

ROLE EXPECTATIONS AND ROLE PERFORMANCE
OF NURSING FACULTY IN
RESEARCH UNIVERSITIES

by

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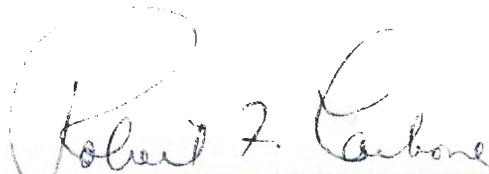
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ABSTRACT

Title of Dissertation: Role Expectations and Role Performance of
Nursing Faculty in Research Universities

Mary Regina Venn, Doctor of Philosophy, 1983

Dissertation directed by: Robert F. Carbone
Professor
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This study sought to clarify the role expectations and role performance of nursing faculty in research universities and related these data to institutional expectations for nursing faculty. The following questions were addressed:

1. Are there differences between institutional role expectations for nursing faculty in research universities and the role expectations that nursing faculty hold for themselves?
2. Are there differences between institutional role expectations for nursing faculty and their role performance?
3. Are there differences between role expectations held by the nursing faculty and their role performance?

The population included administrators and nursing faculty in public higher education institutions designated by the Carnegie Council on Policy Studies in Higher Education as Research Universities I which offered undergraduate and graduate nursing degree programs accredited by the National League for Nursing. Nine of the 19 institutions meeting the criteria agreed to participate.

The sample included all administrators who held a line relationship to the nursing program or to the nursing faculty. Also included were 50 percent of the non-administrative nursing faculty appointed at the rank of assistant professor or above who had at least one academic degree in nursing and who had held their appointment for a minimum of one year. In all, 174 nursing faculty and 53 administrators were selected. Responses were received from 115 faculty members and 38 administrators, yielding a response rate of 67 percent.

Two instruments were developed that yielded data on institutional administrators' role expectations for nursing faculty, nursing faculty role expectations, and actual nursing faculty role performance. Data were described and analyzed using measures of central tendency, median tests, correlation analyses, repeated measures analyses of variance, and t tests.

The findings suggest a high degree of congruence between perceptions of role expectations held by administrators and by nursing faculty. The role performance of nursing faculty met administrative expectations as well as their own. Nursing faculty in university settings appeared to be investing more time in scholarly work and less in teaching, but exceeding expectations for institutional service. The findings suggest that nursing faculty do contribute to the achievement of the three university goals and that more nursing faculty are acquiring doctoral preparation.

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CHAPTER I
INTRODUCTION

Since midcentury, increasing numbers of nurses have held faculty positions in colleges and universities. In 1957, approximately 84 percent of the nursing programs which prepared graduates for registered nurse licensure were located in hospital schools, 2 percent in community colleges, and 13 percent in senior colleges and universities (A.N.A. 1959). By 1979, approximately 25 percent of these programs were located in hospitals, 37 percent in community colleges and 37 percent in senior colleges and universities (A.N.A. 1981). The shift in control of nursing programs from hospitals to institutions of higher education created changes in faculty roles because of the differing goals and values which characterize these distinct institutions. However, the nursing literature suggests that nursing faculty are not adopting university expectations for faculty performance and this lack of change is attributed to a continuation of values and norms which are associated with the hospital and which do not promote effective faculty behavior within the university (Batey 1969; Barley and Redman 1979).

Ideally the university is characterized by an organizational structure and value system which facilitates the enactment of faculty role behaviors supportive of institutional goals. Bureaucratic structure is evident, but is more highly associated with administration and support services than with faculty academic roles. The organizational structure involving the faculty has tended to be more collegial in nature (Parsons and Platt 1968; Blau 1973). During the twentieth century, faculty within the university have gained significant autonomy in

establishing academic and personnel policies and in their selection of research, publication and service activities (Corson 1975). Research and publication represent individual efforts requiring specialized knowledge as well as a willingness to take risks and question the established ways (Blau 1973; Balderston 1974). Faculty rewards frequently are based on collegial evaluation of these efforts (Pavalko 1971; Blackburn 1974). Batey (1969) asserted that a less formal structure is needed to foster creativity, skepticism, self-direction and autonomy among the faculty in their academic roles. Professional creativity and innovation are perceived to be fostered by freedom, not administrative mandate (Etzioni 1964).

In contrast, hospitals are highly bureaucratic organizations concerned with the delivery of health care to patients. Historically students of nursing have been taught to be subservient, tactful, passive, and unassertive, qualities which inhibit creativity and intellectual development (Dachelet 1978). Batey (1969) argued that within the hospital the nurse is rewarded not for her creative acts or their results, but rather for characteristics such as, "length of service, appreciation by patients, punctuality and hard work" (p. 13). Batey contended that the nurse's initial experience with the hospital and lack of orientation to scholarly work has led nursing faculty to adopt norms more consistent with the hospital organization and to expect rewards for teaching and administrative responsibilities, not for research and publication. Palmer (1970) supported this position on the influence of the hospital value system on nursing faculty and cited the lack of appropriate nursing role models for scholarship and practice as a factor which makes adaptation to the university difficult for nurses. It has been proposed that strong authority figures, similar to those found in hospital settings, are evident in some university schools of nursing and meeting the expectations of those authority figures creates conflict for nursing faculty oriented to the traditional values of the university (Williamson

1972). Jacox (1978) indicated that some nursing administrators make decisions related to promotion and tenure rather than rely on the more typical university norm of collegial evaluation.

The expectations of teaching and service have traditionally been placed on nursing faculty but conducting research is a relative new and unfamiliar role for them to assume (Andreoli 1977). It is evident that research and publication are perceived by many nurses to be essential for the development of nursing theory and the advancement of nursing practice (Rogers 1964; Johnson 1974; Gortner 1975; Fuller 1976; Schlotfeldt 1977; Ashley 1978). Survival of nursing as a profession, not just as an occupation, is seen as contingent upon such scholarly productivity (Styles 1978). Several authors have expressed the opinion that nursing faculty should meet the same university expectations that are required of faculty in other disciplines (Palmer 1970; Andreoli 1977; de Tornay 1978).

While recognition of the need for nursing research is supported by many, Fawcett (1979) pointed to the paucity of such work. In addition to inappropriate socialization, other factors have been identified which contribute to low research productivity among nursing faculty. These factors have included the lack of doctoral preparation, inadequate scholarly preparation of graduate students, pressure to maintain clinical knowledge and skills through practice, increased time demands of clinical teaching, greater focus on task accomplishment than on intellectual development in nursing education, inadequate control of the learning environment, lack of a scientific heritage, and conflict between humanitarian values associated with service and self-expressive values needed for scholarly work (Batey 1969; Schlotfeldt 1977; Yeaworth 1978; Fawcett 1979).

Positive factors which have facilitated research also have been noted. These factors include an upward trend in the level of academic preparation of nursing faculty, emergence of doctoral programs in nursing, increased attention to scholarship and theory building within nursing, an increased number of scientific nursing journals, research support from professional organizations and the federal government, and increasing university expectations for scholarly work as a necessary condition for promotion and tenure (Andreoli 1977; Fawcett 1979).

While the nursing literature has tended to be critical of the lack of research and publication from nursing faculty, the higher education literature indicated that institutional goals and faculty expectations are not uniform among the different types of institutions. Faculty in all types of institutions were involved with and value the importance of teaching (Parsons and Platt 1968; Rich and Jolicoeur 1978). Research and publication were not expected from nor done by all faculty, even within the university. Such work tended to emanate from the more complex and prestigious university; lower prestige universities placed more emphasis on student development and service (Gross and Grambsch 1974; Trow and Fulton 1975; Baldrige et al. 1978). Differences have been identified in the academic preparation of faculty, the level of student taught, and the magnitude of teaching responsibilities which are related to academic role performance (Fulton and Trow 1975).

Little evidence was found in the literature that indicated nursing faculty academic roles have been studied within different types of institutions of higher education. Hayter and Rice (1979) surveyed the institutional source of nursing publications in major nursing journals from 1963 to 1977 and ranked collegiate and university schools according to the number of publications. Seventeen of the top twenty schools were located in major research universities, a finding consistent

with that which is generally found in higher education. The lack of consideration of the institutional setting could mask significant differences in nursing faculty role performance.

Purpose

This study sought to increase the understanding of role expectations and role performances of nursing faculty in research universities and to relate these data to institutional expectations for nursing faculty. The investigation addressed the claim of marked variance between institutional expectations and nursing faculty performance. Further, this research provided knowledge to assist administrators and faculty improve their understanding of roles of nursing faculty in research universities.

Statement of the Problem

Selected concepts from role theory and research findings from higher education provided the framework for the study of nursing faculty in research universities. The following questions were addressed:

1. Are there differences between institutional role expectations for nursing faculty in research universities and the role expectations that nursing faculty hold for themselves?
2. Are there differences between institutional role expectations for nursing faculty and their performance?
3. Are there differences between role expectations held by the nursing faculty and their role performance?

Definition of Terms

Institutional expectations - behaviors related to teaching, research and publication, and service anticipated from faculty by university and school of nursing

administrators.

Nursing faculty - full-time, non-administrative faculty who hold the rank of assistant professor or above, who have held their appointment for a minimum of one year, and who hold at least one academic degree in nursing.

Research university - those institutions of higher education which are classified as Research Universities I by the Carnegie Council on Policy Studies in Higher Education (1976).¹

Academic roles - behaviors associated with faculty responsibilities for teaching, research and publication, and service.

Role expectations - behaviors anticipated from persons who occupy a particular position (Secord and Backman 1964).

Role performance - actual behavior exhibited by the person occupying a position (Secord and Backman 1964).

Assumptions

The following assumptions were made in developing the research design:

1. Nursing faculty can articulate their own role expectations and role performance, and these perceptions can be measured with the use of a mailed questionnaire.
2. University and nursing program administrators can articulate institutional role expectations for nursing faculty, and these perceptions can be measured with the use of a mailed questionnaire.

¹These institutions received large amounts of federal support for academic endeavors between 1971-1974 and conferred a minimum of fifty Ph.D.s in 1973-74. Medical degrees also were included with the Ph.D.s when a medical school was part of the university.

3. Time spent in an activity is one indicator of role performance. No assumptions were made regarding the relationship between time invested in a role area and the quality and quantity of productivity.

Limitations

The following represent limitations to this study:

1. Instrumentation. The instruments used to measure the role expectations and role performance of nursing faculty were developed by the researcher. Although measures of reliability and validity were obtained, further use of these instruments is necessary to determine their effectiveness. Data collected by the questionnaires were influenced by the degree of awareness the subjects had regarding his perceptions and his willingness to respond candidly.
2. Sampling. Six of the nine institutions which participated in the study sent the requested lists of faculty who met the criteria for the population and it was from these lists the sample was randomly selected. For the three institutions which did not send the requested lists, faculty were randomly selected for the sample from faculty listed in the school catalogues. It was assumed that faculty listed in the catalogue met the criteria for the study.

Significance of the Study

Some authors propose that nursing faculty do not meet university expectations in their academic roles (Batey 1969; Williamson 1972; Barley and Redman 1979). While some have claimed that heavy teaching loads interfere with the ability to perform other roles, one study in a major university found that nursing faculty did not spend more time in instructional activities than did faculty in

other disciplines. In addition, there were no significant differences in the time spent on teaching, service and professional growth activities by nursing faculty who were involved in research and those who were not (Solomon, Jordison, and Powell 1980).

Some studies suggest that nursing faculty do not perceive research to be part of their academic role (Hoexter 1967; Milligan 1972). Schlotfeldt (1975) stated that only recently has there been a sufficient number of nurses academically prepared to become competently productive in scholarly endeavors. The upgrading of academic credentials of nursing faculty and the increasing demand for institutional accountability may be creating changes in nursing faculty role expectations and performance (A.N.A. 1981; Fawcett 1979).

It has been suggested that nursing faculty lack balance in role performance related to more than one of the university goals and that university faculty need to be involved in roles related to the three goals of teaching, research and service (Schlotfeldt 1966; Barley and Redman 1979). The higher education literature suggested that such a broad scope of faculty role performance may not be characteristic of the university. Parsons and Platt (1968) described a division of labor in higher education with research being done within intellectual institutions and distributed and assessed in secondary institutions. Trow and Fulton (1975) found differences in academic role performance which were related to institutional differences.

Knowledge of the current status of nursing faculty perception of role expectations and role performance in research universities can be helpful to administrators and faculty in policy formulation and in the promotion of faculty development through re-socialization, continuing education and academic study. The results of this study help to elucidate the influence of the institutional setting on nursing

faculty role expectation and performance and promote a better understanding of one institutional environment in which nursing education exists.

Conceptual Framework

Although there is no formally recognized integrated theory of role, certain sociological concepts have been found useful in understanding the behavior of individuals within social systems (Thomas and Biddle 1966; Newell 1978). Selected concepts from role theory and research findings from higher education will provide the framework for this study.

People within social systems tend to behave in an organized rather than random manner (Gross, Ward and McEachern 1958). Organizations are social institutions established to meet certain goals. Within organizations, a variety of interrelated positions are structured such that behaviors expected from occupants of particular positions contribute to the achievement of organizational goals (Kahn et al. 1964; Speer 1977).

Role refers to a set of organized and related behaviors associated with a particular position and any one position may incorporate a variety of related roles (Gross, Ward and McEachern 1958; Haas 1964). Roles involve relationships between positions and define mutual rights and obligations which exist between these positions. Rights associated with one position are the obligations of the related position and vice versa (Gross, Ward, and McEachern 1958).

Behaviors anticipated from persons who occupy a particular position are called role expectations (Secord and Backman 1964). These expectations are prescriptive in nature and reflect official expectations as well as the norms of significant others within the setting (Haas 1964; Secord and Backman 1964; Heiss 1968). Role performance is the actual behavior exhibited by the person occupying the position; this behavior may or may not accurately reflect role expectations

(Secord and Backman 1964).

Role consensus refers to the amount of agreement that exists regarding role expectations and may be a significant variable influencing individual behavior and organizational functioning (Gross, Ward, and McEachern 1958; Speer 1977). Variation does exist within groups regarding role expectations and the pattern of variance provides significant clues to factors which may be affecting dynamics among group members. For example, one could find strong agreement about a particular role expectation indicating a high degree of consensus, or one could simultaneously find strong agreement and disagreement indicating conflict within the group regarding a particular expectation (Gross, Ward, and McEachern 1958). Personality, educational preparation, socialization to the occupation and organization, organizational size, clarity of expectations and relationships among organizational members have been identified as factors which contribute to individual variation in perception of role expectations (Secord and Backman 1964; Speer 1977).

Two types of role consensus have been identified. Intrapositional consensus is the amount of agreement that exists among persons who occupy similar positions; interpositional consensus is the amount of agreement between persons in related positions (Secord and Backman 1964).

Socialization has been defined as the acquisition of knowledge, skills, and attitudes for adequate functioning in adult roles (Hurley 1978). Occupational socialization may be considered a developmental task which occurs in the course of formal training and continues during the work experience (Moore 1969; Pavalko 1971). Formal training provides interaction with socializing agents such as teachers and peers which promotes the learning of occupational roles, work styles and an occupational self-image (Pavalko 1971). Pavalko (1971) maintained that

learning the appropriate culture during training is particularly important for professionals and that much of the teaching of role expectations and values is done in unconscious and informal ways. After the formal training, various mechanisms operate to influence behavior and provide continuing socialization. These mechanisms include licensing regulations, professional associations, and evaluation by colleagues. The more strongly an individual identifies with his occupational colleagues, the greater the influence these colleagues will exert on the individual's behavior (Pavalko 1971).

The university is a social system with commonly recognized goals of teaching, research, and service. Faculty are employed by these institutions to perform academic roles related to these goals. It has been suggested that faculty exhibit characteristics of professionals in their need for autonomy over their work and their claim for self regulation. Colleagues alone are perceived to be sufficiently competent within the discipline to set standards of performance and judge individual effort (Blau 1973). Blau (1973) differentiated between the bureaucratic authority of administration and the professional authority of the faculty within the university.

Research productivity is of particular importance to the prestige of and support for a university. It has been found that faculty who have completed their formal training tend to demonstrate a greater orientation for research and scholarly work. However, the more important variable in research productivity seemed to be the institutional emphasis on such work (Blau 1973).

The university is dependent upon a more autonomous worker, the faculty, to contribute to the achievement of its goals. Since a person's self-identity as a worker influences his behavior in occupational roles, the degree of match between institutional expectations and worker role perception and performance can provide

insight to organization functioning (Kahn et al. 1964). In summary, the theoretical issue of concern in the dissertation was whether or not disequilibrium exists between institutional and faculty role expectations which might influence role performance.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature is presented in two major sections. The first part addresses the faculty roles and institutional expectations in higher education; the second section presents analyses, opinions and studies related to the roles of nursing faculty.

Higher Education and Faculty Role

Diversity characterizes American higher education and is reflected in the variation of roles engaged in by faculty in different types of institutions (Fulton and Trow 1975). Parsons and Platt (1968) described a differentiation of work within higher education. Studies have confirmed variation in institutional goals and faculty performance in different types of institutions.

Huber (1969) conducted a comprehensive study of faculty roles within ten colleges of a major state research university. The findings revealed that most faculty have an earned doctorate, a large majority carried one or two classes per term, and about 94 percent taught during an academic year. Eighty-three percent reported involvement in research projects, reflecting a strong norm of research. About two-thirds of the faculty taught at the graduate level where they found it easier to relate research activities to their teaching. Faculty ranking of work activities assigned greater importance to the following: undergraduate and graduate teaching, counseling and advisement of students, professional writing and research. Activities viewed as less important included administrative duties, consulting, obtaining research funds and moral development of students. The

findings indicated that within this institution, the faculty carried limited classroom responsibility and placed a high value on teaching, research and publication.

In their study of the relationship between university goals and faculty activities, Gross and Grambsch (1974) defined productivity in terms of contract research, percentage of graduate students and the quantity of doctoral degrees awarded. Their results indicated that highly productive universities placed more emphasis on research, scholarship and the teaching of graduate students while less productive universities focused on undergraduate teaching and service. A similar pattern was evident in the relationship between goal emphasis and prestige. High prestige universities focused on goals related to research and scholarship; lower prestige universities focused on student development and service.

Trow and Fulton (1975) found that most research and publication emanates from high quality universities where teaching and research are perceived to be complementary and not disjointed activities. While not all faculty were involved in research and publication, there was little difference in the teaching loads of researchers and non-researchers. However, 83 percent of these faculty spent eight or less hours per week in the classroom; the average time was about five and one-half hours. The faculty also were more likely to have smaller classes than faculty in other institutions. In low quality universities, 45 percent of the faculty spent nine or more hours per week in the classroom. A negative relationship seemed to exist between research productivity and classroom responsibility.

In high quality universities, nearly all faculty were engaged in research and the active researchers tended to be involved in institutional or departmental administrative responsibilities. The authors proposed that research productivity increased faculty status and political influence within their institutions. A strong majority of the faculty were currently publishing. Within these leading

universities, two exceptions to the norm of research and publication were identified. The first involved certain faculty in education and in the newer semiprofessional disciplines who were essentially practitioners and not held to the same standard for publication. The second group included nonprofessorial faculty who were more active in teaching and less involved in research activities.

Mayhew (1971) suggested the expert clinician faced a peculiar dilemma as a university faculty member. His practice skills were not valued so highly as the scholarly skills of academicians. Demands for research and scholarship made it more difficult for him to maintain his practice role and diminished the value of his clinical expertness in teaching.

Fulton and Trow (1975) noted that below top quality universities, teaching and research were more distinct activities involving different faculty. In lower ranked universities, frequent publishers carried slightly heavier class hours than did faculty in high quality universities and they were more likely to teach at the graduate level. Non-publishing faculty carried significantly greater teaching responsibilities. Those not involved in research tended to be more involved in administrative activities. Research was not always an expectation at lower ranking universities and strong colleges; this expectation was not typical in other colleges. This study not only confirmed variation in faculty performance in different types of institutions, but also pointed to a division of labor among faculty within institutions.

Similar findings of institutional variation were reported by Baldrige et al. (1978). While undergraduate education tended to predominate in most institutions of higher education, graduate education, research and publication tended to be found in the more complex universities. Gilliland (1974) found that among universities in Texas, faculty in the multipurpose universities rated research more highly

than did faculty in regional medium sized universities. A study done in California showed a positive relationship between type of institution and faculty role preferences. Faculty in Ph.D. granting universities reported a stronger preference for research activities; research preference and publication were positively related to time spent in research activities (Rich and Jolicoeur 1978).

Faculty who have completed their formal training tended to demonstrate a stronger orientation to research and publication; the socialization that occurs during graduate work seemed to exert a lasting effect on professional role expectations (Blau 1973; DeVries 1975). Institutions identified as having a high level of research and publication also had a large percentage of the faculty with doctoral preparation (Huber 1969; Fulton and Trow 1975). Although his sample size was too limited to allow generalization, Barnard (1971) found a trend of greater importance given to research and scholarly writing by faculty in education with doctorates than those without that degree. In his study of faculty productivity, Behymer (1974) concluded that when academic discipline and rank were controlled, research interest was the strongest predictor of publications.

Fulton and Trow (1975) questioned the use of the number of Ph.D. prepared faculty as an indicator of institutional quality. They suggested a better indicator to be an inversely related variable, the number of faculty with masters or less academic preparation. This indicator would not exclude faculty with non-Ph.D., advanced professional degrees. Their study presented an academic preparation profile which showed that 16 percent of the faculty in high quality universities had masters or less preparation while 30 percent of the faculty in low quality universities had such preparation. As will be shown below, these levels of academic preparation are considerably higher than that generally found within nursing education.

Research and publication have been important to both faculty and their universities. Prestige of the faculty has brought prestige to the institution, enhancing its ability to attract funds and to recruit better junior faculty and students (Blau 1973; Balderston 1974). Achievement in research and publication has promoted greater professional autonomy among the faculty and has enabled those disciplines characterized by research productivity to exert unusual influence in decision-making within their universities (Blau 1973; Fulton and Trow 1975). Teaching has been the dominant activity of most faculty but it often has been viewed as not amenable to effective evaluation. Instead, research and publications frequently have been used as a measure of faculty effectiveness as scholars and a basis for rewards (Pavalko 1971; Blackburn 1974; Trow and Fulton 1975). Recognition for such scholarly work has emanated from colleagues within one's institution as well as those within the discipline at large (Blau 1973).

Many ideas and opinions have existed regarding the relationship between teaching and research within the university. Some have maintained there is a conflict between these roles which is intensified by a reward system which promotes the value of specialization and research productivity and demotes the value of service and teaching, particularly in the undergraduate area (Caplow and McGee 1958). It has been proposed that the focus on research shifts importance from students to ideas (Perkins 1973). Others have perceived research and teaching to be synergistic. Research has been seen as enhancing teaching and providing students with the newest knowledge of the discipline as well as providing society with the latest knowledge for development in many areas (Balderston 1974; Henderson and Henderson 1974).

Professional consultation, involvement in civic organizations and cultural contributions were cited as examples of faculty activities related to service

(Henderson and Henderson 1974). However, it has been proposed that university expectations for service tend to be poorly defined or of minor importance in the reward system (Hind 1971; Blackburn 1974; Baldrige et al. 1978). Baldrige et al. (1978) found that faculty in the more complex universities spent approximately twenty percent of their time in institutional service and only four to five percent in community service.

One additional study was identified which supports the notion of institutional influence on role performance. In a large public university, DeVries (1975) examined four types of predictors of faculty role behavior related to teaching, research and administration. The two variables having the strongest correlation with role behaviors were self-expectations and organizational expectations. Colleague expectations showed a less strong but positive and significant correlation to teaching and research roles but not to administrative roles. Faculty time was allocated in the following manner: 44 percent to teaching, 29 percent to research, 12 percent to administration, and 15 percent to service and other activities.

Nursing Faculty Roles

While it is acknowledged that some nursing faculty possess the kind of professional and cosmopolitan orientation frequently associated with the university, it has been asserted that many of these faculty members do not meet university standards of academic preparation, have not been active in research and publication and demonstrate more authoritarianism and institutional orientation in their work (Williamson 1972). Blau (1973) maintained this local orientation is associated with a heavy focus on teaching rather than on research and tended to inhibit both education and innovation.

Development within a discipline is dependent upon research at the boundaries of knowledge (Blau 1973). The increasing professionalization of nursing relies in part on the roles performed by university nursing faculty (Schlotfeldt 1975; Fawcett 1978). In addition, nursing involves clinical practice and increasing attention has been given to the negative effects of the separation between nursing service and education (Brock 1974; Chickadonz et al. 1981). Some have proposed that clinical nursing faculty need to be actively involved in practice to maintain their knowledge and skills, to promote increased quality of patient care, and to influence the learning environment of students (Schlotfeldt 1966; Palmer 1970; Yeaworth 1978; Kelley 1981). Schlotfeldt (1966) asserted that clinical nursing faculty can provide appropriate role models for students only when they are involved in teaching, service through practice, and research.

Although an upward trend can be identified in academic preparation, nursing faculty have been less well educated than their colleagues in higher education. The 1955-56 edition of the American Nurses' Association's Facts About Nursing did not present a category for doctoral preparation when it identified the academic credentials of nursing educators. In 1958, 64 percent of the full time faculty in collegiate nursing programs held a masters and 3 percent a doctorate (A.N.A. 1959). The 1978 statistics revealed that 80 percent of the full time faculty in baccalaureate and higher degree programs held a masters and 11 percent the doctorate; 70 percent of the administrators of these programs had a doctoral preparation (A.N.A. 1981). A profile of the academic preparation of nursing faculty in research universities was not found. Therefore, it is not possible to ascertain whether or not nursing faculty with doctoral preparation tend to seek positions in research universities.

Cleino (1963) studied nurses with earned doctorates working in baccalaureate and higher degree programs. Approximately 83 percent were in general faculty positions; the remainder filled administrative or specialized positions. In addition to teaching, administration and interdisciplinary activities, the subjects reported moderate to strong involvement in research and publication. Subsequent studies have not verified this type of performance among nursing faculty.

In a study which focused on appointment, promotion and tenure policies within collegiate schools of nursing, Fritz (1965) noted the lack of adequately qualified faculty and meager productivity related to research and publication. Some institutions in this study reported that lesser standards of performance were accepted for nursing faculty.

Another study focused on factors influencing the research climate in schools of nursing which had received federal monies for faculty development in the conduct of research (MacPhail 1966). The results indicated nursing faculty did not tend to perceive research as part of their academic roles. In some cases, the magnitude of teaching loads was thought to interfere with faculty's ability to become involved with research activities. However, teaching styles were described as prescriptive and conservative, rather than scholarly, thus inhibiting the development of a questioning attitude which could facilitate research. It was concluded that the presence of some researchers on the faculty created a more positive milieu for research and that faculty who had participated in the training program tended to incorporate research as part of their role perception.

Hoexter (1967) found that nursing faculty in accredited baccalaureate programs did not tend to view themselves as scholars. Faculty responses about their position in the academic community were highly inconsistent; faculty perceived themselves as doers and not thinkers. It was suggested that nursing faculty had

not become socialized to the academic community.

Poole's (1969) study of nursing faculty in state supported university schools of nursing in the South indicated that most of these faculty were primarily oriented to teaching, but some differences were identified. Faculty with doctoral preparation tended to shift their orientation from undergraduate to graduate teaching and demonstrated more interest in research and publication. Working with graduate students, having received promotion in academic rank, and length of time in one's position seemed to be positively related to an increased valuing of scholarship.

In a large study, McCord (1970) collected data on the professional productivity or publications of nursing faculty in accredited baccalaureate and masters programs in major state supported universities. The results indicated that nursing faculty were far below social scientist and liberal arts faculty in professional productivity. Such productivity among nurses was positively related to age, years of teaching and of association with their current institution, tenure, and rank. The nursing faculty were described as young and inexperienced; 11 percent were doctorally prepared.

Milligan (1972) studied role perceptions of nursing faculty and their administrators in fourteen baccalaureate programs in the Northeast. Data collected on the time faculty spent in various activities showed that approximately 78 percent was spent on teaching activities, 9 percent on university activities, 10 percent for professional reading and almost no time on research and involvement in professional organizations. All but one of the subjects had earned masters. Faculty rated community service more highly than did administrators; administrators rated teaching, scholarship and university service more highly than the faculty. Both groups concurred that the magnitude of faculty workload inhibited

opportunities for faculty to become involved in a broader scope of academic activities.

Marella (1974) surveyed nursing faculty with earned doctorates who were teaching in graduate programs. These faculty rated teaching, student advisement, and research as the three most important of seven academic activities; teaching, research and publication were viewed as more important in the institutional reward system. It is interesting to note that approximately 55 percent of the subjects demonstrated a negative or a small positive correlation between their ratings of the importance of faculty activities and their perception of the university ranking of activities for promotion and tenure. Among the subjects, 51 percent held the Ph.D., 44 percent the Ed.D., and 4 percent a nursing doctorate. Faculty who had majored in science rated research more highly than those who had majored in education or nursing. Perception of research as part of the faculty role was identified as an important factor motivating research activity.

Nursing faculty in four major state universities in the Midwest were asked to rate the importance of and their satisfaction with twenty-one job characteristics (Grandjean, Aiken, and Bonjean 1976). The opportunity to do quality teaching was ranked first in importance and seventh in satisfaction; time and facilities for research were ranked tenth in importance and twenty-first in satisfaction. This rating of research was atypical to that commonly found among faculty in major universities, indicating a possible difference in values and role expectations among nursing faculty (Fulton and Trow 1975). Tenure, an important feature of the university reward system, was ranked fifteenth in importance and sixteenth in satisfaction. The authors suggested the low ranking and high dissatisfaction may reflect frustration due to limitations on research activities because of high clinical demands and the lack of doctoral preparation among the faculty. No

significant differences were found in the ratings of faculty with different academic ranks. The study did not provide specific information regarding the academic preparation or the level of program involvement (baccalaureate and/or graduate) of the subjects. Solomon et al. (1980), while not identifying the percentage of tenured faculty, found that approximately half of the nursing faculty in one major university were not working toward promotion.

Although their primary focus was on the determination of job satisfaction, Marriner and Craigie (1977) collected data on scholarly productivity of faculty in baccalaureate and higher degree programs in the West. Their data indicated that 39 percent of the faculty had research projects in progress and 36 percent had published journal articles. This rate of productivity represented an increase from that identified in earlier studies. The respondents demonstrated a wide range of academic preparation and academic ranks. No relationships were identified between scholarly productivity and academic preparation, rank, level of program involvement, or type of institution. The authors did comment on the positive influence of institutional, peer and self-expectations on the individual's perception of role expectations.

Hayter and Rice (1979) identified institutions from which scholarly publications in three major nursing journals emanated from 1963 to 1977. Their findings indicated that a majority of the publications were done by authors who were employed in educational rather than service institutions. The researchers found that among the authors from educational institutions, 87 percent were in baccalaureate and higher degree programs and 68 percent of these were in graduate programs. Limitations were identified in the classification process since some institutions offered both graduate and undergraduate programs. When the researchers were unable to identify the specific program association of the author,

he or she was classified as belonging to the program offering the highest degree. The frequency of this classification difficulty was not identified and raises some question about possible inflation of the graduate faculty publication rate. However, two significant trends seem to be indicated by the findings: increasing attention to scholarly productivity in nursing education and a significant proportion of the scholarly productivity being done by faculty in graduate level programs. Other trends noted were the increasing educational preparation of nursing authors and the increasing number of nurses with earned doctorates writing for the research journal.

Henry (1979) studied tenure requirements in baccalaureate and higher degree nursing programs. Her findings indicated that institutional policies were the primary determinants of school of nursing tenure procedures and that deans exerted more influence on tenure decisions than did nursing colleagues. Doctoral granting universities placed greater emphasis on research by nursing faculty. The investigator noted that a majority of the schools were changing tenure requirements, indicating possible changes in institutional expectations for nursing faculty.

In this study of characteristics of nurses with earned doctorates, Zimmerman (1979) found a positive relationship between social class origin and the selection of a Ph.D. program. The findings indicated that nurses achieve the doctorate at a later age than do graduate students in other fields. The researcher found that five universities award 40 percent of all doctorates conferred on nurses and that nurses who earned doctorates from these five universities were more likely to assume administrative roles and less likely to engage in research.

Recent analyses suggest a continuance of problems for nursing faculty in university settings. Barritt (1978) cited inadequate academic preparation, lack

of orientation to scholarly work, and high student contact hours, particularly at the undergraduate level, as factors which hindered nursing faculty performance. Panicucci (1978) supported Barritt's position and identified additional factors which influenced faculty achievement. She stated that nursing faculty tend to teach at either the undergraduate or graduate level and that involvement at the graduate level tended to facilitate engagement in research activities. She proposed that teaching responsibilities are frequently broad in scope, thus limiting the faculty's ability to develop expertise within a more defined area. She also asserted that nursing faculty tended to be uncertain about their research potential, did not value the need to share their ideas and research findings with professional colleagues through publication, and did not share a common definition of public service with university administrators.

Summary

The literature suggests variation in faculty role performance in different types of institutions. Faculty in major research universities tended to have earned doctorates, carry limited classroom responsibilities, and were actively involved in research and publication. Service roles seemed limited.

Trends in nursing education indicate an increasing level of academic preparation of faculty and signs of increasing attention to scholarly roles of the university faculty member in addition to teaching and service.

This study endeavored to clarify nursing faculty roles within the research university setting.

CHAPTER III

DESIGN OF THE STUDY

This study sought to describe and compare role expectations for nursing faculty in research universities held by institutional administrators and by members of the nursing faculty. In addition, role performance of the nursing faculty and the relationships between role expectations and role performance were examined.

Population and Sample

The population under study included administrators and nursing faculty in nineteen public higher education institutions which met the following criteria:

- a) the institutions have been designated as Research Universities I by the Carnegie Council on Policy Studies in Higher Education;
- b) the institutions house schools or departments of nursing which offer both undergraduate and graduate degree programs which have been accredited by the National League for Nursing.

Nine institutions (47 percent) agreed to participate in the study, and it was from these institutions that the sample was drawn.

The first group of potential respondents included academic administrators who held a line relationship to the nursing program or to the nursing faculty. These administrators were assumed to have an institutional perspective as well as an understanding of the role expectations for faculty. Department chairpersons, who frequently perform both faculty and administrative roles were excluded from the study.

Also included as potential respondents were faculty members appointed at the rank of assistant professor or higher who had at least one academic degree in nursing, who had no administrative responsibilities, and who had held their appointments for a minimum of one year. It was assumed that such persons understood faculty role expectations and had been in the institution for a sufficient period of time to develop an understanding of the general institutional norms.

A sample totaling 50 percent of the eligible faculty from each institution was randomly selected. All eligible administrators in each participating institution also were included in the sample. It was felt that this sampling method would permit generalization of the results to institutional administrators and nursing faculty in these major American research universities. In all, 174 faculty members and fifty three administrators were selected, yielding a total sample of 227 potential respondents. Responses were actually received from 115 faculty members and thirty-eight administrators for a total of 153, a 67 percent response rate.

Instrumentation

Two instruments developed by the researcher yielded data on institutional administrators' role expectations for nursing faculty, nursing faculty role expectations, and actual nursing faculty role performance. The data included:

1. ratings of descriptors of faculty activities in major role areas;
2. expected and actual allocation of faculty time among major role areas;
3. rankings of productivity in major role areas;
4. indicators of expectations for productivity in major role areas (numbers of students taught, research projects, publications, institutional committee memberships, professional meetings attended, public service projects);

5. teaching activities (numbers of students and hours taught, levels of program for which faculty had teaching responsibilities);
6. scholarly productivity (number of publications, research projects, professional papers);
7. institutional service (committee memberships);
8. public service (clinical practice, involvement in professional and community organizations);
9. faculty demographic information (age, sex, academic preparation, academic rank, tenure status, length of time at their current university, and previous teaching experience).

The instrument developed for administrators was designated Questionnaire ADM and was designed to provide data related to their expectations for nursing faculty in research universities (see Appendix A). The instrument for faculty was designated Questionnaire FAC and was designed to elicit demographic data as well as data related to the academic role expectations and role performance of nursing faculty in research universities (see Appendix B). Items in the two questionnaires which related to expected role performance were identical.

The instruments were piloted in a research university having accredited graduate and undergraduate nursing programs. This institution, comprised of several professional schools, is an autonomous unit of a multicampus university system, but was not included in the Carnegie classification. Sometimes professional schools located on a separate campus are not listed separately from the parent institution in the Carnegie classification system (Carnegie Council on Policy Studies in Higher Education, 1976). Since the main campus of this university was classified as a Research University I institution, it was assumed that the pilot institution shared characteristics of the population and was a proper setting

in which to test the instruments.

Questionnaire ADM was reviewed by four university and nursing education administrators. Questionnaire FAC was reviewed by ten university nursing faculty who met the same criteria described for the sample. In addition to completing the questionnaires on two occasions, the reviewers were asked to comment on the relevance of items to major role areas, clarity of expression and format.

In the pilot study, test-retest measurements were performed to determine the degree of stability of subject responses to the questionnaire items. A two week interval was provided between administration of the questionnaire to minimize the influence of true change and memory (Martuza 1977). Reliability coefficients were determined at the item level for faculty subject responses and ranged from .00 to 1.0. Sixty-six percent of the items yielded reliability level coefficients of .60 or above. When administrator subjects were added to the analysis of the thirty items which were identical to the two questionnaires, reliability coefficients ranged from .08 to .95 (see Appendix C). Fifty-seven percent of the items demonstrated reliability coefficients of .60 or higher. This analysis indicated a degree of stability between subject responses on the two measures for a majority of the items. Items with reliability coefficients of less than .80 were re-evaluated in conjunction with comments from reviewers. This assessment provided the basis for item revision.

To assess validity, Martuza (1977) suggested a technique in which content specialists independently rate the relevance of items and determinations are made of the interrater agreement and the content validity index. High values suggest clarity and relevance of the items to the domain under study. Two persons with expertise in research and knowledge of academic roles of nursing faculty in research universities were asked to independently rate the relevance of items

related to role performance and role expectations on the following four point scale: 1 - not relevant, 2 - somewhat relevant, 3 - quite relevant, 4 - very relevant. These experts also were asked to comment on clarity of statements and format used (see Appendix D). The resulting interrater agreement and content validity index were 1.0, suggesting a high degree of clarity and relevance of items (Table 3.1).

Table 3.1. - - Results of Relevance Ratings of Pilot Questionnaire Items by Two Content Experts Using a Four Point Scale

	Ratings		Total
	Not/Somewhat Relevant	Quite/Very Relevant	
	1 or 2	3 or 4	
Rator 1	0	21	21
Rator 2	0	21	21
Total	0	42	42

Revision of the questionnaires was based on results of the statistical analysis and feedback from reviewers and content experts. Both administrator and faculty reviewers indicated they experienced difficulty identifying role expectations without consideration of academic rank. The questionnaires were modified to provide for differentiation among ranks with regard to role expectations. Additional changes included rewording items to improve clarity of expression, additional directions to guide item responses, and expansion of definitions of terms to promote greater specificity of meaning (see Appendices E and F for the revised questionnaires).

To assess the accuracy with which reviewers responded to the questionnaires, responses related to research and publication were selected for comparison to information available in faculty curriculum vitae. Five subjects reporting high levels of publication were selected and permission was obtained to examine their vitae. Only three vitae were available. One subject reported one less article in the questionnaire than was validated in the curriculum vitae; one subject reported two more than could be validated. One other subject reported one less research study than was listed in the vitae. Seven of the 12 responses found on the pilot questionnaires were identical to information found on the vitae. These observations suggest that it is possible for subjects to answer items with a reasonable degree of accuracy.

Data Collection

The deans or chief administrative officers of nursing programs in the sample were sent a letter explaining the purpose of the study and seeking their support and agreement to participate in the study (see Appendix G). The administrative questionnaire was included and the following information was requested:

1. A listing of the names of all full-time, non-administrative faculty within the nursing program who held the rank of assistant professor or above for a minimum of one year and who had at least one academic degree in nursing.
2. A listing of the names and titles of administrators, excluding department chairmen, within the nursing program who held a line relationship to the faculty.
3. A listing of the names and titles of university academic administrators who held a line relationship to the nursing program.

Follow-up letters were sent to those deans who did not respond to the initial letter (see Appendix H).

Of the nine institutions participating in this study, six institutions sent the requested listings. The names of potential subjects from the remaining three institutions were acquired from the institutional catalogues. For each institution, faculty were assigned consecutive numbers. Using the Random Number Generator Program of the Texas Instrument calculator SR-60, a list of random numbers was generated for each institution and was used to select 50 percent of the faculty population for the sample. All identified administrators were included in the study.

Administrator and nursing faculty members so identified were sent a letter explaining the purpose of the study and seeking their participation (see Appendix I). The appropriate questionnaire accompanied this letter. Questionnaires were coded to allow follow-up of any subjects who did not return the questionnaire. If a subject chose not to participate, he or she was asked to return the questionnaire. Three weeks after the initial mailing, follow-up letters and a second questionnaire were sent to those who did not respond (see Appendix J). Confidentiality was assured; no individual or institution was identified.

Of the fifty three questionnaires sent to administrators, thirty eight were returned with data, yielding a response rate of 72 percent. Nine questionnaires were returned blank; fifteen administrators did not respond. A total of 174 questionnaires were sent to nursing faculty and 115 were returned with data, resulting in a response rate of 66 percent. Twenty questionnaires were returned blank; thirty nine were not returned.

Not all questionnaires contained complete data; all available data were used for the analysis. When subjects reported ranges rather than specific quantities in

response to items, the midpoint was selected and rounded, if necessary. For example, a response of 1 to 3 for the expected number of published articles was coded as 2.

Data Analysis

Administrators and faculty rated thirteen descriptors of faculty role activity using a four point scale, with a rating of four indicating the activity was essential and one that it was not essential. Histograms were constructed and mean scores were calculated for the ratings of each descriptor by administrators and nursing faculty. A correlation of the mean ratings between the two groups was performed and the mean ratings of the groups were ranked and compared.

The means of the percentage of time expected to be allocated to major role areas were calculated for both faculty members and administrators. Because measures of the levels of the role variable were not independent and represented several measures of the role variable for each subject, a 2 x 5 x 3 repeated measures analysis of variance was performed to determine if significant differences existed between administrators and nursing faculty regarding the expected allocation of time among major role areas (Winer 1971).

Importance of productivity in each of the major role areas was ranked by both faculty and administrators and means of the rankings were determined. Median tests were performed on the mean rankings for each role area of the two groups, using the X^2 statistic with one degree of freedom; statistical significance was determined using an alpha level of .01 (Erickson 1970; Blalock 1972).

The means for various indicators of expected role performance by administrators and nursing faculty were determined and a 2 x 5 x 3 repeated measures analysis of variance was performed to determine if significant differences existed between the role expectations for nursing faculty held by the two groups. An

additional 2 x 4 x 3 repeated measures analysis of variance was performed to compare expectations related to student-teacher ratios for the two groups.

A description was developed of nursing faculty role performance for which the measures were the means of numbers of students taught, numbers of scholarly achievements, numbers of committee memberships, numbers of public service projects as well as the percent of time spent in major role areas.

The means of administrators' expectations for productivity in selected role activities as well as their expectation for time allocation to major role areas were compared with the means for actual productivity and time allocation reported by the nursing faculty using t tests. Because of the interdependence of role areas and role activities, statistical significance was determined using an alpha level of .01.

Additional t tests were performed and correlational matrices were constructed to examine the relationship between actual and expected productivity in selected role activities, and the actual and expected time allocation to major role areas for both assistant and associate professors. T tests were performed on the same data for full professors, but no matrix was generated because complete data were available for only eight of the eleven subjects of this rank.

Demographic data on nursing faculty were summarized to provide a descriptive profile of nursing faculty in research activities and these findings were related to faculty role performance.

CHAPTER IV

RESULTS OF THE STUDY

This chapter discusses the results of the study and their relationships to the research questions. The primary purpose of this study was to describe and compare role expectations for nursing faculty in research universities held by institutional administrators and by members of the nursing faculty. In addition, role performance of the nursing faculty and the relationship between expectations and role performance were examined.

Role Expectations for Nursing Faculty

A variety of measurements were utilized to acquire data regarding the role expectations of nursing faculty: ratings of descriptors of faculty activities, expectations for allocation of time among major role areas, ranking the importance of productivity in major role areas, and expectations for productivity in specific role activities.

Ratings of Descriptors of Faculty Activities

Thirteen descriptors of faculty activities were developed which related to the major goals of the university, namely, teaching, research, and service. Administrators and nursing faculty were asked to rate these descriptors, using a four point scale, with four indicating the activity was essential and one that it was not essential. It was postulated that if the respondents perceived the activity to be essential, there would be an expectation for faculty to perform the activity.

Histograms were constructed and mean scores calculated for the ratings of each descriptor by the two groups (see Appendix G for the histograms). The histograms were unimodal and showed similarity in the pattern of responses by administrators and nursing faculty, suggesting consensus between the two groups. Areas of differences included higher ratings for research, presentation of professional papers, and thesis advisement and lower ratings for clinical practice, consultation and administrative duties by the administrator group.

Correlations of the mean ratings of the two groups yielded a Pearson product-moment correlation coefficient of .96, indicating a strong positive relationship between the ratings. Observation of the rank order of the ratings of the two groups supported the pattern of similarity between the two groups (see Table 4.1).

TABLE 4.1. -- Mean Ratings and Rank Order of Mean Ratings of Thirteen Descriptors of Faculty Activities by Administrators and Nursing Faculty

	Administrator (n = 38)		Faculty (n = 115)	
	Mean Rating ^a	Rank Order	Mean Rating	Rank Order
Classroom teaching	3.82	1	3.78	1
Clinical teaching	3.30 (1) ^b	6	3.48 (1)	2
Academic advisement	3.14 (1)	9	3.14	8
Thesis advisement	3.46 (1)	5	3.41 (2)	5
Conduct research	3.76	2	3.44	3
Publish articles/books	3.63	3	3.43	4
Present professional papers	3.60 (1)	4	3.24 (1)	6
Committee memberships	3.18	8	3.07	9
Administrative duties	1.74	13	2.25 (3)	12
Maintain clinical practice	2.39 (2)	12	2.57	11
Provide consultation	2.67 (2)	10	2.76 (1)	10
Professional associations	3.19 (1)	7	3.17	7
Community organizations	2.61	11	2.64	13

^aRating scale: 4 = essential, 1 = not essential.

^bThe numbers in parentheses indicate the number of missing cases.

Both groups assigned the highest mean rating to classroom teaching. For the administrators, research, publication and the presentation of professional papers were given the next highest ratings. Faculty also rated these items highly, but gave the second highest rating to clinical teaching. For both groups, the lowest mean ratings were given to maintenance of clinical practice, performance of administrative duties, and involvement in community organizations. In summary, both administrators and nursing faculty gave higher ratings to teaching and scholarly activities, and lower ratings to institutional and public service.

Expectations for Allocation of Time

Another method for determining expectations for nursing faculty involved collection of data on perceptions of how nursing faculty should allocate their time among role areas. Rich and Jolicoeur (1978) found the institutional setting influenced time allocation, with faculty in high ranking institutions allocating more time to research and less to teaching than did faculty in other institutions. Faculty do allocate time among role areas and this allocation may influence what is produced. No assumptions were made regarding the relationship between time invested and the quality and quantity of faculty productivity.

Administrators and nursing faculty were asked to identify how faculty of different ranks should allocate 100 percent of their time among the five major role areas. A repeated measures analysis of variance was performed to determine if significant differences existed between the perceptions of these two groups regarding allocation of time (see Tables 4.2 and 4.3).

Because the analysis indicated the assumption of homogeneity of variance was not met, a more conservative F test described by Greenhouse and Geisser (1959) was used for statistical decision making. The repeated measures analysis of variance indicated there was no significant difference in expected time allocation

due to the main effects of position and rank. Significant differences were found for the main effect of role area. However, this result was anticipated and is of little interest for the purpose of this study as one would not expect faculty to allocate similar time to teaching and public service. No significant interaction was found between position and role area or between position and rank.

TABLE 4.2. - - Means of Administrators' and Nursing Faculty's Expectations for Percentage of Time Allocated to Major Role Areas by Faculty of Different Academic Ranks

	Administrators (n = 33)				
	Teaching	Research	Publication	Institutional Service	Public Service
Assistant Professor	48.89	24.48	13.55	7.09	6.30
Associate Professor	43.36	26.06	14.52	8.91	7.85
Full Professor	38.12	29.18	15.73	9.58	8.97
	Nursing Faculty (n = 95)				
	Teaching	Research	Publication	Institutional Service	Public Service
Assistant Professor	54.26	17.23	11.61	9.13	7.95
Associate Professor	46.06	21.68	13.77	10.44	8.62
Full Professor	39.29	25.44	15.67	11.46	8.71

TABLE 4.3 -- Repeated Measures Analysis of Variance of Administrators' and Nursing Faculty's Mean Expectations for Time Allocation Among Role Areas by Faculty of Different Academic Ranks

Source	Sum of Squares	df	Mean Square	F	Probability Exceeded	Greenhouse Geisser Probability
Between Subjects ^a						
Position	2.46	1	2.46	.29	.59	
Error	1056.51	126	8.38			
Within Subjects						
Role Area	273112.60	4	68278.15	216.62	.00	.00
Role Area x Position	2967.98	4	741.99	2.35	.05	.11
Role Area x Subjects						
Within Groups	158856.97	504	315.19			
Rank	6.77	2	3.39	1.84	.16	.17
Rank x Position	2.53	2	1.27	.69	.50	.49
Rank x Subjects						
Within Groups	463.27	252	1.84			
Role Area x Rank	11070.76	8	1383.84	42.78	.00	.00
Role Area x Rank x Position	484.57	8	60.57	1.87	.06	.14
Role Area x Rank x Subjects						
Within Groups	32610.12	1008	32.35			

^aAdministrators (n = 33); nursing faculty (n = 95)

A significant interaction [$F = 42.78$ (df = 8)] was found between rank and role area. Figure 4.1 indicates that when position was ignored, an inverse relationship was evident between academic rank and expected time allocation to teaching, with assistant professors expected to spend the greatest percentage of time in teaching and full professors the least. The pattern reversed to a positive relationship between rank and expected time allocation for the other four role

areas with greater differences in the area of research.

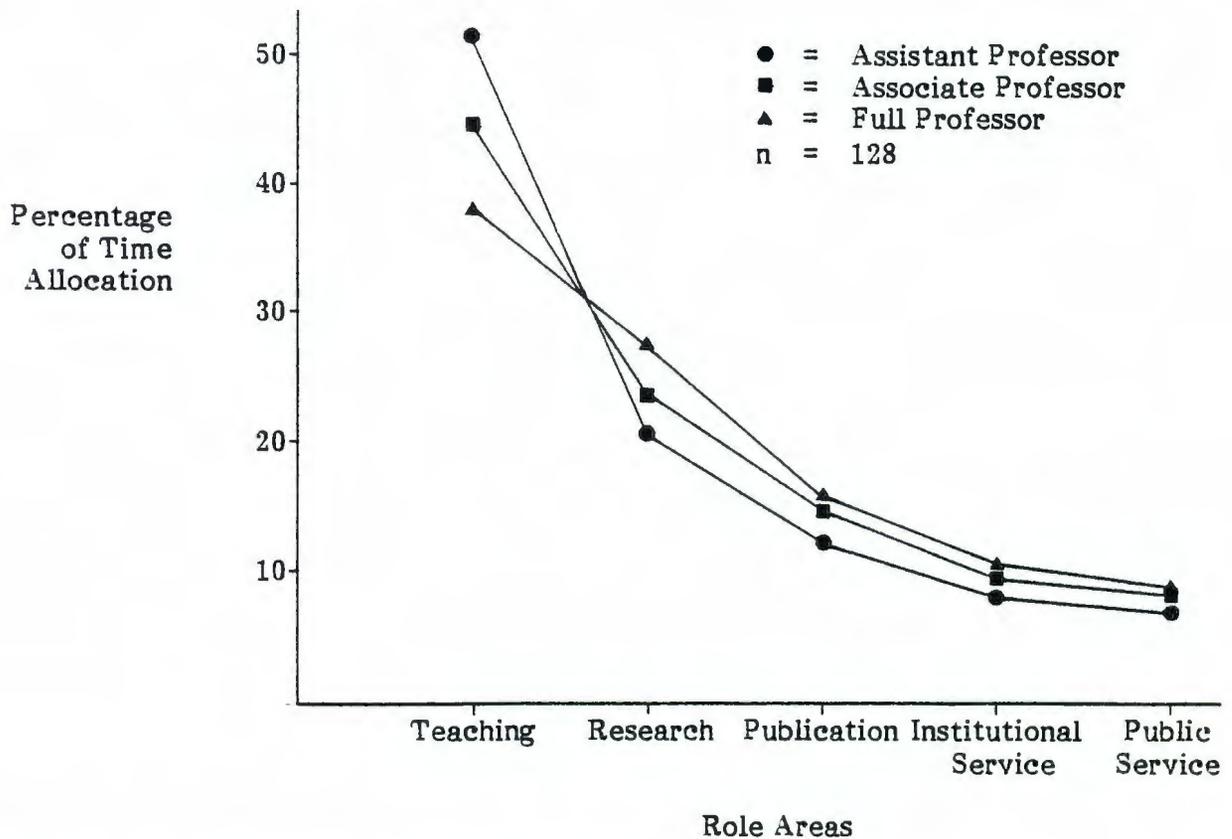


Figure 4.1. Interaction of Rank and Role Area

For all ranks, a greater percentage of time was expected to be allocated first to teaching and then to research and publication. These expectations for time allocation were consistent with the high ratings given the teaching and scholarly activities of faculty.

In summary, the repeated measures analysis of variance yielded no significant differences in perceptions of expected time allocation due to the main effects of position or rank. The pattern of expected time allocation based on rank was consistent for administrators and nursing faculty; no significant interaction was identified between position and other main effects. These findings suggest similarity between perceptions of administrators and nursing faculty regarding

expectations for time allocation to major role areas.

Rankings of Importance of Productivity in Role Areas

Another measure of expectations for nursing faculty was obtained by asking administrators and faculty to rank the importance of nursing faculty productivity in the major role areas (see Table 4.4).

TABLE 4.4. -- Mean Rankings of the Importance of Nursing Faculty Productivity in Major Role Areas and Median Tests of Rankings

	Administrators (n=35)	Nursing Faculty (n=103)	Median Test ^a
Teaching	4.57	4.40	1.14
Research	3.74	3.74	.25
Publication	2.97	2.93	1.88
Institutional Service	2.03	2.30	.93
Public Service	1.69	1.63	.06

^aCritical value for X^2 (1) at $p = .01$ is 6.64.

Using the numbers from one to five, subjects were asked to assign five to the role area of greatest importance, 4 to the area of second greatest importance, and so forth. The mean rankings were highly similar for both groups and the rank order of the means identical. Median tests indicated no significant differences between the two groups, suggesting congruence between the perceptions of the two groups. The high ranking of teaching and scholarly activity was consistent with the high ratings given descriptors of these activities and the expectation for greater time allocation to them.

Expectations for Student-Faculty Ratios

Data were elicited from administrators and nursing faculty regarding expected student-faculty ratios for undergraduate and graduate clinical teaching, thesis advisement and dissertation advisement. Data related to the student-faculty ratios for classroom teaching were not included because differences in teaching responsibilities made quantification difficult. For example, faculty may team teach, assume full responsibility for a particular class, or guest lecture. A 2 x 4 x 3 repeated measures analysis of variance was performed to determine if significant differences existed between the expectations of the two groups (see Tables 4.5 and 4.6).

TABLE 4.5. -- Means of Administrators' and Nursing Faculty's Expectations for Student-Faculty Ratios in Selected Teaching Areas for Faculty of Different Academic Ranks

	Administrators (n = 24)			
	Undergraduate Clinical Teaching	Graduate Clinical Teaching	Thesis Advisement	Dissertation Advisement
Assistant Professor	9.25	7.13	3.58	1.37
Associate Professor	9.08	7.50	4.83	2.83
Full Professor	8.79	7.17	4.87	4.13
	Nursing Faculty (n = 51)			
	Undergraduate Clinical Teaching	Graduate Clinical Teaching	Thesis Advisement	Dissertation Advisement
Assistant Professor	8.59	6.39	3.01	1.20
Associate Professor	8.51	7.78	5.39	3.51
Full Professor	7.82	7.75	6.18	4.94

TABLE 4.6. -- Repeated Measures Analysis of Variance of Administrators' and Nursing Faculty's Expectations for Student-Faculty Ratios in Selected Teaching Areas for Faculty of Different Academic Ranks

Source	Sum of Squares	df	Mean Square	F	Probability Exceeded	Greenhouse Geisser Probability
Between Subjects ^a						
Position	.39	1	.39	.01	.93	
Error	3289.30	73	45.06			
Within Subjects						
Teaching Area	3841.80	3	1280.60	80.88	.00	.00
Teaching Area x Position	44.65	3	14.88	.94	.42	.41
Teaching Area x Subjects						
Within Groups	3467.45	219	15.83			
Rank	282.73	2	141.36	27.64	.00	.00
Rank x Position	34.08	2	17.04	3.33	.04	.06
Rank x Subjects						
Within Groups	746.66	146	5.11			
Teaching Area x Rank	289.25	6	48.21	19.82	.00	.00
Teaching Area x Rank x Position	21.03	6	3.50	1.44	.20	.23
Teaching Area x Rank x Subjects						
Within Groups	1065.35	438	2.43			

^aAdministrators (n = 24); nursing faculty (n = 51)

Because the assumption of homogeneity of variance was not met, the conservative F was used for decision making (Greenhouse and Geisser 1959). No

significant differences were found in expected student-faculty ratios due to position; no significant interaction was evident between position and teaching area or between position and rank. Significant differences were found for the main effect of teaching area, but this result was of minimal interest for the purpose of this study since differences were anticipated between ratios for clinical teaching and advisement.

When the main effect of position was ignored, significant differences existed among expectations for faculty of different ranks as well as significant interaction between teaching areas and rank (see Figure 4.2).

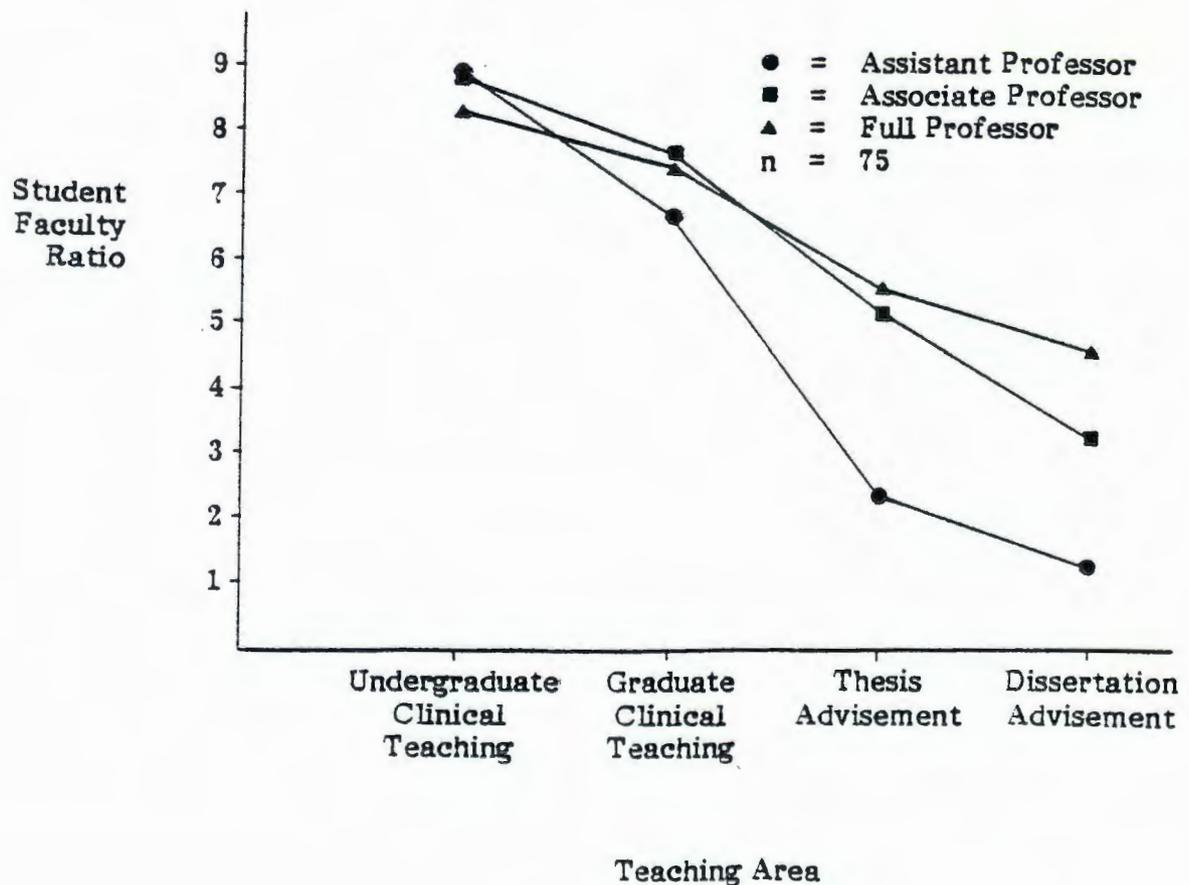


Figure 4.2. Interaction Between Teaching Area and Rank

Assistant Professors were expected to carry slightly higher ratios for undergraduate clinical teaching, associate professors for graduate clinical teaching. As faculty rank increased, the expected student-faculty ratio for advisement increased. Differences in expectations among ranks were greater in the areas of advisement.

These results imply a congruence between the expectations of administrators and nursing faculty. However, the analysis is limited by the lack of data related to classroom teaching. In addition, approximately one half of the respondents were not included in the analysis because of incomplete or missing data. The loss of subjects raises questions about the suitability of the items and/or the willingness of subjects to respond to the items.

Expectations for Productivity in Selected Role Activities

The final measurement of expectations focused on the anticipated productivity of nursing faculty with regard to numbers of research projects, publications, institutional committee memberships, professional meetings attended, and public service projects (see Tables 4.7 and 4.8).

The repeated measures analysis of variance yielded no significant differences due to position and no significant interaction between position and role activity or position and rank. While the main effect of role activity was significant, this result is of minimal interest for the purpose of the study. When the position effect was ignored, greater productivity was expected of nursing faculty in all selected role activities as rank increased and the differences among ranks were greater for research and publication (see Figure 4.3). This pattern of productivity was consistent with the pattern of expected time allocation by faculty of various ranks to the role areas of research, publication, and institutional and public service.

TABLE 4.7. -- Means of Expectations of Administrators' and Nursing Faculty's Expectations for Productivity in Selected Role Activities by Faculty of Different Ranks

	Administrators (n = 25)				
	Research Projects (5 yrs.)	Publica- tions (5 yrs.)	Committee Memberships (1 yr.)	Pro- fessional Meetings Attended (1 yr.)	Public Service Projects (1 yr.)
Assistant Professor	2.28	4.80	1.40	2.04	1.12
Associate Professor	3.52	6.88	2.08	2.76	1.48
Full Professor	4.40	8.08	2.52	3.60	1.68
	Nursing Faculty (n = 78)				
	Research Projects (5 yrs.)	Publica- tions (5 yrs.)	Committee Memberships (1 yr.)	Pro- fessional Meetings Attended (1 yr.)	Public Service Projects (1 yr.)
Assistant Professor	1.91	3.46	1.63	2.46	1.53
Associate Professor	3.04	5.28	2.18	3.13	2.00
Full Professor	3.83	7.05	2.49	3.83	2.32

TABLE 4.8. -- Repeated Measures Analysis of Variance of Administrators' and Nursing Faculty's Expectations for Productivity in Selected Role Activities by Faculty of Different Ranks

Source	Sum of Squares	df	Mean Square	F	Probability Exceeded	Greenhouse Geisser Probability
Between Subjects ^a						
Position	7.88	1	7.88	.32	.57	
Error	2499.81	101	24.75			
Within Subjects						
Role Activity	2518.87	4	629.72	49.88	.00	.00
Role Activity x Position	126.66	4	31.66	2.51	.04	.07
Subjects Within Groups	5099.86	404	12.62			
Rank	561.92	2	280.96	78.23	.00	.00
Rank x Position	.40	2	.20	.06	.95	.84
Rank x Subjects Within Groups	725.48	202	3.59			
Role Activity x Rank	180.75	8	22.59	19.80	.00	.00
Role Activity x Rank x Position	4.57	8	.57	.50	.86	.71
Role Activity x Rank x Subjects Within Groups	922.15	808	1.14			

^aAdministrators (n = 25); nursing faculty (n = 78)

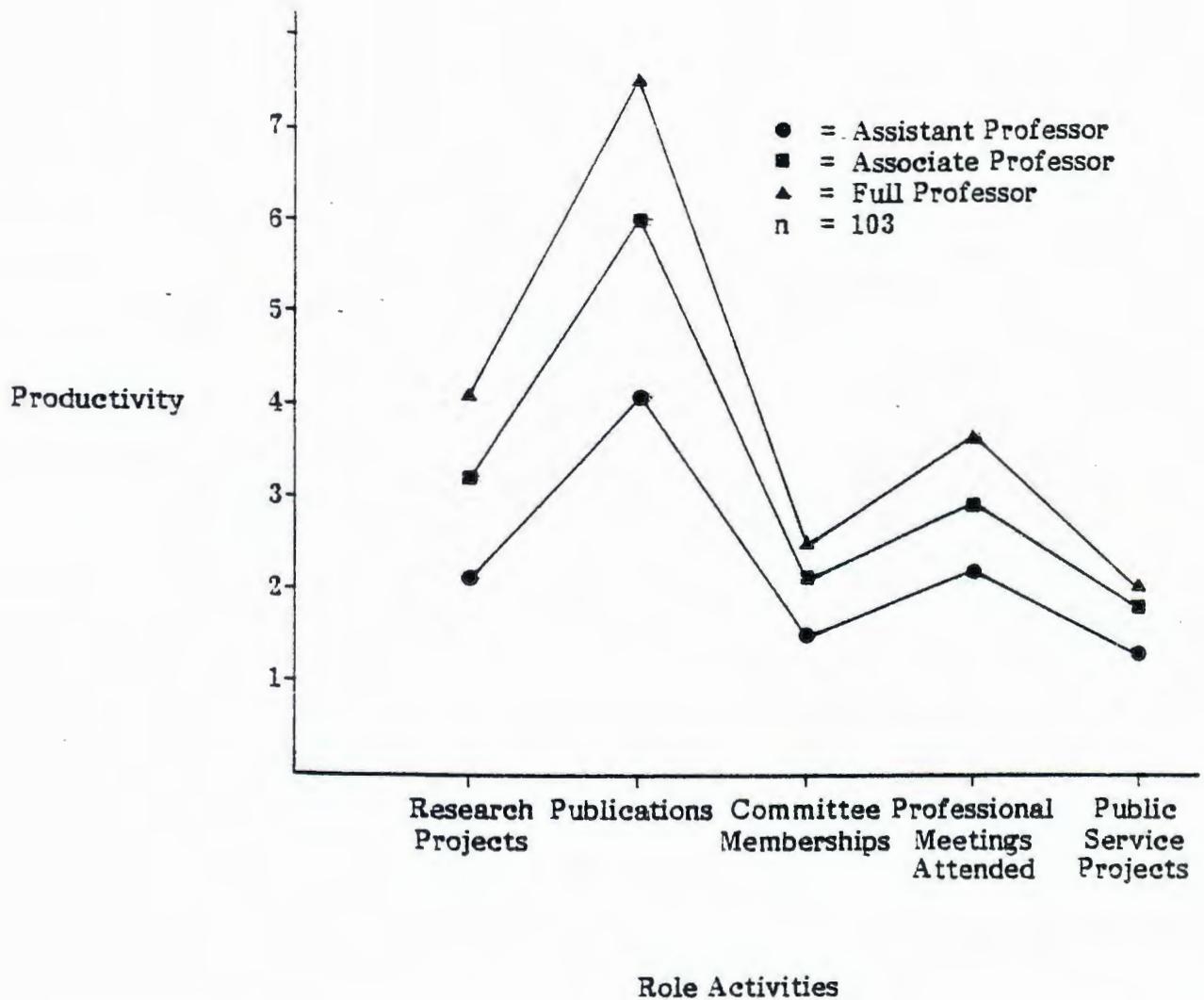


Figure 4.3. Interaction Between Rank and Role Activity

In summary, these findings suggest a large degree of congruence between the perceptions of role expectations for nursing faculty held by administrators and nursing faculty. This congruence was evident in the similarity of the two groups in their ratings of descriptors of faculty activities, the rankings of the importance of productivity in role areas, the expected time allocation to role areas, the expected student-faculty ratios, and the expected productivity in selected role activities.

Role Performance of Nursing Faculty

Data were elicited from the nursing faculty regarding actual role performance in each of the five major role areas. Appendix H contains a listing of the questionnaire items related to role performance as well as the means, ranges and numbers of observations per item. A description of the actual role performance by nursing faculty is presented, followed by a comparison of their role performance with the role expectations held by administrators and by nursing faculty.

In the role area of teaching, nursing faculty spent almost equal amounts of time in classroom teaching in the graduate and undergraduate programs, however, class size was much larger in the latter program (see Table 4.9).

TABLE 4.9. -- Means of Hours and Numbers of Students Taught by Nursing Faculty in Various Programs

	Classroom Teaching	Clinical Teaching	Academic Advisement	Thesis Advisement
Undergraduate Program				
Hours Per Week	5.13	14.58	2.46	.62
Number of Students	58.70	10.18	8.25	.79
Graduate Program				
Hours Per Week	5.95	5.25	3.50	4.51
Number of Students	16.53	5.24	9.55	5.00
Continuing Education Program				
Hours Per Week	2.47	1.48		
Number of Students	21.14	3.35		

Faculty in the undergraduate program spent more hours with larger numbers of students in clinical teaching than did faculty in the graduate program. Faculty in the graduate program reported spending more time with a greater number of students in academic and thesis advisement. In the continuing education program, faculty spent fewer hours in classes and taught fewer students in the clinical area.

Research activity, current or within the past five years, was reported by 90 percent of the respondents; only nine subjects in the sample indicated no research involvement. During the past five years, nursing faculty reported having published or having had accepted for publication an average of 4.46 articles or book chapters. For 56 percent of the subjects, this publication involved one to five articles or chapters; 26 percent reported more than five. Seventeen percent of the faculty reported no publications. Professional papers had been delivered by 69 percent of the sample, with the mean number of presentation reported being eight. Books or monographs were published or accepted for publication for 26 percent of the faculty, the mean being .53.

Eighty-seven percent of the faculty subjects reported membership in one to five nursing organizations; 79 percent indicated membership in one to five non-nursing professional organizations. Thirty-six percent of the faculty held offices in nursing organizations and 57 percent belonged to committees in these associations. Nursing faculty also were active in non-nursing professional organizations with 21 percent holding offices and 35 percent participating on organizational committees. Faculty reported attending an average of 3.75 professional meetings during the past year.

Nursing faculty belonged to an average of four university or school of nursing committees. Thirty-seven percent of the faculty indicated they maintained their own clinical practice; 61 percent did not.

Regarding time allocated to major role areas, the faculty respondents spent an average of 55 percent of their time in teaching, 13 percent in research, 9 percent in publication, 17 percent in institutional service, and 9 percent in public service.

In summary, teaching was the role area which consumed more faculty time than other areas. Nursing faculty in research universities were productive in scholarly work and were involved in professional organizations. These faculty also engaged in institutional and public service. A majority of the nursing faculty did not maintain their own clinical practice.

Comparison of Administrators' Role Expectations For Nursing Faculty and Nursing Faculty Role Performance

The second research question addressed the relationship between institutional expectations for nursing faculty and their role performance. This relationship was assessed by comparing data related to percentage of time allocated among role areas as well as productivity in selected role activities by nursing faculty of different ranks. T tests were performed to determine if significant differences existed between administrators' expectations and faculty productivity for the selected variables. Because of the correlation among role areas, statistical significance was determined using an alpha level of .01.

Time Allocation and Role Productivity of Assistant Professors

Means of the administrators' expectations of assistant professors for percentage of time allocated to major role areas were compared to the means of actual allocation of percentages of time among role areas reported by assistant professors (see Table 4.10).

The t tests for the means of percentage of time allocated to teaching and public service yielded no significant differences between administrators'

expectations and faculty performance. Significant differences were found in the mean percentage of time allocated to research [$t = 5.78$ ($df = 96$)], publication [$t = 4.24$ ($df = 89$)], and institutional service [$t = 3.91$ ($df = 94$)], with assistant professors spending less time in research and publication and more time in institutional service than administrators anticipated.

TABLE 4.10. - - Comparison of the Means of Administrators' Expectations for Allocation of Percentage of Time to Major Role Areas by Assistant Professors and the Mean Percentages of Time Allocated to Role Areas by Assistant Professors

Role Area	Percentage of Time					
	Administrator Expectation	n	Assistant Professor Allocation	n	df	t statistic
Teaching	50.78	36	59.66	65	99	2.32
Research	24.23	35	11.22	63	96	5.78*
Publication	13.20	35	7.13	56	89	4.24*
Institutional Service	7.09	33	16.06	63	94	3.91*
Public Service	6.23	35	8.97	58	93	2.16

* $p \leq .01$

Table 4.11 shows that the means for actual productivity reported by assistant professors in research and publication were not significantly different from administrators' mean expectations. However, the administrators' mean expectation for committee memberships was significantly lower than the mean of actual

number of memberships reported by assistant professors [$t = 6.47$ ($df = 95$)], as were their mean expectations for attendance at professional meetings [$t = 4.33$ ($df = 95$)], and number of public service projects [$t = 3.37$ ($df = 92$)].

TABLE 4.11. - - Comparison of the Means of Administrators' Expectations for Productivity in Selected Role Activities by Assistant Professors and the Means of Actual Productivity Reported by Assistant Professors

Role Activity	Productivity					
	Administrators' Expectation	n	Assistant Professor Productivity	n	df	t statistic
Research	2.31	29	2.50	64	91	.58
Publication	4.67	30	2.81	67	95	1.88
Committee Memberships	1.38	32	3.18	65	95	6.47*
Professional Meetings Attended	2.00	32	3.49	65	95	4.33*
Public Service Projects	1.10	29	3.18	65	92	3.37*

* $p \leq .01$

Time Allocation and Role Productivity of Associate Professors

The mean percentages of time associate professors indicated they spent in teaching and publication were consistent with administrators' expectations as were their productivity in publication and attendance at professional meetings (see Tables 4.12 and 4.13).

Although associate professors reported allocating a significantly smaller mean percentage of time to research than administrators expected [$t = 4.28$ ($df = 67$)] , no significant differences were found between the administrators' mean expectation for research productivity and the mean involvement in research projects reported by associate professors. Associate professors also reported spending a significantly greater percentage of time in institutional service [$t = 3.59$ ($df = 68$)] and participating on more committees than administrators indicated they expected [$t = 6.78$ ($df = 66$)] . While no significant differences were found between expected and actual mean percentage of time allocated to public service, associate professors reported a significantly greater mean involvement in public service projects than was expected by administrators [$t = 3.20$ ($df = 59$)] .

TABLE 4.12. - - Comparison of the Means of Administrators' Expectations for Allocation of Percentage of Time to Major Role Areas by Associate Professors and the Means of Percentages of Time Allocated to Role Areas by Associate Professors

Role Activity	Percentage of Time					
	Administrators' Expectation	n	Associate Professor Productivity	n	df	t statistic
Teaching	45.19	36	51.86	35	69	1.46
Research	25.71	35	14.19	32	65	4.28*
Publication	14.11	35	10.10	29	62	2.23
Institutional Service	8.69	35	18.43	35	68	3.59*
Public Service	7.61	36	10.52	33	67	1.69

* $p \leq .01$

TABLE 4.13. - - Comparison of the Means of Administrators' Expectations for Productivity in Selected Role Activities by Associate Professors and the Means of Actual Productivity Reported by Associate Professors

Role Activity	Productivity					
	Administrators' Expectation	n	Associate Professor Productivity	n	df	t statistic
Research	3.52	29	3.35	36	63	.94
Publication	6.84	31	3.06	36	65	1.85
Committee Memberships	2.00	32	4.78	36	66	6.78*
Professional Meetings Attended	2.56	32	3.92	36	66	2.33
Public Service Projects	1.40	30	2.81	31	59	3.20*

*p \leq .01

Time Allocation and Role Productivity of Full Professors

No significant differences were found between the administrators' mean expectations and the actual mean percentages of time allocated to major role areas by full professors (see Tables 4.14 and 4.15).

TABLE 4.14. -- Comparison of the Means of Administrators' Expectations for Allocation of Percentages of Time to Major Role Areas by Full Professors and the Means of Percentage of Time Allocated to Role Areas by Full Professors

Role Activity	Percentage of Time					
	Administrators' Expectation	n	Full Professor Allocation	n	df	t statistic
Teaching	39.53	36	39.27	11	45	.04
Research	29.11	36	20.18	11	45	2.18
Publication	15.25	36	12.78	9	43	.94
Institutional Service	9.26	35	22.27	11	44	1.99
Public Service	8.80	35	7.82	11	44	.60

*p ≤ .01

TABLE 4.15. -- Comparison of the Means of Administrators' Expectations for Productivity in Selected Role Activities by Full Professors and the Means of Actual Productivity Reported by Full Professors

Role Activity	Productivity					
	Administrators' Expectation	n	Full Professor Allocation	n	df	t statistic
Research	4.31	29	4.00	11	38	.29
Publication	8.45	31	19.32	11	40	1.00
Committee Memberships	2.34	32	6.91	11	41	3.19*
Professional Meetings Attended	3.25	32	5.00	11	41	1.50
Public Service Projects	1.60	30	2.60	10	38	1.98

*p ≤ .01

With regards to productivity, the only area of significant difference involved institutional committee membership [$t = 3.19$ ($df = 41$)] , with full professors reporting a higher mean membership on committees than administrators indicated they expected.

The analysis of the data for full professors is restricted by two limitations. The small number of full professors ($n = 11$) among the respondents raises question about the representativeness of the sample and consequently the ability to generalize the findings of this faculty group. Secondly, despite the large difference between administrators' mean expectation and full professors' mean productivity in the area of publications, the difference was not statistically significant. The standard deviation for full professor productivity was 36; the standard deviation for administrators was 4. The difference in standard deviations indicated greater variance in raw score values among full professors, than between the two groups.

In the analysis of the data for expectation for faculty of all ranks, items related to expected nursing faculty productivity in selected role areas received a lower response rate than items related to expected time allocation. For items related to expected productivity, administrator subjects left 7 percent of the items blank, while nursing faculty left 8 percent blank. Administrators left 3 percent of the items related to expected time allocation blank, the nursing faculty 4 percent. No pattern was discernible among the administrators' blank responses; however, nursing faculty demonstrated more blanks in items related to student-faculty ratios.

The reason for the lower response rate is unknown. Possible factors contributing to this response rate may be the length of the questionnaire, lack of clarity of the items, differences in the experience and/or opinions of the respondents, and the lack of an expectation for the item.

In summary, significant differences as well as similarities were found between administrators' expectations and the actual role performance of nursing faculty. Both assistant and associate professors spent less time than administrators expected in research, but no differences were found between expected and actual productivity in this role area. Assistant and associate professors spent more time in institutional service and held more committee memberships than administrators indicated they expected. Full professors also held more committee memberships than expected. Assistant and associate professors were involved in more public service projects than expected but their allocation of time to this role area was within expectations. Assistant professors attended more professional meetings than administrators indicated they expected. Full professors' allocation of time was consistent with administrators' expectations. Nursing faculty met administrators' expectations for scholarly work and met or exceeded their expectations for service activities.

Comparison of Nursing Faculty Role Expectations and Role Performance

The third research question addressed the relationship between role expectations held by the nursing faculty and their role performance. T tests were performed to determine if differences existed in the perceptions held by nursing faculty regarding the percentage of time they believed should be allocated among major role areas and the actual percentage of time they did allocate among major role areas. Additional t tests were performed to compare their expectations for and actual productivity in selected role activities. A significant level of .01 was employed for the t tests because of the interdependence among role areas and role activities.

Correlational matrices were constructed to determine the relationship between expected and actual time allocation and expected and actual productivity in selected role activities for assistant and associate professors. No matrix was constructed for full professors because of the small number ($n = 8$) of these subjects in the sample with complete data.

Role Expectations and Role Performance
of Assistant Professors

For assistant professors, no significant differences were found between the means for expected and actual allocation of time to teaching, institutional service and public service. These faculty did report spending a significantly smaller percentage of time in research $t = 2.68$ ($df = 123$) and publication $t = 5.07$ ($df = 117$) than they indicated should be expected for their rank (see Table 4.16).

TABLE 4.16. -- Comparison of Means of Expected and Actual Allocation of Percentage of Time Among Role Areas Reported by Assistant Professors

Role Area	Expected Time Allocation	n	Actual Time Allocation	n	df	t statistic
Teaching	55.40	63	59.66	65	126	1.17
Research	15.69	62	11.22	63	123	2.68*
Publication	12.16	63	7.13	56	116	5.07*
Institutional Service	9.25	61	16.05	63	122	2.10
Public Service	8.63	62	8.97	58	118	.29

*p = .01

Correlation coefficients indicated moderate to moderately strong positive relationships between expected and actual allocation of time to all major role areas by assistant professors (see Table 4.17).

TABLE 4.17. -- Correlation of the Means of Expected and Actual Allocation of Percentage of Time Among Role Areas Reported by Assistant Professors

Actual Time Allocation	Expected Time Allocation				
	Teaching	Research	Publication	Institutional Service	Public Service
Teaching	r = .66* n = 61				
Research		.54* 59			
Publication			.55* 54		
Institutional Service				.39* 59	
Public Service					.49* 54

*p ≤ .01

Teaching yielded the highest correlation coefficient ($r = .66$) which indicated that 44 percent of the variance associated with time allocation to teaching was related to the expectations held by assistant professors. The correlation coefficients for research ($r = .54$) and publication ($r = .55$) indicated that only approximately 30 percent of the variance associated with time allocated to these areas were explained by faculty expectations. Time in institutional service yielded the weakest correlation coefficient ($r = .39$), which is consistent with the finding that assistant professors reported spending more than twice the time in institutional service

than they indicated should be expected. The moderately strong correlation coefficient for public service is consistent with the finding of no significant differences between the means for expected and actual time allocated to this role area.

Table 4.18 shows that assistant professors exhibited no significant differences between the means of their expectations for and actual productivity related to research, publications and public service projects.

TABLE 4.18. -- Comparison of the Means of Expected and Actual Productivity in Selected Role Activities Reported by Assistant Professors

Role Activities	Expected Productivity	n	Actual Productivity	n	df	t statistic
Research	1.91	55	2.50	64	117	2.05
Publication	3.29	58	2.81	67	123	.53
Committee Memberships	1.71	58	3.18	65	121	5.28*
Professional Meetings Attended	2.41	58	3.49	65	121	2.97*
Public Service Projects	1.77	56	3.18	65	119	1.76

*p ≤ .01

Assistant professors reported a significantly greater involvement with institutional committees [t = 5.28 (df = 121)] and attendance at professional meetings [t = 2.97 (df = 121)] than they indicated should be expected of faculty of their rank.

The correlational matrix for expected and actual productivity of assistant professors showed a weak but significant positive relationship between role

expectation and research productivity of assistant professors (see Table 4.19). Since only 8 percent of the variance of research productivity was accounted for by role expectations, additional variables influenced the research productivity for assistant professors.

TABLE 4.19. -- Correlation of the Means of Expected and Actual Productivity in Selected Role Activities Reported by Assistant Professors

Actual Productivity	Research Projects	Publications	Committee Memberships	Professional Meetings Attended	Public Service Projects
Research Projects	$r = .28^*$ $n = 54$				
Publications		.02 58			
Committee Memberships			.45** 57		
Professional Meetings Attended				.57** 56	
Public Service Projects					.68** 54

* $p \leq .05$
** $p \leq .01$

The low and non-significant correlation coefficient ($r = .02$) between role expectations and role productivity related to publication suggests little association between these two variables. This result may represent a weakness in the instrument rather than a measure of the relationship between role expectation and role performance. First, the t statistic used to determine if differences existed between expected and actual publications was not significant [$t = .53$ ($df = 123$)].

Secondly, the subjects' scores for actual publication were obtained by summing three variables: articles/book chapters published or accepted for publication in the last five years, books/monographs published or accepted for publication in the last five years, and professional papers presented in the last five years. To ascertain role expectations, subjects were asked to identify the numbers of publications expected of faculty of different ranks during a five year period. No explanation was provided regarding the components of publication. Therefore, subjects may not have understood the intent of the item related to expected publications.

Correlation coefficients for institutional committee memberships ($r = .45$), attendance at professional meetings ($r = .60$) and public service projects ($r = .65$) indicated a moderately strong and positive relationship between role expectation and role performance.

In summary, although assistant professors allocated less time to research and publication than they indicated they should, they did meet their own expectations for productivity in these role activities. The correlations indicated that variables other than role expectation have a strong influence on scholarly productivity. No significant differences were found in expected and actual allocation of time to service, yet assistant professors reported greater involvement in committee work and professional meetings than they indicated should be expected.

Role Expectations and Role Performance of Associate Professors

Comparison of the means for expected and actual allocation of percentage of time for associate professors yielded no significant differences for the role areas of teaching, publication, and public service (see Table 4.20). Associate professors allocated a significantly lesser percentage of time to research [$t = 2.84$ ($df = 62$)] and a significantly greater percentage of time to institutional service than they indicated should be expected for their rank.

TABLE 4.20. -- Comparison of the Means of Expected and Actual Allocation of Percentage of Time Among Role Areas Reported by Associate Professors

Role Area	Percentage of Time					
	Expected Time Allocation	n	Actual Time Allocation	n	df	t statistic
Teaching	47.90	31	51.86	35	64	.77
Research	22.68	31	14.19	32	61	2.84*
Publication	12.48	31	10.10	29	58	1.27
Institutional Service	9.26	31	18.43	35	64	3.28*
Public Service	7.55	31	10.52	33	62	1.73

*p \leq .01

The correlation of means of expected and actual percentage of time allocated to major role areas yielded moderately strong and positive relationships in the areas of teaching and research (see Table 4.21).

TABLE 4.21. -- Correlation of the Means of Expected and Actual Allocation of Time Among Role Areas Reported by Associate Professors

Actual Allocation	Expected Allocation				
	Teaching	Research	Publication	Institutional Service	Public Service
Teaching	$r = .60^*$ $n = 30$				
Research		$.52^*$ 24			
Publication			$.04$ 24		
Institutional Service				$.11$ 30	
Public Service					$.09$ 20

* $p \leq .01$

The correlations for means of expected and actual time allocation to publication ($r = .04$), institutional service ($r = .11$), and public service ($r = .09$) were low and not significant. The correlation coefficients indicated that variables other than role expectations largely influenced the allocation of time by associate professors to these role areas. The weak relationships for publication and public service are notable given the lack of significant differences found between the means for expected and actual time allocation to these areas by associate professors.

No significant differences were identified between expected and actual productivity for associate professors in the role activities of research, publication,

attendance at professional meetings, or involvement in public service projects (see Table 4.22).

TABLE 4.22. -- Comparison of the Means of Expected and Actual Productivity in Selected Role Activities Reported by Associate Professors

Role Activity	Productivity					
	Expected Productivity	n	Actual Productivity	n	df	t statistic
Research	2.95	20	3.06	36	54	.23
Publication	4.77	26	3.35	36	60	.74
Committee Memberships	2.14	28	4.78	36	62	5.84*
Professional Meetings Attended	3.04	26	3.92	36	60	1.23
Public Service Projects	1.73	26	2.81	31	55	2.41

*p \leq .01

Associate professors did report a significantly greater mean number of committee memberships [$t = 5.84$ ($df = 63$)] than they indicated should be expected for their rank.

For associate professors, Table 4.23 indicates significant and positive relationships between expected and actual productivity were manifested in the correlation coefficients for research ($r = .46$), publications ($r = .39$), professional meetings attended ($r = .39$), and public service projects ($r = .46$). The correlation coefficient for institutional committee memberships ($r = .28$) was not significant. The low association between role expectation and role performance for committee

memberships was consistent with the finding that associate professors were involved with these activities to a greater degree than they perceived should be expected.

TABLE 4.23. -- Correlation of the Means of Expected and Actual Productivity in Selected Role Activities Reported by Associate Professors

Actual Productivity	Research Projects	Publications	Committee Memberships	Professional Meetings Attended	Public Service Projects
Research Projects	$r = .46^*$ $n = 20$				
Publications		.39 26			
Committee Memberships			.23 28		
Professional Meetings Attended				.39* 28	
Public Service Projects					.46* .23

* $p \leq .05$

In summary, associate professors met their expectations for allocation of time to the role areas of teaching, publication, and public service. Moderately strong relationships existed between their expected and actual allocation of time to teaching and research. They spent less time in research and more time in institutional service than they indicated should be expected of faculty of this rank.

Associate professors met their expectations for productivity for research, publication, professional meetings attended, and public service projects. They held more committee memberships than they expected of faculty of this rank.

Positive relationships were found for the association between role expectations and role performance in research, publication, professional meetings attended, and public service projects.

Role Expectations and Role Performance of Full Professors

No significant differences were found between full professors' mean expectations for and actual allocation of percentage of time among role areas (see Table 4.24).

TABLE 4.24. -- Comparison of the Means of Expected and Actual Allocation of Percentage of Time Among Role Areas Reported by Full Professors

Role Area	Percentage of Time					
	Expected Time Allocation	n	Actual Time Allocation	n	df	t statistic
Teaching	37.22	9	39.27	11	18	.21
Research	22.78	9	20.18	11	18	.53
Publication	18.67	9	12.78	9	16	1.55
Institutional Service	10.56	9	22.27	11	18	1.76
Public Service	12.44	9	7.82	11	18	.52

*p ≤ .01

With regards to expected and actual productivity in selected role activities, only institutional committee memberships yielded significant differences with full professors belonging to almost three times the mean number of committees than they indicated should be expected for their rank (see Table 4.25).

TABLE 4.25. -- Comparison of the Means of Expected and Actual Productivity in Selected Role Activities Reported by Full Professors.

Role Activities	Productivity					
	Expected Productivity	n	Actual Productivity	n	df	t statistic
Research	2.86	7	4.00	11	16	1.14
Publication	12.25	8	19.32	11	17	.64
Committee Memberships	2.38	8	6.91	11	17	3.15*
Professional Meetings Attended	3.13	8	5.00	11	17	1.59
Public Service Projects	1.75	8	2.60	10	16	1.49

*p ≤ .01

Full professors demonstrated the greatest degree of intrapositional role consensus among faculty groups, but these results must be viewed in light of the small number of subjects in the sample.

In summary, the relationship between role expectations and role performance of nursing faculty varied with rank and role area. The role area of most congruence involved teaching, with faculty of all ranks demonstrating no significant differences between expected and actual allocation of time to this role area, and assistant and associate professors demonstrating moderately strong relationships between expected and actual allocation of time to teaching. No data were collected for expected and actual productivity in teaching.

Assistant and associate professors allocated less time to research than they indicated should be expected for their respective ranks and a moderately strong

relationship existed between their expected and actual time allocation to this role area. Faculty of all ranks demonstrated no significant differences between expected and actual productivity in research.

While assistant professors allocated less time than they expected for their rank to publication, faculty of all ranks met their expectations for productivity in this role area. However, expected and actual productivity in publications yielded no significant correlation for assistant professors.

Associate professors reported spending more time in institutional service, and faculty of all ranks reported greater involvement in committee memberships than they indicated should be expected for their respective ranks. Assistant professors exhibited a moderately strong association between expected and actual productivity for this role area; the correlation coefficient for associate professors was weak and non-significant.

Faculty of all ranks demonstrated no significant differences between expected and actual allocation of time to and involvement with public service projects.

These findings suggest greater congruence in faculty role expectations and role performance for teaching, research, publication and public service and less in institutional service.

Demographic Profile of the Nursing Faculty

Demographic data were obtained in order to develop a profile of selected characteristics of nursing faculty in research universities. The subjects who responded to Questionnaire FAC included 67 assistant professors, 37 associate professors, and 11 full professors; 49.6 percent of these subjects were tenured. The doctorate was held by 42.6 percent of the faculty, with more holding the non-nursing Ph.D. (26.1 percent) than the nursing doctorate (7.8 percent) or the Ed.D.

(8.7 percent). Masters preparation in nursing was reported as the highest degree by 46.1 percent of the subjects; 7 percent indicated they held a non-nursing masters degree. No subjects reported baccalaureate preparation as their highest degree. A majority (78 percent) had obtained their highest degree from an institution classified as a Research University I by the Carnegie Council on Policy Studies in Higher Education (1976).

Most subjects had acquired their basic nursing education in either a baccalaureate program (50.4 percent) or a diploma program (43.5 percent). Four subjects (3.5 percent) indicated entry into nursing through the associate degree program.

Subjects ranged in age from twenty-six to over sixty; 70 percent were between the ages of thirty-one and fifty. An approximate mean was calculated from the grouped data, using the midpoint score within each grouping as the score for each subject within that group. For the category of over sixty, a score of sixty-three was used. The calculation yielded an estimated mean age of 43.56 years.

The level of program involvement of the faculty was highly diverse, with 58 percent reporting involvement in some aspect of graduate education. Thirty-one percent of the subjects taught only in the undergraduate program and 4 percent solely in the continuing education program.

Faculty subjects had spent an average of eight years in their current institutions, ten years in a university which grants doctoral degrees and thirteen years teaching nursing.

Summary

Similarities were found between administrators and nursing faculty on several measures of role expectation, namely, ratings of descriptors of faculty activities, ranking of the importance of productivity in major role areas, alloca-

tion of time to role areas, student-faculty ratios for clinical teaching and advisement, and productivity in selected role activities.

Nursing faculty met administrative expectations for scholarly work and met or exceeded their expectations for service activities. Assistant and associate professors allocated less time to scholarly work and more time to institutional service than administrators expected. Time allocation by full professors was consistent with administrators' expectations.

Faculty of all ranks demonstrated congruence between their expectation for and actual allocation of time to the role area of teaching. Although differences existed between expected and actual allocation of time to research and publication, faculty of all ranks met their respective expectations for productivity in scholarly work. Faculty of all ranks reported greater involvement in committee memberships than they indicated should be expected for their ranks and associate professors exceeded their expectation in time allocated to this role area. The greatest differences between role expectations and role performance were evident in the area of institutional service. Faculty of all ranks met the expectations for time allocation to and involvement with public service projects.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND
RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this study was to clarify the role expectations and role performance of nursing faculty in research universities and relate these data to institutional expectations for nursing faculty.

Gross et al. (1958) has proposed that the behavior of position incumbents in a social system is related to the expectations for that position, and that the degree of concensus may significantly affect the functioning of the social system. Organizational expectations and self-expectations have been found to be important predictors of faculty behavior (DeVries, 1975). Significant role definers for this study were institutional and school of nursing administrators and the nursing faculty in public research universities.

Conclusions

Conclusions based on the results of this study are presented below. Implications for nursing education in the university setting are identified as are recommendations for further study.

Relationship of Role Expectations Held by Administrators
and Nursing Faculty

A high degree of congruence was found between perceptions of role expectations for nursing faculty held by administrators and by nursing faculty. This congruence was evident in the similarities identified in ratings of descriptors of

faculty activities, rankings of the importance of productivity in major role areas, expected allocation of time to role areas, expected student-faculty ratios for clinical teaching and student advisement, and expected productivity related to research, publication, committee memberships, professional meetings attended and public service projects.

Role expectations have been identified as variables which influence the behavior of an individual within a social system (Gross et al. 1958; Speer 1977). The hypothesis that nursing faculty do not share university expectations was not supported by the findings. Nurses in research universities perceive scholarly work, as well as teaching and service, as a legitimate obligation of their academic role.

Relationship of Administrators' Expectations and Nursing Faculty Role Performance

The comparison of administrators' expectations and nursing faculty role performance indicated that nursing faculty of all ranks satisfied expectations for scholarly work and exceeded expectations for service. Although assistant and associate professors allocated less time to scholarly work than expected, time was not a constraining factor in meeting expectations for productivity.

Interrelating the findings on time allocation and productivity in selected role activities brings into focus several issues that have been raised about nursing faculty roles in the university setting. Authors have proposed that heavy teaching loads, particularly clinical teaching, and the high valuing of teaching limit the capacity of nursing faculty to become active in research which demands periods of uninterrupted time (Marella 1974; Kalish 1975; Yeaworth 1978). Harrington (1980) has suggested that while universities are the appropriate setting for educating the newer professions, faculty in programs which prepare practitioners encounter greater time demands because of student contact hours and the need for more

planning and meetings.

While faculty met administrative expectations for time allocated to teaching, the percentage of time devoted to teaching by faculty of all ranks was lower than that reported in a recent study of nursing faculty in a major university (Solomon, Jordison, and Powell 1980). This study indicated that full and associate professors allocated 68 percent of their time to teaching and assistant professors 66 percent, higher percentages than those reported by nursing faculty in this study. Although nursing faculty in this study gave high ratings to teaching activities, they reported spending less time in this role area than the literature would suggest.

The percentage of time that nursing faculty of all ranks allocated to scholarly productivity was higher than that reported by Solomon, Jordison, and Powell (1980). These researchers found that full and associate professors allocated 12 percent of their time to scholarly activity while assistant professors spent 6 percent of their time in research and publication. In this study, full professors allocated 33 percent of their time in scholarly work, associate professors 24 percent, and assistant professors 13 percent. It appears that nursing faculty in the university setting are redistributing their time, investing more in scholarly work and less in teaching.

Several authors have questioned the commitment of nursing faculty to research as well as the availability of role models to promote socialization to this role (McPhail 1966; Schlotfeldt 1978; Fawcett 1979). The high percentage of doctorally prepared faculty (43 percent) found in the sample indicate a greater availability of role models who have been socialized to the importance of scholarly work. The high percentage of faculty who reported research involvement (90 percent) and publications (83 percent) within the past five years

indicates that nursing faculty in the research universities are adopting the norm of this institutional setting for scholarly productivity. It is evident that nursing faculty do perceive scholarly work as part of their role and are apportioning time to such efforts.

The level of scholarly productivity reported by nursing faculty in this study is markedly different from that reported earlier. Milligan (1972) found that faculty in baccalaureate programs in the Northeast reported almost no time devoted to research activities. Marriner and Craigie (1977) surveyed nursing faculty in 36 accredited baccalaureate and higher degree programs in the West and found that 14 percent of the subjects had authored or edited books and 36 percent had published in professional journals during their academic careers. McCord's study (1970) focused on nursing faculty located in major universities and the results showed that 38 percent of the faculty had published articles and presented professional papers and 17 percent reported book publications.

The scholarly productivity reported by nursing faculty in this study is more similar to that reported for faculty in research universities than that reported for nursing faculty in general. Huber (1969) identified that 83 percent of the faculty in a major state university were currently engaged in research. Fulton and Trow (1975) found that 79 percent of the faculty in high quality universities reported current research and publications and another 12 percent were active in research with no recent publications.

Institutional service consumed a greater percentage of faculty time than administrators expected; the number of committee memberships held by faculty exceeded administrators' expectations. While committee membership provides faculty an opportunity to influence organizational policy (Blau 1973), excessive committee work requires expenditure of faculty time and effort, diverting

energies from other role areas (Kalish 1975; Redman and Barley 1978). Institutional service has not been a significant factor in the evaluation of faculty for promotion and tenure (Baldrige et al. 1978), yet nursing faculty are heavily involved in institutional service. This involvement may inhibit their professional advancement and it is unlikely to earn them institutional or professional rewards.

The numbers of public service projects reported by nursing faculty suggests they value public service. While their performance exceeded administrative expectations for assistant professors, nursing faculty did limit their time allocation within this role area and did not meet administrative expectations for percentage of time spent in public service activities. However, the percentage of time allocated by nursing faculty of all ranks exceeded the 4 to 5 percent of time that Baldrige et al. (1978) reported university faculty tended to devote to community service.

Traditionally, nurses have been socialized to highly value service (Batey 1969). Fawcett (1979) proposed that most nursing faculty place the highest value on teaching, followed by service and research. In this study, nursing faculty gave the highest ranking to teaching, followed by scholarly work. Public service productivity was ranked fifth in importance among the five role areas. This ranking is more consistent with university norms reported in the higher education literature and indicates a possible shifting in values of nursing faculty in the university setting.

Nursing is a practice discipline and practice is a form of service. Increasing attention is being focused on the importance of the nursing educator's clinical practice role in order to maintain knowledge and skills, to function as a role model, and to generate and validate knowledge for practice (Kelley 1981). In this study, 37 percent of the faculty respondents indicated they maintained their own

practice. If the emphasis on clinical practice by nursing faculty continues, the time and effort required for practice may influence productivity in other role areas and necessitate a re-examination of role expectations.

Some authors have proposed that nursing faculty exhibit an institutional rather than a professional orientation (Batey 1969; Palmer 1970). However, the level of involvement in professional organizations reported by nursing faculty suggests that an institutional orientation may no longer be characteristic of nursing faculty in research universities. This involvement, together with the findings related to scholarly productivity, suggests that nursing faculty do relate to colleagues outside their institutions, implying a more cosmopolitan orientation commonly associated with scholarly work (Blau 1973).

In summary, it is concluded that performance of the nursing faculty meets administrative expectations and that nursing faculty do contribute to the achievement of all three major goals of the university.

Relationship of Role Expectations and Role Performance of the Nursing Faculty

When comparisons were made between the nursing faculty's own role expectations and role performance, findings similar to those found for the comparison of administrators' expectations and faculty role performance were evident. Although assistant and associate professors allocated less time to scholarly work than they indicated faculty of their rank should, faculty of all ranks met their own expectations for scholarly productivity and met or exceeded their expectations for service activities. Faculty of all ranks held more institutional committee memberships than they indicated should be expected. Only associate professors allocated a significantly greater amount of time to institutional service than they indicated should be expected for their rank. Both administrators and nursing

faculty were in agreement that faculty involvement in institutional service exceeded expectations. Administrators and assistant and associate professors also agreed that faculty of these ranks should allocate more time to scholarly work.

For assistant and associate professors, role expectations varied in their prediction of role performance. Stronger correlation coefficients were found for expected and actual time allocation to major role areas by assistant professors. Thirty percent of the variance in time allocation to scholarly work was attributed to role expectations. Assistant professors allotted significantly less time to research and publication than they indicated faculty of their rank should allocate to these areas. The association between expected and actual productivity was weak but significant for research and non-significant for publication. Moderate to moderately strong positive relationships were identified for the association of expectations and actual committee memberships, professional meetings attended and public service projects. For assistant professors, role expectations were more highly predictive for time allocation to teaching, scholarly work, and public service, and for productivity in service activities and professional meetings attended.

Fewer significant correlations were identified for the relationship between role expectations and role performance of associate professors. Only time allocation to teaching and research produced significant correlation coefficients. Twenty-seven percent of the variance in time allocated to research was attributed to expectations. Associate professors also indicated they spent significantly less time in research than they indicated faculty of their rank should. Associate professors reported spending more time in institutional service than expected, and the correlation coefficient for expected and actual time allocation to institutional service was low and non-significant. For expected and actual productivity in role

activities by associate professors, research, publication, attendance of professional meetings and public service projects yielded significant correlation coefficients which were positive and moderate in strength.

While some association was evident between role expectations and role performance, these findings suggest that other variables, in addition to role expectations, have an important influence on nursing faculty role performance. Clues to what these variables might be are suggested by previous studies. Poole (1969) found that teaching in the graduate program, acquiring promotion, increased time in a faculty position and doctoral preparation were positively related to an increased valuing of and a greater involvement in scholarly work. McCord (1970) reported that professional productivity of nursing faculty was positively related to years of teaching, years in the present university, tenure, academic rank, highest degree earned, and age. Marella (1974) found that the research activity of doctorally prepared nursing faculty was enhanced by a commitment to research and its relevance to teaching as well as a perception of research as a faculty role and inhibited by teaching loads, a greater commitment to teaching and lack of adequate funding.

The institutional reward system is another variable which may influence faculty behavior. Henry (1979) found that schools of nursing located within doctoral granting universities placed more emphasis on research than teaching and less emphasis on service activities than other institutions in their tenure practices. However, Marella (1974) reported that a majority of the doctorally prepared nursing faculty in her study demonstrated a small positive or a negative correlation between their ratings of the importance of faculty activities and their perceptions of the university ranking of faculty activities for promotion and tenure.

Demographic Profile

The demographic profile of the faculty subjects indicates that nursing faculty in research universities exhibit characteristics which are different from those previously reported for nursing faculty in the literature. The findings reveal that more nursing faculty (43 percent) have doctoral preparation. McCord (1970) found only 11 percent of the nursing faculty in twenty-three major state universities had doctoral preparation. Marriner and Craigie (1977) identified that in the sample from thirty-six baccalaureate and higher degree programs in the West, 9 percent of the faculty held doctorates and 80 percent masters degrees. Zimmerman (1979) reported that nurses with doctoral preparation tended to acquire administrative rather than faculty positions. In 1978, the American Nurses' Association (1981) reported that less than 1 percent of employed nurses and 11 percent of the full-time nursing faculty in baccalaureate and higher degree programs held the doctorate degree.

In contrast, Huber (1969) found 71 percent of the faculty in a large university system were doctorally prepared. Fulton and Trow (1975) reported that 74 percent of the faculty in high quality universities held the Ph.D. or a professional degree in medicine or law. Completion of academic preparation and institutional emphasis on research and publication have been identified as factors which positively influence scholarly productivity of the faculty (Blau 1973; DeVries 1975). The conclusion suggested by this study is that nursing faculty have not yet achieved the level of academic preparation that characterizes faculty in major research universities. However, despite the paucity of doctorally prepared nurses, nursing faculty in research universities are acquiring more appropriate academic preparation for this institutional setting.

Nursing faculty in major state universities were characterized as young and inexperienced by McCord (1970). Milligan (1972) found that more than 50 percent of the nursing faculty in baccalaureate programs in the Northeast were less than 40 years old. In addition to age, time in one's current position has been identified as a factor which relates to nursing faculty scholarly productivity (McCord 1970; Poole 1969). Nursing faculty in this study were slightly older and demonstrated stability in their position, with the average time at their current university being eight years. More than one third of the sample reported holding faculty positions for more than ten years in a university which grants doctoral degrees. Faculty in this study demonstrated characteristics which have been found to be predictive of scholarly productivity.

Panicucci (1978) proposed that nursing faculty tend to teach at either the graduate or the undergraduate level and that graduate teaching promotes involvement in research. A relationship has been identified between graduate teaching and publication for faculty in higher education by Fulton and Trow (1975). Redman and Barley (1978) have addressed the impact of structure on faculty research productivity and indicate the placement of faculty in undergraduate programs rather than clinical departments which span program levels inhibits research productivity. In this study, 31 percent of the faculty taught solely in the undergraduate program while 58 percent reported involvement to some degree in the graduate program. These data suggest that nursing faculty responsibilities are not as dichotomized in the institutional settings under study as Panicucci has suggested, and that the teaching responsibilities of a majority of nursing faculty were structured in a manner which promotes scholarly activity.

A strong majority of the faculty (78 percent) obtained their highest degree from institutions classified as Research Universities I. Fulton and Trow (1975)

found that 70 percent of the faculty in high quality universities had obtained their highest degree from high quality universities. Crane (1965) reported greater scholarly productivity from graduates of major universities. Formal training has been noted to be particularly important in transmitting norms and role expectations for professionals (Pavalko 1970). Despite their lower levels of academic preparation, the data reported lead to the conclusion that nursing faculty have apparently been professionally socialized to place high value on scholarly productivity.

Implications

This study revealed a higher degree of congruence between institutional expectations for nursing faculty and the self-expectations and role performance reported by nursing faculty in research universities than has been proposed in the nursing literature. These findings suggest several issues which merit consideration by institutional administrators and nursing faculty.

Institutional Service

Effort should be made to identify and assess those factors which contribute to a heavy investment by nursing faculty in institutional service. Curriculum revision, institutional reorganization, and a multiplicity of committee responsibilities are examples of factors which can create heavy demands on faculty time. Attention should be given to the identification of realistic expectations for faculty administrative duties and the essential numbers of committees which will assure adequate faculty input to academic policies and decision making while allowing sufficient time for productivity in other role areas. Development of institutional policy which clarifies the service expectations for faculty may be helpful.

Academic Credentialing of Nursing Faculty

While more nursing faculty reported having doctoral preparation than had been noted previously in the literature, the academic preparation of nursing faculty is below that reported for faculty in research universities. Institutional administrators and faculty should promote the acquisition of doctoral preparation by nurses in university settings through adequate support of those currently in faculty positions who wish to pursue doctoral study and active recruitment of doctorally prepared nurses for the faculty.

Faculty Expectations and Institutional Goals

Assistant and associate professors should evaluate their time allocation and productivity in relation to institutional goals and expectations, particularly in the areas of scholarly work and service activities. Attention should be given to expectations for assistant professors to assure they have realistic opportunities to be productive in role areas which will enable them to acquire the institutional rewards of promotion and tenure.

Recognition of Nursing Faculty Achievements

Institutional administrators and nursing faculty should promote greater recognition of the progress that has been made in the academic credentialing and the scholarly productivity of nursing faculty in research universities. The unflattering references to nursing faculty in the literature have done little to promote a positive professional self-image among nursing faculty. These references also may have fostered a negative attitude among students of nursing and reinforced bias held by colleagues in other disciplines.

Recommendations for Further Study

The following recommendations for further research are based upon the findings of this study:

1. Further study of the role expectations and role performance of nursing faculty in other institutional settings is indicated to determine if the division of labor found in the institutions of higher education is characteristic of nursing education in general.
2. The effect of a practice discipline on role expectations and role performance of university faculty is unclear. Study is needed to compare the role expectations and role performance of nursing faculty with that of other university faculty, including faculty with and without a practice component, to determine what influence practice exerts on academic roles.
3. Slightly more than one third of the nursing faculty indicated they maintained their own clinical practice. Increasing attention is being given to the need for nursing faculty to maintain their clinical knowledge and skill. Further study is needed to examine the demands of clinical practice and its impact on faculty performance in other role areas.
4. Role expectations varied in the nature and strength of their relationship to role performance. Additional study is needed to identify those individual and institutional variables which may support congruence of nursing faculty role behavior and institutional expectations.
5. Further study is needed to compare productivity of nursing faculty organized by program levels with those located in clinical departments which span graduate and undergraduate programs to determine the influence of organizational structure on nursing faculty scholarly productivity.

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Appendix A

PILOT QUESTIONNAIRE ADM

- 1.0 Below is a listing of activities which can be identified as part of the academic roles of university faculty. Please indicate how essential you think each activity is for academic role performance by nursing faculty in your institution.

Please circle the number which reflects your rating.

		Essential				Not Essential			
1.1	Classroom teaching.	4	3	2	1				
1.2	Clinical teaching.	4	3	2	1				
1.3	Academic advisement of students.	4	3	2	1				
1.4	Thesis advisement.	4	3	2	1				
1.5	Conduct research.	4	3	2	1				
1.6	Publish articles and/or books.	4	3	2	1				
1.7	Present professional papers.	4	3	2	1				
1.8	Serve on institutional committees (Nursing program/university).	4	3	2	1				
1.9	Perform administrative duties.	4	3	2	1				
1.10	Maintain own clinical practice.	4	3	2	1				
1.11	Provide consultation.	4	3	2	1				
1.12	Actively participate in professional organizations.	4	3	2	1				
1.13	Become involved in community organization, e.g., board member, consultant.	4	3	2	1				

PILOT QUESTIONNAIRE ADM
Page Two

2.0 Nursing faculty need to allocate their time among various areas of academic roles. Using a total of 100 percent of time, please indicate the percentage of time you think nursing faculty should allocate to each of the following role areas.

2.1 _____ Teaching

2.2 _____ Research

2.3 _____ Publication

2.4 _____ Institutional service

2.5 _____ Public Service

3.0 Please rank the importance of nursing faculty productivity in each of the role areas listed below. Assign 5 to the category of greatest importance, 4 to the category of second greatest importance, and so forth. A different number should be assigned to each category.

3.1 _____ Teaching

3.2 _____ Research

3.3 _____ Publication

3.4 _____ Institutional service

3.5 _____ Public service

4.0 Faculty productivity provides some indicators of role performance. Recognizing that variation will exist among faculty, please indicate what you think a typical nursing faculty member should produce in each of the following categories.

4.1 Average student-faculty ratio, if one teaches in:

_____ $\frac{1}{\text{No. of students to faculty}}$

a) Undergraduate program

_____ $\frac{1}{\text{No. of students to faculty}}$

b) Graduate program

PILOT QUESTIONNAIRE ADM
Page Three

- 4.2 _____ Number of publications one should produce in a five year period.
- 4.3 _____ Number of research projects one should conduct in a five year period.
- 4.4 _____ Number of institutional committee memberships one should hold in one year.
- 4.5 _____ Number of professional meetings one should attend in one year.
- 4.6 _____ Number of public service projects one should undertake in one year, e.g., clinical practice, consultations, involvement in community organizations.

Appendix B

Date _____

PILOT QUESTIONNAIRE FAC

1.0 TEACHING

If you do not have teaching responsibilities, please skip to item 2.0 on the next page.

1.1 Please indicate the level(s) of program for which you have teaching responsibilities: (check appropriate programs)

_____ Undergraduate

_____ Continuing Education

_____ Masters

_____ Other (please specify)

_____ Doctoral

1.2 The following statements are provided to clarify terms used below:

CLASSROOM TEACHING: activities may include classroom presentation, professional reading, content preparation, consultation with colleagues, grading papers and/or tests, conferencing with students, curriculum development.

CLINICAL TEACHING: activities may include clinical laboratory experiences, professional reading, consultation with clinical personnel, making assignments, grading assignments, preparation of student evaluations, conferencing with students.

ACADEMIC ADVISEMENT: activities may include counseling students regarding specific courses or assisting students to plan their academic programs.

THESIS ADVISEMENT: activities include those related to assisting graduate students with the development of their theses or dissertations.

PILOT QUESTIONNAIRE FAC
Page Two

Please indicate the average time in hours per week that you spend in each of the following activities related to teaching in the undergraduate, graduate, and/or continuing education programs and the average number of students.

	Classroom Teaching	Clinical Teaching	Academic Advisement	Thesis Advisement
UNDERGRADUATE				
1.21	Average hours per week	_____	_____	_____
1.22	Average number of students	_____	_____	_____
GRADUATE				
1.23	Average hours per week	_____	_____	_____
1.24	Average number of students	_____	_____	_____
CONTINUING EDUCATION				
1.25	Average hours per week	_____	_____	_____
1.26	Average number of students	_____	_____	_____
2.0 RESEARCH AND PUBLICATION				
2.1	How many articles/book chapters have you published or had accepted for publication in the last <u>five</u> years? _____			
2.2	How many professional papers have you presented in the last <u>five</u> years? _____			
2.3	How many books/monographs have you published or had accepted for publication in the last <u>five</u> years? _____			
2.4	How many research studies have you conducted in the last <u>five</u> years, alone or in collaboration with others? _____			
3.0 INSTITUTIONAL SERVICE				
3.1	Please indicate the number of institutional committees (departmental, school, campus, system) on which you hold membership. _____			

PILOT QUESTIONNAIRE FAC
Page Three

4.0 PUBLIC SERVICE

4.1 Please indicate your involvement with nursing as well as non-nursing professional organizations.

	Nursing	Non-nursing
Number in which you hold membership	_____	_____
Number in which you hold office	_____	_____
Number in which you hold committee membership	_____	_____

4.2 How many professional meetings outside the university have you attended during the past year? _____

4.3 Do you maintain your own clinical practice other than that associated with clinical teaching? _____ Yes _____ No

4.4 How many public service projects related to your role as a nursing faculty member, such as consultation or involvement in community organizations, have you engaged in during the past year? _____

5.0 SUMMARY

5.1 Using a total of 100 percent of time, please indicate the percentage of time that you spend in each of the following categories.

5.11 _____ Teaching

5.12 _____ Research

5.13 _____ Publication

5.14 _____ Institutional service (committee work, administrative duties)

5.15 _____ Public service

PILOT QUESTIONNAIRE FAC
Page Four

- 6.0 Below is a listing of activities which can be identified as part of the academic roles of university faculty. Please indicate how essential you think each activity is for academic role performance by nursing faculty in your institution.

Please circle the number which reflects your rating.

		Essential				Not essential			
6.1	Classroom teaching.	4	3	2	1				
6.2	Clinical teaching.	4	3	2	1				
6.3	Academic advisement of students.	4	3	2	1				
6.4	Thesis advisement.	4	3	2	1				
6.5	Conduct research.	4	3	2	1				
6.6	Publish articles and/or books.	4	3	2	1				
6.7	Present professional papers.	4	3	2	1				
6.8	Serve on institutional committees (Nursing program/university).	4	3	2	1				
6.9	Perform administrative duties.	4	3	2	1				
6.10	Maintain own clinical practice.	4	3	2	1				
6.11	Provide consultation.	4	3	2	1				
6.12	Actively participate in pro- fessional organizations.	4	3	2	1				
6.13	Become involved in community organizations, e.g., board member, consultant.	4	3	2	1				

PILOT QUESTIONNAIRE FAC
Page Five

7.0 Nursing faculty need to allocate their time among various areas of academic roles. Using a total of 100 percent of time, please indicate the percentage of time you think nursing faculty should allocate to each of the following role areas.

- 7.1 _____ Teaching
- 7.2 _____ Research
- 7.3 _____ Publication
- 7.4 _____ Institutional service
- 7.5 _____ Public service

8.0 Please rank the importance of nursing faculty productivity in each of the role areas listed below. Assign 5 to the category of greatest importance, 4 to the category of second greatest importance, and so forth. A different number should be assigned to each category.

- 8.1 _____ Teaching
- 8.2 _____ Research
- 8.3 _____ Publication
- 8.4 _____ Institutional service
- 8.5 _____ Public service

9.0 Faculty productivity provides some indicators of role performance. Recognizing that variation will exist among faculty, please indicate what you think a typical nursing faculty member should produce in each of the following categories.

9.1 Average student-faculty ratio, if one teaches in:

_____ $\frac{1}{\text{No. of students to faculty}}$

a) Undergraduate program

_____ $\frac{1}{\text{No. of students to faculty}}$

b) Graduate program

9.2 _____ Number of publications one should produce in a five year period.

PILOT QUESTIONNAIRE FAC
Page Six

- 9.3 _____ Number of research projects one should conduct in a five year period.
- 9.4 _____ Number of institutional committee memberships one should hold in one year.
- 9.5 _____ Number of professional meetings one should attend in one year.
- 9.6 _____ Number of public service projects one should undertake in one year, e.g., clinical practice, consultations, involvement in community organizations.

10.0 DEMOGRAPHIC DATA

10.1 Your academic rank is:

_____ Assistant Professor

_____ Full Professor

_____ Associate Professor

_____ Other (please specify)

10.2 You have been a faculty member in this university for _____ years.

10.3 You have tenure. _____ Yes _____ No

10.4 Your highest academic preparation is:

_____ Baccalaureate Nursing

_____ Nursing doctorate

_____ Masters-Nursing

_____ Ph.D.-Non-nursing

_____ Masters-Non-nursing

_____ Other (please specify)

10.5 Your highest degree was awarded by _____
name of institution

10.6 Your basic nursing education was acquired in a(n):

_____ Associate degree program

_____ Diploma program

_____ Baccalaureate program

PILOT QUESTIONNAIRE FAC
Page Seven

10.7 You are currently enrolled in an advanced degree program.

_____ Yes _____ No

10.8 Your previous teaching experience in nursing has included:

	Check, if yes	Number of years
Diploma program	_____	_____
Associate degree program	_____	_____
Baccalaureate program	_____	_____
Masters program	_____	_____
Doctoral program	_____	_____

10.9 The total amount of time you have spent as a faculty member in a university which grants doctoral degrees is _____ years.

10.10 Your age is:

_____ 21-25	_____ 36-40	_____ 51-55
_____ 26-30	_____ 41-45	_____ 56-60
_____ 31-35	_____ 46-50	_____ Over 60

10.11 Your sex is _____ Male _____ Female.

Appendix C

Pilot Study
Reliability Coefficients of the Test-Retest Measurements

Variable	Faculty (n = 10)	Faculty and Administrators (n = 14)
	Reliability Coefficient	Reliability Coefficient
Level of program involvement	.82	
UNDERGRADUATE TEACHING		
Hours:	.74	
Classroom	.99	
Clinical	.15	
Academic advisement	1.0	
Thesis advisement		
Number of students:	.82	
Classroom	.83	
Clinical	.67	
Academic advisement	1.0	
Thesis advisement		
GRADUATE TEACHING		
Hours:	.51	
Classroom	.70	
Clinical	.64	
Academic advisement	.89	
Thesis advisement		
Number of students:	.88	
Classroom	.98	
Clinical	.36	
Academic advisement	.36	
Thesis advisement		
CONTINUING EDUCATION		
Hours:	— ^a	
Classroom	—	
Clinical	—	
Number of students:	—	
Classroom	—	
Clinical	—	

^aThe blank indicates an inadequate number of responses to perform the statistical analysis.

	Faculty (n = 10)	Faculty and Administrators (n = 14)
	Reliability Coefficient	Reliability Coefficient
RESEARCH AND PUBLICATIONS		
Articles/book chapters	.96	
Professional papers	.99	
Books/monographs	.36	
Research projects	.95	
Institutional committees	.70	
Professional Organizations		
Membership	.99	
Nursing	.26	
Non-nursing		
Office	1.0	
Nursing	—	
Non-nursing		
Committee	.32	
Nursing	1.0	
Non-nursing	.68	
Professional meetings	1.0	
Maintain clinical practice	.00	
Public service projects		
Current allocation of time	.96	
Teaching	.94	
Research	.98	
Publication	.52	
Institutional service	.81	
Public service		.08
Rating of faculty activities	.11	.20
Classroom teaching	.06	.58
Clinical teaching	.65	.16
Academic advisement	.15	.37
Thesis advisement	.25	.84
Research	.83	.92
Publication	.89	.64
Present papers	.57	.77
Institutional committee work	.79	.83
Administrative duties	.84	.65
Clinical practice	.33	
Consultation		.35
Involvement in professional associations	.00	.70
Community work	.62	
Expected allocation of time	.95	.94
Teaching	.67	.65
Research	.29	.28
Publication	.84	.73
Institutional service	.93	.83
Public service		

	Faculty (n = 10)	Faculty and Administrators (n = 14)
	Reliability Coefficient	Reliability Coefficient
Ranking of role areas	.90	.81
Teaching	.68	.69
Research	.47	.55
Publication	.76	.78
Institutional service	.59	.59
Public service		
Expected productivity		.11
Student-faculty ratio	.74	.24
Undergraduate	.30	.95
Graduate	.96	.31
Publications	1.0	.51
Research projects	.36	.79
Institutional committees	.79	.61
Professional meetings	.52	
Public service		

Appendix D

June 19, 1981

Elizabeth Lenz, Ph.D.
Director, Doctoral Program
University of Maryland
School of Nursing
655 W. Lombard Street
Baltimore, Maryland 21201

Dear Dr. Lenz:

Because of your expertise in research and academic roles of nursing faculty in research universities, I am requesting your assistance in establishing content validity of items of the attached instrument.

This questionnaire will be used in a study which addresses the following questions:

1. Are there differences between institutional role expectations for nursing faculty in research universities and the role expectations that nursing faculty hold for themselves?
2. Are there differences between institutional role expectations for nursing faculty and their role performance?
3. Are there differences between role expectations held by the nursing faculty and their role performance?

The purpose of the instrument is to measure role performance and role expectations of nursing faculty in five major areas: teaching, research, publication, institutional service, and public service. Items 1.0 through 5.0 relate to role performance; items 6.0 through 9.0 relate to role expectations. Nursing faculty and institutional administrators will be asked identical items related to role expectations. The remainder of the items relate to demographic data of nursing faculty.

Please rate each of the items according to the following scale: 1 - not relevant; 2 - somewhat relevant; 3 - quite relevant; 4 - very relevant. If you have any comments or suggestions regarding the clarity of expression or format used, such feedback will be greatly appreciated.

I hope that you are willing to help with this project. Thank you for your consideration of this request.

Sincerely,

Mary Regina Venn,
Assistant Professor

Appendix E

Questionnaire ADM

CODE _ _ _ _ _

The intent of this questionnaire is to obtain data about the academic role expectations that administrators hold for nursing faculty in research universities. For the purpose of this study, academic roles are divided into five major areas: teaching, research, publication, institutional service, and public service.

Your thoughtful and honest response will contribute to a better understanding of the roles of nursing faculty in this sector of higher education. Your responses will be confidential; no individual nor institution will be identified.

Thank you for your willingness to participate.

1.0 Below is a listing of activities which can be identified as part of the academic roles of university faculty. Please indicate how essential you, as an administrator, think each activity is for academic role performance by nursing faculty as a whole in your institution.

Please circle the number which reflects your rating.

	Essential				Not Essential			
1.01 Classroom teaching.	4	3	2	1				
1.02 Clinical teaching.	4	3	2	1				
1.03 Academic advisement of students.	4	3	2	1				
1.04 Thesis advisement.	4	3	2	1				
1.05 Conduct research.	4	3	2	1				
1.06 Publish articles and/or books.	4	3	2	1				
1.07 Present professional papers.	4	3	2	1				
1.08 Serve on institutional committees (Nursing program/University).	4	3	2	1				
1.09 Perform administrative duties.	4	3	2	1				
1.10 Maintain own clinical practice.	4	3	2	1				
1.11 Provide consultation.	4	3	2	1				
1.12 Participate in professional associations.	4	3	2	1				
1.13 Become involved in community organizations, e.g., board member.	4	3	2	1				

QUESTIONNAIRE ADM
Page Two

- 2.0 Nursing faculty need to allocate their time among various areas of academic roles. Using a total of 100 percent of time, please indicate the percentage of time you think nursing faculty of various academic ranks should allocate to each of the following role areas.

		ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	FULL PROFESSOR
2.01	Teaching	1. ____	2. ____	3. ____
2.02	Research	1. ____	2. ____	3. ____
2.03	Publication	1. ____	2. ____	3. ____
2.04	Institutional service	1. ____	2. ____	3. ____
2.05	Public service	1. ____	2. ____	3. ____

- 3.0 Please rank the importance of productivity of the nursing faculty as a whole in each of the role areas listed below. Assign 5 to the category of greatest importance, 4 to the category of second highest importance, and so forth. A different number should be assigned to each category.

- 3.01 _____ TEACHING
- 3.02 _____ RESEARCH
- 3.03 _____ PUBLICATION
- 3.04 _____ INSTITUTIONAL SERVICE
- 3.05 _____ PUBLIC SERVICE

QUESTIONNAIRE ADM
Page Three

- 4.0 Faculty productivity provides some indicators of role performance. Please indicate what you think nursing faculty of various academic ranks should produce in each of the following areas:

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	FULL PROFESSOR
4.01 STUDENT-FACULTY RATIO (Number of students to one faculty)			
1. UNDERGRADUATE CLINICAL COURSE	1. ____	2. ____	3. ____
2. GRADUATE CLINICAL COURSE	1. ____	2. ____	3. ____
3. GRADUATE THESIS ADVISEMENT	1. ____	2. ____	3. ____
4. GRADUATE DISSERTA- TION ADVISEMENT	1. ____	2. ____	3. ____
4.02 NUMBER OF RESEARCH PROJECTS IN A <u>FIVE</u> YEAR PERIOD.	1. ____	2. ____	3. ____
4.03 NUMBER OF PUBLICATIONS IN A <u>FIVE</u> YEAR PERIOD.	1. ____	2. ____	3. ____
4.04 NUMBER OF INSTITUTIONAL COMMITTEE MEMBERSHIPS IN <u>ONE</u> YEAR.	1. ____	2. ____	3. ____
4.05 NUMBER OF PROFESSIONAL MEETINGS ATTENDED IN <u>ONE</u> YEAR.	1. ____	2. ____	3. ____
4.06 NUMBER OF PUBLIC SERVICE PROJECTS IN <u>ONE</u> YEAR.	1. ____	2. ____	3. ____

Appendix F

CODE _____

QUESTIONNAIRE FAC

The intent of this questionnaire is to obtain data about the academic role expectations and academic role performance of nursing faculty in research universities. For the purpose of this study, academic roles are divided into five major areas: teaching, research, publication, institutional service, and public service.

Your thoughtful and honest response will contribute to a better understanding of the roles of nursing faculty in this sector of higher education. Your responses will be confidential; no individual or institution will be identified.

Thank you for your willingness to participate.

1.0 TEACHING

If you do not have teaching responsibilities, please skip to item 2.0 on the next page.

1.1 Please indicate the level(s) of program for which you have teaching responsibilities (check appropriate program).

_____ Baccalaureate	_____ Continuing Education
_____ Masters	_____ Other (please specify)
_____ Doctoral	_____

The following statements are provided to clarify terms used in item 1.2.

CLASSROOM TEACHING: activities may include classroom presentation, professional reading, content preparation, consultation with colleagues, grading papers and/or tests, conferencing with students, curriculum development.

CLINICAL TEACHING: activities may include clinical laboratory experiences, professional reading, consultation with clinical personnel, making assignments, grading assignments, preparation of student evaluations, conferencing with students.

ACADEMIC ADVISEMENT: activities may include counseling students regarding specific courses or assisting students to plan their academic programs.

THESIS ADVISEMENT: activities include those related to assisting graduate students with the development of their theses or dissertations.

QUESTIONNAIRE FAC
Page Two

- 1.2 Please indicate the average time in hours per week that you spend in each of the following activities related to teaching as well as the average number of students you teach in a typical week of a regular semester.

If you teach in more than one course in any one program, please add the average numbers of students and the average hours for each course to determine your response.

	Classroom Teaching	Clinical Teaching	Academic Advisement	Thesis Advisement	
UNDERGRADUATE PROGRAM					
1.21	Average hours per week	1. ___	2. ___	3. ___	4. ___
1.22	Average number of students	1. ___	2. ___	3. ___	4. ___
GRADUATE PROGRAM					
1.23	Average hours per week	1. ___	2. ___	3. ___	4. ___
1.24	Average number of students	1. ___	2. ___	3. ___	4. ___
CONTINUING EDUCATION					
1.25	Average hours per week	1. ___	2. ___	3. ___	4. ___
1.26	Average number of students	1. ___	2. ___	3. ___	4. ___
2.0	RESEARCH AND PUBLICATION				
2.1	How many articles/book chapters have you published or had accepted for publication in the last <u>five</u> years? _____				
2.2	How many professional papers have you presented in the last <u>five</u> years? _____				
2.3	How many books/monographs have you published or had accepted for publication in the last <u>five</u> years? _____				
2.4	How many research studies do you have in progress and how many have you conducted in the last <u>five</u> years, alone or with others? _____				
3.0	INSTITUTIONAL SERVICE				
3.1	Please indicate the number of institutional committees (departmental, school, campus, system) on which you hold membership. _____				

QUESTIONNAIRE FAC
Page Three

4.0 PUBLIC SERVICE

4.1 Please indicate your involvement with nursing as well as non-nursing professional organizations.

	Nursing	Non-nursing
Number in which you hold membership	1. _____	2. _____
Number in which you hold office	1. _____	2. _____
Number in which you hold committee membership	1. _____	2. _____

4.2 How many professional meetings held outside the university, such as workshops, conferences, conventions, have you attended during the past year? _____

4.3 Do you maintain your own clinical practice other than that associated with clinical teaching? _____ Yes _____ No

4.4 How many public service projects related to your role as a nursing faculty member, such as consultation or involvement in community organizations, have you engaged in during the past year? _____

5.0 Using a total of 100 percent of time, please indicate the percentage of time that you spend in each of the following categories.

- 5.11 _____ Teaching
 - 5.12 _____ Research
 - 5.13 _____ Publication
 - 5.14 _____ Institutional service (committee work, administrative duties)
 - 5.15 _____ Public service
- _____ Total 100%

QUESTIONNAIRE FAC

Page Four

- 6.0 Below is a listing of activities which can be identified as part of the academic roles of university faculty. Please indicate how essential you, as a faculty member, think each activity is for academic role performance by nursing faculty as a whole in your institution.

Please circle the number which reflects your rating.

		Essential				Not Essential			
6.01	Classroom teaching.	4	3	2	1				
6.02	Clinical teaching.	4	3	2	1				
6.03	Academic advisement of students.	4	3	2	1				
6.04	Thesis advisement.	4	3	2	1				
6.05	Conduct research.	4	3	2	1				
6.06	Publish articles and/or books.	4	3	2	1				
6.07	Present professional papers.	4	3	2	1				
6.08	Serve on institutional committees (Nursing program/University).	4	3	2	1				
6.09	Perform administrative duties.	4	3	2	1				
6.10	Maintain own clinical practice.	4	3	2	1				
6.11	Provide consultation.	4	3	2	1				
6.12	Participate in professional associations.	4	3	2	1				
6.13	Become involved in community organizations, e.g., board member.	4	3	2	1				

QUESTIONNAIRE FAC
Page Five

- 7.0 Nursing faculty need to allocate their time among various areas of academic roles. Using a total of 100 percent of time, please indicate the percentage of time you think nursing faculty of various academic ranks should allocate to each of the following role areas.

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	FULL PROFESSOR
7.1 Teaching	1. ____	2. ____	3. ____
7.2 Research	1. ____	2. ____	3. ____
7.3 Publication	1. ____	2. ____	3. ____
7.4 Institutional service	1. ____	2. ____	3. ____
7.5 Public service	1. ____	2. ____	3. ____

- 8.0 Please rank the importance of productivity of the nursing faculty as a whole in each of the role areas listed below. Assign 5 to the category of greatest importance, 4 to the category of second greatest importance, and so forth. A different number should be assigned to each category.

- 8.1 _____ TEACHING
- 8.2 _____ RESEARCH
- 8.3 _____ PUBLICATION
- 8.4 _____ INSTITUTIONAL SERVICE
- 8.5 _____ PUBLIC SERVICE

QUESTIONNAIRE FAC

Page Six

9.0 Faculty productivity provides some indicators of role performance. Please indicate what you think nursing faculty of various academic ranks should produce in each of the following role areas:

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	FULL PROFESSOR
------------------------	------------------------	-------------------

9.1 STUDENT-FACULTY RATIO
(Number of students to one faculty)

- | | | | |
|-------------------------------------|---------|---------|---------|
| 1. UNDERGRADUATE CLINICAL COURSE | 1. ____ | 2. ____ | 3. ____ |
| 2. GRADUATE CLINICAL COURSE | 1. ____ | 2. ____ | 3. ____ |
| 3. GRADUATE THESIS ADVISEMENT | 1. ____ | 2. ____ | 3. ____ |
| 4. GRADUATE DISSERTATION ADVISEMENT | 1. ____ | 2. ____ | 3. ____ |

9.2 NUMBER OF RESEARCH PROJECTS IN A <u>FIVE</u> YEAR PERIOD	1. ____	2. ____	3. ____
--	---------	---------	---------

9.3 NUMBER OF PUBLICATIONS IN A <u>FIVE</u> YEAR PERIOD	1. ____	2. ____	3. ____
---	---------	---------	---------

9.4 NUMBER OF INSTITUTIONAL COMMITTEE MEMBERSHIPS IN <u>ONE</u> YEAR	1. ____	2. ____	3. ____
--	---------	---------	---------

9.5 NUMBER OF PROFESSIONAL METINGS ATTENDED IN <u>ONE</u> YEAR	1. ____	2. ____	3. ____
--	---------	---------	---------

9.6 NUMBER OF PUBLIC SERVICE PROJECTS IN <u>ONE</u> YEAR	1. ____	2. ____	3. ____
--	---------	---------	---------

10.0 DEMOGRAPHIC DATA

10.01 Your academic rank is:

_____ Assistant Professor

_____ Full Professor

_____ Associate Professor

_____ Other (please specify)

QUESTIONNAIRE FAC
Page Seven

- 10.02 You have been a faculty member in this university for _____ years.
- 10.03 The total number of years you have spent teaching in nursing is _____.
- 10.04 The total number of years you have spent as a faculty member in a university which grants any kind of doctoral degree is _____.
- 10.05 You have tenure. _____ Yes _____ No
- 10.06 Your highest academic degree is:
- | | |
|--------------------------------|------------------------------|
| 1. _____ Baccalaureate-Nursing | 4. _____ Nursing Doctorate |
| 2. _____ Masters-Nursing | 5. _____ Ph.D. - Non-Nursing |
| 3. _____ Masters-Non-Nursing | 6. _____ Ed.D. |
| | _____ Other (please specify) |
- 10.07 Your highest degree was awarded by _____
name of institution
- 10.08 Your basic nursing education was acquired in a(n):
- | |
|-----------------------------------|
| 1. _____ Associate degree program |
| 2. _____ Diploma program |
| 3. _____ Baccalaureate program |
- 10.09 Your age is:
- | | | |
|----------------|----------------|------------------|
| 1. _____ 21-25 | 4. _____ 36-40 | 7. _____ 51-55 |
| 2. _____ 26-30 | 5. _____ 41-45 | 8. _____ 56-60 |
| 3. _____ 31-35 | 6. _____ 46-50 | 9. _____ Over 60 |
- 10.10 Your sex is: _____ Male _____ Female.

THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS STUDY.

Appendix G

3120 Guilford Avenue
Baltimore, Maryland 21218

Dear

Although many ideas and opinions have been expressed regarding the roles of nursing faculty in higher education, little evidence exists regarding the roles of nursing faculty in research universities. I am conducting a study of role expectations and role performance of nursing faculty in this sector of higher education which will provide administrators and faculty with knowledge to better understand nursing faculty in this setting.

Your support and assistance is needed to achieve the goals of this study, which is my doctoral dissertation research at the University of Maryland. An abstract is attached which identifies the research questions as well as the population and sample.

Two instruments have been developed, one for administrators and one for nursing faculty. Each can be completed in a short amount of time. Instruments will be coded to allow follow-up of any subjects who do not respond. Confidentiality of responses will be maintained. No individual faculty, administrator or institution will be identified.

Indicators exist which suggest that changes may be occurring in nursing faculty roles. For this study to be successful, your help is needed in two ways. If you choose to participate, please ask a member of your staff to send me the following information which is needed to identify the sample:

1. A listing of the names of all full-time, non-administrative faculty who hold the rank of assistant professor or above, who have held their appointments for a minimum of one year, and who hold at least one academic degree in nursing.
2. A listing of the names and titles of administrators, excluding department chairpersons, within the nursing program.
3. A listing of the names and titles of university administrators who hold a line relationship to the nursing program.

Although this information is usually available in bulletins, these bulletins do not reflect changes which may have occurred.

Secondly, please fill out the enclosed questionnaire and return it in the self-addressed envelope which is enclosed. If you choose not to participate, kindly return the blank questionnaire.

If you have any questions about the study, I will be happy to respond. Please call collect (301-528-3621). An abstract of the completed study will be provided if you choose to participate.

Thank you for your consideration of this request. I hope that you are willing to participate in and support this study of nursing education.

Sincerely,

M. Regina Venn, R.N., M.N.

Enclosures

Appendix H

3120 Guilford Avenue
Baltimore, Maryland 21218

Dear

Recently you received a letter requesting your participation in a study of roles of nursing faculty in research universities. Your response has not been received and I realize that I did not include a date by which responses should be returned.

Your participation is important to the viability of this study. My "hunch" is that significant changes are occurring in nursing faculty roles, particularly in research universities. While it is recognized that variation will exist in the functioning of individual faculty members, it is hoped that the instruments will yield a general profile of nursing faculty roles.

If I can clarify any questions you may have about this study, please call collect at my office (301-528-3621) or home (301-889-0147 evenings).

Please fill out the enclosed questionnaire and return it in the enclosed self-addressed envelope. A listing of administrators and nursing faculty also is needed to identify the sample. If you choose not to participate, kindly return the blank questionnaire. I would appreciate hearing from you by November 20.

Thank you for your consideration of this request. I look forward to hearing from you.

Sincerely,

M. Regina Venn, R.N., M.S.

Appendix I

3120 Guilford Avenue
Baltimore, Maryland 21218
February 24, 1982

Dear

Although many ideas and opinions have been expressed regarding the role of nursing faculty in higher education, little evidence exists regarding the role of nursing faculty in research institutions. I am conducting a study of role expectations and performance of nursing faculty in research universities which will provide administrators and faculty with a better understanding of nursing faculty in this particular sector of higher education.

You have been selected as part of a representative, national sample and your support and assistance is needed to achieve the goals of this study. Please fill out the enclosed questionnaire, which should take a short amount of your time. A self-addressed, stamped envelope has been provided for its return.

Confidentiality of responses will be maintained. The questionnaire has been coded to allow follow-up, if necessary. No individual nor institution will be identified in the report of the findings. My interest is in the pooled responses of subjects from multiple research universities.

Meaningful results are dependent on timely responses from a large number of those asked to participate. Your response would be appreciated by March 19. If you choose not to participate, kindly return the blank questionnaire.

If you have any questions about this study, I will be happy to respond. Please contact me at the above address.

This study, which includes nursing faculty and institutional administrators, is my doctoral dissertation research at the University of Maryland College of Education. An abstract of the completed study will be sent to the Dean of your School of Nursing.

Thank you for your consideration of this request. I hope that you are willing to participate in and support this study of nursing education.

Sincerely,

M. Reginal Venn, R.N., M.N.
Doctoral Candidate

Appendix J

3120 Guilford Avenue
Baltimore, Maryland 21218
March 22, 1982

Dear

Higher education is characterized by a differentiation of labor among various types of institutions. My doctoral research seeks to clarify role expectations and performance of nursing faculty in research universities. While it is recognized that variation will exist in the functioning of individual faculty members, it is hoped this study will yield a general profile of nursing faculty roles.

Your participation is important in achieving a sufficient response rate for meaningful results. Since your response has not been received, would you please take a brief amount of your time to fill out the enclosed questionnaire and return it in the self-addressed, stamped envelope?

Let me assure you that confidentiality of subject responses will be maintained. No individual nor institution will be identified. My interest is in the pooled responses of subjects from multiple research universities.

If you have any questions you wish answered before participating in the study, please contact me at the above address. I will be happy to respond.

Your response would be appreciated by April 7. Should you choose not to participate, kindly return the blank questionnaire.

Thank you for your help. I look forward to hearing from you.

Sincerely,

M. Reginal Venn, R.N., M.S.
Doctoral Candidate
University of Maryland

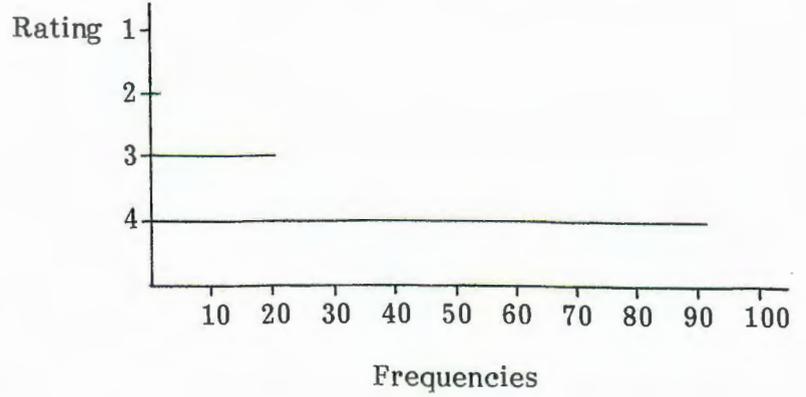
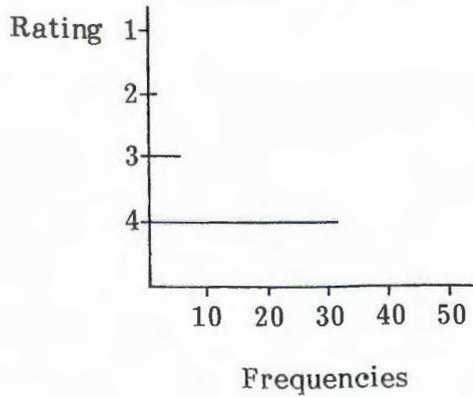
Appendix K

Histograms of Ratings of Descriptors
of Faculty Activities

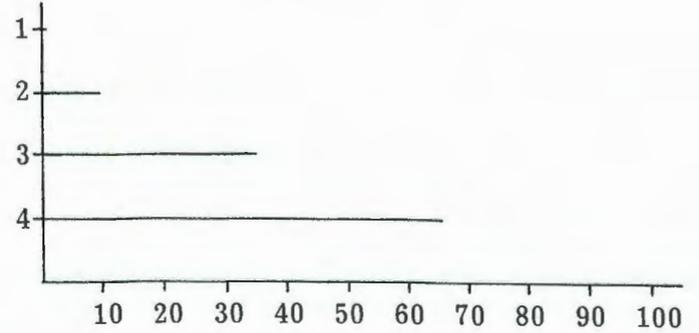
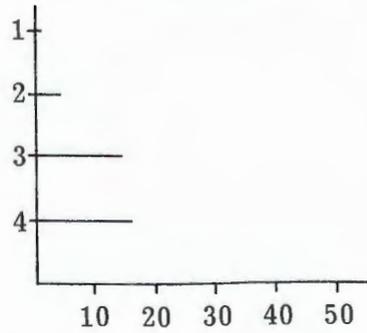
Administrators
(n = 38)

Nursing Faculty
(n = 115)

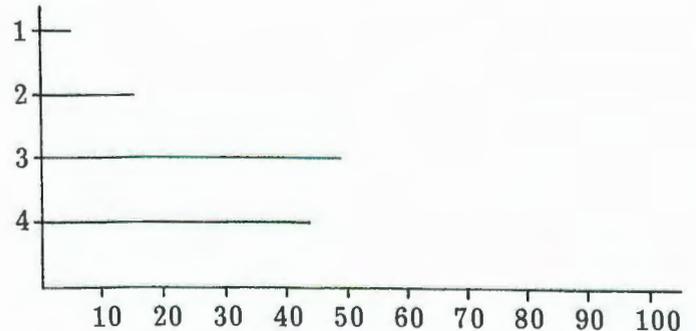
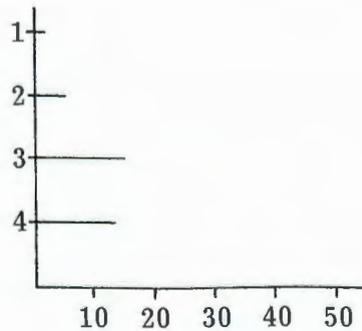
Classroom teaching.



Clinical teaching.



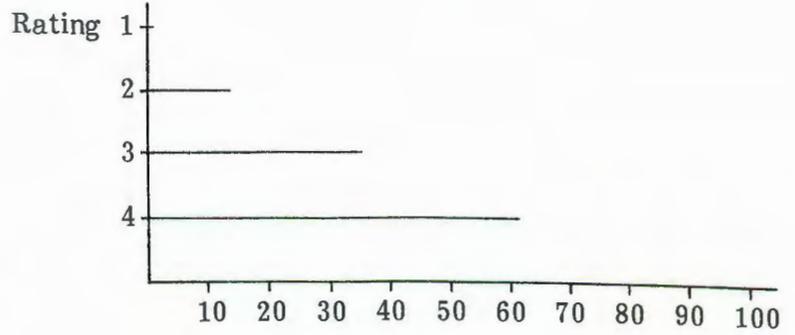
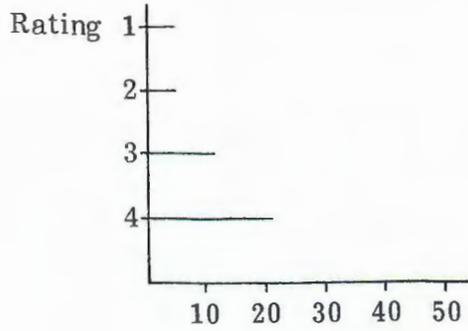
Academic advisement of students.



Administrators
(n = 38)

Nursing Faculty
(n = 115)

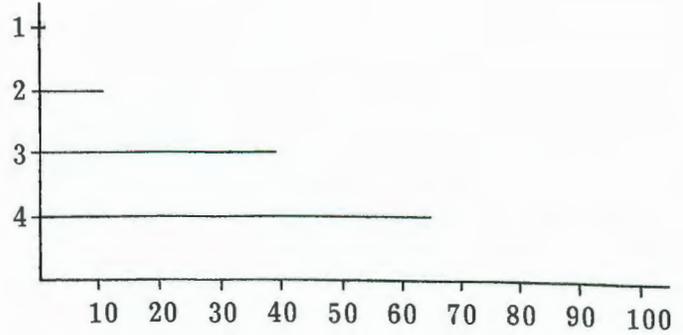
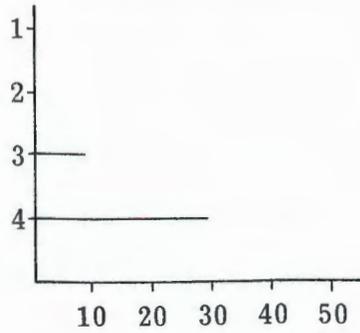
Thesis advisement.



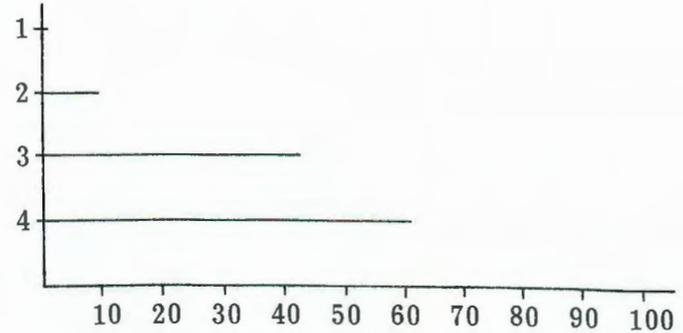
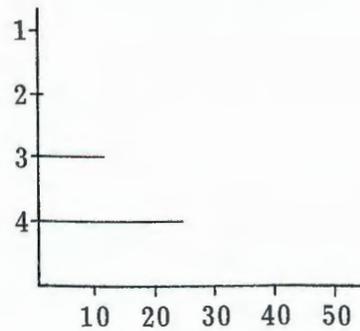
Frequencies

Frequencies

Conduct research.



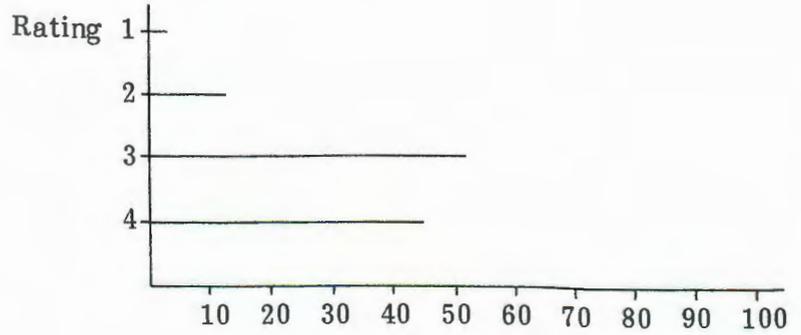
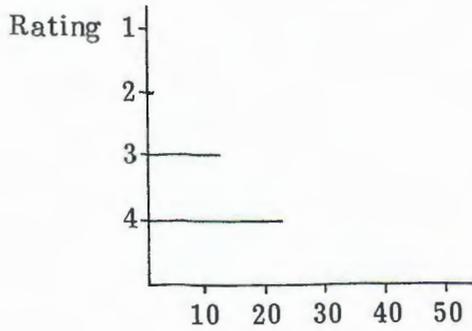
Publish articles and/or books.



Administrators
(n = 38)

Nursing Faculty
(n = 115)

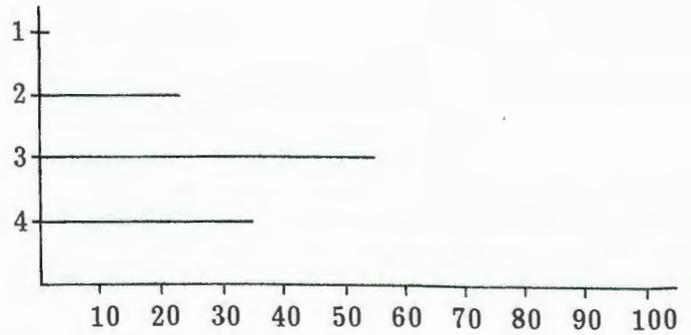
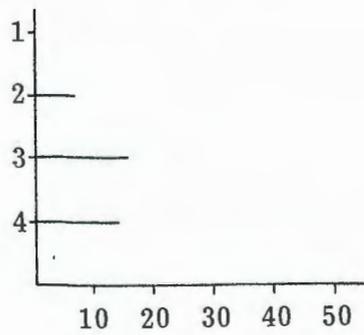
Present professional papers.



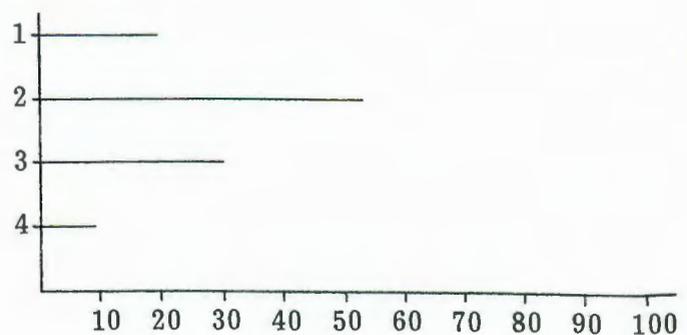
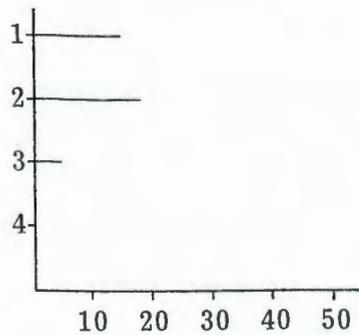
Frequencies

Frequencies

Serve on institutional committees.



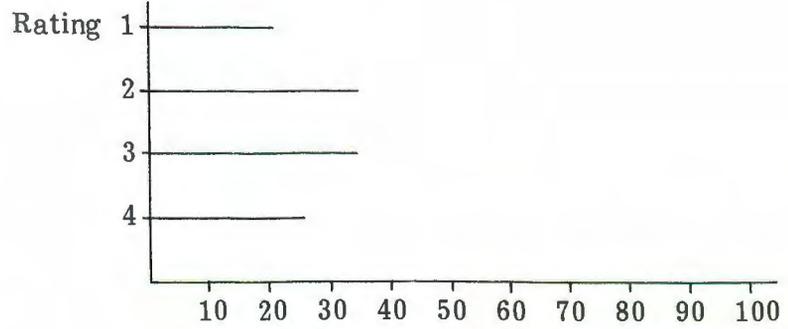
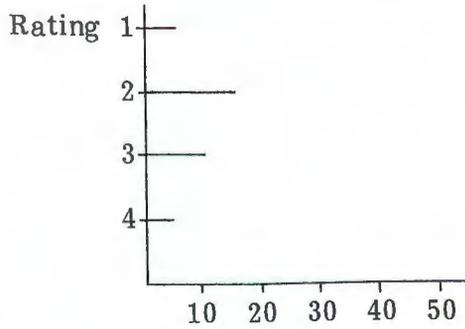
Perform administrative duties.



Administrators
(n = 38)

Nursing Faculty
(n = 115)

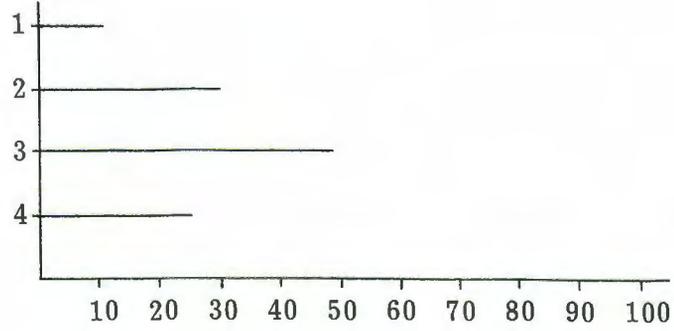
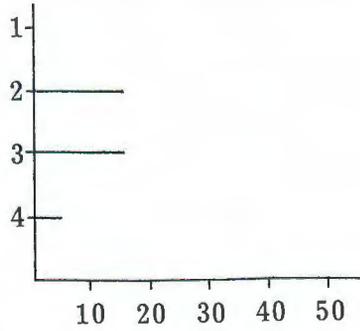
Maintain own clinical practice.



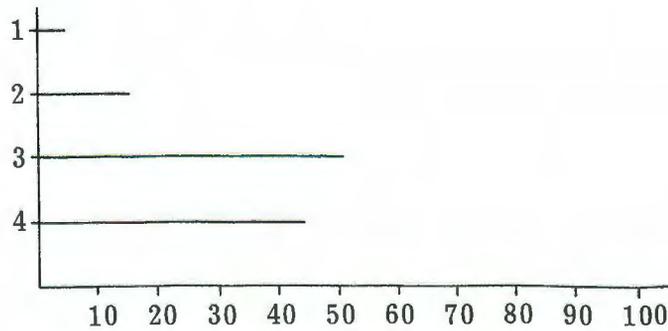
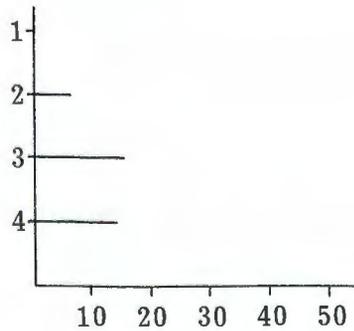
Frequencies

Frequencies

Provide consultation.



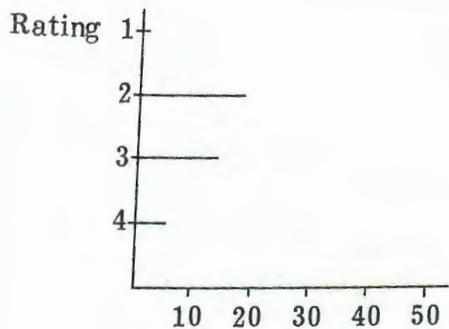
Participate in professional associations.



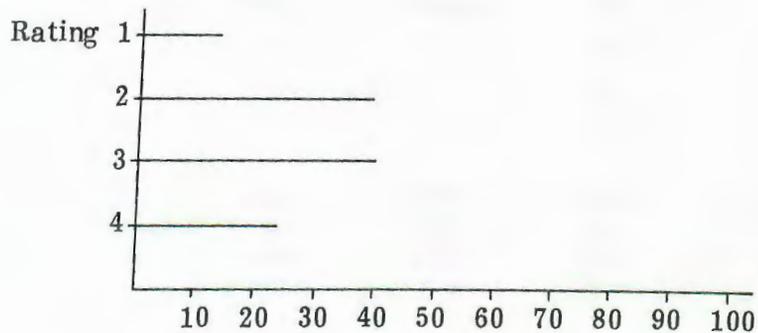
Administrators
(n = 38)

Nursing Faculty
(n = 115)

Become involved in community organizations.



Frequencies



Frequencies

Appendix L

Nursing Faculty Role Performance

Variable	Mean	Range	n ^a
Teaching			
Undergraduate			
Hours Per Week	5.13	0-20	64
Classroom	14.58	0-40	55
Clinical	2.46	0-30	54
Academic Advisement	.66	0-6	26
Thesis Advisement			
Numbers of Students Per Week	58.70	0-300	59
Classroom	10.18	0-80	55
Clinical	8.25	0-33	48
Academic Advisement	.79	0-6	24
Thesis Advisement			
Graduate			
Hours Per Week	5.95	0-28	65
Classroom	5.25	0-24	40
Clinical	3.50	0-15	58
Academic Advisement	4.51	0-28	63
Thesis Advisement			
Numbers of Students Per Week	16.53	0-84	59
Classroom	5.24	0-24	38
Clinical	9.55	0-45	55
Academic Advisement	5.00	0-15	62
Thesis Advisement			
Continuing Education			
Hours Per Week	2.47	0-28	38
Classroom	1.48	0-11	21
Clinical			
Numbers of Students Per Week	21.14	0-120	36
Classroom	3.35	0-30	20
Clinical			
Publications	4.46	0-44	114
Articles/Book Chapters	8.07	0-100	108
Professional Papers	.53	0-9	105
Books/Monographs			
Research Studies	4.05	0-16	113
Institutional Committees			

^aThe total number of faculty in the sample was 115.

Variable	Mean	Range	n
Professional Organizations			
Membership	2.88	0-9	113
Nursing	2.43	0-9	103
Non-Nursing			
Office	.69	0-3	86
Nursing	.50	0-3	74
Non-Nursing			
Committee	.99	0-5	88
Nursing	.78	0-5	77
Non-Nursing	3.75	0-15	113
Professional Meetings	3.04	0-50	111
Public Service Projects			
Time allocation (percent)	54.82	5-98	112
Teaching	13.11	0-40	107
Research	8.75	0-30	95
Publication	17.41	0-95	110
Institutional Service	9.35	0-43	103
Public Service			

CURRICULUM VITAE

Name: Mary Regina Venn.

Permanent address: 3120 Guilford Avenue, Baltimore, Maryland 21218.

Degree and date to be conferred: Ph.D., 1983.

Date of birth: December 5, 1938.

Place of birth: Laconia, New Hampshire.

Secondary education: Holy Trinity High School, Washington, D. C., June 1956.

Collegiate institutions attended	Dates	Degree	Date of Degree
University of Virginia	1961-64	B.S.N.	June, 1964.
Emory University	1966-68	M.N.	August, 1968.
University of Maryland	1976-83	Ph.D.	August, 1983.

Major: Higher Education Administration.

Minor: Nursing.

Professional publications:

Venn, M. R. Nurses in service to their communities. Maryland Nurse, 1980, December, 23-25.

Melcolm, N., Venn, R. and Bausell, R. B. The prediction of state board test pool examinations scores within an integrated curriculum. Journal of Nursing Education, 1981, 20 (5), 24-28.

Venn, M. R. Collective bargaining and the professional association. Maryland Nurse, 1982, February, 26-29.

Professional positions held:

Assistant Professor, 1969-83, University of Maryland School of Nursing, Baltimore, Maryland.

Training Officer, 1968-69, Multipurpose Training Center, Atlanta University, Atlanta, Georgia.

Curriculum Vitae
Mary Regina Venn
Page Two

Professional positions held (continued):

Instructor, 1964-66, Alexandria Hospital School of Nursing, Alexandria,
Virginia.

Staff Nurse, 1960-61, Arlington Hospital, Arlington, Virginia.