fifteen per cent were uncertain. These chairmen did not feel they had as much authority as in the past. But they were not aware of the principal taking it upon himself to do things. One person added, "There have been so many changes in administrative procedures that I really can't be certain."

Twenty-five per cent of the department chairmen agreed that their authority was being phased out slowly. They believed it was because of their inclusion in the teachers' bargaining unit. But most chairmen could not give specific examples. A chairman said that recently a director of personnel was employed by the district office to do all hiring. While the candidates were interviewed by the department chairmen, it was the personnel

director who made the decision about employing the candidate. He added, "usually the inexperienced ones; they don't cost as much." And yet his views were always sought by the personnel director, and followed. Possibly the idea of another administrator being instrumental or interfering in his recommendations disturbed him. Another chairman told of a new curriculum director taking over decisions in that area.

COMBINED RESPONSES

SA	A	U	D	SD
(4) 10%	(9) 22.5%	(4) 10%	(18) 45%	(5) 12.5%

(Total points received -5.5)

A majority of the respondents did not agree that department chairmen were losing decision making authority to the principal. There was a feeling that his authority was remaining in the hands of the chairmen. Some of the department chairmen felt that more joint decisions were now taking place between the principal and chairmen than prior to negotiations.

Since more principals than department chairmen believed that chairmen were losing authority, it may be implied that department chairmen are not facing reality on the issue since forty per cent of the principals is a significant percentage. Authority was not always lost to the principal. District administration had begun to take over leadership in personnel

and curriculum in a few cases. The department chairmen's inclusion in the teachers' bargaining unit was considered to be the reason for this trend because they felt the administration wanted to have as much power as possible in the schools.

Proposition 29

Department chairmen and the principal disagree on the subject of whether the department chairmen should be included in the teachers' bargaining unit.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(4) 20%	(8) 40%	(4) 20%	(3) 15%	(1) 5%

(Total points received 11)

Sixty per cent of the principals agreed with the proposition. They indicated a preference that department chairmen be considered members of the administrative team. They believed that in this way the system could be more efficient. But this feeling was based on the need for a clear definition of the role of the department chairmen and not on disagreements of a personal nature.

Twenty per cent were uncertain as to the best placement of the chairmen. They could see advantages either way. And, presently their chairmen were functioning adequately in a dual role so that they had not seriously considered the topic.

Twenty per cent disagreed and felt that the department

chairmen served the district best in the teachers' bargaining unit. When queried, each principal said the department chairmen play a valuable role as buffers, understanding the administration point of view and being able to communicate it internally to the rest of the staff. One principal made the point, "Our department chairmen do a good job of keeping the militant young turks in line."

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
(4) 20%	(5) 25%	(5) 25%	(3) 15%	(3) 15%

(Total points received 4)

Forty-five per cent of the department chairmen realized that their principals thought of them as administrators and wanted them to be part of the administration for negotiations purposes. But, most chairmen felt that the security of the teachers' organization was very important to them and they believed the principal understood this to be their reason for joining the teachers' bargaining unit.

Twenty-five per cent of the department chairmen were uncertain. The issue had never come up for discussion with the principal and they had no idea how he felt. The principal had never given them any indication as to how he felt on this issue.

Twenty per cent of the department chairmen said their

principals thought they should be included with the teachers. None was able to give a reason why his principal felt that way. Department chairmen believed they could work closer with the teachers as members of the teachers' organization.

COMBINED RESPONSES

SA	A	U	D	SD
(8) 20%	(13) 32.5%	(9) 22.5%	(6) 15%	(4) 10%

(Total points received 7.5)

A majority of the respondents were in agreement with this proposition. But the variability of responses indicates that the agreement is far from being unanimous. But these respondents felt that the department chairmen should be members of the administration from a theoretical viewpoint. The practical position of security dominated the thoughts of the department chairmen, while the principals and department chairmen did not believe their relationship weakened because they had a difference of opinion on this issue.

The large number of uncertain respondents indicates that many respondents do not discuss the issue and allow matters to remain unchanged. As a principal stated, "It isn't an issue in our district yet."

Twenty-five per cent were in disagreement. The attitude of principals that department chairmen are able to serve as

buffers between them and the radical teachers was an interesting point. These chairmen were made to realize that the principals preferred them to be members of the teachers' organization. These schools had chairmen in leadership positions in the teachers' organization; thus, they were able to do a better job as buffers between the two groups.

Proposition 32

There is less cooperation between the principal and department chairmen since collective bargaining began.

PRINCIPALS' RESPONSES

SA	A	U	D	SD
(1) 5%	(2) 10%	(2) 10%	(14) 70%	(1) 5%

(Total points received -12)

Three-fourths of the principals disagreed with this proposition. They felt that cooperation is the same or has improved since collective bargaining began. Principals cited the emphasis on communications since collective bargaining as a reason for increased communications with department chairmen. Also, department chairmen provide the source by which principals feel they can improve faculty communications. Proposition three, which is related to these points, supports this proposition.

Fifteen per cent were in agreement with the proposition. Teacher militancy in negotiations was given as the reason for

less cooperation between principal and department chairmen. The negotiations issues carried over into the school to harm this relationship.

Ten per cent of the principals were undecided on this issue.

DEPARTMENT CHAIRMEN'S RESPONSES

SA	A	U	D	SD
0	(2) 10%	(1) 5%	(8) 40%	(9) 45%

(Total points received -24)

Eighty-five per cent of the department chairmen were in disagreement with this proposition. This figure almost parallels proposition three. They believed that the cooperation, if anything, was better since collective bargaining began. A number of chairmen felt that the principal and department chairmen were brought closer together because it is more difficult to operate the schools since collective bargaining. So it has become necessary for them to work more closely.

Ten per cent disagreed with the proposition. These department chairmen are from schools that have undergone a strike or near strike. They believed negotiations problems to be the major reason for a breakdown in communications.

COMBINED RESPONSES

SA	A	U	D	SD
(1) 2.5%	(4) 10%	(3) 7.5%	(22) 55%	(10) 25%

(Total points received -18)

Eight out of ten respondents did not agree with this proposition. There was a feeling that cooperation was improved between principals and department chairmen since collective bargaining began. The need for middle management to work together was cited by many principals and department chairmen as essential if they expect to be a viable force in secondary education.

The respondents who disagreed with this proposition were involved in recent teacher-board confrontations that resulted in less cooperation between department chairmen and the principal. It appeared to be a problem to restructure relationships between department chairmen and the principal following a confrontation.

SUMMARY GRAPH FOR HYPOTHESIS V

points

Proposition 3

Principals	-14
Department Chairmen	-18

Proposition 7

Principals	- 4
Department Chairmen	-21

Proposition 9

Principals	10
Department Chairmen	2

Proposition 21

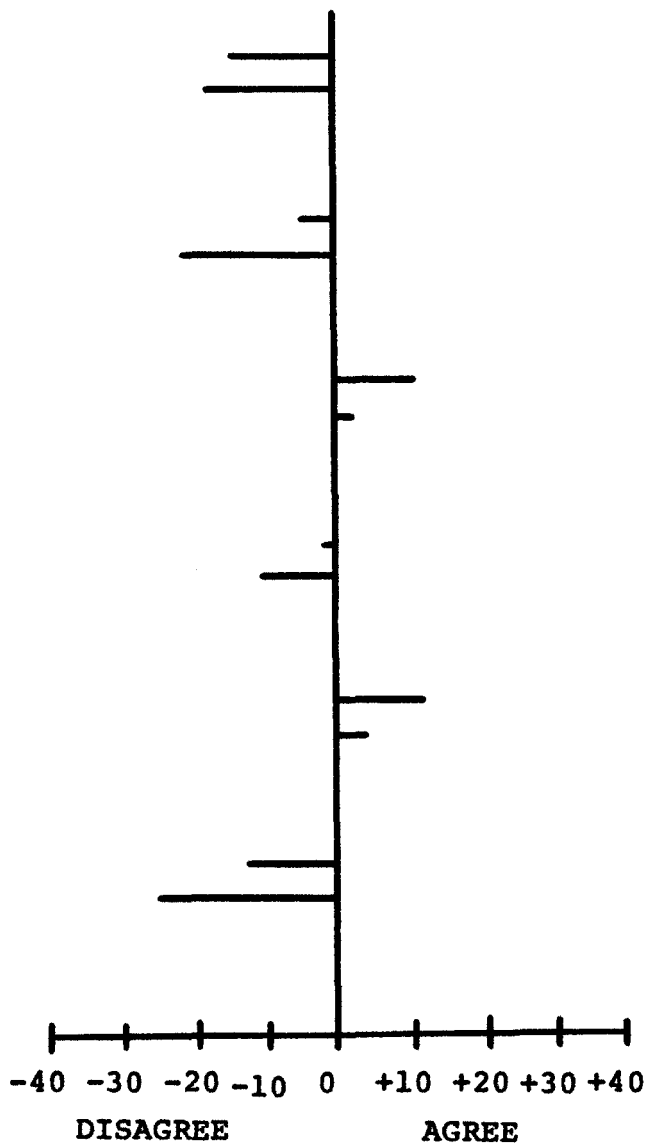
Principals	- 1
Department Chairmen	-10

Proposition 29

Principals	11
Department Chairmen	4

Proposition 32

Principals	-12
Department Chairmen	-24



COMBINED SUMMARY TABLE FOR HYPOTHESIS V

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Proposition 3 (Points -16)	(2) 5%	(5) 12.5%	(3) 7.5%	(19) 47.5%	(11) 27.5%
Proposition 7 (Points -12.5)	(3) 7.5%	(6) 15%	(3) 7.5%	(19) 47.5%	(9) 22.5%
Proposition 9 (Points 6)	(6) 15%	(15) 37.5%	(6) 15%	(11) 27.5%	(2) 5%
Proposition 21 (Points -5.5)	(4) 10%	(9) 22.5%	(4) 10%	(18) 45%	(5) 12.5%
Proposition 29 (Points 7.5)	(8) 20%	(13) 32.5%	(9) 22.5%	(6) 15%	(4) 10%
Proposition 32 (Points -18)	(1) 2.5%	(4) 10%	(3) 7.5%	(22) 55%	(10) 25%

Summary and Analysis

There appears to be agreement that both principals and department chairmen do not believe that the administrative working relationships between them have been weakened by the department chairmen's inclusion in the teachers' bargaining unit. The data from the in-depth study and the propositions of hypothesis five concur. Following a thorough review of the accumulated data, hypothesis five is rejected.

The data suggest that collective bargaining has enhanced the development of a closer professional relationship between the principal and department chairmen. The placement of depart-

ment chairmen in the teachers' bargaining unit has had no significant effect on this relationship. Apparently, this has come about because of the need for middle management to work together when they are represented on the opposite sides of the bargaining table. Only in the schools that have been involved in polarized teacher-board conflicts was there a breach in the good relationship between the principal and the department chairmen.

A majority of the respondents believe that the principal and department chairmen are coordinating their efforts to attain the objectives of the department and the school. Cooperation and communications between them have not changed or improved since negotiations began. In addition, the traditional decision making authority of department chairmen in the school remains unchanged in most districts. In districts where some change has taken place in the decision making role of department chairmen, that change is small and does not significantly affect the role of the chairmen.

There are some inconsistencies in the data, but these are explainable in rejecting the hypothesis. The fact that a majority of the respondents view department chairmen to "be on the side of teachers" is done so without a negative connotation. While these respondents believe that department chairmen would function more effectively as administrators, they recognize that department chairmen membership in the teachers' bargaining unit

has no adverse effect on coordination, communications and cooperation at the present time. Thus, principals and department chairmen are able to work together regardless of the paradox department chairmen face as administrators and teachers.

Another inconsistency in the data concerned the disagreement between principals and department chairmen relative to the inclusion of department chairmen in the teachers' bargaining unit. This difference appears to have a degree of positiveness associated with it by a number of principals. Their reason for preferring department chairmen to be considered part of the administration was for a clearer role definition rather than because of disagreements of a personal nature. Clearly, many principals feel that it is advantageous to the administration for the department chairmen to remain part of the teachers' bargaining unit. Then chairmen will be able to influence the ideas of the radical teachers. Also, department chairmen prefer this arrangement for the job security that the teachers' organization affords them.

Providing a school district can avert teacher-board confrontations, the working relationship between the principal and department chairmen appears to be cooperative. The problem, then, becomes one of averting a crisis. The dual role of administrator and teacher is precarious indeed in a situation where definite sides must be chosen.

CHAPTER IV

IN-DEPTH STUDY OF THREE SECONDARY SCHOOLS

An in-depth study was conducted of three secondary schools in which department chairmen are included in the teachers' bargaining unit. The principal and all department chairmen were interviewed in an unstructured atmosphere. (See Appendix B). Since the inclusion of a position in the bargaining unit does not require those in that position to be members of the teachers' organization, some department chairmen interviewed were not members of the organization. Despite the fact that some department chairmen were not members of the teachers' organization which was the sole bargaining agent, the teachers' organization continued to bargain the salaries and working conditions for these chairmen.

The three secondary schools which participated in the in-depth study represented typical situations in which department chairmen find themselves today. At the first school, the issue of the department chairmen's inclusion in the teachers' bargaining unit resulted in a confrontation between the administration and the department chairmen. The second school, in an attempt to increase administrative efficiency through accountability,

underwent a professional management study which included the position of department chairmen. The third school was functioning with no apparent problems.

The data obtained in the in-depth study were analyzed and compared to the results obtained in Chapter III. So that candid information would be acquired for this study, principals and department chairmen were assured that their identities as well as the identities of the schools in which they serve would not be revealed in any portion of this study.

The three secondary schools that were selected for this study will be referred to as schools "A," "B," and "C."

SCHOOL "A"

School "A" is located in a near southwestern suburb in Cook County. There are two high schools in the school district and the teachers' association is the recognized bargaining representative for the teachers. A formal contract has existed for three years, and in each year the contract has become more specific with detailed procedures established for many items. The school has over 1600 students and a teaching faculty numbering eighty-three. There are four administrative persons in the school: a principal; an assistant principal; and two deans of students.

During the spring of 1971, the question of whether department chairmen would be represented by the teachers' association

or considered members of the administration became an issue. The teachers' association agreed to include the department chairmen in the bargaining unit, but at the same time did not make this a negotiations demand. Their position was that the association wished to represent anyone who desired to be included in the teachers' bargaining unit. The administration, particularly the superintendent, wanted the department chairmen to be excluded from representation in negotiations by the teachers' association. Also, the administration did not want this issue to be settled at the bargaining table.

Thus, the setting was established for the department chairmen to decide their own fate. At this time, the department chairmen were provided an extra pay contract and released time from teaching one or two classes. They were also released from a one half period supervisory duty for a one-half class period in the study hall or the cafeteria.

A number of meetings was held among the department chairmen themselves to discuss the pros and cons of allying with either the administration or the teachers. At these meetings, the teachers' association and the superintendent presented their positions on the matter. It was agreed by all parties that a democratic vote of the department chairmen would determine their allegiance. In a close vote, the department chairmen chose to become members of the teachers' association; thus, they were

included in the teachers' bargaining unit. Ostensibly, this choice was prompted by the superintendent's refusal to make any promises concerning their future working conditions and salary. Failing to get any commitments, the department chairmen felt they would have more job security by becoming members of the teachers' association.

The security for which the department chairmen were striving was now to be negotiated at the bargaining table. The superintendent, angered at their decision and faced with a financial problem, strove for and achieved the elimination of all class released time. The teachers' association was more concerned with the salary schedule, extra pay contracts and class size than it was with the department chairmen's released time. Hence, the department chairmen were assigned five classes, like all other teachers. They continued to be relieved of the one half hour of supervisory duties and received an extra pay contract. The result of all of this was that the department chairmen were very displeased with this negotiated agreement because of the reduction in released time.

The business office was to assume responsibility for the departmental budgeting, including bidding and maintaining inventory work if the chairmen so desired. In the interviews, the chairman indicated that they were still performing these functions because they felt that they would not get the service or

correct materials if they turned these matters over to the business office. In addition, they were to be relieved of as much teacher evaluation as possible by the principal. But there was a clause in the contract which allowed the principal to have department chairmen do the teacher evaluation upon his request, the department chairmen being provided teacher substitutes for their classes during this time. Thus, department chairmen were being asked by the principal to do the evaluation of teachers. In reality, no duties were removed and the chairmen now were to teach one or two more classes.

In discussing the loss of released time, the principal said, "If the department chairmen had elected to go with the administration, things would have turned out much differently, in my opinion. No one will ever convince me that a department chairman is not an administrative person. To perform the kinds of duties necessary for the job, there is a conflict of interest if he is with the teachers. And, I might add, teacher evaluation is the main reason."

In responding to the effect that the inclusion of the department chairmen in the teachers' bargaining unit had on the school, the principal stated, "Boys and girls would be better off and we would have a better and stronger school if department chairmen were administration. Teachers would also get more service and leadership." He felt that, as a group, it is more

difficult for department chairmen to function effectively when they are part of the teachers' organization.

The principal and each of the twelve department chairmen in school "A" revealed a great degree of agreement in their views on the events that had taken place. While the department chairmen felt much resentment toward the administration because of their increased workload and disillusionment with the teachers' association in representing them, they now felt that they had a much greater understanding in negotiations and their particular role in their school districts. Since the negotiated agreement was for two years, there would be no changes for the 1972-73 school year. But the majority of the department chairmen and the principal believed that subsequent negotiations would lead to changes in the role of the department chairmen in their school district. To say what these changes would be, of course, could only be speculative. However, most of the chairmen indicated that an election conducted at this time to determine who would represent them, either the superintendent or the teachers' organization, would result in a different outcome.

In school "A," the role of the department chairmen in teacher evaluation has been negatively affected by the department chairmen's inclusion in the teachers' bargaining unit. The principal believes that the department chairmen are playing a "lesser role in evaluation today." As members of the association

"they are more reluctant to evaluate teachers, particularly when the evaluation could be unfavorable." While the principal is still relying upon the department chairmen to perform teacher evaluation, he thinks that the teachers feel that the department chairmen are less powerful since they are now teaching five classes. The department chairmen are faced with the conflicts of being honest in writing evaluations versus being loyal to the teachers' organization, according to the principal.

All twelve department chairmen agreed that their role in teacher evaluation today was not as strong as it had been a year ago. But, three of the chairmen said they preferred a lesser role in teacher evaluation because it was the worst part of the job. The others wanted to return to the more active role they previously had played. The underlying reason for this desire was the hope that they would regain their lost authority and influence. Ten of the department chairmen realized there was a conflict in the roles they played. As one chairman said, "The only way to eliminate this conflict is to eliminate department chairmen or make them administrators." This statement summed up the attitude of the others. Since the issue was so clearly defined in school "A," most chairmen were speaking from actual experience. The administration still expects them to perform the same duties, while the teachers see them in a non-threatening role.

On the subject of department chairmen providing curriculum leadership, the principal said, "The loss of released time has hurt them. I am spending much more time on curriculum matters, particularly in planning ahead the directions in which we should be going." The position of the teachers' association is to maintain quality education, but the emphasis is placed on teacher salary and working conditions in order to achieve this goal, according to the principal. He said, "For example, when I tried to get the teachers of senior subjects in one department to move toward independent study, they agreed but wanted to know how much extra pay they would get for it."

Eleven department chairmen agreed that less released time results in a neglect of curriculum work. Seven chairmen believed that the teachers' association was inhibiting curriculum change. One chairman said, "I was attempting to get my department to go in the direction of individualized study. After we began to work on behavioral objectives, a member of the association told me, 'We don't do this anymore.' I stopped because of the peer pressure in the department." Most of the chairmen felt that the principal was more actively involved in curriculum today, but that it was a superficial effort because of his lack of understanding in their subject areas. These chairmen stated that they were the people who should plan and implement the curriculum in their departments.

The principal and all department chairmen agreed that the department chairmen could be the cause of teacher grievances. A case was reported by the principal in which a department chairman submitted a negative evaluation of a non-tenure teacher. According to the contract, the teacher evaluated has the right to request a conference with the principal and department chairman concerning any evaluation. The teacher also has the right to representation by an association member. A conference was conducted and the teacher questioned the department chairman thoroughly about the evaluation. During the conference the department chairman became visibly upset by the fact that his judgment was being questioned. Following the conference, the association representative said to the principal, "You need to make department chairmen aware of the new role the association has. We are here to support the classroom teacher."

The department chairmen were cognizant of the possibility of their involvement in teacher grievance cases. Teacher evaluation was considered to be the most likely area of grievance. The department chairmen at school "A" were aware of the above cited case and did not wish to receive pressure from the teachers' association if grievances developed. They felt strongly that the administration should bear the criticism on teacher evaluation, even when the chairmen wrote the evaluations. In essence, the chairmen wanted to avoid responsibility for their

actions. As association members, they did not want to be criticized by the association because there was no doubt in their minds that the association would support the teachers.

A discussion with the principal about the performance of management duties by department chairmen revealed no adverse effect since the outset of negotiations in the district. He said, "It is still advantageous for teachers to cooperate with them. The department chairmen hold the trump cards in scheduling classes, room assignments, approving field trips, and so on, and if the teachers do not cooperate, they could have a few problems." In the opinion of the principal, teachers still cooperate fully with the department chairmen.

Ten of the department chairmen felt they had experienced no difficulty in receiving teacher cooperation. Several believed that the inclusion of department chairmen in the teachers' bargaining unit improved personal relationships and cooperation. School "A" had no contractual limitations on meetings or the assignment of teachers. Two department chairmen felt that their only problem concerned itself with the care of expensive equipment. Some teachers failed to assume responsibility for the equipment, which resulted in additional work for the chairmen.

The principal did not feel that his personal relationship with the department chairmen was affected. He added, "I've noticed some change in their initiating a conference. This year

I am calling on them much more than in the past and I think it is because they are in class so much. When we are together the department chairmen are very cooperative." When asked about changes in past practices, the principal said that he foresees that the chairmen will be playing a lesser role in future employment of teachers. Again, this is due to their full schedule of classes and their lack of free time during the day.

The vast majority of department chairmen saw no change in their relationship with the principal. While the department chairmen resented the loss of released time, this resentment was directed at the superintendent and not at the principal. They saw that the principal was endeavoring to do his best under conditions wherein he did not have as much assistance from the chairmen as he had had in past years. Due to the time factor, department chairmen felt their authority and influence to be less in almost all areas of their work.

In comparing the attitudes of the principal and twelve department chairmen of school "A" to the results of the hypotheses in Chapter III, similarities are found to be present. School "A" respondents believe that the inclusion of department chairmen in the teachers' bargaining unit:

1. is incompatible with department chairmen performing teacher evaluation.
2. has had a negative effect on the leadership role of

department chairmen in curriculum change and implementation, primarily in a loss of time to work on curriculum matters.

3. still leaves the department chairmen in a position to cause a teacher grievance.
4. has had, if anything, a positive affect in securing teacher cooperation for department chairmen in the performance of management functions.
5. promotes a good working relationship between the principal and department chairmen.

All respondents in school "A" feel that negotiations will further affect the role of department chairmen. A number of these respondents are wondering what the future role of the department chairmen in their district will be, or if, indeed, they will have a role.

SCHOOL "B"

School "B" is situated in DuPage County, west of Chicago and located in a suburban residential community. The school district consists of three high schools, for which the teachers' union is the recognized bargaining agent of the teachers. A formal teacher-board contract has existed for five years. Prior to that time, the teachers' union negotiated on an unofficial basis for many years. School "B" has a student enrollment in excess of 3000 students and a faculty of approximately 165.

Other administrators in the building, in addition to the principal, are three assistant principals and five deans.

After completing negotiations for the 1971-72 school year, the district board of education decided to study administrative efficiency for purposes of greater accountability. An outside management consulting firm was employed to conduct the study at a cost of \$21,000.00. The objectives of the school district study were:

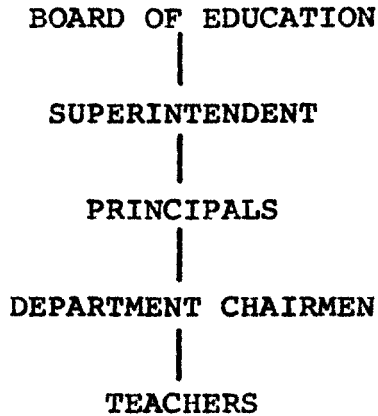
1. to logically group administrative responsibilities to be most effective.
2. to clearly define the roles, duties and responsibilities of the administrative staff.
3. to facilitate communication and cooperation among administrative personnel.

The aspect of the study that is applicable to this dissertation is the section that the management firm designated management of instruction, which may also be referred to as supervision.

This section is concerned with selection teachers, evaluating teachers; training and development; planning and developing the curriculum, determining the needs for materials and equipment; planning instructional techniques; and determining staff requirements.

The report recommends that the administration be organized

along functional lines and states, "The line of responsibility for the management of instruction must remain clear and unimpeded." It is illustrated as:



The report adds: "The teachers work under the leadership, direction and recommendational authority of the Department Chairmen." Thus, the department chairmen perform first-line duties for the management of instruction and they are directly responsible to the building principal.

Under this concept of administration, the principal directly supervises the assistant principal, the director of administration and the thirteen department chairmen. (See Appendix D). The principal has the primary responsibility for the management of instruction in the school and for school-community relations. His other responsibilities are delegated so that he does not need to be concerned with educational services activities and administrative support activities.

Interviews were conducted during the management study with

district office staff, principals, assistant principals, administrative assistants, department chairmen, and the board of education members.

The department chairmen felt that the management study recommendations would include the elimination of their positions because they were included in the teachers' bargaining unit. Following the report, which appears to give the position of department chairman more authority than it previously had, the board of education implemented a number of the firm's recommendations and flatly stated, "Negotiations for next year are going to start from zero in writing a new contract." Immediately, the feeling among department chairmen was that the board of education was going to remove them from the teachers' bargaining unit through negotiations. The basis for such removal would be the management firm's recommendations.

The principal indicated the same feeling as the department chairmen that an attempt would be made by the board of education to eliminate department chairmen from the teachers' bargaining unit during negotiations. Apparently, one of the problems facing the board negotiators was that the removal of department chairmen would give the teachers' union a great psychological advantage in claiming that the district had too many administrators.

Presently, the union negotiates for the extra pay contracts

that department chairmen receive. These extra pay contracts are based on the number of teachers in the department and range from \$700.00 to \$1,250.00. The highest salary allowed is for departments that include 12.5 teachers or more. School "B" has six departments with chairmen in this category. The amount of released time for department chairmen is not subject to negotiations. Department chairmen teach at least two classes and no more than four. It is the released time percentage that multiplies the cost and the one area that board negotiators fear the union would use in calculating additional administrators on a part-time basis.

The principal of school "B" said there has been no formal change in the administrative policy on teacher evaluation by department chairmen during the past four years. Yet he has noticed a tendency on the part of department chairmen to avoid teacher evaluation whenever possible. He attributed the attitude of department chairmen on teacher evaluation to the growing influence of the teachers' union. A major purpose of the management study was to establish administrative accountability by defining the responsibilities of each administrative position, including the department chairmanship.

Seven of the thirteen department chairmen felt the union was an intimidating factor when they evaluated teachers. They realized that the principal has always followed their recommenda-

tions and if a problem arose concerning a recommendation, the chairmen would be placed in a difficult situation. Never has the union approached any of the department chairmen, personally, directly or indirectly, on making a recommendation. Grievances have been filed with the principal and he has handled them without including the department chairmen in conferences. These seven chairmen were cognizant of the possibility of grievances resulting from their evaluations and wanted to avoid this if at all possible.

The remaining six chairmen did not feel that their inclusion in the teachers' bargaining unit had any effect on their ability to evaluate teachers. This group felt that they should be concerned primarily with honest evaluation; thus, they would not allow the union to interfere with their performance of these duties. These chairmen demonstrated that union pressure related to their job responsibilities can be resisted.

Concerning the department chairmen's leadership role in curriculum, the principal had seen only a very slight change during the past few years. The district staff had discussed curriculum change and innovation at great length, but little had been implemented at the building level. The principal believed that the reason the district staff, excluding the superintendent, had no line authority under the administrative arrangement in the management study was because they wanted to place

the responsibility for curriculum development on the principal and department chairmen. Now the principal is assuming responsibility for curriculum leadership and the department chairmen are expected to provide departmental leadership. He added, "If anything is ever going to work, they are going to have to support the change actively. The only disadvantage to collective bargaining is that some department chairmen will shy away from doing something so as not to antagonize anyone who disagrees."

Eight department chairmen felt that the principal and district staff were taking a greater interest in curriculum. A chairman said, "Someone upstairs got on behavioral objectives, and we've been writing them for months. It wasn't my leadership that caused it." The teachers' union, according to nine department chairmen, is a hindrance to the accomplishment of curriculum work by the department members because of a strict limitation on meetings and the use of teacher time. The smaller departments did not feel any pressure to meet because they could do so on an individual basis with little difficulty. But, the larger departments could not convene often enough to get departmental agreement on curriculum changes. To this extent, the teachers' union was limiting curriculum work. Four chairmen did not feel that the administration or union were assuming an influential role in curriculum. One stated, "In a school this size, the principal must rely on the department chairmen to do the curriculum work."

Because of the responsibilities that department chairmen have in teacher evaluation, recommending re-employment or termination, assignment of classes and rooms, and providing instructional materials, grievances can very easily be filed against actions by chairmen, according to the principal of school "B." He asserted that he would change a decision by a department chairmen if the grievance were legitimate. Grievances which had been filed on department chairmen pertained to teacher evaluation. "I now require department chairmen to be very specific on evaluations," said the principal.

Every department chairman was cognizant of the possibility of causing a grievance. The English department chairman said, "You must know the contract. I called a department meeting, which was over the limit allowed in the contract, and two of my teachers informed me that I was violating the contract. I backed off and canceled the meeting." Had he not canceled the meeting, a formal grievance could have resulted. Another chairman said, "I expect as much support from the union in a grievance case as they give the teacher because I'm a member, too. But, I probably won't get it." The sensitive position of the department chairmen was acknowledged by each chairman and many believe that the union is not really concerned about them, because the interest of the union is primarily directed toward the welfare of the classroom teacher.

Neither the department chairmen nor the principal felt that teachers were uncooperative with the chairmen. The vocational education chairman said, "The men pitch right in and do what is necessary. They're union members and I'm not. It just doesn't seem to make any difference to them." The only complaint by department chairmen was the limitation on meetings they could have with their staffs. However, one chairman saw this as an advantage saying, "Now I must get around and see my teachers personally. I think they feel I'm doing a better job."

The principal did not believe the relationship between department chairmen and himself has changed because of the inclusion of chairmen in the teachers' bargaining unit. He did feel that not taking part in the negotiating sessions enhanced his image with both the teachers and the department chairmen. The principals in school district "B" are not included in negotiations; only district office personnel serve on the board of education's negotiating team. This arrangement was by design of the superintendent because of animosity directed at the negotiators by members of the teachers' union. Principals are able to maintain their rapport with the staff. This administrative strategy has worked well according to the principal. He felt that it has assisted him in maintaining a good working relationship with department chairmen.

Twelve department chairmen felt that the relationship

between the principal and themselves was very good. One chairman appeared to sum up the feelings of the group when he said, "The principal is in the middle as much as we are. The board and teachers fight, and we need to keep the ship afloat." One chairman felt that the principal was more authoritarian than the previous principal had been and the chairman opposed this style.

When the attitudes of the respondents in school "B" are compared to the results of the hypotheses in Chapter III, there is evidence of strong similarity. The respondents in school "B" see the inclusion of department chairmen in the teachers' bargaining unit as:

1. being incompatible with the performance of teacher evaluation by the department chairmen.
2. causing increased participation by the teachers' organization and principal in curriculum matters, thus somewhat reducing the leadership role of department chairmen in curriculum.
3. resulting in a possible teacher grievance.
4. not affecting teacher cooperation with the department chairman in his performance of management duties.
5. resulting in the maintenance of a strong working relationship between the principal and the department chairmen.

School "B" respondents are approaching future negotiations with a great deal of apprehension because of the management

study. Many feel that they have not been apprised of all of the recommendations in the study; thus, they are concerned about the future existence of department chairmen.

SCHOOL "C"

School "C" is located in a residential area of a south Chicago suburb in Cook County. Three high schools comprise the school district which includes students from many different communities. There is a heavy concentration of industry in the school district. To achieve a racial balance in their schools, the district is involved in a large bussing program that is highly debated in a number of the communities. The teachers' association has been the recognized bargaining representative for the past three years. There have been no open confrontations between the board of education and the teachers' association in their negotiations.

School "C" is new. It has functioned since September, 1971; it moved into its own building in February, 1972. The principal was employed one year earlier to develop a staff, both faculty and administrative, for the new school. Presently, the student enrollment of 2,600 is projected to exceed 5,000 in three years. The faculty numbers 137; in addition, there are three assistant principals and three administrative assistants, making up the administrative team along with the principal. There are fourteen department chairmen in school "C." The assistant

principals, administrative assistants and department chairmen were selected for their present positions in the middle of the 1970-71 school year. This allowed the principal to work with them on staffing, curriculum, budgeting, and organizing equipment for the opening of school.

Two assistant principals, two administrative assistants and ten department chairmen had experience in those same positions within the school district prior to their appointments at school "C." The administrative staff was not new to the school district. The administrative assistants are staff officers, each being directly responsible to one assistant principal. Their duties include the areas of student personnel services, student activities, and student discipline.

In an attempt to humanize a large high school projected to grow to 5,000 students, the principal initiated the concept of "a school-within-a-school." To achieve this concept, the school was divided into three divisions, each of which was headed by an assistant principal. They are referred to as blue, gold and white. The administrative assistants, deans, counselors, student homerooms and departments are equally divided among the three divisions. Department chairmen are thus responsible to an assistant principal on the organization chart. But in actual practice, the principal works directly with the department chairmen. The "school-with-a-school" is aimed at the students,

not the faculty. The principal works with department chairmen directly on budgeting, curriculum, staffing, and evaluation.

As a result of student activism, primarily racial in nature, the assistant principals spend a majority of their time defusing potentially volatile issues. The teacher-board professional negotiations agreement reflects the racial problems the district has been experiencing in recent years. The agreement includes specific procedures that the administration must follow in the areas of student confrontation and teacher rights for the benefit of the teachers. Many of these rights extend to the curriculum and classroom.

The teacher is directly responsible to the department chairman. To supervise and evaluate teachers, perform curriculum development, budget and manage the department effectively, the chairmen receive extra pay compensation up to \$1,200.00 and released time. Both the extra pay and released time are based on the number of teachers in the department. All chairmen are released from a one half period of homeroom and at least one class. Most chairmen are released from two or three classes and one has no teaching responsibilities. As the school approaches its anticipated enrollment, the faculty will grow to the point where one half of the chairmen will have only one or no classes to teach.

The principal indicated that he had been a member of the

board of education negotiating team for the previous year's negotiations. Each of the three principals in the district rotates membership on the negotiating team so that one principal is represented at all times. The principal of school "C" strongly encouraged the chief negotiator, who was the assistant superintendent, to urge exclusion of department chairmen from the teachers' bargaining unit. This recommendation was not followed and the principal said, "I think it was a mistake."

As the topic of teacher evaluation by department chairmen was discussed, the principal was very candid in his views. He said, "There are an over abundance of platitudes in the evaluations. I realize that chairmen have to live with those people. But, if our faculty was one half as good as the evaluations coming from the chairmen, we would be the top learning institution in the world. And, I don't believe we're that good." When asked what effect the chairmen's inclusion in the teachers' bargaining unit may have on the evaluations, the principal responded, "It's an indirect pressure on the chairmen from the association. If you go to the meetings with the same people you are evaluating and you listen to the song and dance the association puts out, there is a certain indirect pressure placed on you as a chairman."

Eight of the department chairmen felt there was some self-imposed pressure regarding association membership and teacher

evaluation. These chairmen did not like to evaluate because it placed them in the middle between the teachers and the principal. Teachers, in their judgement, did not want to be evaluated. Six chairmen felt that there was no conflict in evaluating members of the association when they were also members. They felt integrity was at stake when they performed their duties and one chairman said forcefully, "The association will not affect the way my job is done." When queried about the role of the assistant principal, two chairmen indicated they had turned in evaluations that their principals thought were not accurate. The assistant principals then began to evaluate these teachers with the department chairmen. Both chairmen showed irritation that their judgment had been questioned.

Curriculum involvement on the part of the principal was increasing because of student activism in which demands had been made for the inclusion of black studies in the curriculum. Also, the principal did feel that negotiations forced him to spend much more time reviewing the scheduling done by department chairmen. He said, "Even with the increasing cost of education, the department chairmen are always trying to get through smaller classes." Present negotiations include a demand that calls for class size to be determined by the teachers and the department chairmen. "If that were to go through, you know who would be running the schools. I definitely feel that such a demand is an

encroachment of administrative prerogative and as principal, I'm not buying it."

The principal believed there was no resistance to change by the department chairmen, but that in fact very little was taking place. The school had a very traditional curriculum and the faculty were more concerned with class size, preparations and assignment procedures than they were with being innovative, according to the principal, who saw the department chairmen as sharing the same kinds of concerns as the teachers.

Eight department chairmen felt that the principal was very much involved in curriculum. The two areas of concern for these chairmen were the increasing demand by teachers for smaller classes with the administration attempting to restrain such a request and administration involvement in workshops or in-service education when new or revised courses are involved. Professional negotiations were seen by these chairmen as the reason the administration was now assuming an active role in curriculum. Six chairmen, all from the smaller departments, felt there was little administrative intrusion into curriculum matters. Thirteen of the chairmen supported the association's position for smaller classes and control of class size by teachers and department chairmen. The inclusion of the "academic freedom" clause in the contract was causing no problem for department chairmen at this time.

The principal and every department chairman agreed that the chairmen could cause teacher grievances. Teacher evaluation was felt to be the most likely area of grievance. The negotiated agreement's first step in grievance cases called for a meeting between the teacher filing a grievance and the department chairman so that an attempt to reach a solution to the problem could be made. The next step involved meeting with the principal. The principal felt that any grievance would ultimately be filed against him by the association, not the department chairmen, because he was responsible for everything in the building. He would then use his judgment in resolving the grievance and would change a decision by the department chairman to solve a grievance, if necessary.

Cooperation between the teachers and department chairmen was excellent, according to the principal. He said, "There's a certain amount of camaraderie between them. I know if I sell the department chairmen an idea, it goes because the teachers cooperate with them. They are no threat to the teachers." He felt the chairmen were performing management functions with the full cooperation of the teachers. The contract, while specific, had not affected the flexibility of the chairmen in job performance.

Department chairmen, in general, felt their relationship with the teachers was very good and that negotiations and their

inclusion in the teachers' association helped rather than hindered this relationship. A few chairmen indicated that there are contractual items that must be clarified so that they do not commit contract violations against teachers. Five chairmen believed they would receive the same cooperation if they were included in the administration.

The working relationship between the principal and the department chairmen appeared to be good, with little indication that negotiations and the chairmen's inclusion in the teachers' association was having any adverse effects. Two department chairmen felt that they were able to use negotiations to force the administration and board to act on certain items. Department chairmen could then assist in applying pressure. But this tactic was not directed toward the principal at the building level. The principal and department chairmen were in agreement that a good working relationship exists between them. Being adversaries at the bargaining table has not been detrimental to their professional working relationships.

A comparison of the attitudes of the principal and fourteen department chairmen of school "C" to the results of the hypotheses in Chapter III reveals that there is a high degree of relationship between them. School "C" respondents, when measured as a group, view the inclusion of the department chairmen in the teachers' bargaining unit as:

1. generally incompatible with performing teacher evaluation.
2. having no specific relationship to the department chairman's leadership role in curriculum, regardless of emerging teacher association involvement in this area.
3. resulting in a situation where an association member, the department chairman, is able to cause a grievance by the teachers' association against the administration.
4. improving the department chairman's relationship with the teachers in the department, thus not creating difficulty for the department chairman in the performance of his management duties.
5. not hindering the working relationship between the principal and the department chairmen.

School "C" department chairmen are functioning satisfactorily, even with the conflicts that result from their inclusion in the teachers' bargaining unit. The administration does not place the removal of the department chairmen from the bargaining unit as a priority in negotiations at this time.

Conclusions

As a result of the in-depth study of three secondary schools where department chairmen are included in the teachers' bargaining unit, several conclusions have been established:

1. The inclusion of department chairmen in the teachers' bargaining unit is becoming a concern of principals because of the administrative and supervisory functions department chairmen must perform.
2. Department chairmen are aware of their conflicting role as members of the teachers' organization and the building administrative team.
3. The future of the department chairmanship, as it now exists, is a concern of both principals and department chairmen because of the realization that the board of education has the authority to revise the administrative structure to build accountability into the system.
4. The effects of negotiations and bargaining unit inclusion on the position are viewed differently by each department chairman, with their personal experiences determining the views they hold.
5. The principal and department chairmen work very closely and harmoniously.
6. The department chairmen see the teachers' organization as primarily concerned with the salary and working conditions of the classroom teacher, but offering chairmen the security of a powerful organization.
7. The effectiveness of department chairmen is lessening to some degree, particularly in the areas of teacher

- evaluation and curriculum leadership.
8. Principals are attempting to compensate for the lesser role played by department chairmen in evaluation and curriculum leadership by re-channeling their own time in these areas or that of assistants and district staff.
 9. The role of the principal in negotiations is not clearly established and varies among school districts.
 10. Teacher evaluation is considered to be the most sensitive issue that could lead to a teacher grievance.
 11. Department chairmen consider teacher evaluation to be the most difficult duty they perform.
 12. Teacher-board contracts are becoming more specific and they are beginning to put restrictions on the department chairmen.
 13. Adequate released time is considered to be most important by department chairmen if they are to perform all their duties satisfactorily.
 14. Department chairmen receive cooperation from teachers in their departments.
 15. Principals view the department chairmen as administrators.
 16. There is great similarity in the perceptions held by principals and department chairmen regarding the

chairmen's performance of their duties and responsibilities.

17. In spite of a decreased emphasis on the role being played by department chairmen in teacher evaluation and curriculum matters, the department chairmen continue to be very influential in the administration of the secondary school.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Disregarding the name applied to the process of negotiations, collective bargaining, professional negotiations or collective negotiations, it is having a major impact on the administration of the secondary schools. The department chairmanship is one of the administrative positions that is presently undergoing a change because of this process.

The teachers' organization, as the recognized bargaining representative for teachers, represents the certificated staff that is included in the teachers' bargaining unit. Even when department chairmen perform administrative and supervisory functions in a position of line authority between the principal and teacher, they are often included in the teachers' bargaining unit. Thus, the department chairmen must function as both administrators and teachers.

By allowing the inclusion of department chairmen in the teachers' bargaining unit, the board of education has in effect given the teachers' organization a degree of control of the first level of administration and supervision in the schools. The

existence of this control by the teachers' organization, whether direct, as signified by negotiating salary, extra pay, released time, or job responsibilities for the department chairmen, or indirect, as demonstrated by peer group pressure which may be either imagined or real, must be faced by department chairmen and principals in administering and supervising the secondary schools today.

A lack of legislative guidelines in the State of Illinois, as well as in most other states, in determining the appropriate bargaining unit for collective negotiations in education, has hindered boards of education in making a distinction between administration and teachers. Left to decide the issue themselves, the local board of education and teachers' organization negotiate who will be represented by the teachers' organization. The bargaining unit clearly delineates who is considered a teacher and who is considered administrative personnel. Yet the department chairmen, with administrative and supervisory responsibilities, of their own volition, rely upon and identify with the teachers' organization.

A review of the related research and literature, an analysis of the interviews with twenty principals and twenty department chairmen, and an in-depth study of three high schools indicate that both principals and department chairmen are in agreement that the department chairman is put in a conflicting

role between the principal and teachers when included in the teachers' bargaining unit. Of course, the nature and the degree of conflict varies with each aspect examined in this study.

Hypothesis I

Teacher evaluation by department chairmen is incompatible with the inclusion of department chairmen in the teachers' bargaining unit.

In the light of the accumulated data, this hypothesis is accepted. While there is some disagreement on the part of a number of principals and department chairmen, the majority of respondents tend to be in agreement that teacher evaluation by department chairmen is incompatible with the inclusion of department chairmen in the teachers' bargaining unit. A comparison of the results of the in-depth study closely paralleled the data from the questionnaires and structured interviews.

Many of the respondents who disagreed with this hypothesis were from schools where negotiations have had very little influence on the administrative and supervisory responsibilities of department chairmen. The teacher-board relationships have been amicable in negotiations, and, thus, the traditional role played by department chairmen was being maintained with little or no conflict.

But a majority of the respondents have experienced the conflicts posed to department chairmen on the subject of teacher evaluation. There is agreement by the majority of respondents

that a department chairman: has difficulty in evaluating a member of the teachers' organization; is forced to visit classes for evaluation purposes; does not want to evaluate tenure teachers; feels pressure from the teachers' organization in making recommendations for dismissal; is uncomfortable in teacher conferences because of different expectations of the administration and teachers; and perceives the teachers' organization as a protector of tenure teachers when they are criticized in evaluations.

In accepting the hypothesis, it is acknowledged that these majorities are small and that there are some inconsistencies and contradictions revealed by the respondents themselves. A majority of principals and department chairmen disagreed that principals should be responsible for assuming teacher evaluation. The implication is that department chairmen should continue to have the responsibility for teacher evaluation. Yet, principals and department chairmen contradicted the chairmen's continued role in teacher evaluation when they agreed that department chairmen; have difficulty evaluating all members of the teachers' organization; do not want to evaluate tenure teachers; and are forced to visit classes. Also, principals did not feel that they expected too much from department chairmen in modifying teacher deficiencies through teacher evaluation; department chairmen, on the other hand, were evenly divided on this point. Principals

wanted to retain the status quo in the teacher evaluation role for department chairmen because principals believed that department chairmen should have responsibility in modifying teacher behavior through evaluation. But department chairmen, feeling pressure from the administration and teachers' organization in teacher evaluation, were uncertain of their role in modifying teacher behavior.

While teacher evaluation by department chairmen is incompatible when they are members of the teachers' bargaining unit, it appears that the respondents want evaluations by department chairmen to continue. No functional alternative to this problem has been suggested that would not, in fact, change the administrative structure within the schools. In addition, neither department chairmen nor principals want an administrative change to take place.

Ironically, the respondents saw the function of teacher evaluation as the single most important duty performed by department chairmen. Without this duty, the department chairmanship would lose both prestige and power. This perception could be the motivating force behind the desire to retain teacher evaluation as part of the department chairmen's duties. Without it, the position may become ineffective and possibly eliminated. The elimination of department chairmen is possible through an administrative reorganization whereby the duties of chairmen are

assigned to other positions.

Hypothesis II

The leadership role of department chairmen in curriculum change and implementation is adversely affected by the inclusion of department chairmen in the teachers' bargaining unit.

After a careful review of the data collected, this hypothesis is rejected. While there is agreement on five of the seven propositions related to this hypothesis, the agreement is based on reasons other than the department chairmen's inclusion in the teachers' bargaining unit. Also, the percent of agreement in each case is small.

The data gathered from the in-depth study were similar to the data collected from the questionnaires and structured interviews. The schools varied in their responses and the reasons for their responses. Two schools slightly favored the acceptance of the hypothesis but for a number of reasons other than the inclusion of department chairmen in the teachers' bargaining unit. The respondents of the third school rejected the hypothesis.

A significant finding of the study is the reduction in released time that department chairmen are receiving because of their inclusion in the teachers' bargaining unit and the priority the teachers' organization places on extra pay rather than released time. This reduction in released time directly affects the amount of time department chairmen are able to devote

to curriculum matters. While this proposition can be directly related to the department chairmen's inclusion in the teachers' bargaining unit as having a negative effect on curriculum leadership by department chairmen, it is the only proposition that does so.

A majority of the respondents agree that: principals are assuming an active role in curriculum work, but it is viewed as strengthening the chairmen's authority in curriculum rather than weakening it; department chairmen are attending fewer state and national conventions in their subject areas, but the recent financial plight of public schools appears to be the reason for this condition existing, not their membership in the teachers' organization; the teachers' organization is gaining an influence in curriculum matters through contractual items, but there is no evidence that it is caused by the chairmen's inclusion in the teachers' bargaining unit because it also affects administrative personnel; department chairmen are hindered in implementing curriculum change by the teacher-board contract and teacher pressure groups, but teacher militancy and its strength appear to be the reason for the difficulty department chairmen and other administrators face when they attempt to implement curriculum change.

A majority of the respondents did not agree that the administration is losing its control of curriculum decisions

to the teachers' organization. That control is being maintained by the administration and department chairmen at the present time. Principals also felt that department chairmen were actively involved in the long range development of goals and objectives for the departments while department chairmen tended to confuse negotiations issues, primarily the loss of some released time, with cooperative planning with the administration for the future. It appears that the stated position of the administration with respect to the involvement of department chairmen in long range planning is actually supported by department chairmen themselves after the issue of released time is clarified.

While the traditional leadership role of department chairmen in curriculum is undergoing some change, only the reduction in released time can be attributed to their membership in the teachers' bargaining unit. Yet, the data rejecting the hypothesis contain a major implication for the future role of department chairmen. Since curriculum leadership was traditionally one of the major functions of department chairmen, their reduction in released time is having an impact on the performance of this responsibility. With the development of strength by teachers' organizations, it is questionable who will be capable of assuming a viable leadership position in the area of curriculum. Hence, the role of department chairmen will need close

scrutiny.

Hypothesis III

In a position of line authority, department chairmen make decisions and recommendations that may result in teacher grievances.

The data strongly support the acceptance of this hypothesis. A large majority of the principals and department chairmen are well aware that the decisions and recommendations made by department chairmen can cause teacher grievances. Also, the data from the three schools studied in-depth strongly support the data that were gathered from the questionnaires and structured interviews.

Respondents see department chairmen in a position of: making decisions and recommendations and not passing on information; making decisions that could lead to teacher grievances; making recommendations to the principal which, if followed, could lead to a teacher grievance; being involved in solving teacher grievances; having to interpret their teacher-board contracts; being caught in between the administration and teachers' organization in grievance cases; and choosing between the administration and teachers when making decisions.

The conflicting role that department chairmen play in the administration of a secondary school is made clear. They are in positions, as administrators with line authority, to cause grievances by teachers or the teachers' organization in which

they themselves are members. The grievance procedures may include the department chairmen as representatives to solve grievances. Regardless, most principals will involve the chairmen when needed to solve grievances. But the administration can be put in the position of arbitrating a case for two members of the teachers' organization. Most department chairmen and principals believe that the teachers' organization will support the grieving teacher.

Most respondents believe that teacher evaluation is the issue that will most easily cause teacher grievances. Apprehension has led to considerable formalizing of teacher evaluation procedures. Even when these developed procedures are followed, important decisions and recommendations on employment, retention, or dismissal must be made by the department chairmen. It is then obvious that the teachers' organization is in a position to influence important administrative decisions for which the administration is accountable.

Hypothesis IV

Department chairmen have added difficulties in performing their management responsibilities because of their inclusion in the teachers' bargaining unit.

This hypothesis is rejected on the basis of the collected data. A majority of the respondents do not agree that department chairmen have added difficulties in performing their management responsibilities because of their inclusion in the

teachers' bargaining unit. The findings of the in-depth study support the collected data.

Department chairmen, according to the majority of respondents, are: receiving teacher cooperation on routine daily matters; not having their authority questioned by teachers in making class assignments; not having ineffective department meetings; not losing their flexibility to perform their duties because of negotiations; and not spending additional time in meeting contractual requirements on assignment of rooms.

In rejecting the hypothesis, it is acknowledged that the majorities are small and there are some inconsistencies in the data. A majority of principals and department chairmen agree that department chairmen do not have influence with the teachers' organization on negotiations demands that may affect their jobs and cannot offer effective in-service programs because of the limitation on the use of teacher time. These trends represent an area that must be observed in future negotiations or the department chairmen may be put in positions where they cannot function on routine matters. Also, many schools have not reached the stage where their negotiated agreements affect administrative discretion on a daily management basis. Many respondents have not yet experienced difficulty in administering their negotiated agreements, even though those agreements may contain potential problem items.

A large number of the respondents saw an advantage to the department chairmen being included in the teachers' bargaining unit. They felt that the teachers viewed them more favorably than they would administrators and thus would be more willing to cooperate with the department chairmen. But the chairmen must still depend upon the administration to protect their interests at the bargaining table from the organization designated to represent them.

Hypothesis V

The administrative working relationships between department chairmen and the principal have been weakened by including department chairmen in the teachers' bargaining unit.

After a review of the data, with supporting evidence from the in-depth study, this hypothesis is rejected. A majority of the respondents do not believe that the relationship between the principal and department chairmen has been weakened. The data show the respondents to believe: that the principal and department chairmen are coordinating their efforts; that communications between them are as good or better since collective negotiations began; that principals are not now making decisions previously made by department chairmen; and that cooperation has improved between the principal and department chairmen.

In rejecting the hypothesis, it must be pointed out that there is again an inconsistency in the data. A majority of the respondents view the department chairmen as "being on the side

of the teachers," but, at the same time, agree that principals would prefer department chairmen to be included in the administration. Yet, these items were not perceived by the respondents as being negative to the department chairmen-principal relationship.

Only in the schools involved in confrontations over negotiations was the relationship strained between the principal and department chairmen. A confrontation, such as a strike, obviously then, tends to distinguish between administrative personnel and teachers.

Recommendations

The administrative structure of a school system should allow for the attainment of the objectives which have been deemed appropriate for the school system. The attainment of these objectives will require administrative leadership at all levels. Therefore, department chairmen, as a part of the existing administrative structure, should be able to function at optimal efficiency. As a result of this study, the following recommendations are made:

1. School districts should develop written job descriptions which clearly define the duties and responsibilities of department chairmen.
2. Released time allowed to department chairmen should be determined according to the time that department

chairmen need to fulfill their required duties and responsibilities.

3. Principals should emphasize to department chairmen the importance of teacher evaluation and the role that department chairmen must have in this evaluation in order to enhance their position of power and prestige with the teachers and administrators.
4. The administration should have regular in-service education programs for department chairmen directed toward the development of leadership skills in such areas as:
 - a. the teacher evaluation process
 - b. curriculum development and implementation
 - c. staff motivation techniques
 - d. management techniques
 - e. communications
 - f. inter-personal relations
5. Department chairmen should be encouraged by principals to conduct in-service education for their staffs, creating a favorable climate which will encourage and allow the department to move forward in curriculum development.
6. The school district should develop job descriptions for all administrative personnel that are consistent with

sound administrative practices and the teacher-board contract so that negotiations do not reduce the school district's ability to operate at a maximum level of efficiency.

7. The removal of department chairmen from the teachers' bargaining unit should be seriously considered by school districts when a conflict of interest exists for department chairmen or when their effectiveness is being hindered or impeded by their inclusion in the teachers' bargaining unit.
8. If department chairmen cannot be successfully removed from the teachers' bargaining unit through negotiations, an administrative reorganization from department chairmen to assistant principals or divisional directors should be considered when the job performance of department chairmen is not satisfactory because of their representation in the teachers' bargaining unit.
9. Department chairmen should be consulted by the administration during negotiations, whether or not they are included in the teachers' bargaining unit, on teacher organization demands that would affect them in the performance of their job.

Suggestions for Further Study

Collective negotiations in the schools has placed increased demands and pressures on administrative personnel. Because the position of department chairmen in the secondary schools is now becoming involved in this process and based on the findings of this study, the following questions are offered for possible research:

1. What are the advantages of a management systems approach to department chairmen in school administration and supervision?
2. What effects do the inter-personal relationships between teachers and department chairmen have on the teacher evaluation process?
3. How does the secondary school department chairmen organization compare to the secondary school divisional organization?
4. Would an analysis of teacher grievances, both formal and informal, affect subsequent administrative policies and procedures on the issues which were grieved?
5. What is the effectiveness of those department chairmen who, as administrative personnel, are excluded from the teachers' bargaining unit?

The impact of collective negotiations will be felt on the leadership role of department chairmen in secondary schools for

many years. But the position of department chairman, facing conflicting demands when it is included in the teachers' bargaining unit, must attempt to maintain its viability under the present administrative structure.

The following quotation seems appropriate to the emphasis of this study.

If the department head works effectively, then his department will be alert, dynamic, and innovative. His teachers will offer the best possible instructional programs, winning thereby valuable public support for the school and district. But if the department head does not work effectively, he may so stifle creativity and initiative within his department that teachers, students, and the community as well will all suffer as a consequence.

Administrators on all levels, department heads and teachers must be concerned about the role and functions of the school department head because, quite simply, the department leadership is big business.

The tens of thousands of department head positions established in schools throughout the country require the annual expenditure of millions of dollars for released time and salary increments. Moreover, these chairmen spend--or misspend--additional millions of dollars each year for books, instructional supplies, equipment, and similar items used in their departments. It is essential, therefore, that every district look carefully at the policies and practices which have been set up to guide the work of these department chairmen. Only in this way can school personnel on all levels be sure that their chairmen are providing quality leadership in return for the heavy demands which they make on district budgets.¹

¹Michael G. Callahan, The Effective School Department Head (West Nyack, New York: Parker Publishing Company, Inc., 1971), p. 8.

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APPENDIX A

STRUCTURED INTERVIEW INSTRUMENT

DIRECTIONS: Select one of the five alternatives and indicate the reason for your choice. You are to relate the questions to the role that department chairmen "had before" collective bargaining as compared to the role department chairmen "have now" being included in the teachers' bargaining unit.

1. Collective bargaining has resulted in the department chairmen having less available time to work on curriculum matters, either through a reduction of released time or the adding of more duties.

SA A U D SD

2. Department chairmen find it difficult to evaluate a member of the teachers' organization when they are also members of that organization.

SA A U D SD

3. The principal and department chairmen are not coordinating their efforts in order to attain the goals of the department and the school.

SA A U D SD

4. Teachers are not giving department chairmen enough notice in advance to procure materials and supplies, have equipment repaired, or get teacher substitutes to cover classes.

SA A U D SD

5. The administration is not including department chairmen in the development of long range goals and objectives for the department.

SA A U D SD

6. The principal expects the department chairmen to make decisions and recommendations and not just pass on information so that someone else will make the decisions.

SA A U D SD

7. Communications between the department chairmen and the principal have been weakened since collective bargaining began.

SA A U D SD

8. Classroom visitation is being forced on department chairmen because of the teacher-board contract, thus forcing the department chairmen into a more active teacher evaluation role.

SA A U D SD

9. The principal views the department chairmen as "being on the side of the teachers."

SA A U D SD

10. A decision made by the department chairmen may be the cause of a teacher grievance.

SA A U D SD

11. The administration is more concerned with what the teachers' organization wants in curriculum change rather than with what the department chairman recommends.

SA A U D SD

12. The authority of department chairmen in making class assignments is being questioned by teachers.

SA A U D SD

13. Department chairmen are faced with making decisions that necessitate interpreting the teacher-board contract.

SA A U D SD

14. Principals expect too much from department chairmen in correcting or modifying teacher deficiencies.
- SA A U D SD
15. It is difficult for department chairmen to have in-service education with teachers because of contract limitations on using teachers' unscheduled time during the day or after school.
- SA A U D SD
16. Department chairmen may be involved in solving a teacher grievance.
- SA A U D SD
17. Department chairmen do not desire to evaluate tenure teachers and do so only with reluctance.
- SA A U D SD
18. The teachers' organization applies pressure on the department chairmen in making recommendations for teacher retention or dismissal.
- SA A U D SD
19. Contract limitations on the frequency and length of departmental meetings are reducing the effectiveness of these meetings.
- SA A U D SD
20. The principal is taking a more active role in curriculum work.
- SA A U D SD
21. The principal is now making some of the decisions that were previously made by department chairmen in such areas as teacher employment, teacher evaluation, and curriculum matters.
- SA A U D SD

22. Department chairmen are forced to make decisions that involve choosing between the administration's point of view and the teacher's point of view.
- SA A U D SD
23. Department chairmen are attending fewer state and national conventions in their subject areas.
- SA A U D SD
24. The administration is bargaining away the department chairmen's flexibility in doing their job, thus making it more difficult for them to perform their duties effectively.
- SA A U D SD
25. Department chairmen are uncomfortable in teacher conferences regarding evaluation because of conflicting pressures from the teachers' organization and the administration.
- SA A U D SD
26. The department chairman could be caught between the administration and the teachers' organization in a grievance case.
- SA A U D SD
27. Any criticism of tenure teachers in a department chairman's evaluation would send that teacher to the teachers' organization for protection.
- SA A U D SD
28. The teachers' organization is gaining an influence in curriculum matters that was previously held by department chairmen, such as textbook selection.
- SA A U D SD
29. Department chairmen and the principal disagree on the subject of whether the department chairmen should be included in the teachers' bargaining unit.
- SA A U D SD

30. Department chairmen feel it is the principal who should be primarily responsible for the evaluation of teachers.

SA A U D SD

31. During negotiations department chairmen are not able to effectively influence the teachers' organization demands that would restrict a department chairman's flexibility in managing the department, such as limiting the number of room assignments for teachers, limiting the number of preparations for teachers, or limiting the frequency or length of departmental meetings.

SA A U D SD

32. There is less cooperation between the principal and department chairmen since collective bargaining began.

SA A U D SD

33. The principal may make a decision based on a recommendation from a department chairman that could lead to a teacher grievance.

SA A U D SD

34. Department chairmen are hindered in implementing curriculum changes by the teacher-board contract and/or teacher pressure groups.

SA A U D SD

35. Department chairmen must put in extra time in seeing that the requirements in the teacher-board contract are met on room assignments for teachers when schedules are being prepared.

SA A U D SD

APPENDIX B

UNSTRUCTURED INTERVIEW INSTRUMENT

USED IN THE IN-DEPTH INTERVIEWS

1. How has the department chairman's role in teacher evaluation been affected by bargaining unit inclusion?
2. Are department chairmen faced with conflicts on the subject of teacher evaluation with the principal and/or the teachers' organization?
3. What has bargaining unit inclusion done to the leadership role of department chairmen in curriculum change?
4. What influence does the teachers' organization have on curriculum matters?
5. Is the department chairman in a position to cause a teacher grievance?
6. If a department chairman makes a decision that results in a teacher grievance, how would the teachers' organization deal with the problem?
7. What has been the effect of bargaining unit inclusion on the department chairmen performing their management duties?
8. Has teacher cooperation with department chairmen changed since collective bargaining?
9. What has bargaining unit inclusion done to the relationship between the principal and department chairmen?
10. How has this relationship between department chairmen and the principal affected decision making by the department chairman?

MEMO TO: All Department Chairmen

FROM:

RE: In-Service Training Program for Department Chairmen

For a considerable period of time, the Administrative Council has been giving consideration to a program of in-service training for department chairmen which will be of practical value in improving the effectiveness of an individual department and the entire school. I have been assigned the responsibility of coordinating this program and the principals have been extremely helpful in supplying information and suggestions from the department chairmen in regards to the topics to be covered in such a program. As a result of this cooperation, we have been able to produce a general outline for your consideration and review.

We are hopeful that all department chairmen will be able to participate in this program. In order to facilitate and maximize participation, each of the sessions is to be presented once during the late afternoon and will be repeated the following evening for those who are unable to attend the afternoon sessions. Ideally we would have approximately 30 people at each of the two sessions.

Attached you will find a statement of the general objective of the program and a brief outline as to length, time, date, and place. We welcome your comments on this program and sincerely hope that we have been able to plan a program which will be worthwhile, enjoyable, and above all have practical application. We look forward to seeing you at these meetings.

11/19/71

General Objective

To develop a program of in-service training for department chairmen which will acquaint them with a variety of management skills, techniques, and principles. The approach should be of a broad and general nature so as to have value for all chairmen, regardless of subject area or department size. At the conclusion of the program, the department chairmen should be able to apply these skills, techniques, and principles to practical problems and situations associated with his position of leadership.

Program Structure

A. Time - a series of six seminar meetings have been designed to meet the general objective stated above. The meetings will be designed to last two hours and will be held on Tuesday afternoons from 4:00 to 6:00 with the same session being repeated on Wednesday evenings from 7:30 to 9:30 so as to make it convenient for all department chairmen to participate.

B. Program Planning and Leadership - the six seminar meetings will be planned and conducted by members of the administrative team deemed to have interest and/or expertise in the area being investigated. These meetings will vary in structure and technique with the topic being presented and the personnel involved.

C. Program Content and Dates

December 7 & 8 - Role of the Department Chairmen

December 14 & 15 - Individual Motivation and the Development of Subordinates

January 4 & 5 - Management by Objectives - The Process, "How to Do It," and Its Value to a School District

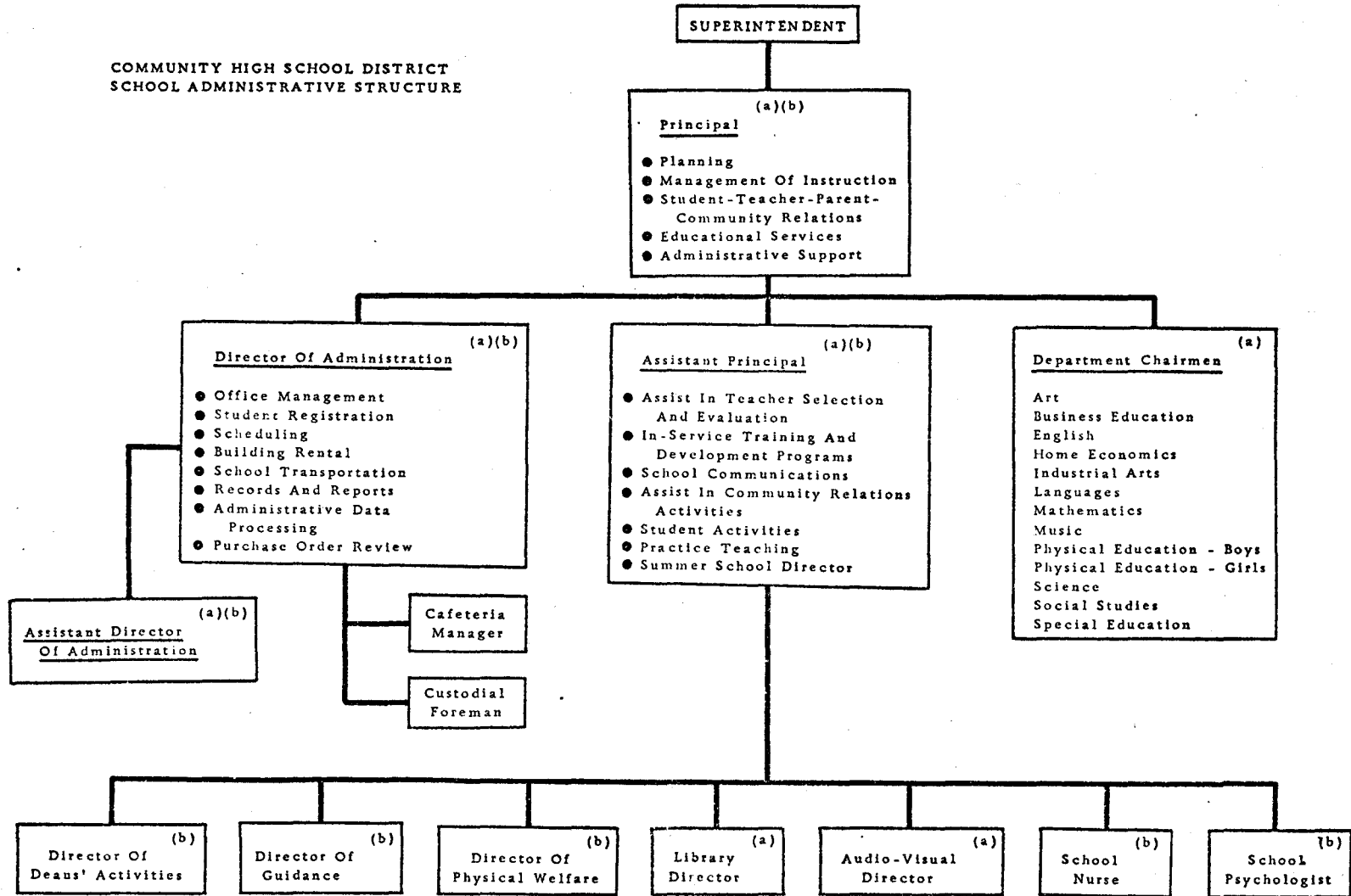
January 11 & 12 - Management by Objectives - Practical Applications Budget, Personnel, Curriculum, Etc.

February 1 & 2 - Short and Long-Range Planning Techniques

February 8 & 9 - A. District Financial Structure

B. Legal Implication of the Department Chairman Role

COMMUNITY HIGH SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE STRUCTURE



(a) Instructional Advisory Council
(b) Educational Services Advisory Council

APPROVAL SHEET

The dissertation submitted by John G. Vanko has been read and approved by the members of the School of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Jan. 8, 1973
Date


Signature of Adviser