



Faculty perceptions of the twenty selected academic roles of the Department of English in the Montana University System
by Gary Allan Acton

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION
Montana State University
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Abstract:

The problem of this study was to determine if faculty perceptions of the twenty selected academic roles of the department of English differed between English faculty and faculty in other academic departments. The study was conducted during the 1979-1980 academic year.

The six public institutions of higher education that constitute the Montana University System were included in the study. Questionnaires were mailed to a stratified random sample of faculty in order to determine faculty perceptions of the level of importance of twenty selected academic roles of the department of English as identified by a review of the literature. The data collected were analyzed by the chi-square test of independence and the Spearman rank-order correlation.

All hypotheses were tested at the .05 level of significance. Nine of the twenty selected academic roles were found to be significant when comparing faculty affiliated with English to faculty affiliated with other academic departments. Seven of the roles were significant exclusive to the departmental affiliation hypothesis.

Accordingly, English faculty and other faculty do differ markedly in their perceptions of the relative importance of the twenty selected academic roles of the department of English. The importance of literature as compared to the importance of composition was a prime area of disagreement. Also, the importance of remedial English, the library research paper course, and technical writing proved to be roles that were perceived differently by the two groups. Uniformly, English faculty perceived the literature roles as more important and the composition roles as less important than did the faculty in other academic departments.

English faculty should be cognizant of these differences in perceptions so that they can communicate effectively with faculty from other departments about the academic roles of the department of English. From informed communication, misperceptions held by faculty outside the department of English may be corrected, both English faculty and faculty from other academic departments may alter certain perceptions, and some curricular changes as a result of the dialogue may be beneficial.

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FACULTY PERCEPTIONS OF THE TWENTY SELECTED ACADEMIC
ROLES OF THE DEPARTMENT OF ENGLISH IN THE MONTANA
UNIVERSITY SYSTEM

by

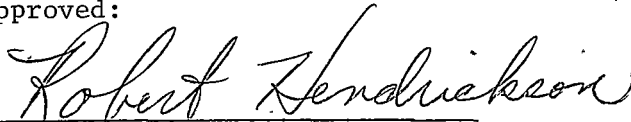
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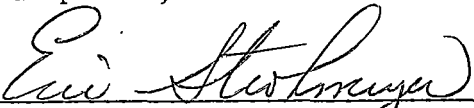
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ABSTRACT

The problem of this study was to determine if faculty perceptions of the twenty selected academic roles of the department of English differed between English faculty and faculty in other academic departments. The study was conducted during the 1979-1980 academic year.

The six public institutions of higher education that constitute the Montana University System were included in the study. Questionnaires were mailed to a stratified random sample of faculty in order to determine faculty perceptions of the level of importance of twenty selected academic roles of the department of English as identified by a review of the literature. The data collected were analyzed by the chi-square test of independence and the Spearman rank-order correlation. All hypotheses were tested at the .05 level of significance. Nine of the twenty selected academic roles were found to be significant when comparing faculty affiliated with English to faculty affiliated with other academic departments. Seven of the roles were significant exclusive to the departmental affiliation hypothesis.

Accordingly, English faculty and other faculty do differ markedly in their perceptions of the relative importance of the twenty selected academic roles of the department of English. The importance of literature as compared to the importance of composition was a prime area of disagreement. Also, the importance of remedial English, the library research paper course, and technical writing proved to be roles that were perceived differently by the two groups. Uniformly, English faculty perceived the literature roles as more important and the composition roles as less important than did the faculty in other academic departments.

English faculty should be cognizant of these differences in perceptions so that they can communicate effectively with faculty from other departments about the academic roles of the department of English. From informed communication, misperceptions held by faculty outside the department of English may be corrected, both English faculty and faculty from other academic departments may alter certain perceptions, and some curricular changes as a result of the dialogue may be beneficial.

Chapter 1

INTRODUCTION

Departments of English received criticism during the 1960's and 1970's. The concern with the declining ability of students to write effectively focused attention on ". . . the overriding significance of writing and composition as a task for English departments" (ADE Bulletin, 1975:59). The decline in SAT verbal scores from 474 in 1960-1961 to 429 in 1975-1976, a drop of 45 points (Missions of the College Curriculum, 1977:211), helped to generate the near hysteria of the "back-to-basics" movement (Arizona English Bulletin, 1976). States adopted, or seriously considered, competency tests for high school seniors as a requirement for graduation. The term "functional illiteracy" caused concern in parents and educators alike. Montana educators, although late to the concern for competency testing in English, were involved in developing a program by 1978 (Montana English Journal, 1978). Thus, attention was focused on the English programs of the high schools and on the departments of English of institutions of higher education (Brogan, 1978:18).

During the middle to the late 1970's, articles on the problems, methods, and needs of teaching students how to write appeared more regularly than usual in English journals. Departments of English responded to the concern by devoting more attention to writing courses. In 1978, the College English Association conducted a national survey of

departments of English. The results indicated a significant increase in the number of writing courses, in the academic rank of faculty teaching composition courses, in the number of faculty with doctorates teaching composition courses, and in the prestige earned for teaching composition (Gibson, 1978). The responsibility for the development of writing ability in students was, however, the subject of controversy. Increasingly, the period from 1975 to 1980 saw emphasis placed on the teaching of writing as a campus wide concern. Faced with criticism of their perceived responsibility as insurers of student competency in written expression, teachers of English reminded the rest of the academic community that achieving competency in written language was the responsibility of all academic departments (Judy, 1975; Donlan, 1976; Collins, 1977; Dorenkamp, 1978; Pfister, 1978; Bataille, 1979; and Tweet, 1979). Faculty of the department of English began writing programs that involved directly or indirectly faculty from other academic disciplines in an effort to meet the perceived weakness in student writing ability.

In addition, the roles of the department of English in the academic community were the subject of confusion. According to Neel (1976:11), what the faculty affiliated with English saw as the functions of the department of English and what faculty affiliated with other academic departments saw as its functions was unclear. Minimal attempt was made to analyze differences in the perceptions of the

academic roles of the department of English held by the faculty in the academic disciplines that constituted the typical college or university.

STATEMENT OF THE PROBLEM

The purpose of the study was to determine whether a significant difference existed between the perceptions of the twenty selected academic roles of the department of English by full-time faculty of English and full-time faculty of other academic departments at selected Montana public institutions of higher education during the 1979-1980 academic year.

NEED OF THE STUDY

The study was important because, with the exceptions of Wilcox (1968, 1973) and Applebee (1974), no comprehensive study of undergraduate English programs had been done. Moreover, no effort had been made to identify the specific academic roles of the department of English in undergraduate education and how academic faculty perceived those roles. Since the department of English is related by its service role to the operational effectiveness of all other academic departments, the level of interdependence is higher for the department of English than for any other academic department. Because it plays such a central role in undergraduate education, a clear understanding

of how its academic roles are perceived by full-time faculty affiliated with the department of English and by full-time faculty affiliated with other academic departments is vital to the effectiveness of the undergraduate program.

According to Biglan (1973a,b), academic departments differed significantly according to the differences among academic disciplines. In addition, Kelly and Hart (1971) found support for the contention that the nature of their chosen academic discipline influenced faculty perceptions of traditional faculty roles. Because the academic disciplines and the scholars in these disciplines differed in personal values, in goals, in views of knowledge, and in perception of the academic roles of other academicians, misperceptions abounded. Academic faculty did not understand each other's specialities. Moreover, the differences and misunderstandings persisted at the departmental level. Various academic departments had distorted views of the academic roles of other academic departments. According to Tibbetts and Tibbetts (1980:479), "teachers and researchers fail to communicate because of an enormous difference in how they view their roles. . . ." According to Wilcox (1973:55-56), the department of English was in a unique position. It had a universal service function to all other academic departments because the English language is the common communication device of all academic disciplines. Wilcox stated that "it is possible to practice many disciplines without using mathematics or the

method of the social sciences or the techniques of the sciences, but no discipline can be practiced without the use of English" (1973:55). The department of English, therefore, is under the scrutiny of all other academic departments. All academic faculty have perceptions of the academic roles of the department of English. Furthermore, because the department of English has to function effectively with all academic departments, the faculty of the department of English need to know how their departmental functions are perceived by the rest of the academic community. At present, no such knowledge exists in anything but impressions and gossip. A systematic, scientific analysis of the perceptions of the academic roles of the department of English will prove extremely important. Faculties of departments of English will be able to use the information to redress obvious misperceptions among themselves as well as among other academicians. The study is, in effect, a needs assessment that will be beneficial to future changes in the English curriculum and to communication and cooperation among or between departments of English and the rest of the academic community.

GENERAL QUESTIONS OF THE STUDY

1. Do the perceptions of the twenty selected academic roles of the department of English differ according to institutional type?
2. Do significant differences exist between the perceptions of the twenty selected academic roles of the department of English by

full-time faculty of the department of English and other full-time academic faculty?

3. Do the perceptions of the twenty selected academic roles of the department of English differ by the type of academic degree held by the faculty member?

4. Do the number of years of experience affect the perceptions of the twenty selected academic roles of the department of English?

5. Do the perceptions of the twenty selected academic roles of the department of English differ by the academic rank held by the faculty member?

6. Do full-time department of English faculty and other full-time academic faculty rank-order the twenty selected academic roles of the department of English differently?

GENERAL PROCEDURES

The problem was investigated using the following procedures. First, the perceptions of the academic roles of the department of English by full-time faculty at the six public institutions of higher education in Montana were determined.

Next, a questionnaire was developed to determine what faculty perceived to be the level of importance of twenty academic roles of the department of English. Also, the questionnaire was designed to determine: (1) the institutional type, (2) the academic rank of the

respondent, (3) the years of teaching experience of the respondent, (4) the highest academic degree held by the respondent, and (5) the academic discipline with which the respondent was affiliated.

Fourth, the questionnaire was submitted informally to several English faculty at the Montana College and University Teachers of English (MCUTE) conference held in Missoula, Montana, on November 3-4, 1978. The validity of the questionnaire was discussed further with faculty at Eastern Montana College, Billings, Montana.

Fifth, the reliability of the questionnaire was established by conducting a pilot study at The College of Great Falls, Great Falls, Montana; Rocky Mountain College, Billings, Montana; and Morningside College, Sioux City, Iowa. Evaluative comments about the questionnaire were solicited.

Sixth, the questionnaire was mailed to all department of English full-time faculty and to a stratified random sample of all other full-time academic faculty at the six public institutions of higher education in Montana.

LIMITATIONS AND DELIMITATIONS

The following delimitations were placed on the study. First, the survey was restricted to selected public institutions of higher education in Montana. Second, the study was restricted to the 1979-1980 academic year. Third, only employees clearly defined as full-time

academic faculty were surveyed. Fourth, the study did not attempt to distinguish between perceptions of the academic roles of actual departments of English and ideal departments of English.

DEFINITION OF TERMS

Full-time academic faculty: All 1.00 Full-time Equivalent employees of one of the selected Montana public institutions of higher education who are designated as having .50 FTE or more of their professional responsibility assigned to classroom instruction.

Academic department: ". . . The basic administrative unit of the college, housing a community of scholars that is relatively autonomous and responsible for instruction and research within a specialized field of knowledge" (McHenry and associates, 1976:2).

Academic role: The typical functions and purposes of particular academic departments within and without the academic community as derived from the literature.

Department of English: That group of full-time academic faculty in a Montana public institution of higher education assigned to teach the skills and content normally designated as English.

Institutional type: Colleges and universities were the two types of institutions with which the study was concerned.

SUMMARY

The literature suggested that the differences in disciplines

tended to affect faculty perceptions of departmental roles. Studies of academic organization, for the most part, overlooked the importance of the differences among disciplines and by application among departments. However, departments were interdependent and the department of English had the most extensive interdependency of all due to its broad service role to the other departments. The differences among the various disciplines meant that no consistent or common perceptions of the academic roles of the department of English were held by the academic community.

The concern over declining verbal competency focused attention on the department of English by the rest of the academic community. In order to respond effectively to the demands of other departments, the department of English needed to know how its academic roles were perceived by academic faculty in other departments. No other information existed in any concise and verified form. The present study was designed to provide that information which then might be used to improve communication, plan change, and increase the effectiveness of the department of English.

Chapter 2

REVIEW OF RELATED LITERATURE

The following review of literature is intended to give the reader an understanding of: (1) the history and development of the academic department, (2) the research conducted on the academic department, and (3) the growth and development of the department of English and the pertinent research conducted on this department.

THE ACADEMIC DEPARTMENT--HISTORY AND DEVELOPMENT

The organizational structures within which the pursuit of higher education occurs are colleges and universities. Further, the basic element of the college and university structure is the academic department. The academic department, moreover, provides the focus by which faculty and students identify their academic orientation and objectives, and around which curricula are presented. Euwema (1953:38) defined the academic department as ". . . a community of scholars engaged in an organized program of research and teaching in a single clearly defined field of knowledge." Andersen (1968) agreed but added emphasis on the academic department as the fundamental administrative body of the university or college. Gross (1963) and Rudolph (1977) concurred but added the observation that the academic department was a logical and natural development in the organizational structure of higher education.

According to Dressel and Reichard (1970), the academic department, as defined previously, was a recent addition to the academic organization. On the other hand, although its present form had existed for about eighty years, the history and development which led to this form was, according to Rashdall (1958), extremely old indeed. Andersen (1968:207) claimed that ". . . the earliest reference to something called a department . . ." occurred in Josiah Quincy's History of Harvard University (1840:28). Quincy commented on "departments" when referring to a 1739 investigation by the Harvard Board of Overseers. The last decades of the eighteenth century and the early decades of the nineteenth century were marked by a gradual movement toward departmentalization in numerous American colleges and universities (Dressel and Reichard, 1970). However, recent discussions of the history of departmentalization (Andersen, 1968; Dressel and Reichard, 1970; and Yeo, 1970) indicate that the major period of departmentalization in American colleges and universities was the late nineteenth century. During that time the classical curriculum crumbled before a number of factors that forced specialization. The forces studied by Yeo (1970), Baldrige, Curtis, Ecker, and Riley (1973), and Brubacher and Rudy (1976) were:

1. secularization
2. utilitarian interests
3. the elective system
4. the German model graduate school

5. the increase in knowledge
6. the increase in the number of students.

The curriculum was organized into distinct academic departments and the faculty were divided by specialized subject matter areas (Brubacher and Rudy, 1976:118). The departmentalization of American higher education resulted from "indigenous needs" (Andersen, 1968). As Dressel and Reichard (1970:396) pointed out:

The departmental system was not forced upon the university by a well-defined organization of knowledge; rather it resulted from a combination of orientations to social problems, vocational preparation, disciplinary interest, personal aspirations, and management concerns.

The process of departmentalization, then, was organic and unplanned.

THE ACADEMIC DEPARTMENT--RESEARCH

The academic department in colleges and universities was not the subject of extensive study. Dressel, Johnson, and Marcus (1970) and McHenry and associates (1976) were the only comprehensive studies of the academic department.

Andersen (1968:212-213) defended the academic department as ". . . virtually the last remnant of the community of scholars. . .". Yeo agreed that the academic department was ". . . the traditional system in American higher education" (1970:44). Dressel and Reichard concluded that the academic department was ". . . a natural and probably inevitable development . . ." (1970:402). However, they also

noted that the academic department as an organizational unit needed study. McConnell (1963) observed that hardly any research had been conducted on how institutions of higher education organize themselves. Andersen (1968) and Yeo (1970) attempted to study the academic department by analyzing its advantages. On the other hand, Riesman (1958), Mooney (1965), and Dressel and Reichard (1970) concentrated on identifying and analyzing the disadvantages of the academic department. Light (1974) stated that the lack of productive research was due to the absence of any valid theory of academic organization upon which to base research. McConnell (1963), Hobbs and Anderson (1971), Lodahl and Gordon (1972), and Smart and Elton (1975) agreed that the lack of a theoretical framework had stymied productive investigation of the functions of the academic department.

Some attempts were made during the 1960's and 1970's to provide a conceptual framework against which to organize investigations of the academic department. Murray (1964) theorized that academic departments could be understood and classified by their size and the power of the department head. Vreeland and Bidwell (1966) attempted to develop a theory of departmentalization that was based on a classification of academic departments by their departmental goals for undergraduate education.

Smart and McLaughlin (1974) attempted to use the theory of vocational choice as developed by Holland (1973) to classify academic

departments. Holland's theory attempted to explain why people chose their occupations. He determined that people could be classified by personality into six categories and that job environments could be classified into the same categories. Smart and McLaughlin (1974) ". . . attempted to determine if there were significant difference in the amount of emphasis attached to various departmental goals when academic departments were classified according to Holland's criteria of model environments . . ." (1974:379). The general conclusion was that faculty of the department of English differed from faculty of the department of biology and both groups differed from faculty of the department of psychology (1974:388). Thus, to consider academic faculty as a homogeneous group when referring to academic goals was naive.

None of the studies mentioned so far paid attention to the differences among the various disciplines represented by departmental organization. Dressel, Mayhew, and McGrath (1959) and Dressel and Lorimer (1960) did attempt to get at such differences, but they based their studies on a higher level of organization than the academic department. They analyzed how liberal arts and professional school faculties perceived each other. They did not attempt, however, to investigate how individual academic departments differed from other academic departments or were perceived to differ by other academic departments.

A number of recent studies have indicated that academic departments were probably more different than similar. Hobbs and Anderson (1971) noted the variety of terms ("fiefdom," "autocracy," "bureaucracy," and "democracy") used by scholars to describe academic departments. Kelly and Hart (1971) found evidence to support the idea that academic discipline affected faculty perception of academic faculty roles. Lodahl and Gordon (1972, 1973) asserted that there were distinct differences between disciplines that caused academic departments to function in different ways and have different values and goals.

Recently, Biglan (1973a,b) tried to find a conceptual framework by which academic departments could be understood. Biglan (1973a) attempted to use subject matter differences to classify academic departments. He found that faculty did perceive distinct differences among academic disciplines which indicated that conclusions derived from the study of one area should not necessarily be applied to any other area. Biglan (1973b) applied the results of the first study to analyze the characteristics of departmental structures. Biglan postulated that the social connectedness of faculty, their informal relationships, was important to the operation of academic departments. Biglan attempted to demonstrate whether there was any significant relationship between social connectedness and academic discipline. Faculty were found to differ significantly in their approach to the

functions of education according to their disciplines which provided Biglan with a means to classify academic departments.

Smart and Elton (1975) used Biglan's model to determine if academic departments emphasized differently the eleven typical goals of academic departments developed by Dressel, Johnson, and Marcus (1970). Academic departments were found to vary greatly and any study of academic departments would have to take into account the differences of academic disciplines, faculty personalities, and departmental goals. Smart and Elton pointed out that the theory developed by Biglan (1973a,b) might well provide the conceptual framework needed for the serious study of academic departments.

THE DEPARTMENT OF ENGLISH

If the development of the academic department was lengthy and its history in its present form was brief, the history and development of the department of English was even shorter. In what Wilcox (1973) described as the first effort to develop a history of the evolution of the department of English, William Riley Parker stated that ". . . the teaching of English, as a constituent of college or university education is only about 100 years old, and departments of English are younger still" (1967:339). As a result, the department of English had not received much study. One comprehensive study of the department of English was done during the 1967-1968 academic year by Thomas W. Wilcox at

the behest of the National Council of Teachers of English (Wilcox, 1973:x). From this study a number of important facts emerged. The department of English was a distinct unit at 81.1 percent of all colleges and universities surveyed. In addition, English was the largest academic department at 67.6 percent of the institutions and tied for largest at an additional 4.8 percent (1973:2-3). Further, 40.7 percent of the typical department of English student credit hour production was from freshman English. Additionally, Wilcox noted that ". . . very few other departments are obliged as English is, to staff freshman and sophomore courses that are required of most students or that satisfy group requirements" (1973:3). In fact, Wilcox found that 55.8 percent of the students enrolled in English courses above the freshman level were nonmajors. The department of English is, thus, unique in its relationship to other academic departments and the academic community at large.

In spite of its important influence on undergraduate instruction, English has, in the words of William Riley Parker, ". . . never really defined itself as a discipline" (1967:348). Ohmann (1976:229) further defined this discrepancy in goal orientation evident in what English faculty actually do and what they perceive they do. Ohmann further asserted:

The professional ideology of English teachers emphasizes transmitting high culture and generating new knowledge. Why should this be so, when surely . . . [English faculty] spend, as a group,

a tiny proportion of . . . [their] time in scholarship and only a relatively small proportion teaching on the higher slopes of culture? What . . . [they] do most is teach--and mostly lower level undergraduate courses (1976:229).

Wilcox noted in his study that there was almost no consensus among departments of English about what the plan of studies for English majors should be (1968:447). Finch (1965:5) attempted to determine what the basic components of the curriculum were that prepared future teachers of English. After reviewing the curricula of forty institutions, he found

. . . the requirements and programs in English . . . to be so varied that they almost defied generalization. One might have expected something approaching a consistent pattern, but I found instead an array of disagreement that would confound the most ardent advocate of diversity. If I had to make a single statement, I would say that collegiate instruction in English is what goes on in a given course in a given year in a given division of a given institution. It is as varied as the autumn leaves, and not nearly as predictable.

This lack of definition can be noted, according to Muller (1967:4), in the incredibly wide variety of courses covering ". . . almost anything beyond toilet training" that are taught as English courses. Muller also stated, "English is the least clearly defined subject in the curriculum." Randel (1958:36) concluded that "in an acknowledged discipline there is general consistency. English is prodigal, extravagant, inconsistent internally and externally."

Winterowd (1974:399) stated that among department of English faculty there was a "collective disquietude" about what they were

teaching yet almost no questioning of the purposes of the department of English. Winterowd felt that while scholarship was obviously a major purpose of the department of English, a basic decision must be made between emphasis on cultural roles and emphasis on professional roles. Accordingly, ". . . the English department must decide whether it is an agency to promulgate at least a segment of the ideal culture or simply an academic compartment whose function is to teach the narrow skills of professional literary scholarship and criticism" (1974:400).

Departments of English grew chaotically and never collectively defined what the academic roles or purposes of the department of English should be. Various scholars have criticized the department of English for not fulfilling certain roles. Henry (1963:81-84), Finch (1974:53-56), and Burling (1977:21-22) felt that departments of English placed too much concern with teaching literature and not enough concern with teacher preparation and teaching writing. Axelrod (1967:74) asserted that departments of English are too concerned with such roles as preparation of English majors and graduate education in English and not enough concerned with providing ". . . more and better courses for the non-major in English . . .".

At the same time, some English faculty claimed that literature was the true emphasis for English (Marcquardt, 1966:15) and that "the mechanics of English can be learned, but it is doubtful if all of them can be taught. Mechanical accuracy will come with maturity, or it will

not; and what the teacher does about it may make little difference" (Thompson, 1966:9). On the other hand, Kitzhaber (1965:77) claimed that departments of English must recognize their "dereliction" in not confronting the fact that the teaching of English at all levels is their responsibility.

Some scholars have claimed that English faculty do not understand their own discipline or know how to teach composition (Tibbetts and Tibbetts, 1980:478-480). They place the blame for the failure of English teachers to teach their discipline effectively on the failure of college and university departments of English to fulfill their teacher preparation roles. Kitzhaber (1963:147) summed up the basic charge leveled against the typical teacher preparation afforded most English majors when he stated:

. . . college English departments have seldom recognized the extent of their own culpability not only for inexpert teaching in the schools but for teaching in their own freshman English courses that is even less expert and less informed. A principal reason for this situation is that both the undergraduate and the graduate curricula in English for the prospective teacher, whether school or college, have long consisted almost entirely of courses in literature, as though literature is all that English teachers are ever asked to teach This attitude reveals an almost perverse disregard by college English departments of the plain facts.

Walpole (1974) agreed substantially with such criticism and further charged that if the college student cannot write effectively ". . . the fault lies squarely with English teachers" (1974:52). Earlier, Finch (1965:4) had noted that ". . . in the teaching of English neither the schools nor the colleges are doing well enough to meet the demands

which . . . society will increasingly place upon the average citizen." Thus, departments of English were subject to criticism due to the perception that they had failed to achieve their academic roles.

The perception of academic roles is an important consideration for the department of English because of its distinct service function to all other academic departments. Historically, the service role of the department of English was created by

social and educational pressures in the latter half of the nineteenth century and was encouraged by the increasing compartmentalization of the college curriculum in those years and by the confusion of functions that attended the disappearance of departments of rhetoric and oratory and the rise of departments of English (Kitzhaber, 1963:3).

Wilcox (1973:55) summarized the significance of the service role in the following statement:

In one important respect the department of English is unique among the several faculties which serve at American colleges and universities; it alone has something all others must use. It is possible to practice many disciplines without using mathematics or the methods of the social sciences or the techniques of the sciences, but no discipline can be practiced without the use of English. As the college or university's principal authority on its common language, the English department inevitably claims or is delegated a kind of monopoly that is denied all other departments. Words are its stock in trade, and its goods are everywhere in demand. But the prosperity which accrues to the department because of the very nature of its subject often proves an embarrassment of riches which distracts the department from its goals, dissipates its energies, and greatly complicates its efforts to define its function.

The impact of fulfilling the service role can be observed in the proportion of the curriculum of a typical department of English that is

devoted to freshman English courses. According to Wilcox (1973:63), more than 40 percent of the curriculum of the typical department of English was devoted to teaching freshmen even though freshmen constituted only 31.3 percent of all undergraduate students. To increase the significance of the figures further, Wilcox pointed out that not all students took English during their initial academic year. Even a cursory examination of the course offerings of the departments of English (or their equivalent) at the public institutions of higher education in Montana indicated that the percentage of typical service courses (Freshman Composition, Library Research, and Introduction to Literature) constituted a far higher proportion of the departments' effort than 40 percent. In fact, the bulk of student credit hour production for the department of English came from the typical "service" courses where most of the students were nonmajors.

The magnitude of the commitment to service courses in the typical department of English meant that the shock felt by the academic community and the general public over the obvious decline in the writing skills of students focused critical attention on the academic roles of the college and university department of English. One of the primary responses of departments of English to this expression of concern by other academic disciplines was to point out that writing is an academic role of all departments, and not the sole responsibility of the department of English. Rose (1979:274) said: "The teaching of writing should

not be the sole responsibility of the English department." Maxwell (1980:481) wrote that ". . . teaching writing is an all-school responsibility." Featherstone (1977:14) asserted that ". . . a permanent solution to the writing crisis can come only when all post-secondary teachers care enough about good writing to require it in their classes."

In addition, studies at particular institutions were undertaken in an attempt to address the problem caused by the responsibility for teaching writing skills and for overcoming the writing crisis. At the University of Illinois, a study found "several substantial differences" among the academic divisions--the Humanities, the Biological Sciences, the Physical Sciences, and the Social Sciences (Applebee and others, 1976:62). The study found that "the divisions seem to disagree over the degree of the writing 'problem' and its proper corrective" (1976:63). These studies show that the perceptions of the roles of the department of English in teaching writing skills differ between English faculty and the faculty of other academic disciplines.

Connelly and Irving (1976:668-670) described a schoolwide program to educate other faculty about their responsibility to promote good writing. Rose (1979:272-279) described an effort at UCLA to integrate information about writing from all areas of the institution. Donlan (1976) even proposed that English teachers become writing consultants to other academic disciplines. Thus, the literature of the late 1970's reflected a growing concern with writing and with

identifying the responsibility for promoting it as a campus-wide concern. Obviously, in order to enable the department of English to go to and work with other academic disciplines on improving writing skills, significant communication was necessary. As Rose (1979:272) stated:

"Clearly, these people need to talk to one another."

In order to communicate with faculty in other academic disciplines, English faculty must know how the academic roles of the department of English are perceived. Donlan (1976a) developed a writing attitude survey to be administered to faculty in academic disciplines other than English to determine differences in attitudes about or perceptions of writing skills and the responsibility for ensuring good writing among students. For the most part, however, no effort was made to analyze the perceptions of the academic roles of the department of English.

As Millet (1962) pointed out, academic departments had numerous relationships with each other. The critical importance of understanding the relationships of an academic department to the rest of the academic community was made forcefully by Dressel and Dietrich (1967:26) when they stated:

When a department is not responsive to the concerns and criticisms of other departments which it is presumably serving, dissatisfaction is likely to crystallize in a demand that it be forced to change its practice, or that every college and department be made solely responsible for its curriculum.

Partly because of its extensive service role, the department of English

was the subject of such dissatisfied criticism from the rest of the academic community.

SUMMARY

The review of literature was divided into three parts. The first part traced the history and development of the academic department and noted that the academic department grew organically and without plan. The second part reviewed the research that had been conducted on the academic department as an organizational unit of institutions of higher education. While research had attempted to define a conceptual framework by which academic departments could be understood, recent research concluded that the differences among academic departments outnumbered their similarities. The third part reviewed the history, development, and pertinent research concerned with the department of English as an academic department. Departments of English grew chaotically which resulted in an unclear definition of the discipline. The service role was the center of much controversy as English faculty were judged by their academic peers by how well they were perceived to fulfill the service role. The lack of definition of purpose was also evident in the lack of consistency in the curricula of departments of English. The result was pointed criticism of the department of English.

Chapter 3

METHODS AND PROCEDURES

The problem of this study was to determine whether a significant difference existed between the perceptions of the academic roles of the department of English by full-time English faculty and by full-time faculty in other academic departments.

In order to investigate this problem, Chapter 3 is presented in the following sections: (1) description of the population and sampling procedures, (2) categories for investigation, (3) the questionnaire, (4) methods used for collecting the data, (5) statistical hypotheses tested and level of significance, (6) statistical methods used for analyzing the data, (7) precautions taken for accuracy, and (8) chapter summary.

DESCRIPTION OF THE POPULATION AND SAMPLING PROCEDURES

The population of the study included all faculty members of the six public institutions of higher education in Montana who spent at least half of their FTE in classroom instruction during the 1979-1980 academic year. The six public institutions of higher education in Montana are listed in Appendix A. The population of full-time faculty at the colleges was compiled from lists of full-time faculty provided by the office of the Academic Vice President or Academic Dean of the

institution. The list of full-time faculty at the two universities in the institutions included in the study was compiled from the list of faculty provided in the minutes of the budget of the Montana Board of Regents (June 25, 1979, and September 10, 1979) and from the lists of faculty in the current university catalogues. The faculty rosters supplied by the colleges participating in the study identified faculty as full-time or part-time. The rosters compiled for the universities, however, did not distinguish full-time faculty from part-time faculty. Therefore, the questionnaire requested all respondents to indicate if less than 50 percent or 50 percent or more of their FTE was devoted to classroom instruction. (See Appendix B.) The names of the faculty members were numbered consecutively on the respective lists in the order in which the lists were received. Department heads and others who could be expected to have reduced teaching loads because of their administrative duties were removed from the list. In order to assure adequate representation, all full-time faculty in the department of English or its equivalent at each institution were selected as part of the sample population. A table of random numbers was used to draw a stratified random sample from the rest of the population (Ferguson, 1976:132). A sample stratified by institutional type (university and college) was used because the two universities dominated the population.

Cochran's formula (1963:74-75) was used to determine the minimum sample size. The formula used was:

$$n = \frac{\frac{t^2 PQ}{d^2}}{1 + \frac{1}{N} \left(\frac{t^2 PQ}{d^2} \right) - 1}$$

In this formula, ". . . t is the abscissa of the normal curve that cuts off an area at the tails" (Cochran, 1963:75). In this study, a t of 1.96 was used. P is the probability of the parameter and Q is equal to (1-P). P equals .5 and Q equals .5 were used in this study because they produced the largest required sample size. The value of d is the margin of error: .05 was used. N is the population size. The population of full-time academic faculty with .5 FTE devoted to classroom instruction was estimated to be 1058. Using this formula, the sample of full-time academic faculty members in the study was 282. This was the optimum number of respondents to be included in the study. Since the study attempted to survey 100 percent of the faculty members affiliated with the department of English or its equivalent at each participating institution, a total of 335 questionnaires was mailed. Had 100 percent of the questionnaires been returned, the investigator could have been 95 percent confident that the sample accurately reflected the population. Because a 100 percent return was not achieved, the confidence level is somewhat less than 95 percent.

CATEGORIES OF INVESTIGATION

The purpose of this study was to determine whether or not the

perceptions of the twenty selected academic roles of the department of English by full-time academic faculty were different as a result of institutional type, academic degree, academic rank, years of experience, and academic discipline. Therefore, the following variables were used:

1. Whether the respondent taught at a university or at a college.
2. Whether the respondent was a faculty member affiliated with the department of English or was affiliated with some other academic department.
3. Whether the respondent held a doctoral degree or a master's degree. Respondents who held degrees other than masters or doctorates were either eliminated from the study or were added to the appropriate category.
4. The academic rank of the respondent. Academic rank was restricted to the traditional ranks of instructor, assistant professor, associate professor, and professor.
5. The years of experience in higher education of the respondent.
6. The level of importance of twenty selected academic roles of the department of English as perceived by the respondent.

The full-time academic faculty at the six Montana public institutions of higher education were divided into two main categories--

full-time faculty affiliated with the department of English or its equivalent and full-time academic faculty affiliated with academic departments other than English. This was done in order to determine if the perceptions between these two categories differed significantly. The sample was further categorized by academic degree in order to determine if perceptions can be attributed to the level of academic degree. The sample was categorized according to the type of institution at which the full-time academic faculty were employed in order to assess whether their perceptions of the academic roles of the department of English were influenced significantly by the type of institution. The sample was classified by the academic rank of the academic faculty members to see if rank influenced their perceptions significantly. Finally, the sample was categorized by the years of experience of the academic faculty members in order to determine if experience had any significant influence on the perceptions.

THE QUESTIONNAIRE

The questionnaire was developed in three parts. The first part was the demographic data discussed in the previous section. The second part contained the twenty selected academic roles of the department of English to be rated by the respondent. The third part was designed for the respondent to rank-order the five most and the five least important of the twenty selected academic roles of the department of English.

Validation

The part of the questionnaire on departmental roles was constructed after a review of the literature. According to the review of the literature, the purpose and nature of the department of English were ill-defined. No literature was found that dealt directly with the identification and discussion of the academic roles fulfilled by a department of English at an institution of higher education. However, a wide variety of academic roles were mentioned by various sources. From the literature, a list of forty-eight role statements was compiled. This list was consolidated by eliminating obviously obscure roles and by combining role statements that dealt with the same basic academic role. The list was submitted to several academic faculty members at Eastern Montana College, Rocky Mountain College, and Western Montana College for their comments. The process of selection produced a list of twenty academic roles typical for a department of English at an institution of higher education. A Likert type scale was employed using six numerical levels of importance where 1 was low and 6 was high. After the academic roles had been identified, several steps were undertaken to validate the questionnaire. First, faculty members in Adult and Higher Education at Montana State University were asked to review the questionnaire. The questionnaire also was distributed informally to several English faculty who attended the Montana College and University Teachers of English (MCUTE) conference held in Missoula,

Montana, on November 3-4, 1978. The questionnaire also was distributed to other faculty and administrators for their suggestions.

After revisions were made, the questionnaire was mailed to all full-time academic faculty at Rocky Mountain College, Billings, Montana, and The College of Great Falls, Great Falls, Montana, in a pilot study of the questionnaire. Permission to survey the faculty at the two private institutions was granted by the Academic Dean at each institution. Faculty rosters were supplied by each institution that identified full-time and part-time faculty. The investigator selected private colleges in Montana for the pilot study because they were the closest institutions to those that were intended for the final study that could be found. Each respondent was requested to fill out the questionnaire and to make suggestions on how to improve the questionnaire. Thirty-one full-time faculty members at Rocky Mountain College and 42 full-time faculty members at The College of Great Falls were sent questionnaires. Fifty usable questionnaires were returned (24 from Rocky Mountain College and 26 from The College of Great Falls) for a 68.5 percent return. This pilot study was conducted during November and December of 1978. The validity of the questionnaire was established by careful examination of the returned questionnaires. The responses written on the section of the questionnaire reserved for evaluative comments were read and recorded. Where the investigator felt it to be necessary, interviews were conducted with respondents. Those roles

that the respondents found confusing or vague were restated or eliminated and the third section of the questionnaire was added. Changes in the twenty selected academic roles were made in accordance with the comments received.

Reliability

The revised questionnaire was pilot tested by full-time academic faculty at Morningside College, Sioux City, Iowa, during May, 1979. Morningside College was selected because it was a private college similar to the private colleges used in the first pilot study. The Academic Vice President supplied a roster that identified full-time faculty members. The questionnaire was mailed to 79 full-time faculty. Fifty questionnaires were returned from this initial mailing for a 63.3 percent return. Two weeks later, the same questionnaire was mailed again to all respondents to the first questionnaire. Thirty-five questionnaires were returned from the second mailing.

The process of establishing reliability consisted of comparing each individual answer on the second questionnaire with each individual answer on the first questionnaire for the individuals who responded both times. The Computer Center at Eastern Montana College, Billings, Montana, was used to compute the correlation coefficient. The statistical program used was the Statistical Package for the Social Sciences. A Spearman rank-order correlation coefficient of .8810 was established. The positive correlation coefficient indicated that faculty

responded to the questionnaire in a similar manner on two different occasions.

Next, the questionnaire was professionally printed and mailed to the sample population of full-time academic faculty involved in the study.

Content

The questionnaire consisted of three parts: demographic data, department of English academic roles, and rank order of the five most and the five least important department of English academic roles.

1. Demographic data: This part provided data for an analysis of the respondents concerning:

- a. years of experience
- b. academic rank
- c. highest academic degree held
- d. percentage of FTE devoted to instruction
- e. academic discipline--English or other
- f. institutional type--college or university.

The questionnaires were color coded white and yellow for universities and green for colleges.

2. Academic roles of the department of English: This part provided data for an analysis of the respondents' perceptions of departmental roles.

3. Rank order of the most and the least important roles: This

section provided data for precise differentiation among those roles typically perceived as having high importance and those roles typically perceived as having low importance.

METHODS OF COLLECTING DATA

Initial contact by mail was made with the Office of Academic Vice President or its equivalent at each of the public institutions of higher education in Montana. The purpose of this contact was to obtain permission to mail the questionnaire to a random sample of faculty at the particular institution. At three institutions where the Academic Vice President or Dean felt it to be necessary, a more formal presentation was made before permission was granted. At Montana College of Mineral Science and Technology and at the University of Montana, a copy of the letter requesting permission, a copy of the cover letter, and a sample questionnaire were circulated to the appropriate administrators and concerned faculty members before permission was forthcoming. As a result, the cover letters for Montana College of Mineral Science and Technology and Northern Montana College were tailored to reflect the departmental structure of those institutions. The cover letters are presented in Appendices C and D. At Eastern Montana College, a formal request for participation was made at the November 11, 1979, meeting of CHAD (Chairpersons of Academic Departments) before official permission was granted.

During November and December of 1979, the questionnaires were mailed to all full-time faculty selected by the sampling procedure. Each questionnaire mailed also included a cover letter (see Appendix E) and a prepaid return envelope. The questionnaires were coded so that follow-up questionnaires could be mailed to nonrespondents.

One week after the first questionnaire had been mailed, a post card serving as a reminder was mailed to all members of the sample population. Three weeks after the first questionnaire had been mailed, a new cover letter, another questionnaire, and another prepaid return envelope were mailed to all nonrespondents. The follow-up post card and the follow-up letter are presented in Appendices F and G. The follow-up questionnaire was printed on blue paper to prevent confusion in recording the returns.

STATISTICAL HYPOTHESES

Based on the questions posed in Chapter 1, the following hypotheses were formulated:

1. (Ho) The perceptions of the twenty selected academic roles of the department of English are independent of whether the respondent is a member of the department of English.

2. (Ho) The perceptions of the twenty selected academic roles of the department of English are independent of whether the faculty member teaches at a university or at a college.

3. (Ho) The perceptions of the twenty selected academic roles of the department of English are independent of whether the faculty respondent has a doctoral degree or a master's degree.

4. (Ho) The perceptions of the twenty selected academic roles of the department of English are independent of the academic rank of the respondent.

5. (Ho) The perceptions of the twenty selected academic roles of the department of English are independent of the years of experience in higher education of the faculty respondent.

6. (Ho) No correlation exists between the rank-order assigned the twenty selected academic roles of the department of English by the faculty affiliated with the department of English and the rank-order assigned the twenty selected academic roles by faculty affiliated with other academic departments.

STATISTICAL METHODS USED FOR THE ANALYSIS OF DATA

The null hypotheses one through five were tested with the chi-square test of independence. According to Roscoe (1969:196), the function of the test is to provide

. . . extremely useful statistical procedures for determining whether two nominal (or higher level) measures are related. If one of the variables is group membership and the other a criterion of some sort, the test may be used to determine whether two or more populations are distributed in the same fashion with respect to the criterion.

A chi-square test for each of the roles in each of the hypotheses one through five was computed and tested at the .05 level of significance. The selection of the .05 level of significance was based on the "common convention" in research cited by Ferguson (1976:162). While the .01 level of significance protects more adequately against the possibility of rejecting a true null hypothesis (Type I error) and the .10 level of significance protects more adequately against retaining a false null hypothesis (Type II error), the .05 level of significance protects adequately for both Type I and Type II errors. Since neither error was judged more dangerous than the other, the .05 level of significance was deemed to offer an acceptable compromise position between the other levels.

Finally, to estimate the over-all correlation between categories, the sixth null hypothesis was tested by the Spearman rank-order correlation. According to Tuckman (1978:272-273), a valuable use of the Spearman rank-order correlation ". . . is to compare judgments by two judges of a group of objects or items and for . . . assessing inter-judge equivalence of judgments over a set of items or objects." In a situation where there are numerous items, such as twenty selected academic roles of the department of English, the test indicates whether or not there is agreement by the judges. The medians of the ratings assigned each of the twenty selected academic roles of the department of English by faculty affiliated with the department of English and by

faculty affiliated with other academic departments were used to compute the coefficient.

The third part of the questionnaire asked the respondent to rank-order what he perceived to be the five most important academic roles and to rank-order what he perceived to be the five least important of the twenty selected academic roles of the department of English. The computer was used to give a frequency distribution for each role as it was rank-ordered among the most important five roles or the least important five roles as perceived by faculty respondents affiliated with English and as perceived by faculty respondents affiliated with other academic departments. The over-all rank-order of the twenty selected academic roles of the department of English was determined for faculty affiliated with English by assigning point values to each of the ten possible positions (High 1 through 5 and Low 16 through 20). This procedure identified the most important five roles and the least important five roles in rank order as perceived by faculty affiliated with English. The same procedure was followed to calculate the rank-order of the five most and five least important of the twenty academic roles of the department of English as perceived by faculty affiliated with other academic departments. The rank-orders calculated in this manner were entirely descriptive and were separate from the rank-orders calculated for Hypothesis Six.

PRECAUTIONS TAKEN FOR ACCURACY

All responses to the questionnaire were checked by the investigator to insure that respondents had followed the instructions properly. When a questionnaire was completed erroneously, the questionnaire was considered unusable and was discarded. Also, when the respondent indicated on the questionnaire that less than 50 percent of his FTE was devoted to classroom instruction, the questionnaire was considered as unusable and was discarded.

All coding for computer input was double checked by the investigator and by an independent observer. All key punched cards were verified and all statistical tests were done on the computer at Montana State University using the Statistical Package for the Social Sciences (SPSS).

SUMMARY

This chapter contained a detailed description of the procedures used in the study. The survey sample population contained 282 randomly selected full-time academic faculty members at the six public institutions of higher education in Montana during the 1979-1980 academic year.

The data were collected, compiled, analyzed, and presented in appropriate tables. The chi-square test of independence and the

Spearman rank-order correlation were chosen to test the null hypotheses. Each statistical analysis was made at the .05 level of significance.

Chapter 4

RESULTS AND FINDINGS

This study collected information from academic faculty members at the six public institutions of higher education in Montana. The findings of the study are presented in four major subdivisions: (1) a description of the population and response is presented, (2) a descriptive profile of faculty respondents is presented, (3) the analysis of data as related to the hypotheses tested is presented, and (4) a descriptive analysis of the rank-order of the five most important and five least important of the twenty selected academic roles of the department of English by the respondents is presented. Where appropriate, tables are presented within the subdivisions. Tables in subdivisions one and two are presented in both raw numbers and percentages. Tables in subdivisions three and four are presented in raw numbers.

POPULATION AND SAMPLE

The population of this study was the full-time academic faculty employed at the six public institutions of higher education in Montana during the 1979-1980 academic year.

Full-time Academic Faculty: All 1.00 Full-time Equivalent employees of one of the selected Montana public institutions of higher education who are designated as .50 FTE or more of their professional responsibility assigned to classroom instruction.

A stratified random sample then was drawn from the population roughly equivalent to the proportion of faculty at each institution.

Table 1 presents the population and sample proportions.

Table 1
Population and Sample Proportions

Unit	Population	Percentage of Population	Sample	Percentage of Sample
MSU	435	41.1	121	36.1
NMC	65	6.1	26	7.8
WMC	35	3.3	20	5.9
MCMT	62	5.9	17	5.1
EMC	120	11.3	42	12.5
UM	<u>341</u>	<u>32.2</u>	<u>109</u>	<u>32.5</u>
Totals	<u>1058</u>	<u>99.9*</u>	<u>335</u>	<u>99.9*</u>

*due to rounding error

Table 2 presents the description of the faculty response pattern. Questionnaires filled out incorrectly were unusable.

Table 3, page 45, presents the description of the department of English faculty sample and response by institution. To ensure adequate representation, all faculty members in the department of English or its equivalent at each institution were surveyed.

Table 2
Faculty Population, Sample, and Response by Institution

Unit	Number in Population	Number in Sample	Number of Responses	Number of Usable Responses	Percentage of Sample Responding	Percentage of Usable Responses
MSU	435	121	98	95	80.9	78.5
NMC	65	26	21	21	80.8	80.8
WMC	35	20	18	17	90.0	85.0
MCMT	62	17	15	15	88.2	88.2
EMC	120	42	41	41	97.6	97.6
UM	<u>341</u>	<u>109</u>	<u>78</u>	<u>74</u>	<u>71.6</u>	<u>67.8</u>
Totals	<u>1058</u>	<u>335</u>	<u>271</u>	<u>263</u>	<u>80.9</u>	<u>78.5</u>

Table 3

Department of English Faculty Population, Sample, and Responses
by Institution

Unit	Number in Population	Number in Sample	Number of Responses	Number of Usable Responses	Percentage of Sample Responding	Percentage of Usable Responses
MSU	17	17	12	12	70.6	100.0
NMC	5	5	5	5	100.0	100.0
WMC	4	4	3	3	75.0	100.0
MCMT	5	5	4	3	80.0	60.0
EMC	13	13	13	13	100.0	100.0
UM	<u>20</u>	<u>20</u>	<u>10</u>	<u>7</u>	<u>50.0</u>	<u>35.0</u>
Totals	64	64	47	43	73.4	67.2

DESCRIPTION OF FACULTY RESPONDING

The descriptive analysis of faculty responding was divided into five categories. These categories were: (1) the academic degree of the respondent, (2) the academic rank of the respondent, (3) the years of experience of the respondent, (4) the type of institution at which the respondent was employed, and (5) the academic department to which the respondent belonged.

The academic degree held by responding faculty is presented in Table 4. Faculty holding masters' degrees constituted 36.9 percent of the respondents while faculty holding doctorates constituted 62.4 percent of the respondents.

Table 4
Academic Degree of Respondent

Degree	Number	Percentage
Masters'	97	36.9
Doctorate	164	62.4
Other	<u>2</u>	<u>.8</u>
Totals	263	100.0

Table 5 presents the distribution of faculty respondents by academic rank. Faculty with the rank of Instructor constituted only

4.9 percent of the sample. Faculty with the rank of Assistant Professor and faculty with the rank of Associate Professor each constituted 32.7 percent of the sample. Finally, faculty with the rank of Professor constituted 29.7 percent of the sample. Therefore, 62.4 percent of the respondents held the academic rank of Associate Professor or Professor.

Table 5
Academic Rank of Respondent

Rank	Number	Percentage
Instructor	13	4.9
Assistant Professor	86	32.7
Associate Professor	86	32.7
Professor	<u>78</u>	<u>29.7</u>
Totals	263	100.0

Table 6 presents the length of experience that the faculty members had in higher education. Faculty with five years of experience or less constituted 17.1 percent of the sample while faculty with from six to fifteen years of experience constituted 47.1 percent of the sample. Faculty with from sixteen years of experience to twenty-five years of experience constituted 24.0 percent of the sample. Those

faculty who had twenty-six years or more of experience in higher education made up 11.8 percent of the sample. Consequently, 35.8 percent of the faculty in the sample had over fifteen years of experience while 64.2 percent of the faculty in the sample had fifteen years or less experience in higher education.

Table 6
Length of Experience in Higher Education
of Respondent

Years	Number	Percentage
5 or fewer	45	17.1
6 to 15	124	47.1
16 to 25	63	24.0
26 or more	<u>31</u>	<u>11.8</u>
Totals	263	100.0

Table 7 presents the type of institution at which the respondents were employed.

Institutional Type: Colleges and universities are the two types of institutions with which the study is concerned. The faculty who were employed at colleges constituted 35.7 percent of the sample. The faculty who taught at universities made up 64.3 percent of the sample.

Table 7

Type of Institution at Which Respondent
Was Employed

Institution	Number	Percentage
College	94	35.7
University	<u>169</u>	<u>64.3</u>
Totals	263	100.0

Table 8 presents the academic department of the respondents when considered as members of the department of English or when considered as members of other academic departments.

Department of English: That group of full-time academic faculty in a Montana public institution of higher education assigned to teach the skills and the content normally designated as English. Faculty who were designated as belonging to the department of English at the selected Montana public institutions of higher education constituted 16.3 percent of the sample. Faculty who were designated as belonging to academic departments other than the department of English constituted 83.7 percent of the sample.

Table 8

Academic Department Affiliation
of Respondent

Department	Number	Percentage
English	43	16.3
Other	<u>220</u>	<u>83.7</u>
Totals	263	100.0

Table 9 presents the percentage and the number of respondents affiliated with English compared to the percentage and the number of respondents affiliated with other academic departments by institutional type, academic degree, academic rank, and years of experience. Faculty who are affiliated with English have more years of experience on the whole than faculty who are affiliated with other departments. Also, a higher percentage of English faculty hold masters' degrees than is true of faculty who are affiliated with other departments. Almost one-half, or 46.5 percent, of all the faculty who are affiliated with English hold the academic rank of Associate Professor.

ANALYSIS OF DATA

The chi-square test of independence was computed on the first five null hypotheses of this study.

Table 9

Number and Percentage of Respondents for
English and Other Departments by
Institutional Type, Academic
Degree, Academic Rank,
and Experience

Variable	English Faculty		Other Faculty	
	Number	Percentage	Number	Percentage
Institutional Type				
College	24	55.8	70	31.8
University	19	44.2	150	68.2
	<u>43</u>	<u>100.0</u>	<u>220</u>	<u>100.0</u>
Academic Degree				
Masters	19	44.2	78	35.5
Doctorate	24	55.8	140	63.6
	<u>43</u>	<u>100.0</u>	<u>218*</u>	<u>99.1*</u>
Academic Rank				
Instructor	0	00.0	13	5.9
Assistant Professor	15	34.9	71	32.3
Associate Professor	20	46.5	66	30.0
Professor	8	18.6	70	31.8
	<u>43</u>	<u>100.0</u>	<u>220</u>	<u>100.0</u>
Years of Experience				
5 or less	2	4.7	43	19.5
6 to 15	22	51.2	102	46.4
16 to 25	14	32.6	49	22.3
26 or more	5	11.6	26	11.8
	<u>43</u>	<u>100.0</u>	<u>220</u>	<u>100.0</u>

*Two respondents had degrees other than a masters or a doctorate.

Null Hypothesis One: The perceptions of the twenty selected roles of the department of English are independent of whether the respondent is a member of the department of English. Hereafter, Hypothesis One is referred to also as the departmental affiliation hypothesis.

The chi-square analysis for each academic role of the department of English is listed in Table 10. The chi-square tests for roles 1, 3, 5, 7, 9, 14, 17, 19, and 20 are found to be significant at the .05 level. The ratings that were assigned to these roles were found to be dependent upon the departmental affiliation of the respondent. Consequently, Null Hypothesis One was rejected for these nine roles.

Tables 11 through 19 present the complete data for these roles found to be significant in hypothesis one.

In Table 11, page 55, department of English faculty perceived the role, "Increase Knowledge About Literature," as more important than did faculty from other academic departments. While 51.4 percent of faculty from other academic departments rated this role as high or very high, 88.4 percent of department of English faculty rated the role high or very high. No faculty member affiliated with English rated Role 1 lower than moderately high while 16.8 percent of the faculty affiliated with other academic departments rated the role moderately low or lower.

Table 10

Summary Table of Chi-square Values for the Twenty
Selected Academic Roles of the Department of
English by Academic Department Affiliation

Item	D/F	Critical Value	Calculated Value
1. Increase Knowledge About Literature	5	11.07	25.31499*
2. Increase Knowledge About Composition	4	9.49	2.85416
3. Introduce Undergraduates to the Appreciation of Literature	5	11.07	25.92556*
4. Graduate Majors Well-prepared to Teach Composition	5	11.07	3.91009
5. Provide Consultation and Expertise on Writing to Faculty in Other Departments	5	11.07	12.00808*
6. Encourage All Department Faculty to Have Doctorates	5	11.07	1.68017
7. Improve the Ability of Students to Spell Correctly	5	11.07	35.37802*
8. Advise Undergraduate Majors	5	11.07	4.32076
9. Graduate Majors Well-prepared to Teach Literature	5	11.07	25.47580*
10. Provide Courses Designed to Accommodate Undergraduate Nonmajors	5	11.07	7.09715
11. Train Public School Teachers of English	5	11.07	3.46968

Table 10 (continued)

Item	D/F	Critical Value	Calculated Value
12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure	4	9.49	1.30586
13. Instruct Students in the Methods of Literary Scholarship	5	11.07	2.04618
14. Provide Remedial Instruction for Students with Writing Deficiencies	5	11.07	19.46761*
15. Produce New Knowledge Through Research or Creative Endeavor	5	11.07	6.03753
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with Developments in the Discipline	5	11.07	5.82557
17. Introduce Undergraduates to the Basics of Writing Research Papers	5	11.07	29.79214*
18. Prepare English Majors for Graduate Study	5	11.07	2.06298
19. Advance the Discipline and the Profession Through Publication	5	11.07	11.69802*
20. Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering	5	11.07	19.16579*

*Significant at .05 level

Table 11

Number of Respondents by Perceived Level of
Importance for Role 1, Increase Knowledge
About Literature

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	0	0	0	4	14	24
Other	3	6	28	69	61	52

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 25.3149^*$

In Table 12, department of English faculty perceived the role, "Introduce Undergraduates to the Appreciation of Literature," as a more important role than did academic faculty who were affiliated with other academic departments. Seventy-seven percent of the department of English faculty rated Role 3 as high or very high. However, only 58 percent of the faculty who were affiliated with the other academic departments rated the role at the same levels of importance. Furthermore, only one faculty member who was affiliated with the department of English rated the role moderately low or lower. On the other hand, 16 percent of the faculty who were affiliated with the other academic departments so rated the role.

Table 12

Number of Respondents by Perceived Level of
Importance for Role 3, Introduce Under-
graduates to the Appreciation
of Literature

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	0	1	0	9	7	26
Other	4	9	21	59	74	53

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 25.02556^*$

In Table 13, the academic faculty who were affiliated with the department of English perceived the role, "Provide Consultation and Expertise on Writing to Faculty in Other Departments," as more important than did the academic faculty who were affiliated with the other academic departments. Thirty percent of the academic faculty who were associated with the department of English rated the role as high or very high. On the other hand, only 17 percent of the academic faculty who were associated with the other academic departments rated Role 5 on providing writing assistance to faculty in other departments high or very high.

Table 13

Number of Respondents by Perceived Level of
Importance for Role 5, Provide
Consultation and Expertise
on Writing to Faculty in
Other Departments

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	1	10	12	7	7	6
Other	28	38	59	57	29	9

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.07$ Calculated $\chi^2 = 12.00808^*$

In Table 14, faculty who were affiliated with the department of English perceived the role, "Improve the Ability of Students to Spell Correctly," as less important than did faculty who were affiliated with other academic departments. Fifty-one percent of the faculty who were affiliated with the department of English rated Role 7 moderately high or higher. Seventy-four percent of the faculty who were from other academic departments rated Role 7 moderately high or higher. Furthermore, 42 percent of faculty who were from the department of English rated this role low or very low. However, only 11 percent of the faculty who were affiliated with other academic departments rated the role low or very low.

Table 14

Number of Respondents by Perceived Level of
Importance for Role 7, Improve the
Ability of Students to
Spell Correctly

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	9	9	3	15	3	4
Other	6	18	34	67	38	57

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.07$ Calculated $\chi^2 = 35.37802^*$

In Table 15, faculty members who were affiliated with the department of English perceived the role, "Graduate Majors Well-prepared to Teach Literature," as more important than did faculty who were affiliated with the other academic departments. Seventy-five percent of faculty from the department of English perceived this role as high or very high in importance. On the other hand, only 42 percent of the faculty who were from the other academic departments rated Role 9 as high or very high. Furthermore, no faculty member who was affiliated with the department of English rated this role as less than moderately high. Twenty-four percent of the faculty, however, who were affiliated with other academic departments rated the role

moderately low or low.

Table 15

Number of Respondents by Perceived Level of
Importance for Role 9, Graduate Majors
Well-prepared to Teach Literature

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	0	0	0	11	14	18
Other	8	15	30	74	60	32

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 25.47580^*$

In Table 16, faculty members affiliated with the department of English perceived the role, "Provide Remedial Instruction for Students with Writing Deficiencies," as less important than did the faculty who were from the other academic departments. Fifty-six percent of the faculty members who were affiliated with the department of English rated the role moderately high or higher. Eighty-three percent of the faculty members, however, who were affiliated with the other academic departments rated Role 14 on the provision of remedial instruction for students moderately high or higher.

Table 16

Number of Respondents by Perceived Level of
Importance for Role 14, Provide Remedial
Instruction for Students with
Writing Deficiencies

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	2	6	11	8	10	6
Other	5	6	26	61	63	59

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 19.46761^*$

In Table 17, faculty members who were affiliated with the department of English perceived the role, "Introduce Undergraduates to the Basics of Writing Research Papers," as less important than did the faculty members who were affiliated with the other academic departments. Sixty-seven percent of department of English faculty rated the role moderately high or higher. Ninety percent of the faculty in the other academic departments, on the other hand, rated Role 17 moderately high or higher. In addition, 29 percent of faculty affiliated with the other academic departments rated the role very high. However, only 5 percent of the faculty members affiliated with the department of English rated the role very high.

Table 17

Number of Respondents by Perceived Level of
Importance for Role 17, Introduce
Undergraduates to the Basics
of Writing Research Papers

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	1	5	8	16	11	2
Other	0	4	18	59	76	63

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.07$ Calculated $\chi^2 = 29.79214^*$

In Table 18, faculty members who were affiliated with the department of English perceived the role, "Advance the Discipline and the Profession Through Publication," as of lesser importance than did those faculty members who were affiliated with the other academic departments. Seventy-six percent of the faculty from the academic departments other than the department of English rated the role as moderately high or higher. On the other hand, only 51 percent of the academic faculty members who were affiliated with the department of English rated Role 19 on the use of publication for the advancement of the discipline and of the profession moderately high or higher.

Table 18

Number of Respondents by Perceived Level of
Importance for Role 19, Advance the
Discipline and the Profession
Through Publication

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	4	4	13	10	7	5
Other	8	13	32	80	58	29

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.07$ Calculated $\chi^2 = 11.69802^*$

In Table 19, faculty members affiliated with the department of English perceived the role, "Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering," as of less importance than did faculty members affiliated with other academic departments. Seventy percent of the faculty affiliated with other academic departments rated Role 20 moderately high or higher (42 percent rated the role high or very high) while 40 percent of the faculty members affiliated with the department of English rated the role moderately high or higher (14 percent rated the item high or very high). Additionally, 30 percent of the faculty affiliated with the department of English rated Role 20 as

low or very low while 11 percent of the faculty affiliated with other academic departments rated the role as low or very low.

Table 19

Number of Respondents by Perceived Level of Importance
for Role 20, Provide Instruction in the Technical
Writing Styles Common to Such Disciplines as
Biology, Physics, Psychology,
and Engineering

English Department and Other Departments	Perceived Level of Importance					
	1	2	3	4	5	6
English	5	8	13	11	3	3
Other	11	14	40	62	49	43

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.08$

Calculated $\chi^2 = 19.16579^*$

Differences were found in the perceptions of the twenty selected academic roles of the department of English between faculty who were affiliated with the department of English and faculty who were affiliated with other academic departments. Because other variables might account for part of the findings that resulted from the analysis of Hypothesis One, those variables were analyzed also. Null hypotheses two through five analyze variables that may account for part of the difference.

Null Hypothesis Two: The perceptions of the twenty selected academic roles of the department of English are independent of whether the individual was a faculty member who taught at a college or at a university.

The chi-square analysis for each academic role of the department of English is listed in Table 20. Hereafter, this hypothesis will be known also as the institutional-type hypothesis. Roles 4, 15, 16, 18, and 19 were found to be significant at the .05 level of significance. As a consequence, Hypothesis Two was rejected for the five roles.

Information in Table 21 through Table 25 constitute the completed data for those roles which were found to be significant in Hypothesis Two.

In Table 21, page 67, academic faculty who were employed at one of the colleges that were selected for the study perceived the role "Graduate Majors Well-prepared to Teach Composition," as a more important role than did academic faculty who were employed at one of the universities that were selected for the study. Seventy-three percent of the academic faculty who were at one of the colleges that were selected for the study rated the role high or very high. Fifty-nine percent of the academic faculty who were from one of the universities that were selected for the study, however, rated the role high or very high.

Table 20

Summary Table of Chi-square Values for the Twenty Selected
Academic Roles of the Department of English by Institu-
tional Type (College and University)

Item	D/F	Critical Value	Calculated Value
1. Increase Knowledge About Literature	5	11.07	6.04266
2. Increase Knowledge About Composition	4	9.49	2.80116
3. Introduce Undergraduates to the Appreciation of Literature	5	11.07	10.79325
4. Graduate Majors Well-prepared to Teach Composition	5	11.07	11.27086*
5. Provide Consultation and Expertise on Writing to Faculty in Other Departments	5	11.07	4.06367
6. Encourage All Department Faculty to Have Doctorates	5	11.07	1.94224
7. Improve the Ability of Students to Spell Correctly	5	11.07	5.22046
8. Advise Undergraduate Majors	5	11.07	5.33711
9. Graduate Majors Well-prepared to Teach Literature	5	11.07	3.98677
10. Provide Courses Designed to Accommodate Undergraduate Nonmajors	5	11.07	7.36795
11. Train Public School Teachers of English	5	11.07	3.35687
12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure	4	9.49	3.65319

Table 20 (continued)

Item	D/F	Critical Value	Calculated Value
13. Instruct Students in the Methods of Literary Scholarship	5	11.07	2.21148
14. Provide Remedial Instruction for Students with Writing Deficiencies	5	11.07	7.16683
15. Produce New Knowledge Through Research or Creative Endeavor	5	11.07	22.04420*
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline	5	11.07	12.40115*
17. Introduce Undergraduates to the Basics of Writing Research Papers	5	11.07	4.46375
18. Prepare English Majors for Graduate Study	5	11.07	12.13851*
19. Advance the Discipline and the Profession Through Publication	5	11.07	32.92821*
20. Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering	5	11.07	3.59346

*Significant at the .05 level

Table 21

Number of Respondents by Perceived Level
of Importance for Role 4, Graduate
Majors Well-prepared to Teach
Composition

College or University	Perceived Level of Importance					
	1	2	3	4	5	6
College	2	5	8	10	28	41
University	2	5	14	47	43	58

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 11.2708^*$

In Table 22, the academic faculty who were employed at one of the colleges that were selected for the study perceived the role, "Produce New Knowledge Through Research or Creative Endeavor," as a less important role than did the academic faculty who were employed at one of the universities that were selected for the study. Fifty-six percent of the academic faculty who were employed at colleges rated Role 15 as moderately high or higher. Seventy-nine percent, on the other hand, of the academic faculty who were employed at universities rated the role moderately high or higher. Fifty-one percent, moreover, of the academic faculty who were employed at one of the universities that were selected for the study rated the role as high or very high.

Table 22

Number of Respondents by Perceived Level
of Importance for Role 15, Produce New
Knowledge Through Research
or Creative Endeavor

College or University	Perceived Level of Importance					
	1	2	3	4	5	6
College	6	12	23	25	19	9
University	1	11	23	47	48	39

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 22.0442^*$

In Table 23, the academic faculty who were employed at one of the colleges that were selected for the study perceived the role, "Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline," as less important than did the academic faculty who were employed at one of the universities that were selected for the study. Thirty-four percent of the college academic faculty rated the role high or very high. Fifty-one percent, on the other hand, of the academic faculty who were employed at one of the universities rated the role of remaining cognizant of developments in the discipline high or very high.

Table 23

Number of Respondents by Perceived Level of Importance
for Role 16, Encourage Department Faculty to Take
Periodic Sabbaticals, Attend Conferences, and
Join Professional Organizations in Order
to Stay Current with the Developments
in the Discipline

College or University	Perceived Level of Importance					
	1	2	3	4	5	6
College	3	8	21	30	15	16
University	11	8	20	42	49	38

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 12.401^*$

In Table 24, the academic faculty who were employed at one of the colleges that were selected for the study perceived the role, "Prepare English Majors for Graduate Study," as a less important function than did the academic faculty who were employed at one of the universities that were selected for the study. Sixty-eight percent of the academic faculty from the colleges selected for the investigation rated Role 18 on the preparation of English majors for graduate study moderately high or higher. Seventy-nine percent of the academic faculty from the universities selected for the investigation rated the role moderately high or higher.

Table 24

Number of Respondents by Perceived Level
of Importance for Role 18,
Prepare English Majors
for Graduate Study

College or University	Perceived Level of Importance					
	1	2	3	4	5	6
College	6	7	17	37	18	9
University	1	6	28	65	49	20

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.07$ Calculated $\chi^2 = 12.138^*$

In Table 25, the academic faculty who were employed at colleges perceived the role, "Advance the Discipline and the Profession Through Publication," as a less important role than did the academic faculty who were employed at universities. Fifty-two percent of the academic faculty who were from colleges rated Role 19 as moderately high or higher. Eighty-three percent, on the other hand, of the academic faculty who were from universities rated the role as moderately high or higher. Forty-eight percent of the academic faculty who were from colleges, as a consequence, perceived the role as of moderately low or lower importance as compared to seventeen percent of the academic faculty who were from universities who perceived the role

of advancing the discipline and the profession through publication as moderately low or lower in importance.

Table 25

Number of Respondents by Perceived Level
of Importance for Role 19, Advance
the Discipline and the Profes-
sion Through Publication

College or University	Perceived Level of Importance					
	1	2	3	4	5	6
College	8	10	26	30	11	8
University	4	7	18	60	54	26

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 32.928^*$

Differences were found in the perceptions of the academic roles of the department of English between the academic faculty who were employed at one of the colleges that were selected for the study and the academic faculty who were employed at one of the universities that were selected for the study.

Null Hypothesis Three: The perceptions of the twenty selected academic roles of the department of English are independent of whether the individual who was the faculty respondent has a master's degree or a doctoral degree.

Table 26 is a summary table of chi-square values for the twenty selected academic roles of the department of English by the academic degree of the respondent. Such respondent was either a member of the academic faculty of a college which was selected for the investigation or a member of the academic faculty of a university which was selected for the investigation. Hereafter, Null Hypothesis Three will be known also as the academic degree hypothesis. The academic degrees which were considered were:

1. Master's
2. Doctoral

Upon examination, Role 6, Role 7, Role 18, and Role 19 were found to be significant at the .05 level. Those roles were concerned with the following:

- | | |
|----------|--|
| Role 6: | Encourage All Department Faculty to Have
Doctorates |
| Role 7: | Improve the Ability of Students to Spell
Correctly |
| Role 18: | Prepare English Majors for Graduate Study |
| Role 19: | Advance the Discipline and the Profession
Through Publication |

As a result of the findings, Hypothesis Three for these four roles was rejected.

Table 26

Summary Table of Chi-square Values for the Twenty
Selected Academic Roles of the Department of
English by Academic Degree of Respondent

Item	D/F	Critical Value	Calculated Value
1. Increase Knowledge About Literature	5	11.07	5.34940
2. Increase Knowledge About Composition	4	9.49	5.45221
3. Introduce Undergraduates to the Appreciation of Literature	5	11.07	1.80564
4. Graduate Majors Well-prepared to Teach Composition	5	11.07	1.32015
5. Provide Consultation and Expertise on Writing to Faculty in Other Departments	5	11.07	1.70631
6. Encourage All Department Faculty to Have Doctorates	5	11.07	12.86935*
7. Improve the Ability of Students to Spell Correctly	5	11.07	11.72867*
8. Advise Undergraduate Majors	5	11.07	6.87813
9. Graduate Majors Well-prepared to Teach Literature	5	11.07	4.63709
10. Provide Courses Designed to Accommodate Undergraduate Nonmajors	5	11.07	6.58721
11. Train Public School Teachers of English	5	11.07	3.65345
12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure	4	9.49	7.45101

Table 26 (continued)

Item	D/F	Critical Value	Calculated Value
13. Instruct Students in the Methods of Literary Scholarship	5	11.07	6.35242
14. Provide Remedial Instruction for Students with Writing Deficiencies	5	11.07	5.86110
15. Produce New Knowledge Through Research or Creative Endeavor	5	11.07	3.35382
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline	5	11.07	8.39130
17. Introduce Undergraduates to the Basics of Writing Research Papers	5	11.07	8.12441
18. Prepare English Majors for Graduate Study	5	11.07	11.20656*
19. Advance the Discipline and the Profession Through Publication	5	11.07	16.18996*
20. Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering	5	11.07	2.57338

*Significant at the .05 level

Tables 27 through 30 present the complete data for the roles found to be significant for Hypothesis Three.

In Table 27, faculty with masters' degrees perceived the role, "Encourage All Department Faculty to Have Doctorates," as a less important role than did faculty with doctoral degrees. Eighty-five percent of the faculty with masters' degrees rated Role 6 moderately low or lower. The role was rated moderately low or lower by 65 percent of the faculty respondents with doctorates.

Table 27

Number of Respondents by Perceived Level
of Importance for Role 6, Encourage
All Department Faculty to
Have Doctorates

Academic Degree	Perceived Level of Importance					
	1	2	3	4	5	6
Masters	39	24	19	9	4	2
Doctorate	49	29	28	36	10	12

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.07$

Calculated $\chi^2 = 12.89635^*$

In Table 28, faculty respondents with masters' degrees perceived the role, "Improve the Ability of Students to Spell

Correctly," to be of greater importance than did the faculty respondents with doctorates. While 64 percent of the respondents with doctorates rated Role 7 moderately high or higher, 80 percent of the faculty respondents with masters' degrees rated the role moderately high or higher.

Table 28

Number of Respondents by Perceived Level
of Importance for Role 7, Improve the
Ability of Students to
Spell Correctly

Academic Degree	Perceived Level of Importance					
	1	2	3	4	5	6
Masters	3	6	10	33	14	31
Doctorate	12	21	26	49	27	29

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 11.72867^*$

In Table 29, faculty respondents with masters' degrees perceived the role, "Prepare English Majors for Graduate Study," as more important than did the faculty respondents with doctoral degrees. While 70 percent of the respondents with doctoral degrees rated Role 18 moderately high or higher, 84 percent of the respondents with masters' degrees rated the role moderately high or higher.

Table 29

Number of Respondents by Perceived Level
of Importance for Role 18, Prepare
English Majors for
Graduate Study

Academic Degree	Perceived Level of Importance					
	1	2	3	4	5	6
Masters	2	6	8	43	24	14
Doctorate	5	7	37	58	43	14

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 11.20656*$

In Table 30, the academic faculty who were the respondents in the study with masters' degrees perceived the role, "Advance the Discipline and the Profession Through Publication," as a less important role than did the academic faculty who were in the study with doctoral degrees. Twenty-three percent of the respondents who had masters' degrees rated the role high or very high. Sixty-two percent of the respondents who had masters' degrees rated the role on the advancement of the discipline and the profession through publication moderately high or higher. Forty-six percent of the faculty who had doctoral degrees rated the role high or very high. Seventy-seven percent, on the other hand, of the faculty who held doctoral degrees rated the

item moderately high or higher.

Table 30

Number of Respondents by Perceived Level
of Importance for Role 19, Advance
the Discipline and the Profes-
sion Through Publication

Academic Degree	Perceived Level of Importance					
	1	2	3	4	5	6
Masters	7	7	23	38	15	9
Doctorate	5	10	22	52	50	25

df = 5

p = .05

*Significant

Critical $\chi^2 = 11.07$

Calculated $\chi^2 = 16.18996^*$

As a consequence, differences were found in the investigation in the perceptions of the twenty selected academic roles of the department of English between members of the academic faculty who held masters' degrees and members of the academic faculty who held doctoral degrees.

Null Hypothesis Four: The perceptions of the twenty selected academic roles of the department of English are independent of the academic rank of the respondent. Table 31 is a summary table of chi-square values for the twenty selected academic roles. Such table

Table 31

Summary Table of Chi-square Values for the Twenty Selected
Academic Roles of the Department of English by the
Academic Rank of Respondent

Item	D/F	Critical Value	Calculated Value
1. Increase Knowledge About Literature	15	25.00	21.83838
2. Increase Knowledge About Composition	9	16.92	13.56032
3. Introduce Undergraduates to the Appreciation of Literature	15	25.00	23.70593
4. Graduate Majors Well-prepared to Teach Composition	15	25.00	6.64262
5. Provide Consultation and Expertise on Writing to Faculty in Other Departments	15	25.00	12.36816
6. Encourage All Department Faculty to Have Doctorates	15	25.00	24.71527
7. Improve the Ability of Students to Spell Correctly	15	25.00	16.40877
8. Advise Undergraduate Majors	15	25.00	17.37056
9. Graduate Majors Well-prepared to Teach Literature	15	25.00	12.03065
10. Provide Courses Designed to Accommodate Undergraduate Nonmajors	15	25.00	16.90538
11. Train Public School Teachers of English	15	25.00	8.65768
12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure	12	21.03	15.99040

Table 31 (continued)

Item	D/F	Critical Value	Calculated Value
13. Instruct Students in the Methods of Literary Scholarship	15	25.00	7.18854
14. Provide Remedial Instruction for Students with Writing Deficiencies	15	25.00	16.00197
15. Produce New Knowledge Through Research or Creative Endeavor	15	25.00	10.94924
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline	15	25.00	9.24945
17. Introduce Undergraduates to the Basics of Writing Research Papers	15	25.00	24.68214
18. Prepare English Majors for Graduate Study	15	25.00	21.55312
19. Advance the Discipline and the Profession Through Publication	15	25.00	21.19786
20. Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering	15	25.00	19.16176

*Significant at the .05 level

presents the chi-square analysis for each of the twenty selected academic roles of the department of English. Furthermore, the analysis is presented by the academic rank of the respondent:

1. Instructor
2. Assistant Professor
3. Associate Professor
4. Professor

When cells were collapsed on the contingency tables in order to meet the requirement that 80 percent of the expected values be equal to or greater than 5, no roles were found to be significant at the .05 level for the academic rank hypothesis. Moreover, Null Hypothesis Four, hereafter, is known also as the academic rank hypothesis.

Null Hypothesis Five: The perceptions of the twenty selected academic roles of the department of English are independent of the years of experience of the faculty respondent.

Table 32 is a summary table of chi-square values for the twenty selected academic roles. Such tables presents the chi-square values for each of the twenty selected academic roles of the department of English. Furthermore, the analysis is done by the experience of the respondent:

1. 5 or fewer years
2. 6 to 15 years
3. 16 to 25 years

Table 32

Summary Table of Chi-square Values for the Twenty Selected
Academic Roles of the Department of English by the
Experience of the Respondent

Item	D/F	Critical Value	Calculated Value
1. Increase Knowledge About Literature	15	25.00	19.52190
2. Increase Knowledge About Composition	12	21.03	6.25051
3. Introduce Undergraduates to the Appreciation of Literature	15	25.00	23.0927
4. Graduate Majors Well-prepared to Teach Composition	15	25.00	16.27729
5. Provide Consultation and Expertise on Writing to Faculty in Other Departments	15	25.00	12.94621
6. Encourage All Department Faculty to Have Doctorates	15	25.00	23.54283
7. Improve the Ability of Students to Spell Correctly	15	25.00	18.24918
8. Advise Undergraduate Majors	15	25.00	18.96800
9. Graduate Majors Well-prepared to Teach Literature	15	25.00	20.87157
10. Provide Courses Designed to Accommodate Undergraduate Nonmajors	9	16.92	15.81278
11. Train Public School Teachers of English	15	25.00	10.18663
12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure	12	21.03	15.02552

Table 32 (continued)

Item	D/F	Critical Value	Calculated Value
13. Instruct Students in the Methods of Literary Scholarship	15	25.00	17.16779
14. Provide Remedial Instruction for Students with Writing Deficiencies	15	25.00	17.68509
15. Produce New Knowledge Through Research or Creative Endeavor	15	25.00	14.76651
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline	15	25.00	12.39174
17. Introduce Undergraduates to the Basics of Writing Research Papers	15	25.00	19.05696
18. Prepare English Majors for Graduate Study	15	25.00	10.04272
19. Advance the Discipline and the Profession Through Publication	15	25.00	19.52095
20. Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering	15	25.00	16.63087

*Significant at the .05 level

4. 26 or more years

When cells were collapsed on the contingency table to meet the requirement that 80 percent of the expected values be equal to or greater than 5, no roles were found to be significant at the .05 level for the academic experience hypothesis.

Table 33 presents a summary of all roles found to be significant at the .05 level in the first five null hypotheses. A total of 20 out of 100 chi-square tests of independence were significant. In Null Hypothesis One, the departmental affiliation hypothesis, which analyzed the difference in perceptions of the twenty academic roles of the department of English between faculty affiliated with the department of English and faculty affiliated with other academic departments, nine roles were found to be significant. Seven of the nine roles were significant in Null Hypothesis One and were not significant in any other hypothesis. They were Roles 1, 3, 5, 9, 14, 17, and 20. Role 7 was significant in Hypothesis One and Hypothesis Three, the academic degree hypothesis. Role 19 was significant in Hypothesis One, Hypothesis Two (the institutional-type hypothesis), and Hypothesis Three (the academic degree hypothesis).

Null hypotheses two through five had nine significant tests. Role 18 was significant in Hypothesis Two and Hypothesis Three. Roles 4, 15, and 16 were significant in Hypothesis Two, the institutional-type hypothesis. Role 6 was significant in Hypothesis Three, the

Table 33

Summary Table of the Twenty Selected Academic Roles of
the Department of English Found to be Significant
at the .05 Level in Null Hypotheses One
Through Five

Item	Dept				
	Inst Ho1	Inst Ho2	Deg Ho3	Rank Ho4	Exper Ho5
1. Increase Knowledge About Literature	*				
2. Increase Knowledge About Composition					
3. Introduce Undergraduates to the Appreciation of Literature	*				
4. Graduate Majors Well-prepared to Teach Composition		*			
5. Provide Consultation and Expertise on Writing to Faculty in Other Departments	*				
6. Encourage All Department Faculty to Have Doctorates			*		
7. Improve the Ability of Students to Spell Correctly	*		*		
9. Graduate Majors Well-prepared to Teach Literature	*				
10. Provide Courses Designed to Accommodate Undergraduate Non-majors					
14. Provide Remedial Instruction for Students with Writing Deficiencies	*				
15. Produce New Knowledge Through Research or Creative Endeavor		*			
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline		*			
17. Introduce Undergraduates to the Basics of Writing Research Papers	*				
18. Prepare English Majors for Graduate Study		*	*		
19. Advance the Discipline and the Profession Through Publication	*	*	*		
20. Provide Instruction in the Technical Writing Styles Common to such Disciplines as Biology, Physics, Psychology, and Engineering	*				

*Significant at the .05 level

academic degree hypothesis. No roles were found to be significant in Hypothesis Four, the academic rank hypothesis, or in Hypothesis Five, the academic experience hypothesis. The perceptions of the twenty selected academic roles of the department of English did not seem to be dependent on these variables.

Null Hypothesis Six: No correlation exists between the rank-order assigned the twenty selected academic roles of the department of English by the faculty affiliated with the department of English and the rank-order assigned the twenty selected academic roles by faculty affiliated with other academic departments.

The Spearman rank-order correlation was computed for Hypothesis Six. A Spearman rank-order correlation coefficient of .6737 was computed. The medians for each role as rated by faculty affiliated with English and as rated by faculty affiliated with other academic departments were computed. The medians then were used to compute the coefficient.

Table 34 presents the rank-order of the twenty selected academic roles of the department of English by the faculty affiliated with English and the rank-order by the faculty affiliated with other academic departments.

Null Hypothesis Six was rejected. The faculty affiliated with English and the faculty affiliated with other academic departments tended to rank-order the twenty selected academic roles of the

Table 34

Comparison of the Rank-Order of the Twenty Selected Academic Roles of the Department of English as Assigned by Faculty Affiliated with the Department of English and by Faculty Affiliated with Other Academic Departments

Item	English Faculty	Other Faculty
1. Increase Knowledge About Literature	2	9
2. Increase Knowledge About Composition	4	1.5*
3. Introduce Undergraduates to the Appreciation of Literature	1	7
4. Graduate Majors Well-prepared to Teach Composition	5.5+	
5. Provide Consultation and Expertise on Writing to Faculty in Other Departments	18	19
6. Encourage All Department Faculty to Have Doctorates	20	20
7. Improve the Ability of Students to Spell Correctly	17	11
8. Advise Undergraduate Majors	9	17
9. Graduate Majors Well-prepared to Teach Literature	5.5+	12
10. Provide Courses Designed to Accommodate Undergraduate Non-majors	8	3
11. Train Public School Teachers of English	7	5
12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure	3	1.5*

Table 34 (continued)

Item	English Faculty	Other Faculty
13. Instruct Students in the Methods of Literary Scholarship	14	18
14. Provide Remedial Instruction for Students with Writing Deficiencies	15	8
15. Produce New Knowledge Through Research or Creative Endeavor	10	13
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline	11	10
17. Introduce Undergraduates to the Basics of Writing Research Papers	13	6
18. Prepare English Majors for Graduate Study	12	16
19. Advance the Discipline and the Profession Through Publication	16	15
20. Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering	19	14

*Tied for first place

+Tied for fifth place

department of English in a similar manner. However, certain roles were rank-ordered differently by the two groups.

Roles 1, 3, 7, 8, 9, 14, and 17 generated the most discrepancy in ranking between the two groups. Role 1, "Increase Knowledge About Literature," was perceived as more important by English faculty who ranked it second than by faculty in other academic departments who ranked it ninth. Also, Role 3, "Introduce Undergraduates to the Appreciation of Literature," was perceived as more important by faculty affiliated with English than by faculty affiliated with other academic departments. English faculty ranked the role first while other faculty ranked it seventh.

Role 7, "Improve the Ability of Students to Spell Correctly," was perceived as more important by faculty from other departments than by faculty affiliated with the department of English. English faculty ranked the role seventeenth; whereas, faculty from the other departments ranked the role eleventh.

Role 8, "Advise Undergraduate Majors," was perceived as more important by faculty affiliated with English than it was by faculty affiliated with other academic departments. English faculty ranked the role ninth while the faculty affiliated with other academic departments ranked the role seventeenth.

Role 9, "Graduate Majors Well-prepared to Teach Literature," was perceived as less important by the faculty affiliated with other

academic departments than it was by the faculty affiliated with the department of English. While English faculty ranked the role fifth, the faculty of other academic departments ranked it twelfth.

Role 14, "Provide Remedial Instruction for Students with Writing Deficiencies," was perceived as less important by faculty affiliated with English who ranked it fifteenth than it was by the faculty affiliated with other academic departments who ranked it eighth.

Role 17, "Introduce Undergraduates to the Basics of Writing Research Papers," was perceived as more important by faculty from other departments who ranked it sixth than by faculty of the department of English who ranked it thirteenth.

A DESCRIPTIVE ANALYSIS: RANKING THE ROLES

In order to provide a precise delineation of the perceptions of the most and the least important academic roles of the department of English by faculty affiliated with English and by faculty affiliated with other academic departments, Part Three of the questionnaire (See Appendix B) requested the respondents to rank the five roles they perceived as most important and to rank the five roles they perceived as least important. This operation was entirely separate from the procedures employed for the analysis of Hypothesis Six.

Based on the rankings on Part Three of the questionnaire, a

rank-ordering of the twenty selected academic roles was achieved by assigning numerical values to each of the ten possible ranks and calculating point totals for each role. The totals were rank-ordered to provide a rank-ordering of the twenty selected academic roles of the department of English in descending order of importance. The top five and the bottom five roles were identified as perceived by the faculty affiliated with the department of English and the faculty affiliated with other academic departments.

The descriptive analysis of Part Three of the questionnaire supported the findings in the analysis of Hypothesis Six.

Table 35 presents the rank-order of the five most important of the twenty selected academic roles of the department of English by the faculty affiliated with the department of English and by the faculty affiliated with other academic departments. Faculty affiliated with English ranked Role 3 first, Role 1 second, Role 4 third, Role 12 fourth, and Role 11 fifth. Faculty affiliated with the other academic departments ranked Role 12 first, Role 2 second, Role 10 third, Role 11 fourth, and Role 17 fifth. Both groups included Roles 11 and 12 among the top five roles. The two highest ranked roles by faculty affiliated with the department of English were roles concerned with literature. On the other hand, the two highest ranked roles by faculty affiliated with other academic departments were concerned with composition.

Table 35

The Five Most Important of the Twenty Selected Academic Roles of the Department of English as Perceived by Faculty Affiliated with English and by Faculty Affiliated with Other Academic Departments

Rank Order	English Role	Other Role
First	3. Introduce Undergraduates to the Appreciation of Literature	12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure
Second	1. Increase Knowledge About Literature	2. Increase Knowledge About Composition
Third	4. Graduate Majors Well-prepared to Teach Composition	10. Provide Courses Designed to Accommodate Undergraduate Non-majors
Fourth	12. Improve Student Composition Skills Including Grammar, Punctuation, and Sentence Structure	11. Train Public School Teachers of English
Fifth	11. Train Public School Teachers of English	17. Introduce Undergraduates to the Basics of Writing Research Papers

Table 36 presents the rank-order of the five least important of the twenty selected academic roles of the department of English by the academic faculty who were affiliated with the department of English in one of the institutions selected for the study and by the academic faculty who were affiliated with other academic departments in one of the institutions selected for the study. The academic faculty who were affiliated with the department of English made the following rankings: Role 19 sixteenth, Role 5 seventeenth, Role 7 eighteenth, Role 20 nineteenth, and Role 6 twentieth. The academic faculty who were affiliated with the other academic departments made the following rankings: Role 19 sixteenth, Role 18 seventeenth, Role 16 eighteenth, Role 6 nineteenth, and Role 5 twentieth.

The academic faculty who were affiliated with the department of English ranked improving the ability of the students to spell correctly and providing instruction in the technical writing styles common to such disciplines as biology, physics, psychology, and engineering among the bottom five roles. Both groups of academic faculty, however, ranked advancing the discipline and the profession through publication, encouraging all department faculty to have doctoral degrees, and providing consultation and expertise on writing to the faculty in other academic departments among the least important academic roles of the department of English.

Table 36

The Five Least Important of the Twenty Selected Academic Roles of the Department of English as Perceived by Faculty Affiliated with English and by Faculty Affiliated with Other Academic Departments

Rank Order	Role	English	Role	Other
Sixteenth	19.	Advance the Discipline and the Profession Through Publication	19.	Advance the Discipline and the Profession Through Publication
Seventeenth	5.	Provide Consultation and Expertise on Writing to Faculty in Other Departments	18.	Prepare English Majors for Graduate Study
Eighteenth	7.	Improve the Ability of Students to Spell Correctly	16.	Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline
Nineteenth	20.	Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering	6.	Encourage All Department Faculty to Have Doctorates
Twentieth	6.	Encourage All Department Faculty to Have Doctorates	5.	Provide Consultation and Expertise on Writing to Faculty in Other Departments

SUMMARY

First, the demographic data for the population and the sample were presented. Second, a description of the faculty responding for each of the six variables was presented in table form. The six hypotheses were analyzed in turn and the findings were discussed.

The chi-square test of independence was computed for each of the first five null hypotheses. In Null Hypothesis One, which stated: The perceptions of the twenty selected academic roles of the department of English are independent of whether the respondent is a member of the department of English, nine roles were found to be significant at the .05 level. In Null Hypothesis Two, which stated: The perceptions of the twenty selected academic roles of the department of English are independent of whether the faculty member teaches at a university or at a college, five roles were found to be significant at the .05 level. In Null Hypothesis Three, which stated: The perceptions of the twenty selected academic roles of the department of English are independent of whether the faculty respondent has a doctoral degree or a master's degree, four roles were found to be significant at the .05 level. In Null Hypothesis Four, which stated: The perceptions of the twenty selected academic roles of the department of English are independent of the academic rank of the respondent, one role was found to be significant at the .05 level. In Null Hypothesis Five, which stated:

The perceptions of the twenty selected academic roles of the department of English are independent of the years of experience in higher education of the faculty respondent, one role was found to be significant at the .05 level. Roles 1, 3, 5, 9, 14, 17, and 20 were significant exclusive to Hypothesis One.

For Hypothesis Six, the Spearman rank-order correlation was computed. Null Hypothesis Six stated: No correlation exists between the rank-order assigned the twenty selected academic roles of the department of English by the faculty affiliated with the department of English and the rank-order assigned the twenty selected academic roles by the faculty affiliated with other academic departments. A Spearman rank-order correlation coefficient of .6737 was computed.

In a separate operation which was designed to provide a description of the respondents' perceptions of the five most and the five least important of the twenty selected academic roles of the department of English, frequencies were computed for each of the roles. Point values were assigned to each of the ten possible ranks and values were calculated for each of the roles. The resulting values then were rank-ordered for the academic faculty who were affiliated with the department of English and for the academic faculty who were affiliated with other academic departments.

Through this method, the rank-order of the five most important and the five least important of the twenty academic roles of the

department of English as perceived by the academic faculty who were affiliated with the department of English and by the academic faculty who were affiliated with other academic departments were identified.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine if a significant difference existed between the perceptions of the twenty selected academic roles of the department of English by full-time faculty of English and full-time faculty of other academic departments at selected Montana public institutions of higher education during the 1979-1980 academic year.

SUMMARY

The review of literature was divided into three sections:

(1) The Academic Department--History and Development, (2) The Academic Department--Research, and (3) The Department of English.

The first section presented the growth and development of the academic department. The growth and development were found to be organic and unplanned according to the literature.

The second section presented a review of the research that was conducted on the academic department. The research concentrated on finding a conceptual framework by which academic departments could be understood.

The third section presented a review of the research conducted on the department of English as an academic department. The growth and development of the department of English were unplanned. The

discipline of English was ill-defined and complicated by the massive service role localized in freshman composition.

Chapter 3 contained a detailed description of the procedures used in the study. The survey population included 335 randomly selected academic faculty members in the six selected public institutions of higher education in Montana during the 1979-1980 academic year.

The data were collected, analyzed, and presented in appropriate tables. The chi-square test of independence and the Spearman rank-order correlation were used to test the null hypotheses at the .05 level of significance.

Chapter 4 presented the findings of the study. Of 100 chi-square tests in the first five null hypotheses, eighteen tests were found to be significant. For Null Hypothesis Six, the Spearman rank-order correlation coefficient was found to be significant at the .05 level. The significant findings in each hypothesis were discussed below.

CONCLUSIONS AND RECOMMENDATIONS

Although more study might be needed, apparently while faculty in the department of English and faculty in the other academic departments perceived the academic roles of the department of English similarly overall, they differed in their perceptions of certain

roles. Consequently, the differences in the perceptions between the faculty affiliated with departments of English and the faculty affiliated with other academic departments indicated certain potential problem areas that might be resolved by communication. The perceptions of the faculty in other academic departments might indicate needs that the department of English might wish to meet or might be meeting already but not communicating the fact adequately to the faculty in other academic departments. Departments of English might need to investigate changes in curriculum based upon careful and logical analysis of the differences in perceptions as shown in this study and the identification of unmet needs through the communication process.

Ho 1: Differences in Perceptions
Due to Academic Department

Nine of the twenty chi-square tests of independence were significant at the .05 level when a comparison was made of those perceptions of the academic roles of the department of English held by the faculty of the department of English and those perceptions held by the faculty of other academic departments. These roles were:

1. Increase Knowledge About Literature
3. Introduce Undergraduates to the Appreciation of
Literature
5. Provide Consultation and Expertise on Writing to Faculty
in Other Departments

7. Improve the Ability of Students to Spell Correctly
9. Graduate Majors Well-prepared to Teach Literature
14. Provide Remedial Instruction for Students with Writing Deficiencies
17. Introduce Undergraduates to the Basics of Writing Research Papers
19. Advance the Discipline and the Profession Through Publication
20. Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering

Department of English faculty perceived Role 1 and Role 3 which dealt with literature as more important than did faculty in the other academic departments. The belief held by many faculty affiliated with English that the major concern of the department of English was the study of literature was not held by faculty from the other academic departments.

Composition and Spelling Skills. The conclusion reached in the previous paragraph was supported directly by the fact that Roles 7, 14, 17, and 20 which dealt with composition were perceived as more important by faculty in other academic departments than by faculty in the department of English. In addition, of the six roles that dealt with composition among the twenty selected academic roles, four were

significant in Hypothesis One. Roles 2 and 12 were considered very important by all respondents and so were not found to be significant. Therefore, this basic difference in outlook was the probable cause of the friction that was reported by the literature to exist between the department of English and the other academic departments. If the department of English were to be integrated closely with the rest of the academic departments to improve student writing skills, this basic discrepancy in the perceptions of the relative importance of literature and composition might be addressed. The composition component of the English curriculum seemed to be what other departments wanted upgraded and emphasized. The faculty of departments of English in Montana might begin a dialogue with faculty in other academic departments about the differences in the perceptions of composition as an academic role of the department of English and how and where the need for composition might be met within the curriculum.

Among the composition roles, several deserved special attention by faculty affiliated with the department of English. The great concern with accurate spelling held by faculty from other academic departments seemed to clash with the rather low level of concern over accurate spelling held by English faculty. Departments of English might want to discuss with faculty from other academic departments the importance or unimportance of accurate spelling as an indicator of academic excellence and who was responsible for the development of

this skill.

Role 14, "Provide Remedial Instruction for Students with Writing Deficiencies," also deserved special attention by departments of English. During the last few years, most remedial composition courses were phased out at the selected public institutions of higher education in Montana. Yet, faculty in other academic departments perceived this role as important. Thus, the lack of remedial instruction (often referred to as Bonehead English) was also a possible cause of some of the dissatisfaction with the department of English. The faculty affiliated with English might wish to contemplate instituting remedial writing courses where they were not in existence. Faculty from other academic departments might wish to speculate about what they might do to remediate writing deficiencies in students. Faculty affiliated with English might consider explaining to the faculty affiliated with other academic departments that holding the department of English responsible for ensuring the writing abilities of students through remedial instruction might not be realistic given the open admission policies at the public institutions of higher education in Montana.

Another area--the composition roles 17 and 20--showed a fundamental discrepancy between faculty affiliated with English and faculty affiliated with other academic departments. Both roles dealt with the teaching of composition skills used by students in the required

writing done in the courses taught by academic departments other than English. Both roles were considered less important by faculty affiliated with the department of English than they were by faculty affiliated with other academic departments. One possible conclusion based on the discrepancy of perception was that the difference between the style of writing taught by the department of English and the writing styles required in other disciplines might be a cause of the difficulty. To address the concerns of other departments, the department of English possibly might consider placing emphasis on the basics of the library research paper formats of the other disciplines. All too often, English faculty taught the writing of the literary research paper. This approach might not be beneficial to students who wrote research papers for other fields of study. Orienting the content of the library research paper courses taught by departments of English toward the nature of the research conducted and the writing styles employed by the other academic departments might be worth consideration by English faculty.

Role 20, "Provide Instruction in the Technical Writing Styles Common to Such Disciplines as Biology, Physics, Psychology, and Engineering," also was perceived as less important by faculty affiliated with the department of English than it was by faculty affiliated with other academic departments. A basic disagreement about the type of writing to be emphasized was indicated. Faculty in other

departments, at a minimum, wanted additional emphasis on technical writing. One possible way to achieve efficient integration with the concerns of the other departments might be for the faculty affiliated with the department of English to consider upgrading any technical writing courses already part of the curricula or adding the course if it were not in existence.

In summary, the composition roles proved to be an area of basic disagreement between English faculty and faculty in the other academic departments. The concerns of the faculty in the other departments about accuracy of spelling, remedial instruction, research papers, and technical writing seemingly were not shared by faculty in the department of English. Such a discrepancy in perception was a possible cause of much of the criticism departments of English received according to a review of the literature.

Preparing Teachers of English. In Hypothesis One, Role 9, "Graduate Majors Well-prepared to Teach Literature," was perceived as more important by faculty affiliated with English than it was by the faculty affiliated with other academic departments. While the role dealt with teacher training, it lent credence to the conclusions stated previously. English faculty seemed to place more emphasis on literature than did faculty from other academic departments. To address this concern, departments of English might want to consider upgrading the proportion of teacher-training courses devoted to the

techniques for teaching composition. Currently, such courses were almost nonexistent. The traditional teacher preparation for teachers of English emphasized literature almost to the exclusion of composition. English faculty might wish to consider altering their perceptions about the comparative importance of literature versus composition. This alteration was, of course, dependent on whether they wished to address the concerns of the faculty in other academic departments.

Publication. English faculty seemingly did not perceive publication to be as important a role as did faculty in other academic departments. On the other hand, English faculty appeared to perceive providing consultation and expertise on writing to faculty in other departments as more important than did the faculty in other academic departments. Therefore, efforts to integrate the academic roles of the department of English concerned with writing with the desires of the rest of the academic departments might need to be approached with care.

The differences in perceptions of the academic roles of the department of English between faculty affiliated with English and faculty affiliated with other academic departments might be explained partly by analyzing the other variables such as institutional type, academic degree, academic rank, and years of experience in higher education. The discussions of Null Hypotheses Two through Five

examined these variables to determine whether they might account for some of the differences between faculty affiliated with English and faculty affiliated with other academic departments.

Ho 2: Differences in Perceptions
Due to Type of Institution

Five of twenty chi-square tests of independence were significant at the .05 level when a comparison was made between college faculty and university faculty. They were:

4. Graduate Majors Well-prepared to Teach Composition
15. Produce New Knowledge Through Research or Creative Endeavor
16. Encourage Department Faculty to Take Periodic Sabbaticals, Attend Conferences, and Join Professional Organizations in Order to Stay Current with the Developments in the Discipline
18. Prepare English Majors for Graduate Study
19. Advance the Discipline and the Profession Through Publication

University faculty perceived Role 4 as less important than did college faculty while college faculty perceived Roles 15, 16, 18, and 19 as less important than did university faculty.

College faculty seemed to place more importance on graduating English majors who were well-prepared to teach composition than did

university faculty. Thus, college and university faculty differed in their perceptions of the importance of proper training for English teachers. Programs designed to improve teacher preparation in composition appeared to have a better chance for acceptance at the college level than at the university level.

College faculty perceived preparation for graduate study as less important than did university faculty. Perhaps, such a response was natural; however, such response tended to identify a basic divergence of outlook between college faculty and university faculty. University faculty were more concerned with professional development and advanced literary study than with teaching the composition courses which were normally lower division courses. Such a conclusion was supported by the perceptions of university faculty of professional development.

Research, publication, and professional activities (Roles 15, 19, and 16) were all considered more important by university faculty than by college faculty. If such activities were to be encouraged at the college level, their worth needed to be explained carefully to college faculty. College level faculty seemed less concerned with professional development and more concerned with teaching. How much the significance of these roles was influenced by the fact that the largest body of faculty in the population taught at a research institution was undetermined.

Ho 3: Differences in Perceptions
Due to Academic Degree

Four of the twenty chi-square tests of independence were significant at the .05 level when a comparison was made of the perceptions of the faculty with masters' degrees and the faculty with doctorates.

They were:

6. Encourage All Department Faculty to Have Doctorates
7. Improve the Ability of Students to Spell Correctly
18. Prepare English Majors for Graduate Study
19. Advance the Discipline and the Profession Through
Publication

Faculty with masters' degrees perceived the necessity for the department of English faculty to have doctorates and to publish to be less important than did faculty with doctorates. While such a difference in perceptions might be expected, the difference indicates that the higher proportion of faculty with masters' degrees at the college level increased the overall difference in perception between college and university faculties taken as a whole. In addition, such response meant that the academic functions of a university department of English were perceived under different criteria than were the academic functions of a college department of English.

Improvement of the ability of students to spell correctly was perceived as more important by faculty with masters' degrees than it

was by faculty with doctorates. Here faculty with doctorates agreed with English faculty who also perceived improvement of the ability of students to spell correctly to be of relatively low importance. English faculty ranked the role eighteenth. This role was a bone of contention between English faculty who perceived improvement of spelling ability as not their responsibility and faculty from other departments who criticized English faculty because students were unable to spell correctly. Therefore, spelling was a specific subject that English faculty possibly might want to address. English faculty might consider explaining their views of their responsibility or lack of responsibility for spelling improvement to faculty in other academic departments.

Faculty with masters' degrees perceived preparation of English majors for graduate study as a more important role than did faculty with doctorates. This response might be due to their personal aspirations for advanced study. Many of the faculty with masters' degrees might be in the process of earning a doctoral degree and thus were oriented toward graduate study.

Ho 4: Differences in Perceptions
Due to Academic Rank

No chi-square test of independence computed for Null Hypothesis Four was found to be significant at the .05 level. Therefore, the perceptions of the twenty selected academic roles of the department of

English seemed not to be dependent upon academic rank.

Ho 5: Differences in Perceptions
Due to Years of Experience

No chi-square test of independence computed for Null Hypothesis Five was found to be significant at the .05 level. Therefore, no dependency seemed to be indicated between the respondents' perceptions of the twenty selected academic roles of the department of English and the number of years of experience that the respondents had in higher education.

Roles Significant Exclusive to the
Departmental Affiliation Hypothesis
(Ho 1)

Of the nine roles found to be significant in Hypothesis One, the departmental affiliation hypothesis, Roles 1, 3, 5, 9, 14, 17, and 20 were significant in Hypothesis One only. Role 7 was also significant in Hypothesis Three, the academic degree hypothesis; therefore, the level of academic degree might influence the perceptions of this role. Role 19 was significant in Hypothesis Two and Hypothesis Three as well as in Hypothesis One; consequently, the perceptions of this role might be dependent on the type of institution and the academic degree of the respondent.

Four of the seven roles found to be significant exclusive to the departmental affiliation hypothesis were roles concerned with

writing. As a consequence, the primary area of disagreement between the faculty who were affiliated with the department of English and the faculty who were affiliated with the other academic departments was the importance of teaching composition as an academic role of the department of English. The faculty from the department of English perceived teaching composition as less important than did the faculty from the other academic departments. This response meant that possibly some reluctance existed among the members of the department of English to increase their composition load.

The service role of the department of English was contained mostly in the freshman composition courses which seemingly constituted a major proportion of the effort of most departments of English and, as a result, impacted any effort that could be devoted to the study of literature. The faculty in other academic departments perceived the service role (composition) of the department of English to be the important role. The faculty who were affiliated with the department of English, however, seemed to perceive the study of literature as more important than that of the service role. This basic discrepancy in outlook was at the heart of the criticism that the department of English received in recent years. In conclusion, apparently the differences in the perceptions of these roles by the two groups was accounted for by departmental affiliation.

Ho 6: Correlation of Rank-Order
Between English and Non-
English Faculty

Null Hypothesis Six was analyzed using the Spearman rank-order correlation. Null Hypothesis Six stated: No correlation exists between the rank-order assigned the twenty selected academic roles of the department of English by the faculty affiliated with the department of English and the rank-order assigned the twenty selected academic roles by the faculty affiliated with other academic departments. However, a positive correlation of .6732 was found to be significant at the .05 level. Therefore, Null Hypothesis Six was rejected. English faculty tended to rank-order the twenty selected academic roles of the department of English in a fashion similar to the faculty affiliated with other academic departments. Consequently, those roles that were found to be significant in Hypothesis One were especially important. In addition, the roles that showed definite discrepancy in the comparative rankings by faculty affiliated with other academic departments on Part Three of the questionnaire became particularly significant.

Role 14, "Provide Remedial Instruction for Students with Writing Deficiencies," had a discrepancy of seven positions between the rank assigned by faculty affiliated with English who ranked it fifteenth and the rank assigned by faculty affiliated with other academic departments who ranked the role eighth. Remedial English was a specific course that conceivably might be reviewed carefully by

faculty affiliated with English.

Another role that generated seven positions difference between the rankings assigned by faculty affiliated with the department of English and faculty affiliated with other academic departments was Role 17, "Introduce Undergraduates to the Basics of Writing Research Papers." English faculty ranked this role thirteenth while faculty from other academic departments ranked the role sixth. The need for undergraduates to learn the basics of writing research papers might be reviewed by all faculty. The institution might decide where this need might be met. In addition, departments of English might assume responsibility for this role and develop an appropriate course. Such an approach might prove to be beneficial to departments of English.

Descriptive Analysis: Rank-Order
of the Five Most Important and
Five Least Important Academic
Roles

When asked to rank-order what they perceived to be the five most important of the twenty selected academic roles of the department of English, faculty affiliated with English and faculty affiliated with other academic departments demonstrated a marked difference. The roles English faculty perceived as first and second most important both dealt with literature. The roles faculty affiliated with other academic departments perceived as first and second most important both dealt with composition. Thus, the perception that literature was more

important than composition held by faculty affiliated with English clashed directly with the perception that composition was more important than literature held by the faculty affiliated with other academic departments. When communicating with faculty affiliated with other academic departments, English faculty might be made aware that the department of English was perceived as a service department. Whether the fundamental purpose of the department of English was the study of literature or the teaching of writing skills was unclear. This confusion about the basic academic role of the department of English might need to be corrected if the department of English were to interface effectively with other academic departments.

Both faculty affiliated with English and faculty affiliated with other academic departments ranked teacher preparation as one of the five most important roles. However, the division of emphasis between literature and composition might be reflected here. Whether teachers were to be prepared to teach composition or to teach literature was not clear.

When asked to rank-order what they perceived to be the five least important of the twenty selected academic roles of the department of English, faculty affiliated with English ranked publication, consultation on writing, spelling improvement, technical writing, and encouraging faculty to have doctorates as the five least important. Faculty affiliated with other academic departments ranked publication,

preparation for graduate study, faculty development, encouraging the faculty to have doctorates, and consultation on writing as the five least important of the twenty selected academic roles of the department of English.

Both of the groups perceived publication and doctoral degrees as unimportant roles. In addition, both of the groups agreed that providing consultation on writing was not too important. While all of the roles that the two groups ranked among the five most important might be considered as teaching-oriented roles, almost all of the roles that the two groups ranked among the five least important might be considered as faculty development roles. Therefore, the emphasis for the function of the department of English appeared to be on those roles which were teaching related.

The faculty who were affiliated with the department of English placed little or no importance on technical writing as a course to be offered by departments of English. Since technical writing was considered to be relatively important by the faculty who were affiliated with other academic departments, this role was one that the English faculty possibly might want to take under advisement. Technical writing was a direct service course that might be considered crucial in determining just how the effectiveness and the worth of the department of English were perceived by the faculty in other academic departments.

GENERAL RECOMMENDATIONS

1. As a result of the differences in the perceptions of the twenty selected academic roles, the departments of English and other academic departments possibly might initiate a dialogue to investigate when, where, and how the differences in perceptions could be translated into curricular decisions.

2. A concerted effort probably might be undertaken to make faculty in other academic departments aware of the special problems which confront departments of English. The department of English might be fulfilling roles particularly well; however, faculty in other departments might not be sufficiently cognizant of the fact.

3. Departments of English in the public institutions of higher education in Montana might wish to consider increasing their emphasis on composition and integrating the content of the composition courses with the desires of the faculty who are affiliated with other academic departments.

4. Departments of English might consider examining the research paper courses and the technical writing courses in their curricula. If such courses were not a part of the curricula, departments of English might consider whether the creation of such courses might be advantageous.

5. Since faculty affiliated with other departments perceived

the remediation of student writing deficiencies to be an extremely important role of the department of English, faculty affiliated with English might wish to consider remedial English as a necessary element of the English curriculum. Any writing improvement centers or writing laboratories at the institutions of higher education in Montana perhaps might be under the control of the departments of English since they appeared to be held accountable by faculty affiliated with other academic departments for any perceived improvement or perceived lack of improvement in the ability of students to write effectively.

6. English faculty might consider the desires of the rest of the academic community when designing the English curriculum. While the desires of the other academic faculty perhaps were not accommodated, not to consider them might constitute a type of academic arrogance.

7. The faculty at each public institution of higher education in Montana might consider the advisability of creating a department of composition separate from the department of English. Such a department might concentrate exclusively on writing improvement.

8. Writing improvement, at least at the colleges, might be considered as the responsibility of all of the academic departments.

9. Faculty affiliated with English and faculty affiliated with other academic departments might wish to consider team-taught writing courses designed to accommodate the writing requirements of the other academic departments.

10. A major effort, beyond the present role and scope statements, might be undertaken to define precisely the department of English role.

11. The preparation of teachers of English probably might emphasize the teaching of composition along with the teaching of literature.

12. This investigation might be replicated through the use of a different method in order to determine the academic roles of the department of English. A survey which might involve several states or a national survey might be conducted to inquire of English faculty and of other faculty what they perceived as the important academic roles of the department of English.

13. A study might be done to determine the discrepancy between what faculty perceived to be the ideal roles of the department of English and what they perceived to be the actual roles.

14. A study might be done through the use of Biglan's model (see pages 15-16) to determine whether the type of academic discipline with which the respondent was affiliated influenced his perceptions of the academic roles of the department of English.

15. A study might be done to determine the specific perceptions of all aspects of composition held by faculty affiliated with English and by faculty affiliated with other academic departments. A comparison then might be conducted with the current curriculum.

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APPENDICES

APPENDIX A

PARTICIPATING INSTITUTIONS

Montana State University	(MSU)	Bozeman, Montana
University of Montana	(UM)	Missoula, Montana
Northern Montana College	(NMC)	Havre, Montana
Eastern Montana College	(EMC)	Billings, Montana
Western Montana College	(WMC)	Dillon, Montana
Montana College of Mineral Science and Technology	(MCMT)	Butte, Montana

APPENDIX B

QUESTIONNAIRE

DEPARTMENT OF ENGLISH ACADEMIC ROLE QUESTIONNAIRE

The following questionnaire has three parts. Part one is concerned with certain demographic information. Part two is concerned with your perception of the level of importance of each given departmental role. Part three is concerned with your perception of the most and the least important of these roles. The completed questionnaire will be computer processed and summarized into statistical form so that individuals cannot be identified. The accuracy of any survey will increase as the rate of response increases; therefore, your cooperation is greatly appreciated.

PART I
DEMOGRAPHIC DATA

Academic department _____

Please circle the number that corresponds to the appropriate choice:

Percent of FTE currently assigned
to classroom instruction

1. less than 50%
2. 50% or more

Highest educational degree
obtained

1. Masters
2. Doctorate
3. Other (please specify)

Number of years of experience in
higher education

1. 5 or fewer
2. 6 to 15
3. 16 to 25
4. 26 or more

Academic rank

1. Instructor
2. Assistant Professor
3. Associate Professor
4. Professor

PART II
PERCEPTION OF ACADEMIC ROLES

This portion of the questionnaire is designed for you to describe what you perceive to be the level of importance for each of the following academic roles of the Department of English. It is important that you circle the response that corresponds to your initial reaction to the importance of each listed role. Please circle only one response for each role.

Academic Roles	Level of Importance:					
	Very High	High	Moderately High	Moderately Low	Low	Very Low
1. TO INCREASE KNOWLEDGE ABOUT LITERATURE	6	5	4	3	2	1
2. TO INCREASE KNOWLEDGE ABOUT COMPOSITION	6	5	4	3	2	1
3. TO INTRODUCE UNDERGRADUATES TO THE APPRECIATION OF LITERATURE	6	5	4	3	2	1
4. TO GRADUATE MAJORS WELL--PREPARED TO TEACH COMPOSITION	6	5	4	3	2	1
5. TO PROVIDE CONSULTATION AND EXPERTISE ON WRITING TO FACULTY IN OTHER DEPARTMENTS	6	5	4	3	2	1
6. TO ENCOURAGE ALL DEPARTMENT FACULTY TO HAVE DOCTORATES	6	5	4	3	2	1
7. TO IMPROVE THE ABILITY OF STUDENTS TO SPELL CORRECTLY	6	5	4	3	2	1
8. TO ADVISE UNDERGRADUATE MAJORS	6	5	4	3	2	1
9. TO GRADUATE MAJORS WELL--PREPARED TO TEACH LITERATURE	6	5	4	3	2	1

(over)

Academic Roles	Level of Importance					
	Very High	High	Moderately High	Moderately Low	Low	
10. TO PROVIDE COURSES DESIGNED TO ACCOMMODATE UNDERGRADUATE NON-MAJORS	6	5	4	3	2	1
11. TO TRAIN PUBLIC SCHOOL TEACHERS OF ENGLISH	6	5	4	3	2	1
12. TO IMPROVE STUDENT COMPOSITION SKILLS INCLUDING GRAMMAR, PUNCTUATION, AND SENTENCE STRUCTURE	6	5	4	3	2	1
13. TO INSTRUCT STUDENTS IN THE METHODS OF LITERARY SCHOLARSHIP	6	5	4	3	2	1
14. TO PROVIDE REMEDIAL INSTRUCTION FOR STUDENTS WITH WRITING DEFICIENCIES	6	5	4	3	2	1
15. TO PRODUCE NEW KNOWLEDGE THROUGH RESEARCH OR CREATIVE ENDEAVOR	6	5	4	3	2	1
16. TO ENCOURAGE DEPARTMENT FACULTY TO TAKE PERIODIC SABBATICALS, ATTEND CONFERENCES, AND JOIN PROFESSIONAL ORGANIZATIONS IN ORDER TO STAY CURRENT WITH THE DEVELOPMENTS IN THE DISCIPLINE	6	5	4	3	2	1
17. TO INTRODUCE UNDERGRADUATES TO THE BASICS OF WRITING RESEARCH PAPERS	6	5	4	3	2	1
18. TO PREPARE ENGLISH MAJORS FOR GRADUATE STUDY	6	5	4	3	2	1
19. TO ADVANCE THE DISCIPLINE AND THE PROFESSION THROUGH PUBLICATION	6	5	4	3	2	1
20. TO PROVIDE INSTRUCTION IN THE TECHNICAL WRITING STYLES COMMON TO SUCH DISCIPLINES AS BIOLOGY, PHYSICS, PSYCHOLOGY, AND ENGINEERING	6	5	4	3	2	1

PART III
RANKING OF ACADEMIC ROLES

For this portion of the questionnaire, please review the twenty academic roles listed in Part II and select what you consider to be the five most important and the five least important roles. Then, using the role numbers from Part II, rank the roles according to the format provided below.

Most Important Roles

Rank	Role Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Least Important Roles

Rank	Role Number
16.	_____
17.	_____
18.	_____
19.	_____
20.	_____

THANK YOU

Please return to:

If you would like a summary of the results of the study, please mark the slot below.

Gary Acton
Assistant Professor
Department of English
Eastern Montana College
Billings, Montana 59101

APPENDIX C

FIRST LETTER OF TRANSMITTAL FOR
NORTHERN MONTANA COLLEGE

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

I am conducting a survey of faculty perceptions of the level of importance of the academic roles of a department of English. (Since Northern Montana College does not have a separate Department of English, please substitute "Department of Languages and Literature" for "Department of English" wherever it appears on the questionnaire.) The purpose of the study is to determine whether the perceptions of the roles are independent of criteria such as academic discipline, institutional type, academic degree held, and years of experience in higher education. The research project is not intended as an evaluation of the Department of Languages and Literature. Rather, the intent is to determine how institutional faculty and English faculty differ in their perceptions of the roles of the Department of Languages and Literature. The survey is being conducted at selected institutions in the Montana University System.

The research is proceeding under the sponsorship of the Montana State University Department of Educational Services and under the direction of Dr. Robert Hendrickson, a faculty member in that department.

You can assist in the research project by completing the enclosed questionnaire. The questionnaire should take less than fifteen minutes of your time. A pre-paid envelope is enclosed for your convenience.

Although the questionnaire is coded for follow-up purposes, individual questionnaire responses will be treated confidentially. Only summary statistics will be reported. Your participation in the study is greatly appreciated. Results of the study will be provided to each participating institution. If you desire a copy of the results of the study, please mark the appropriate space on the questionnaire. Thank you for your time and cooperation.

Sincerely,

Gary A. Acton
Assistant Professor of English
Department of English
Eastern Montana College

Robert M. Hendrickson
Associate Professor of Adult and Higher Education
Department of Educational Services
Montana State University

Enclosures:
TELEPHONE (406) 594 4933

APPENDIX D

FIRST LETTER OF TRANSMITTAL FOR MONTANA
COLLEGE OF MINERAL SCIENCE
AND TECHNOLOGY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY BOZEMAN 59717

I am conducting a survey of faculty perceptions of the level of importance of the academic roles of a department of English. (Since Montana Tech does not have a separate Department of English, please substitute "English Program" for "Department of English" wherever it appears on the questionnaire.) The purpose of the study is to determine whether the perceptions of the roles are independent of criteria such as academic discipline, institutional type, academic degree held, and years of experience in higher education. The research project is not intended as an evaluation of the English Program. Rather, the intent is to determine how institutional faculty and English faculty differ in their perceptions of the roles of an English Program. The survey is being conducted at selected institutions in the Montana University System.

The research is proceeding under the sponsorship of the Montana State University Department of Educational Services and under the direction of Dr. Robert M. Hendrickson, a faculty member in that department.

You can assist in the research project by completing the enclosed questionnaire. The questionnaire should take less than fifteen minutes of your time. A pre-paid envelope is enclosed for your convenience.

Although the questionnaire is coded for follow-up purposes, individual questionnaire responses will be treated confidentially. Only summary statistics will be reported.

Your participation in the study is greatly appreciated. Results of the study will be provided to each participating institution. If you desire a copy of the results of the study, please mark the appropriate space on the questionnaire. Thank you for your time and cooperation.

Sincerely,

Gary A. Acton
Assistant Professor of English
Department of English
Eastern Montana College

Robert M. Hendrickson
Associate Professor of Adult and Higher Education
Department of Educational Services
Montana State University
TEL: 452-4100 FAX: 452-4111

APPENDIX E

FIRST LETTER OF TRANSMITTAL FOR MONTANA STATE
UNIVERSITY, UNIVERSITY OF MONTANA, EASTERN
MONTANA COLLEGE, AND WESTERN
MONTANA COLLEGE



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY BOZEMAN 59717

I am conducting a survey of faculty perceptions of the level of importance of the academic roles of a department of English. The purpose of the study is to determine whether the perceptions of the roles are independent of criteria such as academic discipline, institutional type, academic degree held, and years of experience in higher education. The research project is not intended as an evaluation of the Department of English. Rather, the intent is to determine how institutional faculty and English faculty differ in their perceptions of the roles of a department of English. The survey is being conducted at selected institutions in the Montana University System.

The research is proceeding under the sponsorship of the Montana State University Department of Educational Services and under the direction of Dr. Robert M. Hendrickson, a faculty member in that department.

You can assist in the research project by completing the enclosed questionnaire. The questionnaire should take less than fifteen minutes of your time. A pre-paid envelope is enclosed for your convenience.

Although the questionnaire is coded for follow-up purposes, individual questionnaire responses will be treated confidentially. Only summary statistics will be reported.

Your participation in the study is greatly appreciated. Results of the study will be provided to each participating institution. If you desire a copy of the results of the study, please mark the appropriate space on the questionnaire. Thank you for your time and cooperation.

Sincerely,

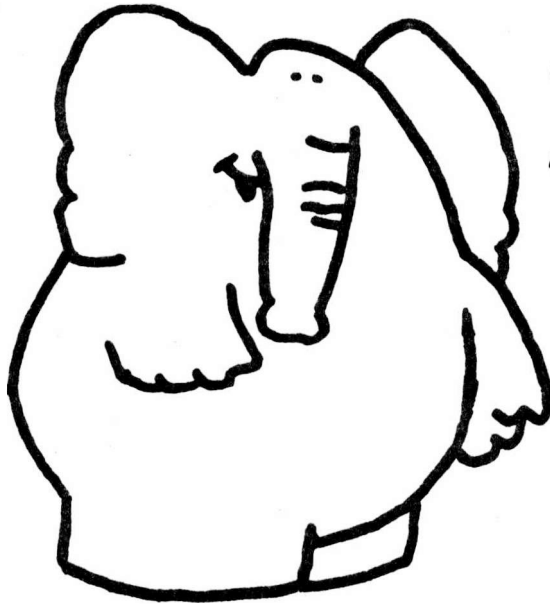
Gary A. Acton
Assistant Professor of English
Department of English
Eastern Montana College

Robert M. Hendrickson
Associate Professor of Adult and Higher Education
Department of Educational Services
Montana State University

Enclosures:
QUESTIONNAIRE

APPENDIX F

FOLLOW-UP CARD MAILED TO ALL RESPONDENTS



Could You Have Forgotten

GARY ACTON'S

*Survey on Department of English
Academic Roles?*

*Please Rush, My Master is
Waiting!*

*Please Disregard if You Have
Returned the Questionnaire.*

Thank You!

APPENDIX G

SECOND LETTER OF TRANSMITTAL



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY BOZEMAN 59717

We are concluding the data collection of our study of faculty perceptions of the academic roles of a department of English. As of this date, we have not received a completed questionnaire from you and are eagerly awaiting its return.

The research project will provide information that will prove valuable in helping to identify differences in perception between English faculty and institutional faculty. With such information, the Department of English can better integrate its academic functions with those of the institution at large.

While many of the questionnaires have been returned, the reliability of any study increases as the number of completed questionnaires increases. Therefore, we would appreciate it if you would complete and return the questionnaire as soon as possible. As was pointed out in the first letter, this should take less than fifteen minutes of your time. Also, the results will be treated confidentially. No individual will be identified. The code on the questionnaire is for follow-up purposes only.

We enclose another questionnaire and pre-paid return envelope in case the first questionnaire and return envelope were lost. Your help is sincerely appreciated. Please take a few minutes to complete the questionnaire and return it as soon as possible. Thank you again for your time and cooperation.

Sincerely,

Gary A. Acton
Assistant Professor of English
Department of English
Eastern Montana College

Robert M. Hendrickson
Associate Professor of Adult and Higher Education
Department of Educational Services
Montana State University

Enclosures:

MONTANA STATE UNIVERSITY LIBRARIES
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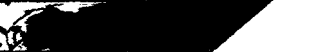


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Ac87

cop.2

Acton, Gary A

Faculty perceptions of
the twenty selected
academic roles of the
Department of English ...

DATE	ISSUED TO
<i>9/21</i>	<i>Lara Lemana</i>
	<i>4624 Stone Building 25</i>
AUG 05 1988	
<i>11 03 88</i>	
	
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