



IDEA Technical Report No. 14

**Technical Manual for the  
Revised IDEA Feedback for  
Department Chairs System**

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## INTRODUCTION

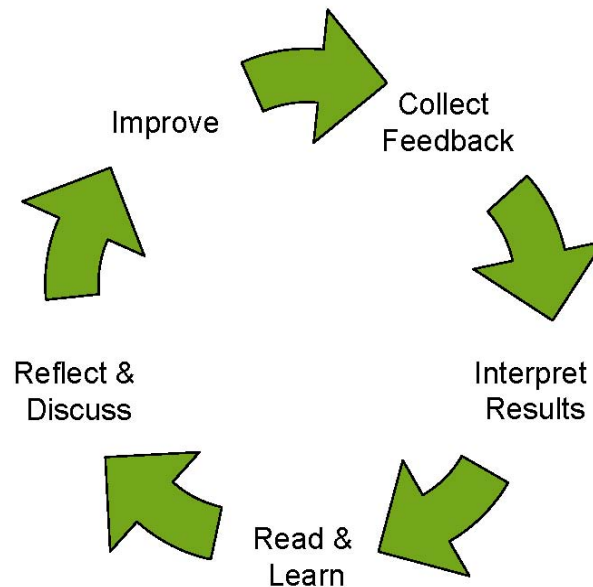
### Purpose

The purpose of this report is to describe the process and findings that guided the revision of The IDEA Center Feedback for Department Chairs system. The report describes the purpose of the system, the IDEA department chair database, processes involved in item development, and evidence of validity and reliability. Sections on interpreting scores, completing the instruments, and interpreting the The IDEA Center Department Chair Report are also included.

The IDEA Center Feedback for Department Chairs system provides feedback to academic department heads/chairs (hereafter referred to as “chairs”) about their performance of relevant administrative responsibilities. The system is based on a model of reflective practice (see Figure 1), which is consistent with The IDEA Center’s longstanding student ratings instruments. With respect to teaching, Centra (1993) observed that improvement occurs only when new knowledge valued by instructors is acquired and then only when they are motivated to change. The same argument applies to chairing an academic department. Chairs will be more likely to improve if they receive feedback that motivates them.

**Figure 1**

### The IDEA Center Model of Reflective Practice



The IDEA Center makes no claim that the system will result in improvement. Rather, formative feedback merely begins the process, as indicated in Figure 1. With the aid of explanations contained in the revised *IDEA Feedback for Department Chair Report*, chairs can interpret the results of the Chair Information Form-Revised (CIF-R) and Faculty Survey-Revised (FS-R). They may then decide whether to read and learn more about how to become a better department chair by accessing the hundreds of books and articles published on the topic. But, as Cohen (1980) and Brinko (1991) pointed out in their reviews of student feedback to instructors, without consultation (i.e., reflection and discussion) improvement is unlikely. The chair is encouraged, therefore, to discuss the results with a trusted colleague such as a dean, another

department chair, or perhaps a faculty member. Improvements are more likely if chairs talk about the feedback and then make a plan for changing.

The IDEA Center does not advocate high-stakes use of its instruments. As with any effective evaluation system, multiple sources of information should be collected, analyzed, and interpreted. Making a summative decision about a chair's employment status based solely on the results of the IDEA Feedback system would run counter to its intent. Many of the publications listed in the reference section of this document provide examples of the kinds of data one could collect as additional evidence of the chair's effectiveness. The IDEA system is not intended to be used as the sole source of input for either formative or summative evaluation. However, its unique focus on feedback about the performance of relevant responsibilities and associated personal characteristics and administrative methods makes it an extremely useful tool for developmental purposes.

## **Background**

The IDEA Center *Feedback for Department Chairs* descends from the original *Departmental Evaluation of Chairperson Activities for Development* (DECAD) program developed at Kansas State University in the 1970s (McCarthy, 1972; Hoyt 1976). The original instrument was developed after consulting department heads and faculty members at Kansas State University, the limited literature available on administration in higher education (e. g., Campbell and Gregg, 1957; Dressel et. al., 1970) and the few empirical studies directed to department chairs (e. g., Katz and Kahn, 1960; McLaughlin et. al., 1975; Siever et. al., 1972). The DECAD was first made available to interested institutions in 1977.<sup>1</sup> Initially, department chairs and faculty in 103 academic departments at four institutions supplied data to support the DECAD program (Hoyt and Spangler, 1979), which served both summative and formative purposes.

The DECAD accommodated differences among departments by developing individualized "priority profiles" based on each chair's ratings of the relative importance of 15 administrative responsibilities commonly stressed in academic departments. Chairs rated how important each responsibility was to their "successful functioning during the past year." They used the scale of 1 = *Not Important*, 2 = *Only So-So*, 3 = *Fairly Important*, 4 = *Quite Important*, and 5 = *Essential*. Faculty members used the same scale to rate how important they believed each responsibility was for "the successful functioning of the [chair]." They also described how effectively the chair performed each function during the previous 12 months, using the scale of 1 (*Poor*), 2 (*Only So-So*), 3 (*In between*), 4 (*Good*), 5 (*Outstanding*), and 0 (*Cannot Judge*). The chair's ratings were used to weight faculty ratings of how well the chair performed each responsibility. These "weighted averages of performance ratings" served as a measure of administrative effectiveness.

To provide assistance in improving administrative performance, the DECAD also contained 30 administrative behaviors descriptive of the chair (e. g., "Tries out new ideas with faculty"; "Lets faculty know when they've done a good job"). Hoyt and Spangler (1979) identified "relevant administrative behaviors" by correlating mean aggregated faculty responses

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<sup>1</sup> A copy of the DECAD is available upon request.



to those 30 items with mean ratings of the chair's performance on each of the 15 responsibilities. Behaviors having high correlations with each responsibility were deemed relevant. "Strengths" and "weaknesses" for each chair were identified by comparing his/her aggregated faculty ratings on "relevant behavior items" to the mean ratings in the overall database. The key purpose underlying the instrument was to determine which individual administrative behaviors best explained performance of each of the 15 administrative responsibilities, controlling for the importance the chair assigned to each responsibility.

The DECAD program remained unchanged for approximately 20 years until the late 1990's when a revision was deemed desirable for several reasons. First, because considerable literature about department chairs had appeared since 1977 it seemed prudent to ensure that a revised form reflected the wisdom present in that literature. Second, norms and item statistics needed updating, and additional statistical analyses were needed to enhance the understanding of administrative theory, practice, and effectiveness. Third, although the original DECAD system assessed circumstances beyond the control of the chair that might influence performance ratings, it did not control for such circumstances. It was, therefore, anticipated that the expanded database could clarify the impact of these conditions and be used to provide "fairer" appraisals of administrative performance.

### **Revision of the DECAD**

In 1998, the DECAD was updated and renamed The IDEA Feedback for Department Chairs System (Hoyt et al., 1999). When the DECAD was originally developed, relatively little scholarly literature was available on the roles, functions, and styles of successful department chairs. By the late 1990s, several excellent books addressing department chairs had been published. Hoyt et al. (1999) reviewed a number of these to determine whether or not the DECAD form omitted important administrative responsibilities, strategies, or characteristics. Especially helpful were books by Bennett (1983); Bennett and Figuli (1990); Tucker (1984)<sup>2</sup>; Creswell, Wheeler, Seagren, Egly, and Byer (1990); Gmelch and Miskin (1995); Higgerson (1996); Leaming (1998); and Lucas (1994). Each of these publications offered descriptions, insights, and advice relevant to the successful functioning of chairs. The publications by Gmelch and Miskin and by Creswell et al. were based on comprehensive surveys of hundreds of chairpersons, and so they represented a wide range of input.

After reviewing these publications, two general observations were apparent. First, successful department chairs displayed a number of *personal characteristics*, including personality traits, values, and personal skills (independent of specific administrative "techniques" or "methods"). Second, the authors seldom made distinctions between *responsibilities* and the *methods* for achieving them. In many instances, it was difficult to tell whether the authors were focusing on a *purpose* or on an effective *process* for addressing a purpose. In the 1998 revision, therefore, distinctions were made between the chair's personal characteristics, administrative methods, and responsibilities.

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<sup>2</sup>A revision of Tucker's text (*The Department Chair as Academic Leader*) by Irene W. D. Hecht, Mary Lou Higgerson, Walter H. Gmelch, and Allan Tucker was published by the American Council on Education in 1999. This publication was not available in time to use during the revision process.

*Personal characteristics.* For the 1998 revision, Hoyt et al. (1999) identified a wide range of relevant personal characteristics not included in the original DECAD. By synthesizing the suggestions from the authors cited previously, Hoyt et al. developed 10 potentially important personal characteristics that appeared in the *Faculty Survey* (FS), found in Appendix A.

*Administrative methods.* Several authors mentioned essential administrative methods, such as “Obtain faculty input,” “Implement change slowly,” and “Keep faculty informed.” Hoyt et al. considered these methods as means to achieving ends. Just as different methods of teaching are effective for specific student learning outcomes, so various administrative methods were considered favorable for achieving certain administrative outcomes. The revised FS was, therefore, designed to offer advice about which administrative methods might be associated with the effective performance of specific administrative responsibilities. The FS contained 30 such methods.

*Administrative responsibilities.* Each of the authors Hoyt et al. (1999) reviewed provided a list of responsibilities expected of department chairs. The manner in which authors listed the responsibilities varied. For example, Tucker recited 28 diverse and sometimes conflicting roles; Gmelch and Miskin listed four roles (Faculty developer, Leader, Manager, and Scholar) representing 12 major responsibilities. There was, however, no consensus about how responsibilities could best be organized or conceptualized.

After a thorough examination of the schemes used by the various authors, Hoyt et al. (1999) adopted a logical system for organizing the duties of the department chair. It included five major types of responsibilities, four of which were represented on the DECAD form. In total, the *Chair Information Form* (CIF) and FS contained 20 administrative responsibilities (see Appendix A for copies of both forms). These two surveys comprised the instruments used in the IDEA Feedback for Chairs system.

## **The IDEA Center Feedback for Department Chairs System**

As was the case for the DECAD, The IDEA Center Feedback for Department Chairs was developed to provide information for formative and/or summative evaluation. The chair completed the CIF; faculty members completed the FS. The CIF contained 30 items, including 20 that asked chairs to rate the importance of various administrative responsibilities, using a scale ranging from 1 (*Not Important*) to 5 (*Essential*). An additional six items assessed the department’s emphases regarding undergraduate and graduate programs, basic skills, liberal education, research, and service. The chair also reported the nature of his/her appointment (e.g., appointment by dean, election by faculty), the number of years served as chair, and the percent of full-time faculty tenured in the department. Finally, chairs indicated whether, during the previous five years, they had been challenged in a grievance procedure or lawsuit.

The FS contained 67 objective and 3 short-answer items. For the objective items the wording of scale alternatives varied (all response options ranged from 1 to 5), depending on the subscale. Faculty members evaluated the chair’s performance on each of the 20 responsibilities, using a scale from 1 (*Poor*) to 5 (*Outstanding*). Because consistently high correlations had been found between faculty and chair ratings of *importance*, faculty were no longer asked to assess it

(Hoyt et al., 1999). After completing the performance ratings, faculty indicated how frequently the chair performed administrative methods associated with five a-priori subscales (Democratic/Humanistic, Goal-Oriented/Structured, Supporting Faculty, Promoting a Positive Climate, and Promoting Department Advancement). In addition, they rated the chair's strengths and weaknesses relative to 10 Personal Characteristics, using a scale of 1 (*Definite weakness*), 2 (*More a weakness than a strength*), 3 (*In between*), 4 (*More a strength than a weakness*), to 5 (*Definite strength*). Five items asked about potential impediments to the chair's effectiveness (i.e., facilities, bureaucratic rules/regulations, financial resources, department's priority with the dean, and obstructionism/negativism in the department). Faculty also responded to two summary judgment items about the chair's overall performance. Finally, three open-ended questions request written responses about the chair's assets (i.e., strengths), any reservations respondents might have about the chair, and any recommended changes they might make to improve the chair's effectiveness.

### **Revision of the IDEA Center Feedback for Department Chairs System**

Much has been written about the roles and responsibilities of academic department chairs since the creation of the CIF and FS in 1998 (e.g., Braskamp, 2008; Buller, 2006; Christie, 2007; Chu, 2006; Gmelch & Miskin, 2007; Hecht, Higgerson, Gmelch, & Tucker, 1999; Leaming, 2006; Lees, 2002; Lucas, 2000; Matz, 2007; Padron, 2008; Seagren, Creswell, & Wheeler, 1999; Wheeler, Seagren, Becker, & Kinley, 2008). In addition to reading these sources, The IDEA Center staff consulted with an expert panel, users of the CIF and FS instruments, and participants at the 2007 Academic Chairperson's Conference, held in Orlando, Florida. Motivated and inspired by these multiple inputs, the current authors set out to revise the instruments in 2008.

A key feature of the revised system is the provision of an optional gap analysis made possible by faculty and chairs responding to the same survey items. Chairs can choose to rate themselves on the *Chair Information Form-Revised* (CIF-R) regarding their performance of essential and important responsibilities, administrative methods, and personal characteristics. Their self-ratings are then compared with mean faculty ratings of the same characteristics on the *Faculty Survey-Revised* (FS-R), thereby enabling a gap analysis. The "gap" between the chair self-rating and the mean faculty rating is reported for each item in The IDEA Center Department Chair Report (hereafter referred to as the Chair Report), described in a later section of this document. The chair is encouraged to examine differences between self- and faculty-perceptions and to use this "gap" to focus on methods and personal characteristics associated with successful performance of responsibilities.

The Chair Report also gives feedback about average faculty ratings and percent of positive ratings on responsibilities the chair assigns as either "relevant" or "high priority." Faculty ratings are also reported for personal characteristics and administrative methods highly correlated with successful performance of each relevant responsibility. For summative purposes, mean faculty ratings are given for two summary judgment items. Finally, faculty can offer written comments in response to four open-ended questions about the chair and department.

Revisions to the CIF and FS were guided, in part, by statistical analyses performed on the 2003 to 2007 database of users. That database and those analyses are described in the sections

that follow.<sup>3</sup>

## DESCRIPTION OF THE 2003 TO 2007 DATABASE

From 2003 to 2007, 19,083 faculty members were invited to rate their respective department chair on the FS. Of those, 14,479 (75.9% response rate) completed at least one item. Faculty rated a total of 644 different department chairs at 61 different institutions.

To obtain the final sample for the analyses described hereinafter, several exclusion criteria were enacted. First, if fewer than eight faculty members rated a department chair that chair's entry was removed. Previous analyses revealed that reliability is unacceptably low if there are fewer than eight respondents (Hoyt et al., 1999). Second, if a department chair had multiple ratings across the years 2003 to 2007, only one entry was retained by random selection. This was to ensure that no observation was in any way related to any other observation in the database. Third, a faculty member's data were retained only if he/she responded to at least 50% of the items on the FS. This was done to control the representativeness of the data. The final sample consisted of 8,311 faculty members rating 474 different chairs from 61 different institutions. Faculty data were aggregated for each department chair, and mean faculty ratings were computed on each item.

### Demographic Information about the Departments

Tables 1 and 2 provide demographic information about the academic departments. The department size (i.e., number of faculty) ranged from 8 to 235 with an average of 23 faculty raters. The mean faculty response rate to the survey was 78% (see Table 1). The departments represented several different accrediting regions, including the North Central Association of Colleges and Schools (41%), Southern Association of Colleges and Schools (24.6%), and Middle States Association of Colleges and Schools (23%) (see Table 2). Three-fourths (76%,  $n = 358$ ) of the departments came from public institutions. There was a fairly equal split between institutions enrolling fewer than 15,000 students (53.6%) and those with 15,000 or more (46.4%). Most annual tuitions (64.3%) were below \$10,000.

Table 1

*Descriptive Statistics for Department Size and Faculty Response Rate*

Variable	Minimum	Maximum	M	SD	N <sup>a</sup>
Department Size	8	235	23.02	18.76	472
Response Rate	.28	1.00	.78	.14	472

<sup>a</sup>Data are missing for two departments.

<sup>3</sup> Output for all analyses are documented in a file folder titled "TR#14 Documents" located on The IDEA Center server (Research/Technical Report 14/TR#14 Documents).

Table 2

*Number and Percent of Institutions Representing Various Accreditation Regions*

Region	<i>N</i>	%
Middle States Assoc. of Colleges & Schools	14	23.0
New England Assoc. of Schools & Colleges	5	8.2
North Central Assoc. of Colleges & Schools	25	41.0
Northwest Commission on Colleges & Universities	1	1.6
Southern Assoc. of Colleges & Schools	15	24.6
Western Assoc. of Schools & Colleges	0	0.0
Outside US	1	1.6
Total	61	100.0

Table 3 presents statistics on the highest degree awarded in the department. Most chairs represented departments that offered graduate degrees, with 59% awarding the doctorate and 33.4% master's degrees. Fewer chairs (7.6%) came from departments offering only undergraduate degrees (i.e., associates or baccalaureate degrees).

Table 3

*Number and Percent of Highest Degrees Awarded in the Department*

Region	<i>N</i>	%
Associates	5	1.1
Baccalaureate	31	6.5
Masters	158	33.4
Doctoral	279	59.0
Total	473	100.0
No Response	1	0.2

### **Program Emphases**

Department chairs rated the department's degree of emphasis in several program areas, using a scale of 1 (*Minor or no emphasis*), 2 (*Fairly important emphasis*), 3 (*Very important emphasis*), and 4 (*Essential emphasis*). Tables 4 through 9 present frequencies and percentages in each response category. In the majority (79%) of departments, undergraduate education was either very important or essential (see Table 4). About the same percentage (76.2%) emphasized graduate/professional education (see Table 5). Whereas most (61.9%) departments emphasized the teaching of basic skills (Table 6), they varied with respect to providing general/liberal arts education (see Table 7). Funded research was either very important or essential to approximately 55.6% of the departments; whereas service was emphasized in about 52% (see Tables 8 and 9 respectively).

Table 4  
*Number and Percent of Departments Emphasizing an Undergraduate Degree Program*

Degree of emphasis	<i>N</i>	%
Minor or no emphasis	76	16.1
Fairly important emphasis	23	4.9
Very important emphasis	59	12.5
Essential emphasis	313	66.5
Total	471	100.0
No Response	3	1.0

Table 5  
*Number and Percent of Departments Emphasizing a Graduate or Professional Degree Program*

Degree of emphasis	<i>N</i>	%
Minor or no emphasis	85	18.1
Fairly important emphasis	27	5.7
Very important emphasis	96	20.4
Essential emphasis	262	55.8
Total	470	100.0
No Response	4	1.0

Table 6  
*Number and Percent of Departments Teaching Basic Skills*

Degree of emphasis	<i>N</i>	%
Minor or no emphasis	56	12.0
Fairly important emphasis	122	26.1
Very important emphasis	171	36.5
Essential emphasis	119	25.4
Total	468	100.0
No Response	6	1.3

Table 7  
*Number and Percent of Departments Providing General/Liberal Education*

Degree of emphasis	<i>N</i>	%
Minor or no emphasis	112	23.8
Fairly important emphasis	118	25.1
Very important emphasis	136	29.0
Essential emphasis	104	22.1
Total	470	100.0
No Response	4	1.0

Table 8

*Number and Percent of Departments Emphasizing Funded Research, Creative Programs, and Products*

Degree of emphasis	<i>N</i>	%
Minor or no emphasis	83	17.6
Fairly important emphasis	126	26.8
Very important emphasis	139	29.5
Essential emphasis	123	26.1
Total	471	100.0
No Response	3	1.0

Table 9

*Number and Percent of Departments Providing Advice, Information, or Other Service*

Degree of emphasis	<i>N</i>	%
Minor or no emphasis	71	15.0
Fairly important emphasis	155	32.9
Very important emphasis	161	34.1
Essential emphasis	85	18.0
Total	472	100.0
No Response	2	1.0

### **Demographic Information about the Chairs and Faculty**

Department chair and faculty demographics are presented in Tables 10 through 13. As indicated in Table 10, most chairs had been in their position 5 or fewer years (60.3%) but 59.3% for at least 4 years. So their experience varied considerably. The vast majority (75.7%) were appointed by a dean with consultation and approval of the faculty (see Table 11). Very few (9.4%) had, in the previous 5 years, ever been challenged in a grievance procedure or lawsuit brought by a faculty member (see Table 12). As indicated in Table 13, more than half of those responding (61.3%) reported at least 50% of the full-time faculty members in the department were tenured.

Table 10

*Ranges of Chair Years of Service, Counting the Current Year*

Number of Years	In Current Position	
	<i>N</i>	%
One year	60	12.8
2 or 3 years	131	27.9
4 or 5 years	92	19.6
> 5 years	186	39.7
Total	469	100.0
No Response	5	1.1

Table 11  
*Number and Percent of Chairs Having Various Appointments*

Nature of Appointment	<i>N</i>	%
Appointed by dean with approval of the faculty	355	75.7
Appointed by dean without meaningful faculty consultation	44	9.4
Elected by faculty to serve a definite term	24	5.1
Elected by faculty to serve an indefinite term.	15	3.2
Other	31	6.6
Total	469	100.0
No Response	5	1.1

Table 12  
*Number and Percent of Chairs Challenged in a Grievance Procedure or Lawsuit Brought by Faculty Member during Past 5 Years*

Number of Years	In Current Position	
	<i>N</i>	%
No	424	90.6
Yes, once	38	8.1
Yes, more than once	6	1.3
Total	468	100.0
No Response	6	1.3

Table 13  
*Ranges of Percent of Tenured Faculty in the Department*

Percent Category	<i>N</i>	%
< 35%	101	21.6
35 - 49%	80	17.1
50 - 66%	103	22.0
67 - 84%	126	26.9
≥ 85%	58	12.4
Total	468	100.0
No Response	6	1.3

## Summary

Respondents represented a diverse group of departments. The academic units varied in size, region of the country, highest degree awarded, and program emphases. However, most departments emphasized both undergraduate and graduate education. The chairs were a fairly experienced group of administrators who served a relatively experienced faculty. Although the majority of participants served institutions offering either the master's or doctoral degree, individuals from associate and bachelors institutions were included in the sample.

The remaining sections of this manual present evidence that supports the validity and reliability of items retained in the revised instruments, as well as information to guide users in interpreting scores found in the IDEA Chair Report.



## **VALIDITY**

Validity concerns evidence that supports the interpretation and use of scores obtained from an assessment. The validity of any measure depends on individuals using scores appropriately. The IDEA Feedback for Chairs instruments are primarily intended for formative or developmental purposes. The system is intended to measure (a) faculty perceptions of the chair's effectiveness and (b) the congruence between the chair's self-ratings and faculty ratings of his/her performance (i.e., gap analysis). The Chair Report presents this information along with descriptions of supporting personal characteristics and administrative methods associated with high performance of each responsibility. If institutions choose to use the Chair Report for summative purposes, the IDEA Center strongly recommends that additional indicators of effectiveness the institution deems appropriate also be considered.

### **Evidence of Content Validity**

Content validity primarily refers to the wording and format of items in a survey. Evidence for content validity can be found in the history of how the survey questions were developed. The initial development of the items for the DECAD and FS began with McCarthy's (1972) dissertation completed under the direction of major professor Dr. Donald P. Hoyt. McCarthy undertook the study to address the lack of evaluation measures available at the time for assessing academic department chairs. He considered accuracy in evaluating department chairs important for several reasons:

1. Chairs were involved in most if not all important academic decisions and actions.
2. Evaluation was crucial for development and improvement. One means for evaluating was to identify the head's strengths and weaknesses.
3. Politically, it seemed wise to evaluate department heads because faculty members were required to undergo structured evaluation on at least an annual basis.
4. Just as students provide helpful feedback to instructors on how to improve teaching, faculty should be relied upon to provide input to heads about their strengths and weaknesses.

### **Department Chair Roles/Responsibilities**

Of the current 21 responsibilities in the revised Feedback for Chairs instrument, 9 were initially developed by Siever (1969) and later modified by McCarthy (1972), Hoyt et al. (1999), and the current authors. McCarthy (1972) added three more, which Hoyt et al. (1999) and the current authors again modified. Hoyt et al. (1999) then created seven additional responsibilities for the CIF and FS, which have been modified for the CIF-R and FS-R. The current authors added two new responsibilities based on their review of the literature and input from experts in the field.

The initial development of chair responsibilities included in the DECAD began with McCarthy's (1972) review of relevant literature, including works by Halpin and Winer (1957), Siever (1969), and Dressel, Johnson, and Marcus (1970). On the basis of that review, McCarthy (1972) proposed the following roles for department chairs:

1. *Departmental representative.* The chair should promote a positive image and gain financial support for the department.
2. *Communication and staff development.* Effective chairs should provide feedback to the faculty from the dean, communicate needs of faculty to higher administration, guide sound procedures for assessing faculty performance, foster development of each faculty member's special talents, maintain good faculty morale, and assist faculty development.
3. *Organizer.* Chairs should engage in planning, implementing plans, allocating faculty responsibilities, developing a sound organizational plan, and delegating responsibilities equitably.
4. *Leadership.* The chair must stimulate faculty research, teaching, and service; recruit promising faculty; foster good teaching; stimulate research and scholarly activity; and guide curriculum development.

McCarthy's ideas were born out of Siever's (1969) 12 administrative roles developed for an instrument at Colorado State University. After consulting with several faculty members at Kansas State University, McCarthy (1972) reworded Siever's (1969) 12 roles. Changes across time in the wording of those 12 items, 11 of which have been retained in the FS-R, are presented in Table 14. Nine of these are designated as responsibilities on the FS-R; two are now listed as administrative methods (i.e., "Reduces, resolves, and/or prevents conflict among departmental faculty" and "Allocates faculty responsibilities in an effective and equitable manner"). After presenting his research proposal to the dissertation committee and to K-State's Faculty Senate Executive Committee, McCarthy (1972) added four more items, three of which have been retained in the current FS-R. The progression of wording in those three items is presented in Table 15. The reader should note that modifications in wording from the FS to the FS-R primarily involved changes in verb form.

Table 14

*Administrative Responsibility Items Derived from Siever (1969) and Retained in the CIF-R and FS-R*

Siever's (1969) Wording	DECAD Wording (1990)	FS Wording (1998)	FS-R Wording (2010)
Negotiates successfully on such matters as department budget, space, clerical support, etc.	Effectively communicates the department's needs (personnel, space, monetary) to the dean	Communicates the department's needs (personnel, space, monetary) to the dean	Communicating the department's needs (e.g., personnel, space, monetary, technology) to the dean and other appropriate administrators
Facilitates fund raising from sources outside the university	Facilitates obtaining grants and contracts from extramural sources	Facilitates obtaining grants and contracts from external sources	Assisting in securing funding from external sources (e.g., grants, contracts, gifts, partnerships)
Improves the department's image and reputation in the total university community	Improves the department's image and reputation in the total university community	Improves the department's image and reputation within the campus community	Promoting a positive image of the department within the campus community
Understands and communicates expectations of the university administration to the department faculty	Understands and communicates expectations of the campus administration to the faculty	Understands and communicates expectations of the campus administration to the faculty	Clearly communicating expectations of the campus administration to the faculty
Guides development of sound procedures for assessing faculty performance	Guides development of sound procedures for assessing faculty performance	Guides development of sound procedures for assessing faculty performance	Guiding the development of sound procedures for assessing faculty performance
Maintains high staff morale	Maintains faculty morale by reducing, resolving or preventing conflicts	Reduces, resolves, and/or prevents conflict among departmental faculty members	Reduces, resolves, and/or prevents conflict among departmental faculty members <sup>1</sup>
Arranges effective and equitable allocation of faculty responsibilities such as committee assignments, teaching loads, etc.	Arranges effective and equitable allocation of faculty responsibilities such as committee assignments, teaching loads, etc.	Allocates faculty responsibilities in an effective and equitable manner	Allocates faculty responsibilities in an effective and equitable manner <sup>1</sup>
Takes lead in recruitment of promising faculty	Takes lead in recruitment of promising faculty	Takes the lead in recruiting promising faculty	Facilitating successful recruitment and selection of promising faculty
Fosters good teaching in the department	Fosters good teaching in the department	Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)	Fostering good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)
Stimulates research activity and scholarly productivity in his department	Stimulates research and scholarly activity in the department	Stimulates research and scholarly activity in the department	Stimulating research, scholarly activity, and/or creative endeavors in the department
Guides curriculum development	Guides curriculum development	Guides curriculum development	Facilitating curriculum development
Encourages an appropriate balance among academic specializations within the department	Encourages an appropriate balance among academic specializations within the department	Encourages an appropriate balance among academic specializations within the department	<i>Not on FS-R</i>

<sup>1</sup>Changed to administrative method in FS.

Table 15

*Administrative Responsibility Items Derived from McCarthy (1972) and Retained in the CIF-R and FS -R*

McCarthy's (1972) Wording	DECAD Wording	FS Wording	FS-R Wording
Recognizes and rewards faculty in accordance with their contributions to the departmental program	Recognizes and rewards faculty in accordance with their contributions to the department's program	Recognizes and rewards faculty in accordance with their contributions to the department	Rewarding faculty in accordance with their contributions to the department
Fosters development of each faculty member's special talents and interests	Fosters development of each faculty member's special talents or interests	Fosters the development of each faculty member's special talents or interests	Fostering the development of each faculty member's special talents or interests
Guides development of a sound organizational plan to accomplish departmental program	Guides development of a sound organizational plan to accomplish departmental program	Guides the development of a sound organizational plan to accomplish departmental programs	Guiding the development of a sound long-range plan to carry out departmental programs

At the time the CIF and FS were developed, Hoyt et al. (1999) reviewed several books addressing department chairs since the publication of the DECAD. These included works by Bennett (1983), Bennett and Figuli (1990), Tucker (1984), Creswell et al. (1990), Gmelch and Miskin (1995), Higgerson (1996), Leaming (1998), and Lucas (1994). Based on this review, Hoyt et al. assigned the responsibilities to one of the five following categories described below and added seven new responsibilities (in italics).

A. Administrative Support

Guides development of sound organizational plan to accomplish department programs  
 Communicates the department's needs (personnel, space, monetary) to the dean  
*Attends to essential administrative details (class scheduling, budget preparation, promotion and tenure documentation, etc.)*

B. Personnel Management

Guides the development of sound procedures for assessing faculty performance  
 Recognizes and rewards faculty in accordance with their contributions to the department  
 Takes the lead in recruiting promising faculty  
 Fosters development of each faculty member's special talents or interests

C. Program Leadership/Support

Fosters good teaching in the department  
 Stimulates research and scholarly activity in the department  
 Guides curriculum development  
 Understands and communicates expectations of the campus administration to the faculty  
 Encourages an appropriate balance among academic specializations with the department<sup>4</sup>  
*Leads in establishing and monitoring progress on annual or biannual department goals*

<sup>4</sup>Not included in FS-R

#### D. Building Image/Reputation

Facilitates obtaining grants and contracts from external sources  
Improves the department's image and reputation within the campus community  
*Improves the department's image and reputation with off-campus constituencies*

#### E. Developing Positive Climate

*Develops collegiality/cooperation among departmental faculty members*  
*Sees to it that new faculty and staff are acquainted with departmental procedures, priorities, and expectations*  
*Stimulates or rejuvenates faculty vitality/enthusiasm*  
*Establishes trust between himself/herself and members of the faculty*

Prior to revising the CIF and FS, the current authors reviewed relevant books published since 1999 (e.g., Braskamp, 2008; Buller, 2006; Christie, 2007; Creswell et al., Chu, 2006; Gmelch & Miskin, 2007; Hecht, Higgerson, Gmelch, & Tucker, 1999; Leaming, 2006; Lees, 2002; Lucas, 2000; Matz, 2007; Padron, 2008; Wheeler, Seagren, Becker, & Kinley, 2008). The intent of that review was to (a) find support for items retained from the CIF and FS, and (b) create potential new items based on developments in the field. Of the 20 responsibilities included in the original CIF and FS, 19 were mentioned as important in at least one publication. The only exception was CIF/FS Item 9 “Encourages an appropriate balance among academic specializations within the department.” In an era of declining resources, the authors we reviewed, a panel of experts,<sup>5</sup> and focus group participants recognized the need for chairs to support specializations that attract students and/or increase revenue. Balance is not necessarily the goal. Therefore, Item 9 was not retained in the revised instruments and was excluded from some statistical analyses where indicated in this report.

Our review of the literature, along with recommendations from experts in the field, led to the creation of two new chair responsibilities: “Ensuring the assessment of student learning outcomes is meaningful and ongoing,” and “Actively supporting student recruitment and retention efforts.” These two responsibilities were added to the FS-R and CIF-R. See Appendix B for a complete listing of responsibilities on these instruments.

### **Department Chair Administrative Methods**

On the basis of their review of the literature, Hoyt et al. (1999) observed that authors “seldom made distinctions between *means* and *ends*. In many instances, it was difficult to tell whether the authors were focusing on a *purpose* or on an effective *process* for addressing a purpose” (p. 42). Hoyt et al. elaborated:

Such distinctions may seem trivial. After all, if the purpose is to assess effectiveness, what difference does it make if effectiveness is judged by the attainment on certain goals (performance of certain responsibilities) or by examining behaviors, which characterize effective administrators? The answer is, “It doesn’t make much difference if such behaviors are always essential to success.” However, just as different styles of teaching may prove to be effective for individual professors, so various styles may result in favorable outcomes for different

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<sup>5</sup> The panel of experts was comprised of IDEA Board members who had expertise in the field of higher education administration. Many had written books and articles, and all had served in an administrative capacity in a college or university.

administrators. One purpose of the IDEA system for evaluating department heads/chairs is to offer advice about changes in administrative techniques, which can be expected to facilitate the accomplishment of administrative purposes/responsibilities more effectively. It would be inappropriate to suggest changes in a chair/head's behavior if outcomes are favorable, no matter how idiosyncratic his/her administrative methods are or how disparate they are from those of "effective" chairs. Therefore, the distinction between "means" and "ends" is an important one (p. 43).

This distinction between means (methods) and ends (responsibilities) is retained in the CIF-R and FS-R.

Of the 21 administrative methods found in the revised instruments, eight originated with the *Leadership Behavior Description Questionnaire* (LBDQ) developed by Hemphill and Coons (1957) for the Air Force Academy. Along with Halpin (1957) and Halpin and Winer (1957), Hemphill and colleagues established the LBDQ's validity with samples from the military, public schools, and industry. The LBDQ contained two scales: *Structure* and *Coordination*, each consisting of 15 items. Structure emphasized delineation of roles and expectations (e.g., makes attitudes clear to staff, emphasizes the meeting of deadlines, asks staff members to follow standard rules and procedures). Consideration stressed courtesy, personal thoughtfulness, and respect for others (e.g., finds time to listen to staff members, treats all staff members as equals, gets staff approval before acting on important matters). Table 16 shows the progression of the eight items across the LBDQ, DECAD, FS, and FS-R.

McCarthy (1972) added four other methods based on information acquired from interviews conducted with faculty who had resigned from Kansas State University due to retiring or moving on to new positions (Hoyt & Rawson, 1968). Table 17 shows the progression in wording of those items across the DECAD, FS, and FS-R. Eight additional items were then added to the FS based on Hoyt et al.'s (1999) review. Two of those had been listed as responsibilities on the DECAD, "Allocates faculty responsibilities in an effective and equitable manner" and "Reduces, resolves, and/or prevents conflict among departmental faculty members." See Table 18 for the wordings of these items across the FS and FS-R.

The most recent review of the literature conducted for this report provided support for one additional administrative strategy: *Promotes inclusiveness and diversity among students and faculty*. Hence, this method was included in the FS-R. The complete listing of the administrative methods appears in the instruments contained in Appendix B.

Table 16

*Department Chair Methods Derived from the LBDQ and Retained in the FS-R*

LBDQ Wording	DECAD Wording	FS Wording	FS-R Wording
He tries out new ideas with the staff	Tries out new ideas with the faculty	Tries out new ideas with the faculty	Tries out new ideas with the faculty
He maintains definite standards	Maintains definite standards of performance	Maintains definite standards of performance	Maintains definite standards of performance
He makes sure that his part in the organization is understood by all members	Makes sure his/her part in the department is understood by all members	Makes sure her/his part in the department is understood by all members	Makes sure his/her part in the department is understood by all members
He lets staff members know what is expected of them	Lets faculty members know what's expected of them	Lets faculty members know what is expected of them	Lets faculty members know what is expected of them
He sees to it that staff members are working up to capacity	Sees to it that faculty members are working up to capacity	Sees to it that faculty members are working up to capacity	Sees to it that faculty members are working up to capacity
He sees to it that the work of staff members is coordinated	Sees to it that the work of faculty members is coordinated	Sees to it that the work of the faculty is coordinated	Makes sure the work of the faculty is coordinated
He looks out for the personal welfare of individual staff	Looks out for the personal welfare of individual faculty members	Looks out for the personal welfare of individual faculty members	Looks out for the personal welfare of individual faculty members
He puts staff suggestions into operation	Puts faculty suggestions into action	Puts faculty suggestions into action	Puts faculty suggestions into action

Table 17

*Department Chair Methods Derived from McCarthy (1972) and Retained in the FS-R*

McCarthy's (1972) Wording	DECAD Wording	FS Wording	FS-R Wording
He explains the basis for his decisions	Explains the basis for his/her decisions	Explains the basis for his/her decisions	Explains the basis for his/her decisions
He acts as though visible departmental accomplishments are vital	Acts as though visible department accomplishments were vital to him/her	Acts as though visible department accomplishments were vital to him/her	Acts as though visible department accomplishments were vital to him/her
He lets faculty members know when they've done a good job	Lets faculty members know when they've done a good job	Lets faculty members know when they have done a good job	Lets faculty members know when they have done a good job
He acts as though high faculty morale was vital	Acts as though high faculty morale was vital to him/her	Acts as though high faculty morale is vital to him/her	Demonstrates that high faculty morale is vital to him/her

Table 18

*Administrative Methods Created for FS and Retained in the FS-R*

FS Wording	FS-R Wording
Allocates faculty responsibilities in an effective and equitable manner	Allocates faculty responsibilities in an effective and equitable manner
Reduces, resolves, and/or prevents conflict among departmental faculty members	Reduces, resolves, and/or prevents conflict among departmental faculty members
Assists faculty in developing their own goals and priorities	Assists faculty in developing their own goals and priorities
Makes sound suggestions for developing/changing departmental directions/ priorities	Makes sound suggestions for developing/changing departmental directions/ priorities
Is willing to stand up to higher authority when departmental interests are threatened	Effectively advocates for departmental interests to higher authorities
Facilitates positive relationships between faculty and the clerical/technical staff	Facilitates positive relationships between faculty and the clerical/technical staff
Encourages teamwork among members of the faculty	Encourages teamwork among members of the faculty
Provides feedback to faculty on their major activities	Provides feedback to faculty on their major activities

## Department Chair Personal Characteristics

Four personal characteristics from the FS have been retained on the CIF-R and FS-R, and seven new ones were added based on input from our expert panel and research conducted on the IDEA Feedback for Deans data (Benton, Webster, Pallett, & Gross, 2009).

Hoyt et al.'s (1999) found support for several personal characteristics deemed important for effective functioning as a department chair. The FS included 10 such vital characteristics, the following four of which were retained in the FS-R:

- Problem solving ability
- Practical judgment
- Flexibility/adaptability in dealing with individuals/situations
- Fairness

Based on the most recent review of the literature, input from experts in the field and research conducted on The IDEA Feedback for Dean instruments seven new personal characteristics were identified as essential for effective administrative functioning (Benton et al., 2009). Table 19 displays those personal characteristics and the reasons for adding them. For a completing listing of the 11 included in the revised instruments, see Appendix B.

Table 19  
*Personal Characteristics Added to CIF-R and FS-R Based on Input from Expert Panel and Research on IDEA Feedback for Dean Instruments*

Item	Reason for Adding
Demonstrates caring	Hypothesized relationship with FS-R Items 2, 5, 8, 12, 13, 14, and 19
Trustworthy	Significant predictor of dean responsibilities that are similar to the chair's Hypothesized relationship with FS-R Items 4, 10, and 14
Organizational skills	Hypothesized relationship with FS-R Items 1, 4, 6, 9, 10, 13, 20, and 21
Consistency	Hypothesized relationship with FS-R Items 1, 3, 7, 11, 18, 20, and 21
Enterprising	Hypothesized relationship with FS-R Items 3, 4, 6, 9, 10, 11, and 18
Institution-centered	Significant predictor of dean responsibilities that are similar to the chair's Hypothesized relationship with FS-R Items 2, 3, 4, 6, 7, 10, 11, 18, 20, and 21
Clarity	Significant predictor of dean responsibilities that are similar to the chair's Hypothesized relationship with FS-R Items 2, 5, 6, 10, 14

## Summary Judgments

Another key change in the revised system is the wording of one of the summary judgments. In the FS, faculty responded on a five-point scale (1 = Definitely False to 5 = Definitely True) to "I believe the department would be better off if we replaced the current head/chair." Board members and experts we consulted believed this item was worded too negatively. It has been replaced with "Overall, this chair has provided excellent leadership." The other CIF summary judgment has been slightly modified (indicated by italics) to read: "I have confidence in the head/chair's ability to provide *future* leadership to the department." Faculty respond to both statements using a new five-point scale that ranges from 1 = *Strongly Disagree*



to 5 = *Strongly Agree*. Although The IDEA Center discourages using these two items as the only source of evidence for summative decisions, faculty feedback about them can be helpful. One item deals with the chair’s leadership up to the present time; the other expresses degree of confidence in the future. Such feedback can give a reading of the faculty’s overall impression of the chair’s effectiveness.

### Open-Ended Comments

The FS contained three prompts intended to elicit written faculty comments about the chair and department. In discussions with board members and experts in the field, minor modifications were made in the wordings of these items and a fourth item was added. These changes appear in Table 20.

The first item merely changed the word “assets” to “strengths” in keeping with contemporary language in the field. The second was changed to avoid the negative connotation of “reservations” and to adopt a more developmental perspective. The third question was new, and, as the modification to the fourth question, was written to focus on ways to improve the department’s effectiveness.

Table 20  
*Wording of Open-Ended Items on FS and FS-R*

FS Wording	FS-R Wording
What are this head/chair’s main assets?	What are your head/chair’s main strengths?
What reservations do you have about this person as a head/chair?	How might this chair improve his or her performance?
<i>No similar item</i>	What are the most important challenges facing the department?
What changes (e.g., in priorities, style, organization, policy) would do most to improve this head/chair’s effectiveness?	What changes (e.g., in priorities, organization, policy) would contribute most to improving the future effectiveness of the department?

### Summary

Most of the items in the CIF-R and FS-R are tied to previous versions of department chair survey instruments across the last several decades. Of the current 21 administrative responsibilities, nine were initially developed by Siever (1969) and later modified by McCarthy (1972), Hoyt et al. (1999), and the current authors. McCarthy (1972) added three more, which Hoyt et al. (1999) and the current authors again modified. Hoyt et al. (1999) then created seven additional responsibilities for the CIF and FS, which have been modified for the revised instruments. The current authors added two new responsibilities.

Of the 21 administrative methods found in the CIF-R and FS-R, eight originated with the LBDQ (Hemphill & Coons, 1957) and were subsequently adapted for the DECAD, FS, and FS-R. Based on interviews with former faculty, McCarthy (1972) added four other methods that

were then altered for later versions of the chair instruments. Hoyt et al. (1999) then inserted eight new methods which were retained in the FS-R. One new method was added to the revised instruments.

Four personal characteristics from the FS have been retained, and seven new ones have been added. In addition, one summary judgment item from the FS was modified slightly, and the other was changed substantially from negative to positive wording. Finally, the three open-ended questions on the FS were rewritten, and a new one was added.

### **Validity Evidence Based on Expert Judgments**

Evidence of the validity of an instrument's content can also come from expert judgments (American Educational Research Association [AERA] et al., 1999). Several sources of expertise were considered in revising the CIF and FS: department chair ratings of the importance of the administrative responsibilities and input from current and former chairs, focus-group participants, and expert panel members.

#### **Department Chair Ratings of Importance**

Chairs who have rated the importance of administrative responsibilities across the years are a source of expert judgments. Table 21 presents means for department chair ratings of the 20 CIF administrative responsibilities, 12 of which (including CIF 9) were common across the five time periods. Corresponding CIF-R item numbers appear in parentheses alongside CIF wording.

The 1972 data in Table 21 came from McCarthy's survey of 50 departments within one institution; the 1977 sample came from Spangler's (1977) study of 103 departments from 4 institutions. The 1990 to 1996 sample was made up of 289 chairs in 52 institutions that responded to the DECAD; the 1998 to 2002 data were comprised of 380 chairs from 32 institutions who completed the CIF. From 2003 to 2007, 474 department chairs from 61 institutions participated, using the CIF. Across the five time periods, the rating scale was consistent: 1 (*Not Important*), 2 (*Only So-So*), 3 (*Fairly Important*), 4 (*Quite Important*), and 5 (*Essential*). However, as shown in Tables 16 and 17, the wording of the items has changed slightly across the years.

Table 21

*Mean Chair Ratings of Importance Across Five Time Periods*

	<b>Time 1 McCarthy</b>	<b>Time 2 Spangler</b>	<b>Time 3 DECAD</b>	<b>Time 4 CIF</b>	<b>Time 5 CIF</b>
<b>Responsibilities (CIF Item # and Wording)</b>	<b>1972</b>	<b>1977</b>	<b>'90-'96</b>	<b>'99-02</b>	<b>'03-'07</b>
	n = 50	n = 103	n = 289	n = 380	n = 474
1. Guides the development of sound procedures for assessing faculty performance (5)	4.02	4.29	4.18	4.12	4.12
20. Recognizes and rewards faculty in accordance with their contributions to the department (19)	4.72	4.68	4.41	4.36	4.44
11. Guides the development of a sound organizational plan to accomplish departmental programs (10)	4.48	4.38	4.35	4.08	4.21
2. Takes the lead in recruiting promising faculty (6)	4.56	4.51	4.15	4.08	4.26
4. Fosters good teaching in the department (2)	4.56	4.50	4.38	4.19	4.31
10. Stimulates research and scholarly activity in the department (9)	4.46	4.08	4.00	3.91	4.02
17. Guides curriculum development (16)	3.92	3.98	3.90	3.71	3.78
13. Fosters the development of each faculty members' special talents or interests (12)	4.42	4.14	4.03	4.01	4.23
15. Understands and communicates expectations of the campus administration to the faculty (14)	4.24	4.26	4.29	4.13	4.33
7. Communicates the department's needs to the dean (7)	4.64	4.86	4.66	4.57	4.77
5. Facilitates obtaining grants and contracts from external sources (3)	3.32	3.37	3.31	3.32	3.36
12. Improves the department's image and reputation within the campus community (11)	4.04	3.93	4.15	4.09	4.31
9. Encourages appropriate balance among academic specializations within department	-	4.08	3.78	3.71	3.95
3. Attends to essential administrative details (1)	-	-	-	4.41	4.57
6. Leads in establishing and monitoring progress on annual or biannual department goals (4)	-	-	-	3.98	4.16
14. Sees to it that new that new faculty and staff are acquainted with departmental procedures, priorities, expectations (13)	-	-	-	4.13	4.23
8. Develops collegiality/cooperation among departmental faculty members (8)	-	-	-	4.15	4.44
16. Stimulates or rejuvenates faculty vitality/enthusiasm (15)	-	-	-	3.83	4.01
19. Improves the department's image and reputation with off-campus constituencies (18)	-	-	-	3.93	4.10
18. Establishes trust between himself/herself and members of the faculty (17)	-	-	-	4.42	4.62

*Note.* CIF-R item numbers indicated in parentheses. Means in 1972 were from McCarthy's survey of 50 department chairs; 1977 from Spangler's survey of 103 department chairs; 1990 to 1996 were from 289 chairs who responded to the DECAD; 1998 to 2002 included chairs from 380 departments who responded to the CIF; 2003 to 2007 included chairs and faculty from 474 departments who completed the CIF.

Thirteen (13) of the responsibilities were common to Spangler (1977), the DECAD, and the two administrations of the CIF; 12 were common to all five time periods. Seven (7) new items were added to the CIF in 1998. Nineteen (19) are retained in the CIF-R. Chairs were consistent across the five time periods in their perceptions of the relative importance of the various administrative responsibilities. They consistently ranked two of the 12 responsibilities highest: “Communicates the department’s needs (personnel, space, monetary) to the dean,” and “Recognizes and rewards faculty in accordance with their contributions to the department.” In the first two time periods, chairs saw the next two most important responsibilities as “Takes the lead in recruiting promising faculty” and “Fosters good teaching in the department.” Notably, CIF Item 9, “Encourages an appropriate balance among academic specializations within the department,” received mean ratings below 4.0 the last three time periods. This provides empirical support to the focus groups’ view that this responsibility may not be that important (see next section).

Pearson *r* correlations were computed between mean chair ratings of importance on the 12 responsibilities shared in common across the five time periods (see Table 22). All correlations were high and positive. Across the 35-year period (1972 to 2007) of the assessments, chairs were remarkably consistent in their views about which responsibilities they deemed most important.

Table 22  
*Pearson r Correlations between Chair Ratings of Importance Across Five Time Periods*

	<b>Time 1 McCarty</b>	<b>Time 2 Spangler</b>	<b>Time 3 DECAD</b>	<b>Time 4 CIF</b>	<b>Time 5 CIF</b>
<b>Time of Chair Assessment</b>	<b>1972</b>	<b>1977</b>	<b>'90-'96</b>	<b>'98-02</b>	<b>'03-'07</b>
	n = 50	n = 103	n = 289	n = 133	n = 474
Time 1-McCarthy (1972)	-	.89	.84	.83	.83
Time 2-Spangler (1977)	-	-	.92	.92	.89
Time 3-DECAD (1990-1996)	-	-	-	.97	.95
Time 4-CIF (1998-2002)	-	-	-	-	.97
Time 5-CIF (2003-2007)	-	-	-	-	-

Of the 7 new responsibilities added in 1998, the two most important across Times 3 and 4 were “Establishes trust between himself/herself and members of the faculty” and “Attends to essential administrative details.” In fact, during the last two time periods chairs rated these second and third in importance behind “Communicates the department’s needs to the dean.” The correlation between importance ratings for all 20 responsibilities was high across Times 4 and 5,  $r = .97$ .

The consistency in chair ratings is evidence of the relevance of the responsibilities in the IDEA system. The means in Table 23 indicate chairs, on average, rated the responsibilities from fairly important to essential. None were considered “Only So-So” or “Not Important.” The CIF responsibilities can be grouped according to the following levels of importance based on average ratings during the last two time periods (corresponding CIF-R items indicated in parentheses):

#### Quite Important to Essential (4.50 to 5.00)

- Communicates the department's needs (e.g., personnel, space, monetary) to the dean (7)
- Attends to essential administrative details (e.g., class scheduling, budget preparation, promotion and tenure documentation) (1)
- Establishes trust between himself/herself and members of the faculty (17)

#### Quite Important (4.00 to 4.49)

- Guides the development of sound procedures for assessing faculty performance (5)
- Recognizes and rewards faculty in accordance with their contributions to the department (19)
- Guides the development of a sound organizational plan to accomplish departmental programs (10)
- Takes the lead in recruiting promising faculty (6)
- Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback) (2)
- Fosters the development of each faculty members' special talents or interests (12)
- Understands and communicates expectations of the campus administration to the faculty (14)
- Improves the department's image and reputation within the campus community (11)
- Leads in establishing and monitoring progress on annual or biannual department goals (4)
- Sees to it that new faculty and staff are acquainted with departmental procedures, priorities, expectations (13)
- Develops collegiality/cooperation among departmental faculty members (8)

#### Fairly to Quite Important (3.50 to 3.99)

- Stimulates research and scholarly activity in the department (9)
- Guides curriculum development (16)
- Stimulates or rejuvenates faculty vitality/enthusiasm (15)
- Improves the department's image and reputation with off-campus constituencies (18)
- Encourages an appropriate balance among academic specializations within the department

#### Fairly Important (3.00 to 3.49)

- Facilitates obtaining grants and contracts from external sources (3)

### **Input from Focus Groups**

The IDEA Center staff conducted four focus groups at the 2007 Academic Chairperson's Conference held in Orlando, Florida. The first group was comprised of 6 department chairs (3 men, 3 women) that represented institutions enrolling from approximately 6,000 to over 30,000 students. They all came from public institutions, one of which was a community college. The second group consisted of 5 chairs (3 men, 2 women), including two from private institutions and one from a community college. Student enrollments ranged from roughly 4,000 to 30,000. A third group was made up of 6 experts (5 men, 1 woman) who had written extensively about department chairs. Five were currently employed as faculty at universities, and all were either current or past administrators either inside or outside higher education. The fourth group included 7 past users (3 men, 4 women) of the IDEA Feedback for Chairs system. They came from both public (5) and private (2) institutions, with enrollments ranging from around 3,000 to 17,000 students.

In advance of these semi-structured focus-group sessions, The IDEA Center staff presented all participants with the following overview:

**Introduction (5-10 minutes)**

- Very briefly, give your reaction to the feedback tool (Positive, Negative, or Neutral). In a sentence or two please give your reasons for that reaction.

**The Faculty Survey**

- What are the strengths of the instrument? Weaknesses?
- In what ways would you modify the instrument? Which of your recommendations do you believe is most important?
- What specific recommendations do you have with regard to content, additional items, or items to delete?

**The Chair Information Form**

- In what ways would you modify the instrument? Which of your recommendations do you believe is most important?
- What specific recommendations do you have with regard to content, additional items, or items to delete?

**The Use of Norms**

- How prominent should the reporting of norms be in the report?
- There are competing opinions about the value of norms. How important would it be to you, or your dean, to see normative information?

**Audience**

- This instrument focuses only on faculty in the department. Should a revision include other audiences and possibly instruments for other audiences that would be incorporated into one report (e.g., students in the program, office staff, dean)?

**The Report**

- How might the report be better designed to provide a more coherent summary and recommendations for improvement (see page 6 of report)?
- Information is conveyed using a number of methods. Let's briefly look at each page of the report and see if there are any that you find more useful than others or particularly confusing? What other ways would you like to see information reported?
- Related to the questions about audience, it has been recommended that the chair provide a self-evaluation using the same items and to compare the chair's response to that of his/her faculty. Your reaction? Other possibilities (i.e., include dean's evaluation)?

**Additional Resources**

- The research on student ratings indicates that for significant improvements in teaching to occur, there need to be resources available to guide improvement efforts. Examples of these resources include individual consultations, workshops/seminars, webinars, articles and books). What resources do you believe the IDEA Center might provide that would be most useful in supporting the improvement of chair functioning?

Appendix C contains common themes that emerged from the sessions. The following recommendations for changes to the CIF and FS were endorsed by a majority of the participants:

1. Replace option 2 = “only so-so” in the rating scale for Part I of the FS.
2. Delete the following items:

Item 9: “Encourages an appropriate balance among academic specializations within the department”

Item 23: “Appreciation for department’s history”

Item 37: “Maintains steadiness in the face of crisis or unanticipated frustrations”

Item 39: “Is easy to understand”

Item 41: “Does little things that make it pleasant to be a member of the department”

Item 43: “Is more a reactor than an initiator”

Item 44: “Works without a plan”

Item 47: “Treats all faculty members as her/his equal”

3. Add chair self-rating. In the previous version of the CIF, chairs rated only the importance of 20 administrative responsibilities. Focus group participants recommended that chairs rate how they performed on the responsibilities they identify as important or essential. In addition, they recommended that chairs rate their personal characteristics and administrative methods that previously only appeared in the FS. These changes would provide information for conducting a gap analysis between the chair self-rating and faculty members’ aggregated ratings.

### **Input from Panel of Experts**

A panel of experts was invited to review The IDEA Feedback System and provide input. The panel was comprised of members of The IDEA Center Board members who are current or former higher education administrators. Some of them have written highly regarded books on faculty development and evaluation and chairing the academic department. In some cases, we requested and received independent feedback from individuals; at other times, meetings were held simultaneously with several colleagues at a professional conference. The process of seeking input from these sources went through several stages, with revisions to items done at each step. The final decision on whether to delete, modify, or retain an item was based on input from panel members provided independently. Table 23 presents the consensus from the focus groups and the panel of experts with respect to CIF and FS items recommended for deletion. Table 24 shows items that were modified based on input from the focus group, expert panel, or IDEA staff members.

Table 23

*Items Deleted from FS Based on Input from Focus Groups and Panel of Experts*

Part I. Administrative responsibilities	
9. Encourages an appropriate balance among academic specializations within the department	
Part II. Personal characteristics	
23. Appreciation for department's history	
Part III. Administrative methods	
37. Maintains steadiness in the face of crisis or unanticipated frustrations	
39. Is easy to understand	
41. Does little things that make it pleasant to be a member of the department	
43. Is more a reactor than an initiator	
44. Works without a plan	
47. Treats all faculty members as her/his equal	
Part V. Summary judgments	
66. I believe the department would be better off if we replaced the current head/chair.	

Table 24

*Items Modified from FS Based on Input from Multiple Sources*

FS Wording	FS-R Wording
<b>Administrative Responsibilities</b>	
2. Takes the lead in recruiting promising faculty.	6. Facilitating successful recruitment and selection of promising faculty.
4. Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)	2. Fostering good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)
3. Attends to essential administrative details (e.g., class scheduling, budget preparation, promotion and tenure documentation)	1. Attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities)
6. Leads in establishing and monitoring progress on annual or biannual department goals	4. Leading in establishing and monitoring progress on annual or biannual department goals
1. Guides the development of sound procedures for assessing faculty performance	5. Guiding the development of sound procedures for assessing faculty performance
5. Facilitates obtaining grants and contracts from external sources	3. Assisting in securing funding from external sources (e.g., grants, contracts, gifts, partnerships)
7. Communicates the department's needs (personnel, space, monetary) to the dean	7. Communicating the department's needs (e.g., personnel, space, monetary, technology) to the dean and other appropriate administrators
8. Develops collegiality/cooperation among departmental faculty members	8. Developing collegiality/cooperation among faculty members
9. Stimulates research, scholarly activity, and/or creative endeavors in the department	10. Stimulating research, scholarly activity, and/or creative endeavors in the department
11. Guides the development of a sound organizational plan to accomplish departmental programs.	10. Guiding the development of a sound long-range plan to carry out departmental programs.
12. Improves the department's image and reputation within the campus community	11. Promoting a positive image of the department within the campus community



Table 24 (continued)

<b>FS Wording</b>	<b>FS-R Wording</b>
<b>Administrative Responsibilities</b>	
13. Fosters the development of each faculty member's special talents or interests	12. Fostering the development of each faculty member's special talents or interests
14. Sees to it that new faculty and staff are acquainted with departmental procedures, priorities, and expectations	13. Ensuring that new faculty and staff are acquainted with departmental procedures, priorities, and expectations
15. Understands and communicates expectations of the administration to the faculty	14. Clearly communicating expectations of the campus administration to the faculty
16. Stimulates or rejuvenates faculty vitality/enthusiasm	15. Stimulating or rejuvenating faculty vitality/enthusiasm
17. Guides curriculum development	16. Facilitating curriculum development
18. Establishes trust between himself/herself and members of the faculty	17. Establishing trust between himself/herself and members of the faculty
19. Improves the department's image and reputation with off-campus constituencies	18. Promoting a positive image of the department to off-campus constituencies
20. Recognizes and rewards faculty in accordance with their contributions to the department	19. Rewarding faculty in accordance with their contributions to the department
<b>Administrative Methods</b>	
36. Is willing to stand up to higher authority when departmental interests are threatened.	37. Effectively advocates for departmental interests to authorities.
38. Acts as though faculty morale is vital to him/her	38. Demonstrates that high faculty morale is important to him/her
49. Sees to it that the work of faculty is coordinated	44. Makes sure the work of the faculty is coordinated
<b>Summary Judgment</b>	
67. I have confidence in the head/chair's ability to provide leadership to the department.	54. I have confidence in the head/chair's ability to provide future leadership to the department.
<b>Open-ended Comment</b>	
70. What changes (e.g., in priorities, style, organization, policy) would do most to improve this head/chair's effectiveness?	59. What changes (e.g., in priorities style, organization, policy) would do most to improve the future effectiveness of the department?

## Summary

Several professionals provided expert judgments: past users of the CIF who rated the importance of administrative responsibilities, higher education administrators participating in focus groups, and a panel of experts. Users across multiple time periods were remarkably consistent in their ratings of the importance of the administrative responsibilities. Focus group participants and panel members reached consensus on recommendations for eliminating several CIF and FS items as well as modifying the wording of others.

## Evidence of Validity Generalization

Evidence for validity generalization can come from comparisons made among subgroups of respondents (AERA et al., 1999). Such evidence is provided in this section. Two kinds of comparisons are reported: demographic subgroup comparisons and comparisons across academic disciplines.

## Demographic Comparisons in Chair Ratings of Importance

We conducted a series of two-way ANOVAs on chair ratings of importance. The following served as independent variables: public versus private institution, number of years the chair had served (1 year, 2-3 years, 4-5 years, > 5 years), and percent of faculty tenured in the department (< 35%, 35% to 49%, 50% to 66%, 67% to 84%, and > 85%). All main effects and two-way interactions were examined. Because of the large number of ANOVAs performed, we made Bonferroni adjustments by using the formula  $\alpha FW/m$ , in which  $\alpha$  is the familywise Type I error rate and  $m$  is the number of ANOVAs conducted (Huberty & Morris, 1989). With the Bonferroni adjustment, each ANOVA was conducted at  $\alpha = .05/20 = .0025$ . When Levene's test was significant (indicating heterogeneity of variance), non-parametric omnibus (Kruskal-Wallis) and post-hoc (Dunnett's C) tests were conducted to confirm results from the parametric ANOVAs and Tukey post-hoc tests.

Although we found no significant two-way interactions, there were some main effects. First, the importance of taking the lead in recruiting promising faculty (CIF2) differed by percent of faculty tenured,  $F(4,462) = 6.57, p < .001, MSe = .87, \eta^2 = .054.6$ . The general trend was that chairs of departments with 85% or more of the faculty tenured rated this responsibility as less important than did other chairs. Chairs apparently view their role in faculty recruitment as less important when most of their faculty colleagues are tenured.

We also found some main effects for the public versus private distinction. As shown in Table 25, chairs from public institutions attributed greater importance to responsibilities directed toward assessment, grants, research, and promoting a positive image off campus.

Table 25

*Means and Standard Deviations for Chair Ratings of Importance by Public vs. Private Institutions*

	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u><math>\eta^2</math></u>
1. Guides faculty assessment (5)	4.23 <sub>a</sub>	0.94	358	3.75 <sub>b</sub>	1.18	114	.04
5. Obtains grants (3)	3.57 <sub>a</sub>	1.14	358	2.70 <sub>b</sub>	1.33	115	.09
10. Stimulates research (9)	4.19 <sub>a</sub>	0.89	358	3.48 <sub>b</sub>	1.14	115	.09
19. Prom pos off-campus image (18)	4.18 <sub>a</sub>	0.92	358	3.83 <sub>b</sub>	1.04	115	.03

*Note:* Means with different subscripts are statistically different at  $p < .0025$ . Corresponding CIF-R item numbers appear in parentheses.

Next, we conducted one-way ANOVAs by the highest degree awarded in the department. Relatively small sample sizes for associate and bachelor's level institutions precluded testing interactions with any other demographic variables. In Table 26, the corresponding item numbers of the CIF-R appear in parentheses alongside each CIF responsibility. Although descriptive statistics for associate degree institutions appear in the table, we did not include this group in the ANOVAs due to its small sample size ( $n = 5$ ). Chair ratings of importance on several responsibilities (1, 5, 17) followed a pattern of doctoral > masters > bachelors. These responsibilities concerned assessing faculty performance, obtaining grants, and guiding curriculum development. On four other responsibilities (10, 11, 19, 20) the pattern was doctorate > masters, bachelors.

<sup>6</sup>  $\eta^2$  (eta squared) is a measure of explained variance.  $100 \times \eta^2 =$  percent of variance explained in dependent variable.

Table 26

*Descriptive Statistics and ANOVA Results for Chair Importance Ratings of Administrative Responsibilities by Highest Degree Awarded*

<u>Admin Responsibility</u>	<u>Highest Degree Awarded</u>														
	<u>Associate</u>			<u>Bachelors</u>			<u>Master's</u>			<u>Doctoral</u>			<u>Total</u>		
	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>
1. Guides faculty assessment (5)	3.20	1.30	5	2.97 <sup>a</sup>	1.47	31	3.97 <sup>b</sup>	1.01	158	4.33 <sup>c</sup>	0.89	279	4.11	0.97	473
2. Recruits promising faculty (6)	3.40	1.34	5	4.26	1.15	31	4.12	1.01	158	4.34	0.87	279	4.25	0.94	473
3. Attends to admin. details (1)	4.40	0.89	5	4.32	1.08	31	4.64	0.75	158	4.54	0.76	279	4.56	0.78	473
4. Fosters good teaching (2)	4.20	0.84	5	4.61	0.80	31	4.33	0.79	158	4.27	0.77	279	4.31	0.78	473
5. Obtains grants (3)	2.20	1.30	5	2.23 <sup>a</sup>	1.41	31	3.00 <sup>b</sup>	1.21	158	3.71 <sup>c</sup>	1.09	279	3.36	1.24	473
6. Monitors progress (4)	3.60	1.14	5	3.52 <sup>a</sup>	1.15	31	4.09 <sup>b</sup>	0.83	158	4.28 <sup>b</sup>	0.81	279	4.16	0.87	473
7. Communicates dept. needs (7)	4.60	0.55	5	4.71	0.64	31	4.78	0.59	158	4.77	0.61	279	4.77	0.61	473
8. Develops collegiality (8)	4.40	0.55	5	4.52	1.03	31	4.43	0.75	158	4.43	0.79	279	4.44	0.79	473
10. Stimulates research (9)	1.80	.084	5	3.03 <sup>a</sup>	1.43	31	3.75 <sup>a</sup>	0.99	158	4.31 <sup>b</sup>	0.78	279	4.01	1.00	473
11. Guides organizational plan (10)	3.20	0.84	5	3.84 <sup>a</sup>	0.90	31	4.10 <sup>a</sup>	0.90	158	4.33 <sup>b</sup>	0.78	279	4.21	0.85	473
12. Prom pos on-campus image (11)	4.20	0.45	5	4.13	1.02	31	4.26	0.88	158	4.35	0.79	279	4.30	0.83	473
13. Fosters faculty talents (12)	3.20	0.84	5	4.13	0.81	31	4.20	0.84	158	4.28	0.78	279	4.23	0.81	473
14. Acquaints new faculty/staff (13)	4.40	0.55	5	4.45	0.81	31	4.17	0.95	158	4.23	0.78	279	4.22	0.84	473
15. Comm. admin. expectations (14)	4.60	0.55	5	4.39	0.95	31	4.32	0.87	158	4.32	0.76	279	4.33	0.81	473
16. Stimulates fac. enthusiasm (15)	3.20	0.84	5	4.00	1.10	31	3.92	0.86	158	4.07	0.89	279	4.01	0.90	473
17. Guides curr. development (16)	3.20	1.30	5	4.35 <sup>a</sup>	1.02	31	3.89 <sup>b</sup>	0.98	158	3.66 <sup>c</sup>	0.91	279	3.78	0.96	473
18. Establishes trust (17)	4.80	0.45	5	4.45	0.85	31	4.59	0.71	158	4.65	0.65	279	4.62	0.68	473
19. Prom pos off-campus image (18)	3.40	1.14	5	3.71 <sup>a</sup>	1.13	31	3.95 <sup>a</sup>	1.04	158	4.24 <sup>b</sup>	0.87	279	4.10	0.96	473
20. Rewards fac. appropriately (19)	3.00	1.41	5	3.97 <sup>a</sup>	0.84	31	4.23 <sup>a</sup>	0.92	158	4.64 <sup>b</sup>	0.63	279	4.44	0.81	473

*Note:* One-way ANOVAs were conducted to test whether ratings of importance varied between bachelors, master's, and doctoral degrees. Post-hoc tests were conducted only following a significant omnibus  $F$ . Means with different superscripts differ,  $p < .05$  (Tukey HSD procedure to help control for Type I error). When Levene's test was significant (indicating heterogeneity of variance), non-parametric omnibus (Kruskal-Wallis) and post-hoc (Dunnnett's C) tests confirmed results from the parametric ANOVAs and Tukey post-hoc tests. Corresponding CIF items appear in parentheses.

Chairs from departments awarding doctoral degrees assigned greater importance to stimulating research and creative endeavor, developing a sound organizational plan, promoting the department's off-campus image, and recognizing and rewarding faculty. These findings make sense because chairs from departments with doctoral programs may have greater responsibility to stimulate faculty research, facilitate grants and contracts, and maintain a department image that attracts the best graduate students.

Overall, the few meaningful differences observed by demographic variables supports the generalizability of the 19 responsibilities retained in the revised system. The differences observed by highest degree awarded support the validity of allowing chairs to rate the importance of each responsibility on the CIF-R. Some responsibilities are more important in some settings than others. Therefore, on the FS-R faculty members only rate the chair's performance of responsibilities he/she deemed "relevant" or a "high priority."

### **Comparisons of Chair Ratings of Importance by Academic Discipline**

We also examined differences in department chair importance ratings by academic discipline, using the Biglan model (Biglan, 1973a). Biglan (1973a, 1973b) defined disciplinary distinctions among departments by employing multidimensional scaling. He found that departments at both research and liberal arts universities could be classified on three dimensions: *structure*, *application*, and *life orientation*. Biglan's first and most prominent dimension, *structure*, is distinguished by "hard/paradigmatic" (e.g., engineering, chemistry) versus "soft" (e.g., political science, education) disciplines. Structure specifically refers to whether the department can be characterized by a theory agreeable to all members of the field ("hard" departments have such organizing theories). Biglan named the second dimension *application*, or the "pure" (e.g., chemistry, political science) versus "applied" (e.g., education, engineering) distinction, which concerns the extent to which the field addresses applied, practical problems. The final dimension concerns *life orientation*, which separates departments that examine biological and social issues (i.e., "life-oriented," such as education, political science) from those that primarily examine inanimate (i.e., "nonlife," such as engineering, chemistry) objects or elements.

Webster et al. (2010) successfully coded 453 of the 474 departments on each of the Biglan dimensions. See Table 27 for a breakdown of the number of chairs in each Biglan category. Two individuals familiar with the Biglan model completed the initial coding independently. Interrater agreement was moderately high (Kappas = .82, .79, and .86, respectively; percent agreement = 88.4%, 88.2%, and 89.0%). Disagreements were resolved by discussion. For this report, we examined main effects and all two-way interactions for department structure (hard vs. soft), application (pure vs. applied) and life orientation (life-oriented vs. not) on chair ratings of importance. Type I error rate was again set at  $\alpha = .0025$  for each analysis.

Table 27  
*Number of Chairs in Biglan Categories*

Life-Orientation/Application		Discipline Structure		Total
		Hard	Soft	
Life	Pure	19	35	54
	Applied	94	92	186
	Total	113	127	240
Non-life	Pure	31	58	89
	Applied	46	78	124
	Total	77	136	213

Only one two-way interaction was observed: an Applied x Life Orientation interaction on “Fosters good teaching in the department,”  $F(1,445) = 10.13$ ,  $MSe = .61$ ,  $p < .002$ ,  $\eta^2 = .02$ . In pure departments, chairs having non-life orientations ( $M = 4.43$ ,  $SD = .67$ ) attributed more importance to fostering good teaching than did those with life orientations ( $M = 3.98$ ,  $SD = .98$ ). However, this difference was not found in applied departments. So, chairs assign greater importance to teaching when the content is pure and non-life orientated (e.g., history, philosophy) than when it is pure and life oriented (e.g., physiology, microbiology). This finding is similar to Biglan (1973b) who demonstrated that departments with life (versus non-life) orientations evidence less commitment to teaching, likely given the greater emphasis placed on training graduate students for research and communicating with outside agencies that life-orientated areas serve.

In addition, the following significant main effects were found:

1. “Facilitates obtaining grants and contracts from external sources” by structure (hard, soft),  $F(1,445) = 16.76$ ,  $MSe = 1.32$ ,  $p < .001$ ,  $\eta^2 = .036$ . Chairs from departments coded as having “hard” orientations ( $M = 3.68$ ,  $SD = 1.12$ ) assigned greater importance to this responsibility than did those from “soft” orientations ( $M = 3.19$ ,  $SD = 1.28$ ). This finding makes sense given the emphasis on research and external funding in hard/paradigmatic departments, and it is consistent with Biglan’s (1973b) study.
2. Life-orientation affected chair ratings on three responsibilities (see Table 28). First, chairs in departments with biological and social disciplines (i.e., life-oriented) assigned greater importance to “Facilitates obtaining grants and contracts from external sources” than did those in non-life disciplines,  $F(1,445) = 36.96$ ,  $MSe = 1.32$ ,  $p < .001$ ,  $\eta^2 = .077$ . As indicated in Table 27, differences were also found on “Stimulates research and scholarly activity in the department,”  $F(1,445) = 12.72$ ,  $MSe = .99$ ,  $p < .001$ ,  $\eta^2 = .03$ ; and “Stimulates or rejuvenates faculty vitality/enthusiasm,”  $F(1,444) = 12.47$ ,  $MSe = .80$ ,  $p < .001$ ,  $\eta^2 = .027$ . Taken together, these results indicate chairs from life-oriented departments in this sample assigned greater importance to encouraging research, scholarly activity, and external funding. However, our sample does not represent all disciplines. In fact, only 12.4% of non-life disciplines came from chemistry, physics, and engineering, ones that typically rely heavily upon research and external funding. Therefore, more study is needed before conclusions can be drawn about disciplinary differences based on life orientation.<sup>7</sup>

<sup>7</sup> Listing of academic disciplines represented in the current sample is available upon request.

Table 28

*Means, Standard Deviations, and Post-Hoc Test Results for Chair Importance Ratings by Department Life Orientation*

Chair Responsibility	Life Orientation					
	Life			Non-Life		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Facilitates obtaining grants and contracts (3)	3.77	1.07	240	2.97	1.28	213
Stimulates research, and scholarly activity (9)	4.20	0.87	240	3.85	1.10	213
Stimulates or rejuvenates faculty vitality/enthusiasm (15)	4.15	0.84	239	3.85	0.94	213

*Note.* Chairs responded on a 1 (Not Important) to 5 (Essential) scale. CIF-R numbering indicated in parentheses.

### Demographic Comparisons of Faculty Ratings of the Chair's Performance

Another source of validity generalization can be found in comparisons made among subgroups of faculty ratings of the chair's performance. To examine the possibility of subgroup differences in ratings of administrative responsibilities, we conducted a series of two-way ANOVAs on each of the faculty aggregated means. The following served as independent variables: public versus private institution, number of years the chair had served (1 year, 2-3 years, 4-5 years, > 5 years), and percent of faculty tenured in the department (< 35%, 35% to 49%, 50% to 66%, 67% to 84%, and > 85%). All main effects and two-way interactions were examined. Because of the large number of ANOVAs performed, Type I error rate was again set at .0025 for the 20 responsibilities. There were no significant two-way interactions; however, one main effect was observed for "fosters good teaching in the department" between public ( $M = 3.92$ ,  $SD = .53$ ,  $n = 358$ ) and private ( $M = 4.13$ ,  $SD = .47$ ,  $n = 115$ ) institutions,  $F(1,439) = 9.83$ ,  $p < .002$ ,  $MSe = .27$ ,  $\eta^2 = .02$ .

We then applied the same analysis to the 10 personal characteristics, using a Type I error rate of  $.05/10 = .005$ . There were no two-way interactions; however, main effects were found for two personal characteristics: "interpersonal skill,"  $F(1,439) = 9.33$ ,  $p < .002$ ,  $MSe = .45$ ,  $\eta^2 = .02$  ( $d = .23$ ); and "appreciation for department's history,"  $F(1,439) = 9.83$ ,  $p < .002$ ,  $MSe = .27$ ,  $\eta^2 = .02$  ( $d = .22$ ). Chairs from private ( $M = 4.26$ ,  $SD = .51$ ) institutions received higher ratings on these traits than did those from public ( $M = 4.08$ ,  $SD = .62$ ) institutions. However, neither personal characteristic was retained in the revised instruments.

Similarly, we conducted the same procedures for the 30 administrative methods, using a reduced  $\alpha$  of  $.05/30 = .0017$ . There were no significant two-way interactions or main effects.

Next, we conducted one-way ANOVAs by the highest degree awarded in the department (see Table 28). Again, descriptive statistics for associate degree institutions appear in the table, even though we did not include this group in the ANOVAs. Post-hoc tests revealed a consistent pattern of differences: bachelors > doctoral and masters degrees on two responsibilities: fosters good teaching (4) and guides curriculum development (17). Faculty in departments awarding only the bachelors degree rated chairs higher on the performance of these responsibilities.

We also made subgroup comparisons in faculty ratings of the 30 administrative methods by the same independent variables listed previously ( $\alpha = .0017$ ). All main effects and two-way interactions were examined. The only significant differences occurred when comparing institutions by the highest degree awarded. Table 30 presents the results of ANOVAs conducted

on aggregated faculty means. The 30 items are organized according to their association with five a-prior scales developed by Hoyt et al. (1999). There was a consistent pattern of bachelors > master's and doctoral degrees on four items in the Democratic/Humanistic scale and two in the Goal-Orientated/Structured scale. Chairs in departments awarding the bachelors degree earned higher marks on promoting a democratic/humanistic climate and in being goal oriented. These findings are similar to those reported in Hoyt et al. (1999). They suggest that chairs in four-year institutions place greater emphasis on these activities.

Next, we conducted ANOVAs ( $\alpha = .005$ ) on the 10 personal characteristics (see Table 31). We found only one significant differences: Chairs of bachelors degree programs received higher ratings on appreciation of department history (23) than those chairing master's and doctoral programs.

Finally, we made the same comparisons for the two summary judgment items (66 and 67). We found no significant differences.

To check whether department size might have been a confounding variable in the comparisons made by highest degree awarded, we performed an ANOVA on the number of faculty in each department who were asked to respond to the survey. There was no significant difference between departments offering the bachelors ( $M = 23.71$ ,  $SD = 3.37$ ), master's ( $M = 21.13$ ,  $SD = 1.49$ ), and doctoral ( $M = 23.98$ ,  $SD = 1.13$ ) degrees,  $F < 1$ .

## **Summary**

The similarity of chair ratings of importance across academic disciplines supports the generalizability of the responsibilities. The few instances where statistically significant differences were found were in the expected direction, and they strengthened the validity of having chairs rate importance. The consistency across Carnegie classifications in faculty ratings of responsibilities and summary judgments provide additional evidence of generalizability. The only differences found were in comparisons based on highest degree awarded in the department. Faculty from departments awarding only the bachelors degree rated chairs higher than those awarding the masters and doctorate on several traits: promoting a democratic/humanistic climate, being goal oriented, supporting faculty, having an appreciation of the department's history, and being flexible and adaptable. However, one should not read too much into these findings because the number of bachelor's institutions was relatively small. Considered together, the analyses of chair and faculty responses revealed far more similarities than differences across subgroups.

Table 29

*Descriptive Statistics and ANOVA Results for Faculty Ratings of Administrative Responsibilities by Highest Degree Awarded*

Admin. Responsibility	Highest Degree Awarded														
	Associate			Bachelors			Master's			Doctoral			Total		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
1. Guides faculty assessment (5)	3.60	0.64	5	3.93	0.64	31	3.74	0.59	158	3.78	0.52	279	3.78	0.56	473
2. Recruits promising faculty (6)	3.72	0.48	5	4.16	0.47	31	3.86	0.62	158	3.93	0.59	279	3.92	0.59	473
3. Attends to admin. details (1)	4.18	0.22	5	4.40	0.41	31	4.18	0.57	158	4.10	0.58	279	4.14	0.57	473
4. Fosters good teaching (2)	4.03	0.44	5	4.29 <sup>a</sup>	0.42	31	3.99 <sup>b</sup>	0.53	158	3.94 <sup>b</sup>	0.52	279	3.98	0.52	473
5. Obtains grants (3)	3.51	0.43	5	3.87	0.69	31	3.53	0.73	158	3.69	0.68	279	3.64	0.70	473
6. Monitors progress (4)	3.80	0.42	5	4.16	0.42	31	3.83	0.66	158	3.89	0.57	279	3.89	0.60	473
7. Communicates dept. needs (7)	4.01	0.47	5	4.39	0.42	31	4.18	0.62	158	4.19	0.55	279	4.20	0.57	473
8. Develops collegiality (8)	3.68	0.60	5	4.17	0.68	31	3.82	0.68	158	3.82	0.69	279	3.84	0.69	473
10. Stimulates research (9)	3.53	0.65	5	3.85	0.56	31	3.70	0.58	158	3.85	0.61	279	3.79	0.60	473
11. Guides organizational plan (10)	3.76	0.37	5	4.10	0.46	31	3.79	0.68	158	3.83	0.60	279	3.84	0.62	473
12. Prom pos on-campus image (11)	3.96	0.56	5	4.16	0.53	31	3.97	0.69	158	4.02	0.61	279	4.01	0.63	473
13. Fosters faculty talents (12)	3.66	0.71	5	4.09	0.57	31	3.82	0.56	158	3.80	0.58	279	3.82	0.58	473
14. Acquaints new faculty/staff (13)	3.68	0.62	5	4.07	0.58	31	3.88	0.62	158	3.86	0.56	279	3.88	0.58	473
15. Comm. admin. expectations (14)	3.98	0.39	5	4.20	0.49	31	4.04	0.55	158	4.02	0.52	279	4.03	0.53	473
16. Stimulates fac. enthusiasm (15)	3.48	0.59	5	3.91	0.60	31	3.53	0.71	158	3.54	0.69	279	3.56	0.69	473
17. Guides curriculum development (16)	3.76	0.30	5	4.15 <sup>a</sup>	0.45	31	3.74 <sup>b</sup>	0.65	158	3.72 <sup>b</sup>	0.58	279	3.76	0.60	473
18. Establishes trust (17)	3.97	0.71	5	4.19	0.70	31	3.87	0.73	158	3.85	0.72	279	3.88	0.73	473
19. Prom pos off-campus image (18)	3.99	0.52	5	4.12	0.61	31	3.96	0.66	158	4.02	0.58	279	4.01	0.61	473
20. Rewards fac. appropriately (19)	3.52	0.43	5	3.95	0.56	31	3.76	0.57	158	3.82	0.59	279	3.80	0.58	473

*Note:* One-way ANOVAs were conducted to test whether ratings of importance varied between bachelors, master's, and doctoral degrees. Post-hoc tests were conducted only following a significant omnibus  $F$  ( $p < .01$  correction because of the numerous ANOVAs conducted). Means with different subscripts differ,  $p < .05$  (Tukey HSD procedure to help control for Type I error). When Levene's test was significant (indicating heterogeneity of variance), non-parametric omnibus (Kruskal-Wallis) and post-hoc (Dunnett's C) tests confirmed results from the parametric ANOVAs and Tukey post-hoc tests.



Table 30

*Descriptive Statistics and ANOVA Results for Faculty Ratings of Administrative Methods by Highest Degree Awarded*

Administrative Method	Associate			Bachelors			Master's			Doctoral			Total		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Scale A. Democratic/Humanistic															
38. Stresses faculty morale	3.84	0.64	5	4.24	0.58	31	3.91	0.65	158	3.88	0.68	279	3.92	0.66	473
39. Easy to understand	4.30	0.31	5	4.52	0.40	31	4.22	0.57	158	4.19	0.52	279	4.22	0.54	473
41. Does little things	3.73	0.74	5	4.26 <sup>a</sup>	0.56	31	3.84 <sup>b</sup>	0.66	158	3.76 <sup>b</sup>	0.69	279	3.82	0.68	473
45. Looks out for faculty welfare	3.90	0.43	5	4.28 <sup>a</sup>	0.50	31	3.99 <sup>b</sup>	0.56	158	3.89 <sup>b</sup>	0.57	279	3.95	0.57	473
47. Treats faculty as equals	4.10	0.57	5	4.35	0.56	31	4.11	0.58	158	4.02	0.62	279	4.07	0.60	473
48. Gains faculty input	4.02	0.38	5	4.40	0.47	31	4.12	0.59	158	4.06	0.60	279	4.10	0.59	473
50. Explains basis for decisions	3.96	0.38	5	4.39 <sup>a</sup>	0.44	31	4.05 <sup>b</sup>	0.60	158	3.99 <sup>b</sup>	0.59	279	4.04	0.59	473
51. Tells faculty good job	3.80	0.68	5	4.26	0.44	31	4.03	0.58	158	4.07	0.55	279	4.07	0.56	473
55. Puts suggestions into action	3.90	.043	5	4.22 <sup>a</sup>	0.48	31	3.90 <sup>b</sup>	0.57	158	3.84 <sup>b</sup>	0.55	279	3.89	0.56	473
Scale B. Goal Oriented/Structured															
40. Tries out new ideas	3.93	0.53	5	4.27	0.37	31	3.93	0.62	158	3.98	0.52	279	3.98	0.55	473
42. Sees faculty work to capacity	3.98	0.41	5	4.12 <sup>a</sup>	0.53	31	3.74 <sup>b</sup>	0.56	158	3.75 <sup>b</sup>	0.51	279	3.77	0.54	473
43. More a reactor than initiator	3.05	0.44	5	3.42	0.47	31	3.26	0.61	158	3.34	0.56	279	3.31	0.58	473
44. Works without a plan	3.79	0.39	5	4.10	0.55	31	3.84	0.63	158	3.90	0.58	279	3.90	0.59	473
46. Communicates faculty expectations	4.13	0.27	5	4.32	0.41	31	4.07	0.51	158	4.07	0.47	279	4.08	0.48	473
49. Sees that work is coordinated	3.79	0.37	5	4.20 <sup>a</sup>	0.51	31	3.88 <sup>b</sup>	0.61	158	3.78 <sup>b</sup>	0.56	279	3.84	0.58	473
52. Ensures own role clear	3.92	0.33	5	4.24	0.48	31	3.97	0.57	158	3.92	0.56	279	3.96	0.56	473
53. Stresses dept. accomplishments	3.77	0.36	5	4.34	0.30	31	4.11	0.53	158	4.16	0.52	279	4.15	0.51	473
54. Maintains performance standards	4.03	0.29	5	4.24	0.53	31	4.00	0.57	158	4.02	0.55	279	4.03	0.55	473
Scale C. Supports Faculty															
34. Helps faculty develop goals	3.96	0.67	5	4.11	0.54	31	3.85	0.54	158	3.85	0.55	279	3.87	0.55	473
59. Provides faculty feedback	3.69	0.52	5	4.18	0.50	31	3.93	0.61	158	3.99	0.55	279	3.98	0.57	473
60. Knows/understands faculty	3.56	0.75	5	4.17	0.48	31	3.83	0.61	158	3.84	0.60	279	3.85	0.60	473
Scale D. Promotes Positive Climate															
32. Supports academic freedom	4.37	0.35	5	4.50	0.42	31	4.43	0.41	158	4.36	0.45	279	4.39	0.43	473
33. Reduces conflict	3.87	0.42	5	4.16	0.69	31	3.79	0.67	158	3.79	0.66	279	3.82	0.67	473
37. Steady in crisis	4.26	0.49	5	4.29	0.51	31	4.13	0.60	158	4.16	0.54	279	4.16	0.56	473
56. Facilitates faculty/staff relations	3.94	0.33	5	4.35 <sup>a</sup>	0.51	31	4.18 <sup>a</sup>	0.57	158	4.02 <sup>b</sup>	0.61	279	4.09	0.60	473
57. Encourages faculty teamwork	3.89	0.45	5	4.27	0.52	31	4.00	0.59	158	3.93	0.60	279	3.97	0.60	473
58. Encourages faculty ownership	3.78	0.49	5	4.19	0.53	31	3.91	0.65	158	3.84	0.62	279	3.89	0.63	473

Table 30 (continued)

Administrative Method	Associate			Bachelors			Master's			Doctoral			Total		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Scale E. Promotes Dept. Advancement															
31. Allocates faculty duties wisely	4.16	0.48	5	4.28	0.47	31	4.00	0.49	158	3.96	0.52	279	4.00	0.51	473
35. Suggests sound priorities	3.98	0.55	5	4.26	0.47	31	3.91	0.69	158	3.95	0.58	279	3.96	0.62	473
36. Defends department well	3.98	0.77	5	4.30	0.51	31	3.98	0.76	158	4.01	0.67	279	4.02	0.69	473

*Note:* One-way ANOVAs were conducted to test whether ratings of importance varied between bachelors, master's, and doctoral degrees. Post-hoc tests were conducted only following a significant omnibus  $F$  ( $p < .01$  correction because of the numerous ANOVAs conducted). Means with different subscripts differ,  $p < .05$  (Tukey HSD procedure to help control for Type I error). When Levene's test was significant (indicating heterogeneity of variance), non-parametric omnibus (Kruskal-Wallis) and post-hoc (Dunnnett's C) tests confirmed results from the parametric ANOVAs and Tukey post-hoc tests. Items 43 and 44 recoded prior to analyses.

Table 31

*Descriptive Statistics and ANOVA Results for Faculty Ratings of Personal Characteristics by Highest Degree Awarded*

Personal Characteristics	Associate			Bachelors			Master's			Doctoral			Total		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Trait A. Ability to Resolve Issues															
22. Problem solving ability	4.10	0.34	5	4.32	0.44	31	4.08	0.60	158	4.08	0.54	279	4.09	0.56	473
26. Practical judgment	4.11	0.45	5	4.32	0.52	31	4.08	0.61	158	4.08	0.58	279	4.10	0.59	473
Trait B. Communication Skills															
21. Interpersonal skill	3.83	0.54	5	4.26	0.63	31	3.99	0.69	158	3.92	0.66	279	3.96	0.68	473
27. Listening	4.20	0.50	5	4.40	0.57	31	4.22	0.56	158	4.16	0.58	279	4.20	0.57	473
Trait C. Steadiness															
23. Appreciation for dept. history	3.93	0.86	5	4.45 <sup>a</sup>	0.34	31	4.14 <sup>b</sup>	0.57	158	4.08 <sup>b</sup>	0.63	279	4.12	0.60	473
24. Patience in implementing change	4.06	0.45	5	4.24	0.57	31	4.05	0.54	158	4.02	0.56	279	4.04	0.56	473
Trait D. Trustworthiness															
25. Honesty	4.26	0.46	5	4.52	0.51	31	4.26	0.58	158	4.23	0.60	279	4.26	0.59	473
30. Fairness	4.25	0.47	5	4.41	0.48	31	4.13	0.57	158	4.11	0.57	279	4.14	0.57	473
Trait E. Openness															
28. Flexibility	4.04	0.50	5	4.33	0.57	31	4.08	0.58	158	4.00	0.59	279	4.05	0.59	473
29. Accessibility	4.18	0.44	5	4.55	0.37	31	4.40	0.47	158	4.30	0.53	279	4.35	0.50	473

*Note:* One-way ANOVAs were conducted to test whether ratings of importance varied between bachelors, master's, and doctoral degrees. Post-hoc tests were conducted only following a significant omnibus  $F$  ( $p < .01$  correction because of the numerous ANOVAs conducted). Means with different subscripts differ,  $p < .05$  (Tukey HSD procedure to help control for Type I error). When Levene's test was significant (indicating heterogeneity of variance), non-parametric omnibus (Kruskal-Wallis) and post-hoc (Dunnnett's C) tests confirmed results from the parametric ANOVAs and Tukey post-hoc tests.

## Validity Evidence Based on Internal Structure

Evidence for the validity of an instrument can also come from its internal structure or observed relationships among items. One aspect of item-interrelationships concerns whether the underlying structure is uni- or multi-dimensional. An assumption of the IDEA system is that chairs are best suited to evaluate the importance of administrative responsibilities. Therefore, any investigation of internal structure should first determine whether chair ratings of importance represent multiple dimensions. A second premise of the system is that faculty members are good judges of the chair's performance. This is followed by the belief that faculty ratings of the chair's personal characteristics and administrative methods should be associated with ratings of responsibilities. With these assumptions in mind, we pursued the following investigations of the IDEA system's internal structure.

### Exploratory Factor Analysis of Chair Ratings of Importance

When the IDEA Feedback for Department Chairs system was created, the authors hypothesized five a-priori subscales among the 20 responsibilities in the CIF: Administrative Support, Personnel Management, Program Leadership/Support, Building Image/Reputation, and Developing Positive Climate. See pages 14 to 15 for a listing of the CIF items presumed to be associated with each subscale.

To test whether this five-factor structure could be confirmed, we performed principle components analysis (PCA) on chair ratings of importance (excluding CIF Item 9). We set the extraction to five factors in an attempt to confirm the five a-priori subscales. The initial eigenvalues all exceeded 1.0 for the first four factors, with only the fifth factor having an eigenvalue  $< 1$ . The first factor explained 38.98% of the variance, whereas the other four factors explained in combination 25.85%. Following varimax rotation, the percent of variance explained was spread more evenly among the five factors, and the fifth factor's eigenvalue rose to 1.94 (see Table 32).

The rotated component matrix coefficients (see Table 32) provide insight into the meaning of the five factors (relevant CIF-R item numbers appear in parentheses). Factor 1 was associated with high unambiguous loadings (approximately  $> .40$  on only one factor) from seven CIF Items: 10, 1, 5, 2, 20, 11, and 6. Items 1, 2, and 20 are consistent with the a-priori subscale of Personnel Management. Four items loaded highly on the second factor, three of which are tied to Developing Positive Climate (8, 16, and 18). The third factor was comprised of three high-loading items. Two of those (4 and 17) fell under Program Leadership/Support. On the fourth factor, there were three items with coefficients  $> .40$ : 3, 7, and 15. The first two were associated with Administrative Support. Finally, two items (12 and 19) loaded heavily on the fifth factor and were connected with Building Image/Reputation. These findings indicate chairs could distinguish among the importance of key administrative responsibilities. The component matrix coefficients lend some support to the validity of the five a-priori subscales.

Table 32

*Component Matrix Coefficients for Five Factors of Administrative Responsibilities Following Varimax Rotation (N = 474)*

CIF Item	<b>Factors</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10. Stimulates research (9)	<b>.762</b>	.268	.047	.021	.240
1. Guides assessment (5)	<b>.723</b>	.179	.007	.348	-.005
5. Facilitates grants and contracts (3)	<b>.701</b>	.213	-.014	-.173	.297
2. Recruits promising faculty (6)	<b>.598</b>	.033	.452	.058	-.027
20. Rewards faculty (19)	<b>.580</b>	.414	.072	.328	.014
11. Guides development of plan (10)	<b>.491</b>	.013	.341	.405	.340
6. Monitors progress on goals (4)	<b>.467</b>	.049	.319	.357	.322
8. Develops collegiality (8)	.112	<b>.781</b>	.189	.181	.173
13. Fosters faculty talents (12)	.282	<b>.690</b>	.223	.058	.220
18. Establishes trust (17)	.184	<b>.670</b>	.200	.400	.070
16. Stimulates faculty vitality (15)	.295	<b>.665</b>	.330	.001	.230
17. Guides curriculum development (16)	.001	.176	<b>.756</b>	.108	.181
4. Fosters good teaching (2)	.164	.334	<b>.632</b>	.220	.089
14. Acquaints new faculty/staff (13)	.098	.299	<b>.575</b>	.246	.130
3. Attends to details (1)	.074	.028	.321	<b>.726</b>	-.014
7. Communicates dept. needs (7)	.102	.396	-.002	<b>.676</b>	.133
15. Communicates expectations (14)	.117	.236	.324	<b>.520</b>	.323
12. Improves dept. image on campus (11)	.085	.293	.102	.206	<b>.792</b>
19. Improves dept. image off campus (18)	.290	.168	.223	.015	<b>.791</b>
<b>Eigenvalues after rotation</b>	3.118	2.861	2.234	2.168	1.936
<b>Percent of variance explained</b>	16.41	15.06	11.76	11.41	10.19

*Note.* Relevant CIF-R item numbers appear in parentheses.

We then conducted PCA with varimax rotation without forcing the number of factors extracted. Table 33 presents component matrix coefficients along with factor eigenvalues and percent of variance explained following the varimax rotation. Factor 1 was comprised of six CIF items (10, 1, 5, 20, 2, and 11) that seemed to concern Personnel Management/Development. The second factor was made up of four high-loading CIF items (8, 13, 16, and 18) concerned with Developing Positive Climate. Five CIF items (3, 15, 17, 4, and 14) loaded heavily on the third factor, which comprised Administrative Support and Program Leadership. Finally, the fourth factor's highest coefficients came from CIF Items 12 and 19, which imply Building Image/Reputation.

Two items, 6 and 11, had coefficients above .40 on both Developing Positive Climate and Administrative Support and Program Leadership. Item 6 concerned establishing and monitoring progress on departmental goals, and Item 11 addressed guiding the development of an organizational plan. The cross loadings indicate both responsibilities are important for developing a positive climate and providing support and program leadership.

The results of the factor analyses reveal that distinct types of administrative responsibilities underlie the 19 CIF items. Both the four- and five-factor solutions indicate chair ratings of importance are multidimensional. In a later section of this report, the scales developed from the four-factor solution will be shown to have higher reliability.

Table 33

*Component Matrix Coefficients for Four Factors of Administrative Responsibilities Following Varimax Rotation (N = 474)*

CIF Item	<b>Factors</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
10. Stimulates research (9)	<b>.761</b>	.269	-.007	.244
1. Guides assessment (5)	<b>.749</b>	.224	.230	-.091
5. Facilitates grants and contracts (3)	<b>.689</b>	.191	-.189	.326
20. Rewards faculty (19)	<b>.597</b>	.453	.243	-.031
2. Recruits promising faculty (6)	<b>.561</b>	.032	.303	.152
11. Guides development of plan (10)	<b>.526</b>	.053	.504	.308
6. Monitors progress on goals (4)	.497	.084	.452	.300
8. Develops collegiality (8)	.111	<b>.791</b>	.192	.214
18. Establishes trust (17)	.201	<b>.709</b>	.374	.055
13. Fosters faculty talents (12)	.267	<b>.685</b>	.118	.304
16. Stimulates faculty vitality (15)	.267	<b>.650</b>	.143	.373
3. Attends to details (1)	.128	.109	<b>.758</b>	-.110
15. Communicates expectations (14)	.165	.287	<b>.581</b>	.258
17. Guides curriculum development (16)	-.037	.166	<b>.544</b>	.436
4. Fosters good teaching (2)	.137	.342	<b>.534</b>	.283
14. Acquaints new faculty/staff (13)	.083	.311	<b>.523</b>	.284
7. Communicates dept. needs (7)	.177	.475	.485	-.077
19. Improves dept. image off campus (18)	.318	.157	.123	<b>.777</b>
12. Improves dept. image on campus (11)	.142	.307	.193	<b>.672</b>
<b>Eigenvalues after rotation</b>	3.228	3.077	2.962	2.154
<b>Percent of variance explained</b>	16.99	16.19	15.59	11.34

### **Exploratory Factor Analysis of Faculty Ratings of Personal Characteristics**

We entered faculty mean ratings of the 10 chair personal characteristics into a PCA. The component matrix coefficients and associated statistics presented in Table 34 clearly reveal a single dimension. Of the four items retained in the FS-R, three had the highest factor loadings: flexibility/adaptability, fairness, and practical judgment.

Following this, the four items retained in the FS-R were entered into a principal components analysis. As one would expect, only one factor emerged (eigenvalue = 3.61), which explained 90.18% of the variance. Component matrix coefficients were as follows: practical judgment (.969), fairness (.951), flexibility/adaptability (.945), and problem solving ability (.934).

Table 34  
*Component Matrix Coefficients for  
 Faculty Ratings of Personal Characteristics (N = 474)*

<b>FS Item</b>	<b>Coefficients</b>
28. Flexibility/adaptability (26)	.956
30. Fairness (27)	.947
26. Practical judgment (24)	.937
27. Willingness to listen	.932
25. Honesty	.902
24. Patience in implementing change	.896
21. Interpersonal skill	.886
22. Problem solving ability (22)	.875
29. Accessibility to faculty	.797
23. Appreciation of dept. history	.791
<b>Eigenvalue</b>	<b>7.987</b>
<b>Percent of variance explained</b>	<b>79.865</b>

*Note.* FS-R item number indicated in parentheses.

### **Exploratory Factor Analysis of Faculty Ratings of Administrative Methods**

We also applied PCA to aggregated faculty ratings of the 30 administrative methods. Table 35 shows component matrix coefficients and factor statistics following varimax rotation. All but nine items loaded highly on the first factor, which explained 55.32% of the variance, and only two loaded on the second (26.18%). Substantial cross loadings were observed on the remaining items. We then performed a second principal components analysis on the 20 items retained in the FS-R. Table 36 displays the results of that analysis, which revealed a single factor (eigenvalue = 16.25) that explained 81.24% of the variance in faculty aggregated ratings.

Table 35

*Component Matrix Coefficients for 30 Administrative Methods Following Varimax Rotation (N = 474)*

<b>Variables</b> <b>FS Item</b>	<b>Coefficients</b>	
	<b>Factor 1</b>	<b>Factor 2</b>
47. Treats all members as equal	<b>.886</b>	.191
45. Looks out for fac. welfare (41)	<b>.879</b>	.324
38. Acts as though morale vital (38)	<b>.850</b>	.402
41. Does the little things	<b>.849</b>	.313
48. Gains input from faculty	<b>.834</b>	.363
51. Lets members know good job (46)	<b>.830</b>	.321
60. Tries to learn fac. interests	<b>.820</b>	.383
56. Facilitates positive relationships (51)	<b>.817</b>	.288
55. Puts suggestions into action (50)	<b>.816</b>	.471
57. Encourages teamwork (52)	<b>.808</b>	.450
50. Explains the basis for decisions (45)	<b>.805</b>	.448
33. Resolves conflicts (34)	<b>.804</b>	.404
52. Makes sure his/her part is understood (47)	<b>.800</b>	.497
39. Is easy to understand	<b>.799</b>	.383
32. Supports/protects academic freedom	<b>.787</b>	.253
58. Encourages fac. ownership	<b>.773</b>	.488
59. Provides feedback (53)	<b>.765</b>	.507
31. Allocates responsibilities (33)	<b>.762</b>	.474
34. Assists faculty goals (35)	<b>.757</b>	.505
49. Coordinates fac. work (44)	<b>.748</b>	.556
46. Lets fac. know expectations (42)	<b>.700</b>	.556
37. Maintains steadiness...	.682	.564
35. Makes sound suggestions (36)	.679	.661
53. Acts as though accomplishments vital (48)	.667	.558
40. Tries out new ideas (39)	.659	.591
42. Sees that fac. are working (40)	.653	.621
43. Is more a reactor...	.148	<b>.871</b>
44. Works without a plan	.221	<b>.849</b>
54. Maintains standards of performance (49)	.646	.671
36. Is willing to stand up to (37)	.505	.648
<b>Eigenvalues after rotation</b>	16.60	7.86
<b>Percent of variance explained</b>	55.32	26.18

*Note.* Items 43 and 44 were reverse coded prior to analyses.



Table 36

*Component Matrix Coefficients for 20 Administrative Methods (N = 474)*

<b>FS Item</b>	<b>Coefficients</b>
52. Makes sure his/her part is understood (47)	.944
55. Puts suggestions into action (50)	.937
49. Coordinates fac. work (44)	.937
35. Makes sound suggestions (36)	.932
38. Acts as though morale vital (38)	.927
59. Provides feedback (53)	.924
57. Encourages teamwork (52)	.922
54. Maintains standards of performance (49)	.918
50. Explains the basis for decisions (45)	.915
34. Assists faculty goals (35)	.911
45. Looks out for fac. welfare (41)	.908
31. Allocates responsibilities (33)	.901
42. Sees that fac. are working (40)	.900
46. Lets fac. know expectations (42)	.899
33. Resolves conflicts (34)	.893
40. Tries out new ideas (39)	.875
53. Acts as though accomplishments vital (48)	.872
51. Lets members know good job (46)	.872
56. Facilitates positive relationships (51)	.840
36. Is willing to stand up to (37)	.784
<b>Eigenvalues</b>	16.25
<b>Percent of variance explained</b>	81.24

### **Relationships between Faculty Ratings of Performance and Summary Judgments**

An assumption underlying the IDEA system is that the chair's performance of responsibilities, personal characteristics, and administrative methods are related to faculty perceptions of their overall effectiveness. Faculty members respond to two questions on the FS that assess their overall summary judgments. Item 66 states, "I believe the department would be better off if we replaced the current head/chair." Item 67 is worded more positively as "I have confidence in the head/chair's ability to provide leadership to the department." Response options vary from 1 = Definitely False to 5 = Definitely True." Pearson  $r$  correlations between faculty ratings of FS items (in numerical sequence) and the two summary judgments are presented in Table 37. Associated FS-R items appear in parentheses. All correlations were significant ( $p < .001$ ). The mean value of the correlations for Items 66 and 67 were  $r = .79$  and  $r = .80$ , respectively.

Some items were more highly correlated with the two summary judgments than others. Among administrative responsibilities, establishing trust, stimulating faculty enthusiasm, improving the department's on-campus image, and guiding the development of a sound organizational plan were most highly correlated with overall impressions. Facilitating grants and contracts was less important. Several personal characteristics were most influential: problem solving ability, practical judgment, fairness, and flexibility/adaptability. In contrast, appreciation for department's history and accessibility to faculty had less of an impact. This provided empirical support for the focus groups' recommendation that "Appreciation for department's

history” be deleted. Four administrative methods were also highly correlated with the summary judgments: makes sound suggestions; puts faculty suggestions into action; maintains steadiness; and acts as though faculty morale is vital. Quite the opposite was true for Item 43, “Is more a reactor than an initiator,” and Item 44, “Works without a plan.” This gave support to the focus groups’ and expert panel’s recommendations that these items be deleted.

Five contextual items (61 to 65) on the FS addressed factors beyond the chair’s control that could impair effectiveness: inadequate facilities, bureaucratic rules/regulations, inadequate financial resources, department given low priority by dean, and obstructionism/negativism of senior faculty. As indicated in Table 36, none of these was highly correlated with either summary judgment. In addition, the correlations between Items 61 to 65 and faculty performance ratings of the 20 responsibilities were all low ( $r_s < .20$ ). Therefore, these items were deleted from the revised instruments.

Table 38 presents Pearson  $r$  coefficients between various FS subscales (derived from the factor analyses) and the summary judgments. Faculty ratings on the four responsibility subscales, the four-item personal characteristics scale, and the 20-item administrative methods scale were all highly correlated with the summary judgment items.

Taken together, the magnitudes of these correlations clearly show that faculty ratings are connected to their overall impressions of the department chair. Therefore, one might expect that as faculty ratings of the chair’s performance on administrative responsibilities, personal characteristics, and administrative methods increase, faculty overall impressions of the chair’s performance should also increase.

Table 37  
*Pearson Correlations between FS Items and  
Overall Summary Judgments (N = 474)*

<b>Variables</b>	<b>Pearson <i>r</i></b>	
	<b>Item 66</b>	<b>Item 67</b>
1. Assesses performance (5)	-0.81	0.84
2. Recruits promising fac. (6)	-0.79	0.79
3. Attends to admin. details (1)	-0.74	0.78
4. Fosters good teaching (2)	-0.80	0.80
5. Obtains grants (3)	-0.72	0.71
6. Monitors progress (4)	-0.82	0.82
7. Communicates dept. needs (7)	-0.81	0.82
8. Develops collegiality (8)	-0.82	0.83
9. Encourages balance	-0.80	0.82
10. Stimulates research (9)	-0.79	0.79
11. Accomplishes dept. programs (10)	-0.84	0.86
12. Improves on-campus image (11)	-0.85	0.87
13. Fosters talents (12)	-0.84	0.85
14. Manages new /staff (13)	-0.74	0.76
15. Communicates expectations (14)	-0.81	0.83
16. Stimulates enthusiasm (15)	-0.84	0.85
17. Guides curriculum dev. (16)	-0.79	0.79
18. Establishes trust (17)	-0.85	0.87
19. Improves off-campus image (18)	-0.79	0.81
20. Rewards appropriately (19)	-0.81	0.83
21. Interpersonal skill	-0.77	0.76
22. Problem solving ability (22)	-0.86	0.88
23. Appreciation for dept. history	-0.61	0.66
24. Patience in implementing change	-0.71	0.75
25. Honesty	-0.80	0.81
26. Practical judgment (24)	-0.86	0.89
27. Listening	-0.77	0.78
28. Flexibility/adaptability (26)	-0.83	0.85
29. Accessibility	-0.66	0.68
30. Fairness (27)	-0.84	0.85
31. Allocates responsibilities (33)	-0.81	0.82
32. Supports/protects academic freedom	-0.71	0.73
33. Reduces, resolves...conflict (34)	-0.81	0.83
34. Assists faculty goals (35)	-0.82	0.82
35. Makes sound suggestions (36)	-0.88	0.89
36. Is willing to stand up to (37)	-0.73	0.75
37. Maintains steadiness...	-0.84	0.86
38. Acts as though morale vital (38)	-0.85	0.85
39. Is easy to understand.	-0.80	0.81
40. Tries out new ideas (39)	-0.80	0.78
41. Does the little things	-0.79	0.79
42. Sees that fac. are working (40)	-0.80	0.81
43. Is more a reactor...	-0.58	0.59

*CONTINUED ON NEXT PAGE*

**Table 37 (continued)**

<b>FS Item</b>	<b>Item 66</b>	<b>Item 67</b>
44. Works without a plan	-0.62	0.66
45. Looks out for fac. welfare (41)	-0.81	0.83
46. Lets fac. know expectations (42)	-0.79	0.80
47. Treats all members as ...	-0.77	0.77
48. Gains input from ...	-0.81	0.82
49. Coordinates fac. work (44)	-0.83	0.85
50. Explains the basis for...decisions (45)	-0.83	0.84
51. Lets members know good job (46)	-0.74	0.75
52. Makes sure his/her part is understood (47)	-0.84	0.86
53. Acts as though accomplishments vital (48)	-0.78	0.78
54. Maintains standards of performance (49)	-0.84	0.85
55. Puts suggestions into action (50)	-0.85	0.86
56. Facilitates positive relationships (51)	-0.74	0.76
57. Encourages teamwork (52)	-0.83	0.84
58. Encourages ownership...	-0.82	0.82
59. Provides feedback (53)	-0.81	0.81
60. Tries to learn about ...	-0.79	0.79
61. ...department facilities adequate.	.14	-.09
62. ...effectiveness impaired...	.08	-.04
63. Financial resources...adequate...	.19	-.13
64. ...department low priority...	.27	-.24
65. ...obstructionism/negativism...	.41	-.39

*Note.* Relevant FS-R items appear in parentheses. Items 43 and 44 were recoded prior to analyses. Item 66 reads “I believe the department would be better off if we replaced the current head/chair”; Item 67 reads “I have confidence in the head/chair’s ability to provide leadership to the department.”

**Table 38**

*Pearson Correlations between Responsibilities, Personal Characteristics, and Administrative Methods Subscales and Overall Summary Judgments (N = 474)*

<b>Subscale</b>	<b>Pearson <i>r</i></b>	
	<b>Item 66</b>	<b>Item 67</b>
<b>Responsibility Subscales</b>		
Personnel Management	-.85	.85
Developing Positive Climate	-.88	.89
Administrative Support/Leadership	-.84	.86
Building Image/Reputation	-.90	.91
<b>Personal Characteristics</b>		
Four-item scale	-.89	.91
<b>Administrative Methods</b>		
20-item scale	-.90	.91

*Note.* Item 66 reads “I believe the department would be better off if we replaced the current head/chair”; Item 67 reads “I have confidence in the head/chair’s ability to provide leadership to the department.”

## **Relationships between Faculty Ratings of Administrative Methods/Personal Characteristics and Responsibilities**

Another source of evidence regarding internal structure is found in the relationships between faculty ratings of administrative methods/personal characteristics and administrative responsibilities. The original DECAD report included a diagnostic section that sorted the 30 administrative methods into “strengths” and “weaknesses” with respect to each of the responsibilities. A similar section appeared in The IDEA Feedback for Chairs Report.

Table 39

*Correlations Between Faculty Ratings of Administrative Responsibilities and Methods When Chair Rated Responsibility as Quite Important or Essential*

FS Administrative Responsibility																			
Item	1	2	3	4	5	6	7	8	10	11	12	13	14	15	16	17	18	19	20
<i>N</i>	377	386	427	414	239	382	456	420	351	398	410	400	394	412	357	303	443	368	421
21	.70	.66	.58	.67	.55	.65	.64	.84	.65	.67	.76	.81	.70	.73	.84	.65	.86	.72	.76
22	.83	.79	.81	.80	.68	.83	.85	.80	.77	.87	.87	.84	.77	.85	.83	.83	.83	.81	.82
23	.65	.58	.68	.67	.41	.62	.64	.68	.53	.64	.69	.70	.63	.71	.64	.64	.70	.65	.68
24	.71	.62	.66	.65	.45	.65	.63	.79	.58	.67	.71	.78	.68	.73	.73	.62	.84	.64	.71
25	.73	.69	.68	.72	.55	.70	.69	.81	.68	.72	.74	.77	.71	.76	.76	.68	.90	.67	.76
26	.82	.77	.78	.78	.63	.78	.79	.85	.74	.84	.85	.85	.76	.83	.84	.79	.90	.77	.83
27	.73	.65	.65	.69	.51	.66	.66	.82	.63	.69	.71	.81	.67	.73	.79	.65	.88	.66	.76
28	.77	.73	.69	.74	.60	.71	.74	.88	.71	.75	.79	.87	.73	.79	.84	.70	.93	.73	.82
29	.63	.57	.70	.63	.47	.56	.60	.69	.53	.63	.60	.68	.66	.66	.64	.58	.72	.55	.64
30	.80	.75	.73	.77	.59	.75	.75	.88	.73	.78	.79	.85	.76	.79	.83	.75	.93	.74	.85
31	.82	.77	.76	.78	.62	.77	.76	.83	.77	.81	.78	.84	.76	.79	.83	.80	.85	.72	.84
32	.68	.65	.60	.64	.58	.64	.67	.73	.66	.64	.70	.76	.64	.72	.68	.60	.77	.68	.74
33	.79	.72	.69	.76	.59	.74	.71	.91	.72	.77	.80	.84	.74	.75	.85	.74	.88	.74	.83
34	.83	.79	.70	.81	.69	.79	.75	.82	.83	.79	.81	.92	.80	.82	.86	.77	.83	.77	.85
35	.85	.80	.77	.82	.72	.90	.84	.81	.79	.92	.88	.86	.77	.86	.88	.87	.84	.83	.82
36	.71	.72	.62	.66	.67	.72	.86	.68	.71	.76	.75	.73	.59	.70	.73	.70	.69	.70	.71
37	.79	.75	.74	.74	.60	.77	.79	.82	.72	.81	.83	.82	.73	.81	.80	.73	.85	.77	.77
38	.80	.75	.68	.78	.66	.77	.75	.92	.78	.79	.83	.88	.75	.79	.93	.77	.90	.78	.85
39	.76	.70	.71	.74	.60	.73	.73	.82	.68	.76	.77	.81	.75	.80	.80	.77	.85	.74	.77
40	.79	.74	.66	.78	.70	.81	.77	.76	.74	.82	.82	.81	.72	.78	.83	.82	.74	.77	.77
41	.74	.70	.67	.74	.59	.71	.69	.85	.67	.73	.78	.84	.74	.75	.86	.71	.84	.74	.82
42	.83	.76	.72	.81	.69	.81	.75	.78	.77	.83	.81	.82	.76	.81	.82	.78	.77	.77	.80
43	.58	.56	.50	.56	.50	.61	.56	.51	.52	.65	.60	.55	.51	.54	.57	.58	.49	.55	.52
44	.64	.57	.62	.53	.47	.69	.59	.51	.52	.72	.62	.53	.55	.63	.55	.62	.53	.56	.53
45	.77	.72	.70	.79	.62	.71	.73	.88	.75	.73	.78	.88	.76	.79	.86	.73	.89	.75	.85
46	.84	.74	.74	.77	.64	.79	.74	.76	.73	.80	.79	.82	.83	.86	.77	.78	.77	.74	.79
47	.70	.65	.63	.67	.55	.62	.63	.84	.65	.65	.70	.80	.67	.72	.78	.63	.89	.65	.78
48	.77	.68	.71	.74	.59	.75	.74	.83	.69	.75	.77	.81	.72	.81	.79	.76	.87	.69	.79
49	.84	.75	.79	.81	.66	.84	.77	.83	.75	.86	.82	.84	.82	.85	.85	.84	.83	.77	.82
50	.82	.73	.75	.77	.64	.80	.78	.82	.70	.83	.78	.81	.76	.86	.82	.79	.87	.73	.81
51	.75	.70	.62	.73	.61	.71	.70	.80	.73	.71	.76	.84	.73	.76	.84	.69	.79	.73	.86
52	.81	.75	.76	.80	.65	.83	.78	.84	.75	.85	.84	.86	.80	.87	.85	.81	.86	.78	.84
53	.76	.77	.67	.76	.71	.80	.78	.72	.78	.78	.82	.80	.71	.78	.79	.76	.71	.80	.79
54	.87	.77	.79	.82	.66	.85	.79	.78	.77	.88	.84	.82	.81	.84	.81	.83	.79	.79	.82
55	.84	.75	.76	.82	.66	.81	.79	.85	.76	.84	.83	.87	.78	.83	.87	.81	.87	.78	.86
56	.71	.69	.68	.72	.59	.68	.67	.81	.67	.71	.73	.80	.71	.70	.79	.69	.79	.70	.75
57	.81	.76	.68	.79	.65	.78	.74	.90	.77	.80	.83	.85	.74	.78	.87	.78	.85	.78	.83
58	.80	.73	.68	.78	.64	.83	.76	.83	.73	.82	.82	.83	.73	.82	.85	.81	.82	.77	.81
59	.85	.75	.71	.79	.68	.84	.76	.81	.78	.82	.82	.85	.81	.85	.85	.79	.81	.78	.85
60	.77	.73	.68	.79	.64	.75	.71	.83	.76	.75	.77	.89	.76	.77	.85	.75	.82	.74	.84

*Note.* *N* varied for each column, depending on number of chairs rating responsibility as either *Quite Important* or *Essential*. Responsibility 9 “Encourages an appropriate balance among academic specializations within the department” not retained in FS-R. Items 43 and 44 were recoded prior to analyses. See Appendix A for item contents. See Appendix A for item wordings.

In keeping with those previous reports, we correlated faculty ratings of the chair’s personal characteristics and administrative methods with their ratings of the 19 responsibilities retained in the revised instruments. For each responsibility, we controlled statistically for the chair’s rating of importance (i.e., restricted to a chair rating of “Essential” or “Quite Important”). As shown in Table 39, these correlations were positive and moderate-to-high in magnitude,

which supports the internal structure of the CIF and FS.

Replicating the approach of Hoyt et al. (1999), we then employed step-wise multiple regression analysis, using the backward elimination method. Because of the large number of personal characteristics and methods available, for each responsibility we entered only the most highly correlated items as explanatory variables. In most cases, we entered the top-six, except in a few instances when multicollinearity necessitated selecting a variable that was less highly correlated with the other explanatory variables.

The results of those analyses are presented in Table 40. For each responsibility, several statistics are presented: the total variance explained ( $R^2$ ) in the dependent variable (i.e., responsibility); sample size (N), variance inflation factor (VIF) which indicates the degree of multicollinearity present in the model (VIFs < 10 are generally considered acceptable); and the standardized regression coefficient ( $\beta$ ) for each explanatory variable. Explanatory variables that added significantly to each model ( $\alpha = .05$ ) are included. Percent of variance explained ranged from .57 to .92 across all models.

Each of the regression models in Table 40 was shared with the expert panel and other experts in the field. No concerns were expressed about the face validity of any explanatory variables. All were considered relevant for helping chairs to accomplish the respective responsibility

Table 41 shows the hypothesized explanatory variables for the two new responsibilities added to the CIF-R. These models were shared with the expert panel and other experts in the field who voiced support for their face validity.

The models presented in Table 40 revealed several FS personal characteristics that did not contribute significantly to the variance in any of the 19 responsibilities: interpersonal skill, appreciation for department's history, patience in implementing change, willingness to listen, and accessibility to faculty. The trait of "honesty" contributed to only one model. Likewise, several administrative methods did not add significantly: "Supports and protects academic freedom," "Maintains steadiness in the face of crisis or unanticipated frustrations," "Is easy to understand," "Is more a reactor than an initiator," "Works without a plan," "Gains input from faculty on important matters," "Makes sure her/his part in the department is understood by all members," "Facilitates positive relationships between faculty and the clerical/technical staff," and "Encourages faculty ownership of a vision for the department." This information helped to inform us about which items might be candidates for deletion. Two of the items ("Makes sure her/his part in the department is understood by all members," and "Facilitates positive relationships between faculty and the clerical/technical staff") were retained, however, because input from the focus group and expert panel indicated that these items are related to certain aspects of effective chair/head functioning. Table 42 displays items that were not included in the FS-R and the reason(s) for the decision.

The results of these analyses underlie the "Insights on Improvement" section of the revised Chair Report. The report is tailored to each chair's ratings of the importance of the responsibilities. On pages 7 through 10 of that report, personal characteristics and administrative methods associated with high performance are listed below each relevant responsibility (see Appendix D for sample report)

Table 40

*Step-wise Multiple Regression Statistics for Faculty Ratings of Administrative Responsibilities When Chair Rated Responsibility as Quite Important or Essential*

Responsibility	Total $R^2$	N	VIF	FS Item	$\beta$	Content
Assesses Faculty Performance (5)	0.82	377	6.41	<b>54</b>	<b>0.30</b>	Maintains performance standards (49)
			6.02	35	0.17	Makes sound suggestions (36)
			6.24	59	0.15	Provides faculty feedback (53)
			5.62	46	0.17	Lets faculty know expectations (42)
			5.31	55	0.18	Puts suggestions into actions (50)
Takes lead in recruiting promising faculty (6)	0.71	386	7.53	35	0.21	Makes sound suggestions (36)
			6.52	22	0.23	Problem-solving ability (22)
			4.32	<b>34</b>	<b>0.28</b>	Assists faculty to develop goals (35)
			4.35	31	0.17	Allocates faculty responsibilities (33)
Attends to admin. details (1)	0.70	427	4.86	<b>22</b>	<b>0.36</b>	Problem-solving ability (22)
			6.26	49	0.22	Sees that work is coordinated (44)
			4.76	31	0.12	Allocates faculty responsibilities (33)
			5.48	54	0.19	Maintains performance standards (49)
Fosters good teaching (2)	0.76	414	6.61	35	0.14	Makes sound suggestions (36)
			5.12	<b>55</b>	<b>0.24</b>	Puts suggestions into actions (50)
			6.37	54	0.16	Maintains performance standards (49)
			5.33	42	0.18	Sees that faculty work to capacity (40)
			4.37	34	0.21	Assists faculty to develop goals (35)
Facilitates external funding (3)	0.57	239	4.96	35	0.31	Makes sound suggestions (36)
			3.61	<b>53</b>	<b>0.32</b>	Visible accomplishments vital (48)
			4.13	34	0.17	Assists faculty to develop goals (35)
Leads in monitoring goals (4)	0.83	382	5.07	<b>35</b>	<b>0.54</b>	Makes sound suggestions (36)
			5.01	54	0.20	Maintains performance standards (49)
			4.12	59	0.21	Provides faculty feedback (53)
Communicates dept. needs (7)	0.82	456	3.09	<b>36</b>	<b>0.44</b>	Stands up to authority (37)
			5.74	22	0.31	Problem solving ability (22)
			5.99	35	0.21	Makes sound suggestions (36)
Develops collegiality (8)	0.91	420	7.05	<b>38</b>	<b>0.31</b>	Faculty morale vital (38)
			5.84	33	0.26	Resolves conflict among faculty (34)
			5.75	57	0.20	Encourages faculty teamwork (52)
			6.06	28	0.17	Flexibility/Adaptability (26)
			6.90	30	0.06	Fairness (27)
Stimulates research/scholarly activity (9)	0.74	351	4.34	<b>34</b>	<b>0.41</b>	Assists faculty to develop goals (35)
			3.38	53	0.25	Visible accomplishments vital (48)
			4.22	38	0.12	Faculty morale vital (38)
			3.86	22	0.14	Problem solving ability (22)
Guides organizational plans (10)	0.87	398	7.58	<b>35</b>	<b>0.49</b>	Makes sound suggestions (36)
			5.65	54	0.22	Maintains performance standards (49)
			5.97	22	0.13	Problem solving ability (22)
			5.52	49	0.13	Sees that work is coordinated (44)

TABLE CONTINUED ON NEXT PAGE



**Table 40 (continued)**

Responsibility	Total $R^2$	N	VIF	FS Item	$\beta$	Content
Improves on-campus image (11)	0.82	410	7.84	<b>35</b>	<b>0.32</b>	Makes sound suggestions (36)
			6.29	22	0.29	Problem solving ability (22)
			5.33	54	0.12	Maintains performance standards (49)
			3.98	38	0.23	Faculty morale vital (38)
Fosters development of fac. talents (12)	0.90	400	4.23	<b>34</b>	<b>0.50</b>	Assists faculty to develop goals (35)
			6.97	45	0.11	Looks out for faculty welfare (41)
			6.48	38	0.17	Faculty morale vital (38)
			5.19	28	0.22	Flexibility/Adaptability (26)
Acquaints new faculty/staff (13)	0.75	394	5.86	<b>46</b>	<b>0.26</b>	Lets faculty know expectations (42)
			6.17	49	0.19	Sees that work is coordinated (44)
			6.02	59	0.14	Provides faculty feedback (53)
			5.84	54	0.13	Maintains performance standards (49)
Communicates campus admin. expectations (14)	0.84	412	4.63	34	0.19	Assists faculty to develop goals (35)
			4.57	<b>50</b>	<b>0.26</b>	Explains basis for decisions (45)
			5.03	46	0.22	Lets faculty know expectations (42)
			4.91	59	0.23	Provides faculty feedback (53)
Stimulates faculty enthusiasm (15)	0.90	357	3.77	22	0.29	Problem solving ability (22)
			6.26	38	0.56	Faculty morale vital (38)
			4.84	35	0.21	Makes sound suggestions (36)
			5.18	57	0.08	Encourages faculty teamwork (52)
Guides curriculum development (16)	0.80	303	4.26	34	0.15	Assists faculty to develop goals (35)
			8.35	<b>35</b>	<b>0.38</b>	Makes sound suggestions (36)
			6.06	49	0.22	Sees that work is coordinated (44)
			5.83	54	0.15	Maintains performance standards (49)
Establishes trust (17)	0.92	443	4.40	40	0.19	Tries out new ideas with faculty (39)
			7.37	30	<b>0.34</b>	Fairness (27)
			6.99	28	0.30	Flexibility/Adaptability (26)
			5.24	38	0.22	Faculty morale vital (38)
Improves off-campus image (18)	0.75	368	6.01	26	0.15	Practical judgment (24)
			7.14	<b>35</b>	<b>0.28</b>	Makes sound suggestions (36)
			5.53	22	0.21	Problem-solving ability (22)
			3.57	53	<b>0.28</b>	Visible accomplishments vital (48)
Rewards faculty appropriately (19)	0.84	421	4.09	38	0.15	Faculty morale vital (38)
			5.17	<b>51</b>	<b>0.28</b>	Lets faculty know done good job (46)
			6.13	55	0.15	Puts suggestions into action (50)
			5.00	30	0.27	Fairness (27)
			5.63	45	0.14	Looks out for faculty welfare (41)
			5.82	59	0.14	Provides faculty feedback (53)

Note. Corresponding FS-R item numbers are indicated in parentheses. Predictor with highest beta weight indicated in bold.  $R^2$  = percent of explained variance; VIF = variance inflation factor;  $\beta$  = standardized regression coefficient.

Table 41

*Hypothesized Explanatory Variables for New CIF-R Responsibilities*

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Ensuring the assessment of student learning outcomes is meaningful and ongoing (20)

(New responsibility—research to be conducted.)

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Organizational skills (28)

Consistency (29)

Institution-centered (31)

Put faculty suggestions into action (50)

Maintain definite standards of performance (49)

Make sure the work of the faculty is coordinated (44)

---

Actively supporting student recruitment and retention efforts (21)

(New responsibility—research to be conducted.)

---

Promote inclusiveness and diversity among students and faculty (43)

Enterprising (30)

Demonstrates caring (23)

Act as though visible department accomplishments were vital to him/her (48)

Make sure the work of the faculty is coordinated (44)

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Note. FS-R item numbers indicated in parentheses.

Table 42

*Items Deleted from FS and Reason(s) for Deletion*

<b>Item</b>	<b>Reason(s) for Deletion</b>
<b>Personal Characteristics</b>	
21. Interpersonal skill	Comparatively, not a strong predictor of responsibilities
23. Appreciation for department's history	Comparatively, not a strong predictor of responsibilities and summary judgments Expert panel recommendation
24. Patience in implementing change	Comparatively, not a strong predictor of responsibilities
25. Honesty	Comparatively, not a strong predictor of responsibilities
27. Willingness to listen	Comparatively, not a strong predictor of responsibilities
29. Accessibility to faculty	Comparatively, not a strong predictor of responsibilities and summary judgments
<b>Administrative Methods</b>	
32. Supports and protects academic freedom	Comparatively, not a strong predictor of responsibilities
37. Maintains steadiness in the face of crisis or unanticipated frustrations	Comparatively, not a strong predictor of responsibilities Expert panel recommendation Focus group feedback
39. Is easy to understand	Comparatively, not a strong predictor of responsibilities Expert panel recommendation
41. Does the little things that make it pleasant to be a member of the department	Comparatively, not a strong predictor of responsibilities Expert panel recommendation Focus group feedback
43. Is more a reactor than an initiator	Comparatively, not a strong predictor of responsibilities and summary judgments Expert panel recommendation Focus group feedback
44. Works without a plan	Comparatively, not a strong predictor of responsibilities and summary judgments Expert panel recommendation Focus group feedback
47. Treats all faculty members as her/his equal	Comparatively, not a strong predictor of responsibilities Expert panel recommendation Focus group feedback
48. Gains input from faculty on important matters	Comparatively, not a strong predictor of responsibilities
58. Encourages faculty ownership of a vision for the department	Comparatively, not a strong predictor of responsibilities
60. Tries to learn about each faculty member's interest, talents and aspirations	Comparatively, not a strong predictor of responsibilities

## Evidence of Assessment-Criterion Relationships

Validity can also be demonstrated in relationships between two measures intended to assess similar constructs, which provide assessment-criterion evidence (Linn & Gronlund, 2000). As a source of such evidence, we correlated chair and faculty mean ratings of the 19 administrative responsibilities retained in the revised instruments. Table 43 shows the item means and standard deviations. The Pearson  $r$  between means was significant ( $r = .69, p = .001$ ), which indicated a moderately high relationship existed between chair and faculty ratings. Because chairs and faculty were rating different constructs (importance vs. performance), and using different response scales, one would not have expected to find a very high correlation. Nonetheless, chairs tended to perform better—at least in the eyes of faculty members—on responsibilities they considered important. In contrast, chairs received lower ratings on responsibilities they considered less important. This is consistent with the underlying purpose of the instrument and provides evidence of criterion-related validity.

Table 43

*Means and Standard Deviations for Chair Importance and Faculty Performance Ratings of Administrative Responsibilities (N = 474)*

Responsibility	Chair Ratings		Faculty Ratings	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Assesses faculty performance (5)	4.12	1.02	3.77	0.56
2. Recruits promising faculty (6)	4.26	0.93	3.92	0.59
3. Attends to admin. details (1)	4.57	0.76	4.14	0.58
4. Fosters good teaching (2)	4.31	0.78	3.98	0.53
5. Obtains grants (3)	3.36	1.24	3.65	0.70
6. Monitors progress (4)	4.16	0.87	3.89	0.60
7. Communicates dept. needs (7)	4.77	0.61	4.20	0.56
8. Develops collegiality (8)	4.44	0.79	3.84	0.69
10. Stimulates research (9)	4.02	1.00	3.80	0.60
11. Accomplish dept. programs (10)	4.21	0.85	3.83	0.62
12. Improves on-campus image (11)	4.31	0.83	4.01	0.63
13. Fosters faculty talents (12)	4.23	0.81	3.82	0.58
14. Manages new faculty/staff (13)	4.23	0.84	3.88	0.58
15. Comm. admin. expectations (14)	4.33	0.81	4.03	0.53
16. Stimulates faculty enthusiasm (15)	4.01	0.90	3.56	0.69
17. Curriculum development (16)	3.78	0.96	3.75	0.61
18. Establishes trust (17)	4.62	0.68	3.88	0.73
19. Improves off-campus image (18)	4.10	0.96	4.01	0.61
20. Rewards faculty appropriately (19)	4.44	0.81	3.80	0.58

*Note.* CIF-R item numbers in parentheses. Chair scale: 1 = *Not Important*, 2 = *Only So-So*, 3 = *Fairly Important*, 4 = *Quite Important*, 5 = *Essential*. Faculty scale: 1 = *Poor*, 2 = *Only So-So*, 3 = *In Between*, 4 = *Good*, 5 = *Outstanding*.

### Summary

Several sources of validity evidence support the internal structure of the IDEA Feedback for Chairs system. First, principal components analysis of chair ratings of importance revealed

four dimensions underlie administrative responsibility: Personnel Management/Development, Developing Positive Climate, Administrative Support and Program Leadership, and Building Image/Reputation. One factor each explained faculty ratings of the chair’s personal characteristics and administrative methods for items retained on the FS-R. Second, faculty performance ratings for all FS items were highly correlated with two summary judgments. Third, regression analyses, controlling for the chair’s ratings of importance, revealed several personal characteristics and administrative methods explained significant variance in the chair’s performance. Fourth, the correlation between chair and faculty mean ratings of responsibilities were significant and moderately high in magnitude.

Validity evidence has been presented with respect to content, expert judgments, generalization, internal structure, and assessment-criterion relationships. Although we have offered substantial evidence to support the validity of the items and subscales in the CIF and FS, we recognize that changes in item wordings in the CIF-R and FS-R could affect the relationships reported in this section. Given the consistency in relationships across time, we consider it unlikely, however, that the validity of the instruments would be greatly compromised by the slight modifications made in item wordings (mostly changes in verb form). However, the ultimate test of an evaluation instrument’s validity is in its use. To make valid use of the IDEA Feedback for Chairs system more achievable, the user is encouraged to read the section on Survey Administration and Chair Report Interpretation.

## **RELIABILITY AND STANDARD ERRORS OF MEASUREMENT**

Reliability refers to consistency in measurements. Of particular concern to users is the question of how consistently faculty members within the same department rate the chair’s performance. Also, does this consistency vary, depending on the item or the subscale? Does it vary by the number of faculty raters? Errors of measurement remind users that all scores contain some amount of “wobble,” unexplained variance, or error. Any interpretations of scores provided in the IDEA Chair Report should therefore consider the imperfect nature of any measure.

### **Estimates of Item Split-Half Reliabilities and Standard Errors of Measurement on Aggregated Mean Scores**

Evidence of reliability can come from relationships among items within the same instrument administered on a single occasion (i.e., internal consistency coefficients). One estimate of internal consistency is found in the split-half method, which correlates the scores of subgroups of raters. In applying this method, we first selected chairs for which the number of faculty raters equaled 12 or more. For chairs having more than 12 raters, 12 were randomly selected. We then performed 1,000 random splits ( $n = 6$  each) on each chair’s raters and assigned splits to Group A or B. We computed means on each item for Group A and B by each split (1,000 means on each item for each group). We then correlated the means of Group A and B for each item and computed the mean  $r$  for each item. The Spearman-Brown prophecy formula<sup>8</sup> was

$$^8 r_{xx} = \frac{nr}{1 + (n-1)r}$$

Where  $r$  = correlation between Group A and B means for an item, and  $n$  = the number of times split half (6) must be increased to estimate reliability of total number of raters. For example, for 8 raters,  $n = 8/6 = 1.333$ .

then used to estimate the reliability of the ratings for administrators with 8, 12, 16, and 20 raters (Lindquist, 1951). Standard errors of measurement (SEM) were then calculated.<sup>9</sup> Results are presented in Tables 44 and 45.

The reliability coefficients in Table 44 are moderately high, especially when the number of raters is at least 16. By aggregating the individual ratings into Groups A and B, we restricted the variability and reduced the potential size of the coefficients which, in turn, affected the standard errors of measurement (SEM). In addition, the mean faculty ratings were generally quite high, which created a ceiling effect that also restricted the variability. However, the SEMs (see Table 44) reveal that, in most instances, the average faculty ratings of the chair are quite dependable when the number of raters is at least 12.

Table 44  
*Spearman-Brown Estimates of FS Item Split-Half Reliabilities*

Variables FS Item	Statistics		Spearman-Brown Estimation			
	<i>r</i>	<i>SD</i>	<i>n</i> = 8	<i>n</i> = 12	<i>n</i> = 16	<i>n</i> = 20
1. Assesses faculty performance	0.51	0.56	0.58	0.68	0.74	0.78
2. Recruits promising faculty	0.55	0.59	0.62	0.71	0.77	0.80
3. Attends to admin. details	0.61	0.58	0.68	0.76	0.81	0.84
4. Fosters good teaching	0.48	0.53	0.55	0.65	0.71	0.75
5. Facilitates obtaining grants	0.56	0.70	0.63	0.72	0.77	0.81
6. Monitors progress on goals	0.56	0.60	0.63	0.72	0.77	0.81
7. Communicates dept. needs	0.54	0.56	0.61	0.70	0.76	0.80
8. Develops collegiality	0.61	0.69	0.68	0.76	0.81	0.84
9. Encourages balance	0.52	0.57	0.59	0.68	0.74	0.78
10. Stimulates research	0.54	0.60	0.61	0.70	0.76	0.80
11. Accomplishes dept. programs	0.60	0.62	0.67	0.75	0.80	0.83
12. Improves on-campus image	0.60	0.63	0.67	0.75	0.80	0.83
13. Fosters faculty talents	0.50	0.58	0.57	0.67	0.73	0.77
14. Acquaints new /staff	0.49	0.58	0.56	0.66	0.72	0.76
15. Communicates campus expectations	0.53	0.53	0.60	0.69	0.75	0.79
16. Stimulates faculty enthusiasm	0.60	0.69	0.67	0.75	0.80	0.83
17. Guides curriculum development	0.53	0.61	0.60	0.69	0.75	0.79
18. Establishes trust	0.64	0.73	0.70	0.78	0.83	0.86
19. Improves off-campus image	0.54	0.61	0.61	0.70	0.76	0.80
20. Rewards faculty appropriately	0.50	0.58	0.57	0.67	0.73	0.77
21. Interpersonal skill	0.66	0.68	0.72	0.80	0.84	0.87
22. Problem solving ability	0.60	0.56	0.67	0.75	0.80	0.83
23. Appreciation for dept. history	0.62	0.60	0.69	0.77	0.81	0.84
24. Patience in implementing change	0.56	0.56	0.63	0.72	0.77	0.81
25. Honesty	0.60	0.59	0.67	0.75	0.80	0.83
26. Practical judgment	0.61	0.59	0.68	0.76	0.81	0.84
27. Listening	0.58	0.57	0.65	0.73	0.79	0.82
28. Flexibility	0.57	0.59	0.64	0.73	0.78	0.82
29. Accessibility	0.58	0.50	0.65	0.73	0.79	0.82
30. Fairness	0.54	0.57	0.61	0.70	0.76	0.80
31. Allocates responsibilities...	0.49	0.51	0.56	0.66	0.72	0.76

TABLE CONTINUED ON NEXT PAGE

<sup>9</sup> SEM = s.d.[ $\sqrt{1 - r_{xx}}$ ]

**Table 44 (continued)**

<b>FS Item</b>	<b><i>r</i></b>	<b><i>SD</i></b>	<b><i>n</i> = 8</b>	<b><i>n</i> = 12</b>	<b><i>n</i> = 16</b>	<b><i>n</i> = 20</b>
32. Supports/protects academic freedom	0.45	0.43	0.52	0.62	0.69	0.73
33. Reduces, resolves...conflict	0.57	0.67	0.64	0.73	0.78	0.82
34. Assists in developing own goals.	0.50	0.55	0.57	0.67	0.73	0.77
35. Makes sound suggestions...	0.60	0.62	0.67	0.75	0.80	0.83
36. Is willing to stand up to ...	0.61	0.69	0.68	0.76	0.81	0.84
37. Maintains steadiness...	0.52	0.56	0.59	0.68	0.74	0.78
38. Acts as though morale vital...	0.58	0.66	0.65	0.73	0.79	0.82
39. Is easy to understand.	0.57	0.54	0.64	0.73	0.78	0.82
40. Tries out new ideas with .	0.48	0.55	0.55	0.65	0.71	0.75
41. Does the little things...	0.59	0.68	0.66	0.74	0.79	0.83
42. Sees to it that faculty are working...	0.47	0.54	0.54	0.64	0.70	0.75
43. Is more a reactor...	0.40	0.58	0.47	0.57	0.64	0.69
44. Works without a plan.	0.45	0.59	0.52	0.62	0.69	0.73
45. Looks out for the personal welfare...	0.49	0.57	0.56	0.66	0.72	0.76
46. Lets members know...	0.48	0.48	0.55	0.65	0.71	0.79
47. Treats all members as ...	0.53	0.60	0.60	0.69	0.75	0.79
48. Gains input from ...	0.57	0.59	0.64	0.73	0.78	0.82
49. Sees to it that work of ...	0.54	0.58	0.61	0.70	0.76	0.80
50. Explains the basis for...decisions.	0.57	0.59	0.64	0.73	0.78	0.82
51. Lets members know...good job.	0.54	0.56	0.61	0.70	0.76	0.80
52. Makes sure ...part is understood...	0.54	0.56	0.61	0.70	0.76	0.80
53. Acts as though...accomplishments vital	0.49	0.51	0.56	0.66	0.72	0.76
54. Maintains...standards of performance.	0.52	0.55	0.59	0.68	0.74	0.78
55. Puts suggestions into action.	0.56	0.56	0.63	0.72	0.77	0.81
56. Facilitates positive relationships...	0.55	0.60	0.62	0.71	0.77	0.80
57. Encourages teamwork...	0.53	0.60	0.60	0.69	0.75	0.79
58. Encourages ownership...	0.52	0.63	0.59	0.68	0.74	0.78
59. Provides feedback to ...	0.51	0.57	0.58	0.68	0.74	0.78
60. Tries to learn about ...	0.50	0.60	0.57	0.67	0.73	0.77
61. ...department facilities adequate.	0.67	0.80	0.73	0.80	0.84	0.87
62. ...effectiveness impaired...	0.47	0.58	0.54	0.64	0.70	0.75
63. Financial resources...adequate...	0.66	0.74	0.72	0.80	0.84	0.87
64. ...department low priority...	0.60	0.80	0.67	0.75	0.80	0.83
65. ...obstructionism/negativism...	0.57	0.79	0.64	0.73	0.78	0.82
66. ...department would be better off if...	0.60	0.71	0.67	0.75	0.80	0.83
67. ...confidence in the head/chair's ability...	0.55	0.65	0.62	0.71	0.77	0.80

Note. *r* = Mean Pearson *r* between 1,000 randomly assigned splits; *SD* = standard deviation for *N* = 474. Items 43 and 44 were reverse coded prior to analyses.

Consistent with its recommendation made about the previous chair instrument (Hoyt et al., 1999), the IDEA Center advises that a measure has adequate stability if its standard error does not exceed .35. When the number of raters was 12 (see Table 45), faculty ratings of the 19 responsibilities, 4 personal characteristics, and 20 administrative methods retained in the FS-R (indicated in bold), had a mean SEM of .32. (For 16 and 20 raters, it would be even lower.) In only one instance did the standard error meaningfully exceed .35: “Facilitates obtaining grants and contracts from external sources” (FS5), which had an SEM of .37. So, with the exception of FS5, mean faculty ratings of items retained in the FS-R have a standard error of approximately ± .3. This implies that if a chair received a mean rating of 4.0 on any one of those items, her/his

true performance rating would most likely range anywhere from 3.7 to 4.3.<sup>10</sup> For FS5, it would most likely range from 3.6 to 4.4.

Table 45  
*Standard Errors of Estimate for FS Items*

Variables FS Item	Statistics		Standard Errors of Measurement			
	<i>r</i>	<i>SD</i>	<i>n</i> = 8	<i>n</i> = 12	<i>n</i> = 16	<i>n</i> = 20
<b>1. Assesses faculty performance (5)</b>	0.51	0.56	0.36	0.32	0.29	0.26
<b>2. Recruits promising faculty (6)</b>	0.55	0.59	0.36	0.32	0.29	0.26
<b>3. Attends to admin. details (1)</b>	0.61	0.58	0.33	0.29	0.26	0.23
<b>4. Fosters good teaching (2)</b>	0.48	0.53	0.35	0.31	0.28	0.26
<b>5. Facilitates obtaining grants (3)</b>	0.56	0.70	0.43	0.37	0.33	0.31
<b>6. Monitors progress on goals (4)</b>	0.56	0.60	0.37	0.32	0.29	0.26
<b>7. Communicates dept. needs (7)</b>	0.54	0.56	0.35	0.31	0.28	0.25
<b>8. Develops collegiality (8)</b>	0.61	0.69	0.39	0.34	0.30	0.28
9. Encourages balance	0.52	0.57	0.36	0.32	0.29	0.27
<b>10. Stimulates research (9)</b>	0.54	0.60	0.37	0.33	0.30	0.27
<b>11. Accomplishes dept. programs (10)</b>	0.60	0.62	0.36	0.31	0.27	0.25
<b>12. Improves on-campus image (11)</b>	0.60	0.63	0.36	0.32	0.28	0.26
<b>13. Fosters faculty talents (12)</b>	0.50	0.58	0.38	0.33	0.30	0.28
<b>14. Acquaints new/staff (13)</b>	0.49	0.58	0.38	0.34	0.31	0.28
<b>15. Communicates admin expectations (14)</b>	0.53	0.53	0.33	0.29	0.26	0.24
<b>16. Stimulates faculty enthusiasm (15)</b>	0.60	0.69	0.40	0.35	0.31	0.28
<b>17. Guides curriculum development (16)</b>	0.53	0.61	0.39	0.34	0.30	0.28
<b>18. Establishes trust (17)</b>	0.64	0.73	0.40	0.34	0.30	0.28
<b>19. Improves off-campus image (18)</b>	0.54	0.61	0.38	0.33	0.30	0.28
<b>20. Rewards faculty appropriately (19)</b>	0.50	0.58	0.38	0.34	0.30	0.28
21. Interpersonal skill	0.66	0.68	0.36	0.31	0.27	0.25
<b>22. Problem solving ability (22)</b>	0.60	0.56	0.32	0.28	0.25	0.23
23. Appreciation for dept. history	0.62	0.60	0.34	0.29	0.26	0.24
24. Patience in implementing change	0.56	0.56	0.34	0.30	0.27	0.24
25. Honesty	0.60	0.59	0.34	0.30	0.26	0.24
<b>26. Practical judgment (24)</b>	0.61	0.59	0.34	0.29	0.26	0.24
27. Listening	0.58	0.57	0.34	0.29	0.26	0.24
<b>28. Flexibility (26)</b>	0.57	0.59	0.35	0.31	0.23	0.25
29. Accessibility	0.58	0.50	0.30	0.26	0.23	0.21
<b>30. Fairness (27)</b>	0.54	0.57	0.36	0.31	0.28	0.26
<b>31. Allocates fac. responsibilities...</b>	0.49	0.51	0.34	0.30	0.27	0.25
32. Supports/protects academic freedom	0.45	0.43	0.30	0.26	0.24	0.22
<b>33. Reduces, resolves...conflict</b>	0.57	0.67	0.40	0.35	0.31	0.29
<b>34. Assists faculty in developing goals</b>	0.50	0.55	0.36	0.32	0.29	0.26
<b>35. Makes sound suggestions...</b>	0.60	0.62	0.36	0.31	0.28	0.25
<b>36. Is willing to stand up to ...</b>	0.61	0.69	0.39	0.34	0.30	0.28
37. Maintains steadiness...	0.52	0.56	0.36	0.31	0.28	0.26
<b>38. Acts as though morale vital...</b>	0.58	0.66	0.39	0.34	0.31	0.28
39. Is easy to understand.	0.57	0.54	0.32	0.28	0.25	0.23

TABLE CONTINUED ON NEXT PAGE

<sup>10</sup> If the chair were rated repeatedly by 12 faculty under identical conditions, 68 percent of the mean ratings would fall within one standard error (.3) of his/her true performance rating; 95 percent would fall within approximately two standard errors (.6), and 99 percent would fall within three standard errors (.9).



*Table 45 (continued)*

FS Item	<i>r</i>	<i>SD</i>	<i>n</i> = 8	<i>n</i> = 12	<i>n</i> = 16	<i>n</i> = 20
<b>40. Tries out new ideas</b>	0.48	0.55	0.37	0.33	0.30	0.27
41. Does the little things...	0.59	0.68	0.40	0.35	0.31	0.28
<b>42. Sees to it that faculty are working...</b>	0.47	0.54	0.37	0.32	0.29	0.27
43. Is more a reactor...	0.40	0.58	0.42	0.38	0.35	0.32
44. Works without a plan.	0.45	0.59	0.41	0.36	0.33	0.31
<b>45. Looks out for the personal welfare...</b>	0.49	0.57	0.38	0.33	0.30	0.28
<b>46. Lets faculty members know...</b>	0.48	0.48	0.32	0.28	0.26	0.24
47. Treats all members as ...	0.53	0.60	0.38	0.33	0.30	0.28
48. Gains input from ...	0.57	0.59	0.35	0.31	0.28	0.25
<b>49. Sees to it that work is coordinated</b>	0.54	0.58	0.36	0.32	0.29	0.26
<b>50. Explains the basis for...decisions.</b>	0.57	0.59	0.35	0.31	0.28	0.25
<b>51. Lets members know...good job.</b>	0.54	0.56	0.35	0.31	0.28	0.25
<b>52. Makes sure ...part is understood...</b>	<b>0.54</b>	<b>0.56</b>	<b>0.35</b>	<b>0.31</b>	<b>0.28</b>	<b>0.25</b>
<b>53. Acts as though...accomplishments vital</b>	<b>0.49</b>	<b>0.51</b>	<b>0.34</b>	<b>0.30</b>	<b>0.27</b>	<b>0.25</b>
<b>54. Maintains...standards of performance</b>	<b>0.52</b>	<b>0.55</b>	<b>0.35</b>	<b>0.31</b>	<b>0.27</b>	<b>0.26</b>
<b>55. Puts suggestions into action</b>	<b>0.56</b>	<b>0.56</b>	<b>0.34</b>	<b>0.30</b>	<b>0.27</b>	<b>0.24</b>
<b>56. Facilitates positive relationships...</b>	<b>0.55</b>	<b>0.60</b>	<b>0.37</b>	<b>0.32</b>	<b>0.29</b>	<b>0.27</b>
<b>57. Encourages teamwork...</b>	0.53	0.60	0.38	0.33	0.30	0.28
58. Encourages ownership...	0.52	0.63	0.40	0.35	0.32	0.29
<b>59. Provides feedback to ...</b>	0.51	0.57	0.37	0.32	0.29	0.27
60. Tries to learn about ...	0.50	0.60	0.39	0.35	0.31	0.29
61. ...department facilities adequate.	0.67	0.80	0.42	0.36	0.32	0.29
62. ...effectiveness impaired...	0.47	0.58	0.39	0.35	0.32	0.29
63. Financial resources...adequate...	0.66	0.74	0.39	0.33	0.30	0.27
64. ...department low priority...	0.60	0.80	0.46	0.40	0.36	0.33
65. ...obstructionism/negativism...	0.57	0.79	0.47	0.41	0.37	0.34
66. ...department would be better off if...	0.60	0.71	0.41	0.36	0.32	0.29
67. ...confidence in the head/chair's ability...	0.55	0.65	0.40	0.35	0.31	0.29

Note. Items 43 and 44 were reverse coded prior to analyses.

Bold items were retained in revised survey.

### Internal Consistency of Factor Scale Scores and Overall Scales

The Cronbach *alpha* ( $\alpha$ ) coefficient provides another estimate of internal consistency by computing the average intercorrelation among items. High values are desirable. One would expect, for example, that items loading on the same factor should be highly inter-correlated. Similarly, faculty ratings of personal characteristics should yield a high  $\alpha$  because they are measurements of similar traits. Although neither factor scores nor scale scores are provided in the revised IDEA Department Chair Report, we provide their reliability here to offer evidence of the internal consistency of the various dimensions of the CIF and FS.

We began by computing Cronbach  $\alpha$  coefficients on chair ratings of importance on the items contained in the five- and four-factor solutions shown previously in Tables 31 and 32. Internal consistency statistics for those respective factor models are presented in Tables 46 and 47. The Cronbach  $\alpha$  coefficients are all greater than .75 for scales in the four-factor solution, but two fall below .70 in the model based on five-factors.

Table 46

*Internal Consistency Coefficients (Cronbach  $\alpha$ ) and Item-Total Statistics  
For Five-Factor Solution of Chair Ratings of Importance (N = 474)*

Factors and Items	Item-Total Statistics	
	Item-total r	$\alpha$ if item deleted
<u>Personnel Management <math>\alpha = .81</math></u>		
1. Assesses faculty performance (5)	.618	.769
2. Leads in recruiting faculty (6)	.492	.796
5. Facilitates external funding (3)	.561	.789
6. Monitors progress on goals (4)	.498	.795
10. Stimulates research (9)	.709	.748
20. Rewards faculty appropriately (19)	.587	.780
<u>Developing Pos. Climate <math>\alpha = .84</math></u>		
8. Develops collegiality (8)	.700	.777
13. Fosters faculty talents and interests (12)	.648	.800
16. Stimulates faculty enthusiasm (15)	.681	.789
18. Establishes trust (17)	.655	.801
<u>Prog. Leadership/Support <math>\alpha = .67</math></u>		
4. Fosters good teaching (2)	.545	.504
14. Acquaints new faculty/staff (13)	.439	.629
17. Guides curriculum development (16)	.477	.593
<u>Administrative Support <math>\alpha = .65</math></u>		
3. Attends to essential details (1)	.454	.574
7. Communicates dept. needs (7)	.487	.550
15. Communicates admin. expectations (14)	.476	.550
<u>Building Image <math>\alpha = .77</math></u>		
12. Promotes pos. on-campus image (11)	.633	NA <sup>1</sup>
19. Promotes pos. off-campus image (18)	.633	NA <sup>1</sup>

<sup>1</sup>NA = Cannot be computed because at least two items must be included to compute  $\alpha$ .

Note. CIF-R item numbers appear in parentheses.

Table 47

*Internal Consistency Coefficients (Cronbach  $\alpha$ ) and Item-Total Statistics  
For Four-Factor Solution of Chair Ratings of Importance (N = 474)*

Factors and Items	Item-Total Statistics	
	Item-total r	$\alpha$ if item deleted
<u>Personnel Management <math>\alpha = .81</math></u>		
1. Assesses faculty performance (5)	.624	.748
2. Recruits promising faculty	.495	.802
5. Facilitates external funding (3)	.554	.798
10. Stimulates research (9)	.706	.755
11. Guides organizational plan	.531	.795
20. Rewards faculty appropriately (19)	.600	.784
<u>Developing Pos. Climate <math>\alpha = .84</math></u>		
8. Develops collegiality (8)	.700	.777
13. Fosters faculty talents and interests (12)	.648	.800
16. Stimulates faculty enthusiasm (15)	.681	.789
18. Establishes trust (17)	.655	.801
<u>Academic Support/Program Leadership <math>\alpha = .76</math></u>		
3. Attends to essential details (1)	.471	.731
4. Fosters good teaching (2)	.574	.696
14. Acquaints new faculty/staff (13)	.547	.704
15. Communicates admin. expectations (14)	.547	.705
17. Guides curriculum development (16)	.495	.729
<u>Building Image <math>\alpha = .77</math></u>		
12. Promotes pos. on-campus image (11)	.633	NA <sup>1</sup>
19. Promotes pos. off-campus image (18)	.633	NA <sup>1</sup>

<sup>1</sup>NA = Cannot be computed because at least two items must be included to compute  $\alpha$ .

Note. CIF-R item numbers appear in parentheses.

Because the four-factor model produced higher internal consistency measures, we adopted it for computing reliabilities on faculty ratings of the chair's performance. We created subscales based on groups of items loading on each factor, and then computed Cronbach  $\alpha$  coefficients. Table 48 presents item-total statistics and  $\alpha$  coefficients for the four subscales, each of which possessed high estimates of reliability.

Table 48

*Internal Consistency Coefficients (Cronbach  $\alpha$ ) and Item-Total Statistics  
For Four-Factor Solution of Faculty Ratings of Performance (N = 474)*

Factors and Items	Item-Total Statistics	
	Item-total r	$\alpha$ if item deleted
<u>Personnel Management <math>\alpha = .94</math></u>		
1. Assesses faculty performance (5)	.856	.925
2. Leads in recruiting faculty (6)	.807	.930
5. Facilitates external funding (3)	.718	.944
10. Stimulates research (9)	.871	.922
11. Guides organizational plan	.843	.925
20. Rewards faculty appropriately (19)	.854	.925
<u>Developing Pos. Climate <math>\alpha = .97</math></u>		
8. Develops collegiality (8)	.939	.954
13. Fosters faculty talents and interests (12)	.906	.967
16. Stimulates faculty enthusiasm (15)	.933	.956
18. Establishes trust (17)	.931	.958
<u>Administrative Support/Program Leadership <math>\alpha = .95</math></u>		
3. Attends to essential details (1)	.840	.933
4. Fosters good teaching (2)	.866	.928
14. Acquaints new faculty/staff (13)	.833	.934
15. Communicates admin. expectations (14)	.875	.927
17. Guides curriculum development (16)	.836	.934
<u>Building Image <math>\alpha = .90</math></u>		
12. Promotes pos. on-campus image (11)	.812	NA <sup>1</sup>
19. Promotes pos. off-campus image (18)	.812	NA <sup>1</sup>

<sup>1</sup>NA = Cannot be computed because at least two items must be included to compute  $\alpha$ .

Note. FS-R item numbers appear in parentheses.

We also computed Cronbach  $\alpha$  coefficients for the four personal characteristics and 20 administrative methods that were retained in the FS-R (see Tables 48 and 50 for relevant statistics). Internal consistency was high for the four-item personal characteristics scale (Cronbach's  $\alpha = .96$ ) and the 20-item administrative methods scale (Cronbach  $\alpha = .99$ ). Both scales had very high internal consistency, which could imply that all items within each of the respective scales measure the same construct. However, the high average faculty ratings, which created a ceiling effect and skewed the data positively, also contributed to the high alpha coefficients.

Table 49

*Internal Consistency Coefficients (Cronbach  $\alpha$ ) and Item-Total Statistics  
For Four-Item Personal Characteristics Scale (N = 474)*

FS Scale and Items	Item-Total Statistics	
	Item-total r	$\alpha$ if item deleted
Personnel Characteristics $\alpha = .96$		
22. Problem solving ability (22)	.884	.959
26. Practical judgment (24)	.942	.942
28. Flexibility/adaptability (26)	.901	.955
30. Fairness (27)	.913	.951

Note. FS-R item numbers appear in parentheses.

Table 50

*Internal Consistency Coefficients (Cronbach  $\alpha$ ) and Item-Total Statistics  
For Faculty Ratings of 20-Item Administrative Methods Scale (N = 474)*

FS Scale and Items	Item-Total Statistics	
	Item-total r	$\alpha$ if item deleted
Administrative Methods $\alpha = .99$		
31. Allocates responsibilities (33)	.891	.986
33. Reduces, resolves...conflict (34)	.882	.987
34. Assists faculty goals (35)	.899	.986
35. Makes sound suggestions (36)	.924	.986
36. Is willing to stand up to (37)	.764	.988
38. Acts as though morale vital (38)	.920	.986
40. Tries out new ideas (39)	.862	.987
42. Sees that fac. are working (40)	.888	.986
45. Looks out for fac. welfare (41)	.898	.986
46. Lets fac. know expectations (42)	.886	.987
49. Coordinates fac. work (44)	.928	.986
50. Explains the basis for...decisions (45)	.905	.986
51. Lets members know good job (46)	.856	.987
52. Makes sure his/her part is understood (47)	.935	.986
53. Acts as though accomplishments vital (48)	.858	.987
54. Maintains standards of performance (49)	.907	.986
55. Puts suggestions into action (50)	.930	.986
56. Facilitates positive relationships (51)	.824	.987
57. Encourages teamwork (52)	.914	.986
59. Provides feedback (53)	.912	.986

Note. FS-R item numbers appear in parentheses.

### Estimates of Item Stability

Stability—the consistency of a measure across time—is another important indicant of reliability. To examine the stability of the faculty ratings, results for 71 chairs who participated in the IDEA Feedback for Chairs system on at least two different occasions were analyzed. If a given chair participated more than twice, the participation closest in time to that of the database preparation was used. The time between ratings varied. Table 51 shows the Pearson  $r$  “test-retest” correlations for all items on the FS. For items retained in the FS-R (FS-R item numbers indicated in parentheses), coefficients ranged from .61 to .82, with a median  $r = .73$ . This

indicates that moderately strong stability exists between performance ratings of the same department chairs. One would not expect extremely high test-retest correlations because changes should occur in behaviors and ratings. Some chairs most likely make more improvements than others. They might, therefore, change their ordinal positions across time, which would reduce the magnitude of the correlations.

Table 51  
*Pearson r Correlations between Faculty Performance Ratings of the Same Chair on Two Different Occasions (N = 71)*

FS Item	Pearson r
1. Assesses performance (5)	.79
2. Recruits promising fac. (6)	.81
3. Attends to admin. details (1)	.66
4. Fosters good teaching (2)	.73
5. Obtains grants (3)	.71
6. Monitors progress (4)	.78
7. Communicates dept. needs (7)	.78
8. Develops collegiality (8)	.70
9. Encourages balance	.74
10. Stimulates research (9)	.74
11. Accomplishes dept. programs (10)	.78
12. Improves on-campus image (11)	.82
13. Fosters talents (12)	.73
14. Manages new /staff (13)	.74
15. Communicates expectations (14)	.71
16. Stimulates enthusiasm (15)	.72
17. Guides curriculum dev. (16)	.74
18. Establishes trust (17)	.73
19. Improves off-campus image (18)	.75
20. Rewards appropriately (19)	.74
21. Interpersonal skill	.75
22. Problem solving ability (22)	.78
23. Appreciation for dept. history	.83
24. Patience in implementing change	.75
25. Honesty	.76
26. Practical judgment (24)	.73
27. Listening	.76
28. Flexibility/adaptability (26)	.78
29. Accessibility	.51
30. Fairness (27)	.68
31. Allocates responsibilities (33)	.68
32. Supports/protects academic freedom	.78
33. Reduces, resolves...conflict (34)	.71

34. Assists faculty goals (35)	.74
35. Makes sound suggestions (36)	.76
36. Is willing to stand up to (37)	.81
37. Maintains steadiness...	.65
38. Acts as though morale vital (38)	.61
39. Is easy to understand.	.71
40. Tries out new ideas (39)	.75
41. Does the little things	.68
42. Sees that fac. are working (40)	.72
43. Is more a reactor...	.60
44. Works without a plan.	.45
45. Looks out for fac. welfare (41)	.68
46. Lets fac. know expectations (42)	.67
47. Treats all members as ...	.70
48. Gains input from ...	.74
49. Coordinates fac. work (44)	.69
50. Explains the basis for...decisions (45)	.76
51. Lets members know good job (46)	.71
52. Makes sure his/her part is understood (47)	.66
53. Acts as though accomplishments vital (48)	.63
54. Maintains standards of performance (49)	.71
55. Puts suggestions into action (50)	.75
56. Facilitates positive relationships (51)	.69
57. Encourages teamwork (52)	.67
58. Encourages ownership...	.67
59. Provides feedback (53)	.71
60. Tries to learn about ...	.68
61. ...department facilities adequate.	.72
62. ...effectiveness impaired...	.63
63. Financial resources...adequate...	.81
64. ...department low priority...	.72
65. ...obstructionism/negativism...	.66
66. Dept. better off without chair	.70
67. Confidence in chair leadership	.69

*Note.* Relevant FS-R items appear in parentheses. Items 43 and 44 recoded prior to analyses.

We also investigated the stability of chair ratings of importance. Again, we employed the results for the 71 chairs who participated in the system on two different occasions. Because chairs tended to rate most of the 19 responsibilities (i.e., those retained in the FS-R) as either “5” (*Essential*) or “4” (*Quite Important*), the distribution of ratings was skewed toward the high end. Conventional test-retest correlations would, therefore, underestimate the stability of the ratings due to restriction in range. As an alternative, we examined the degree to which the second rating was similar to the initial one (within one-point on the five-point scale). We found that if the initial rating was “3” (*Fairly Important*), “4,” or “5” the second rating was either identical or within one point in 1,242 of 1,296 (96%) of the cases. If the initial rating was “1” (*Not Important*) or “2” (*Only So-So*), the second was within one point in 45 of 53 (85%) of the cases. Chair ratings of importance were, therefore, stable, especially for those rated as important or essential.

## **Summary**

Four sources of evidence were provided regarding the reliability of chair and faculty ratings. First, the split-half method showed that responses to individual FS items have acceptable reliability, especially when the number of faculty raters exceeds 15. Similarly, standard error estimates supported the dependability of individual items, especially as the number of raters increases. Second, Cronbach  $\alpha$  coefficients were acceptable for the four factors underlying chair and faculty responsibility ratings. They were also high for the 4-item personal characteristics and the 20-item administrative methods scales. Third, test-retest correlation coefficients revealed that faculty ratings had good stability across time. Finally, chair ratings of importance were highly consistent across time, especially for responsibilities judged as important or essential.

Multiple sources of evidence have been presented to support the reliability of the chair and faculty responses to items retained in the CIF-R and FS-R. Ultimately, though, the user must determine whether local scores are sufficiently trustworthy to warrant use and interpretation. The number of faculty raters and the care chairs and faculty take in completing the ratings are important considerations.

## **REVISIONS OF THE IDEA FEEDBACK FOR CHAIRS SYSTEM**

The focus thus far has been on providing evidence to support the validity and reliability of the CIF-R and FS-R. Although the activity of completing these instruments stimulates self-reflection, their real value lies in interpreting and reflecting on the results of analyses performed on chair and faculty responses. The IDEA Feedback for Department Chairs Report (see Appendix D) “highlights administrative strengths and possible areas for improvement” regarding the chair’s responsibilities “and indicates which administrative methods and personal characteristics are associated with high performance” (p. 2). The main purpose of the report is to help chairs determine how effective faculty raters perceive them to be and what they might do to improve.

A key addition to the revised IDEA Feedback for Department Chairs system is the provision of an optional gap analysis that describes the chair’s self-rating relative to that of the mean faculty rating. In the section titled “Insights on Improvement,” The IDEA Chair Report (see Appendix D) indicates the chair’s standing compared to the faculty (i.e., similar, higher, or lower) on responsibilities the chair rates as either “Relevant” or “High Priority.” The gap is also reported for personal characteristics and administrative methods associated with progress on

relevant responsibilities. The focus is on how the chair's self-rating compares with the average faculty rating.<sup>11</sup>

In both the focus group and discussions with experts in the field, the message was consistent: Department chairs are more interested in how they are perceived by their faculty than in how they compare to other chairs from different academic units and institutions. So, unlike previous chair reports, the revised edition minimizes the emphasis of interpretations based on comparisons between the individual chair and the norm in the overall IDEA database. However, once a sufficient number of department chairs have participated in the revised system, some normative scores will be reported.

### **Criterion-Referenced Interpretations**

Unlike norms, which interpret a chair's ratings relative to a comparison group, criterion-referenced interpretations are based on an individual's standing with respect to some standard. In four situations, the revised IDEA Chair Report supplies such information. First, the section "Reviewing Your Strengths" lists responsibilities the chair rated as relevant (i.e., either "Relevant" or "High Priority") and at least 70% of the faculty rated as either "Good" or "Outstanding." The criterion of 70% is informed by normative data. This criterion is based on the premise that most chairs might be concerned if at least 7 out of 10 faculty were not pleased with their performance in a given area. The norm comes from cases in the current sample. Table 52 presents the percent of faculty providing "Good" or "Outstanding" ratings on the 20 chair responsibilities on the FS. As shown at the bottom of the table, the median percent of faculty responding "Good" or "Outstanding" across all items is 70.4%. So the standard of 70% is a reasonable expectation.

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<sup>11</sup> Chairs did not self-rate performance on the CIF, so "gap" data were not available in the database for this report.



Table 52

*Percent of Faculty Rating Chair “Good” or “Outstanding” Ratings on Administrative Responsibilities (Calculated Using Individual Faculty as the Unit of Analysis)*

Item	Faculty Level Data: Raw % “Good” and “Outstanding”
1. Assessing faculty performance	69.9
2. Recruit promising faculty	72.4
3. Attends to admin. details	79.9
4. Fosters good teaching	74.8
5. Obtains grants	62.9
6. Monitoring progress	72.0
7. Communicates dept. needs	80.3
8. Develops collegiality	68.9
9. Balanced faculty	71.1
10. Stimulates research	68.3
11. Accomplish dept. programs	70.1
12. Improves on-campus image	74.8
13. Fosters faculty talents	68.6
14. Manages new faculty/staff	70.6
15. Campus admin. expectations	76.7
16. Stimulates faculty enthusiasm	60.2
17. Curriculum Development	65.9
18. Establishes trust	70.1
19. Improves off-campus image	74.6
20. Rewards faculty appropriately	67.6
<i>Mean %</i>	70.99
<i>Median %</i>	70.35
<i>SD</i>	5.04

*Note:* Percentages are calculated without number of missing values in the denominator (equivalent to “Valid Percent” in SPSS terminology).

Criterion-referenced information is also given in the section titled “Your Most Positively Rated Administrative Methods and Personal Characteristics.” The report lists personal characteristics and administrative methods for which at least 70% of the faculty rated the chair positively (i.e., 4 = *More a Strength than a Weakness* or 5 = *Definite Strength*). Again, the decision to set the threshold at 70% is based on both the “7 out of 10” standard and norms derived from current respondents to the FS. Table 53 shows the percent of faculty assigning a rating of 4 or 5 on personal characteristics and administrative methods in the FS.

Table 53

*Percent of Faculty Rating Chair Positively on Personal Characteristics, Administrative Methods, and Summary Judgments (Calculated Using Individual Faculty as the Unit of Analysis)*

Item	Faculty Level Data: Raw % "4" and "5"
21. Interpersonal skill	72.9
22. Problem solving ability	76.3
23. Appreciation for dept. history	78.0
24. Patience in implementing change	75.7
25. Honesty	81.4
26. Practical judgment	76.6
27. Listening	79.2
28. Flexibility	74.5
29. Accessibility	83.9
30. Fairness	77.4
31. Allocates faculty responsibilities in an effective and equitable manner	74.8
32. Supports and protects academic freedom	86.6
33. Reduces, resolves, and/or prevents conflict among departmental faculty members	67.9
34. Assists faculty in developing their own goals and priorities	69.2
35. Makes sound suggestions for developing/changing departmental directions/priorities	72.7
36. Is willing to stand up to higher authority when departmental interests are threatened	73.8
37. Maintains steadiness in the face of crisis or unanticipated frustrations	78.6
38. Acts as though high faculty morale is vital to him/her	71.4
39. Is easy to understand	80.3
40. Tries out new ideas with the faculty	72.9
41. Does little things that make it pleasant to be a member of department	66.8
42. Sees to it that faculty members are working up to capacity	66.3
43. Is more a reactor than an initiator	48.8
44. Works without a plan	69.1
45. Looks out for the personal welfare of individual faculty members	71.7
46. Lets faculty members know what is expected of them	77.1
47. Treats all faculty members as her/his equal	76.1
48. Gains input from faculty on important matters	75.6
49. Sees to it that the work of the faculty is coordinated	68.7
50. Explains the basis for his/her decisions	74.9
51. Lets faculty members know when they have done a good job	75.1
52. Makes sure her/his part in the department is understood by all members	72.2
53. Acts as though visible department accomplishment were vital to him/her	79.1
54. Maintains definite standards of performance	74.4
55. Puts faculty suggestions into action	69.8
56. Facilitates positive relationships between faculty and the clerical/technical staff	76.5
57. Encourages teamwork among members of the faculty	72.3
58. Encourages faculty ownership of a vision for the department	70.1
59. Provides feedback to faculty on their major activities	72.6
60. Tries to learn about each faculty member's interest, talents, and aspirations	68.6
66. I believe the department would be better off if we replaced the current head/chair.	76.2
67. I have confidence in the head/chair's ability to provide leadership to the department.	74.2
<i>Mean %</i>	73.82
<i>Median %</i>	74.45
<i>SD</i>	5.93

*Note.* Items 43, 44, and 66 were reverse coded prior to analyses. For Items 21 to 30, 4 = *More a Strength than a Weakness*, 5 = *Definite Strength*; for Items 31 to 60, 4 = *More than Half the Time*, 5 = *Almost Always*; for Items 66 and 67, 4 = *More True than False*, 5 = *Definitely True*.

The third place in the report that offers criterion-referencing is the section titled “Summary of Your Highest Priorities.” For each relevant responsibility—and associated personal characteristics and administrative methods--the percent of faculty rating the chair positively (i.e., 4 or 5) is indicated. In addition, qualitative categories are used to position the chair relative to the faculty on each characteristic, using the following scale:

“Higher” = The chair’s self-rating is at least one-half point (0.5) higher than the faculty average.

“Similar” = The chair’s self-rating is within a half-point of the faculty average.

“Lower” = The chair’s self-rating is at least one-half point (0.5) lower than the faculty average.

The one-half point criterion is based on the rationale that any gap less than 0.5 on a five-point scale is not a meaningful difference. A gap of 0.5 or greater typically means the majority of faculty are giving the chair a rating different from his/her self-rating.

Finally, in the section called “The Details,” the Chair Report gives the percent of faculty responding positively along with the qualitative categories listed above for each of the new seven personal characteristics and one administrative method contained in the FS-R.

## **Summary**

Until such time that a sufficient number of chairs have participated in the revised IDEA Feedback for Chairs system, no norms will be reported. However, several sections of the Chair Report apply criterion-referenced interpretations. In such cases, a positive rating is indicated when at least 70% of the faculty rated the chair as “Good” or “Outstanding” in performance. Qualitative indicators (higher, similar, lower) are also employed to position the chair’s self-rating relative to the average faculty rating.

## **SUMMARY**

The IDEA Feedback for Department Chairs system is built upon a foundation of well-established items. Many date back to the early 1970s and some to the late 1950s. Since the IDEA Feedback for Chairs system was introduced in 1998, several authors have written quality publications, providing new ideas about chair responsibilities, administrative strategies, and relevant personal characteristics. Moreover, during the past several years, an adequate data base has been accumulated to enable appropriate validity and reliability analyses. Consequently, the IDEA Center decided to revise the feedback instruments.

Analysis of both quantitative and qualitative data contributed to the revision process. First, quantitative analyses were performed on aggregated data from 8,311 faculty who rated 474 department chairs across 61 different institutions. Second, a content analysis was done of leading publications on chairing the academic department. Third, the IDEA Center staff conducted focus groups comprised of department chairs that represented institutions of diverse sizes and Carnegie classifications, textbook authors, and users of the IDEA instruments. Fourth, IDEA Center Board members, most of whom are current or former higher education administrators and/or textbook authors, offered expert judgments.

The IDEA database represents a diverse group of users. Although most departments in

the database awarded either a master's degree or the doctorate, the undergraduate degree was still an important program emphasis to nearly 80% of the respondents. All accrediting regions of the country were represented, but the North Central, Southern, and Middle States were most prominent. Chair years of service varied, but more than half had been in their current position for at least 4 years. Faculty members were also diverse in experience, although in most departments over 50% of them were tenured.

Several kinds of validity evidence were presented. First, content validity evidence was provided via a description of the rich history behind items contained in the revised instruments. Second, department chairs that rated the importance of 20 administrative responsibilities across five time periods offered a source of expert judgments. Focus group participants and IDEA Board members also offered their expertise. Third, evidence of validity generalization came from demographic subgroup comparisons of respondents and comparisons across academic disciplines. Fourth, the internal structure of the instruments was supported by factor analyses, relationships among faculty ratings of performance and summary judgments, and relationships among faculty ratings of personal characteristics/administrative methods and responsibilities. Fifth, correlations between chair ratings of importance and faculty ratings of performance supplied criterion-related evidence.

Substantial evidence was also given to support the reliability of items retained in the revised instruments. Estimates of item split-half reliabilities were good, especially when the number of faculty raters exceeded 15. Standard errors of estimate were low enough to support the dependability of interpretations based on individual item scores. Subscales derived from the factor analyses showed high internal consistency. Finally, faculty and chair ratings showed good stability across time for chairs rated on at least two occasions.

The revised IDEA Feedback for Chairs system will focus on several criterion-referenced score interpretations. When at least 70% of the faculty rate the chair's performance of a relevant responsibility *Good* or *Outstanding*, it is considered a strength. Second, personal characteristics and administrative methods for which at least 70% of the faculty rated the chair positively are also highlighted as strong points. Third, the chair's self-rating on all relevant items is positioned relative to the average faculty rating as being higher, similar, or lower. This gap analysis enables chairs to review how they are being perceived by others compared to how their self-perceptions.

Taken together, the changes made to the survey instruments and the Chair Report are substantial. One administrative responsibility was removed from the CIF and FS, and two new ones were added. Six personal characteristics were replaced with seven new ones. The administrative methods showed a net loss of 9 items, with 10 deleted and one new method added. One summary judgment was replaced and the other modified. Three open-ended comments were rewritten and a new one was created. But, the most notable change was the provision of a gap analysis made possible by having chairs rate themselves on responsibilities, personal characteristics, and administrative methods. By reporting the chair's self-ratings relative to faculty perceptions, the focus is on departmental feedback and not on normative comparisons with other chairs.

While there was strong quantitative and qualitative support for these changes, the meaning and value will become clearer as additional data from the revised instrument are collected. Meanwhile, interpretation of the Chair Report will be based on the presented in this report.

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**Appendix A**

**Faculty Survey and Chair Information Form  
2004-2010**



## FACULTY PERCEPTIONS OF DEPARTMENT HEAD/CHAIR

This survey may be conducted for two purposes: (1) to assist the department head/chair to become a more effective administrator and (2) to assist those responsible for evaluating the head/chair's effectiveness to make a valid assessment. Either purpose will be best served if you make an effort to reflect on the head/chair's overall performance and provide a fair and honest representation of the head/chair in your responses. It will be helpful if you can identify both strengths and weaknesses.

This survey will take you approximately 20 minutes to complete. Please allow enough time to provide thoughtful responses.

To encourage objectivity, you are asked not to identify yourself. Results of the survey will be summarized for all respondents. Your responses to open-ended questions will be provided verbatim to the department head/chair. Thus, you will want to avoid comments that would reveal your identity.

### Part I.

The list below describes 20 responsibilities, which some department heads/chairs pursue. Rate the performance of your department head/chair over the past 12 months on each of these by selecting the circle which best represents your judgment. If you feel you have an insufficient basis for making a rating on a given responsibility, mark in the X column to indicate omit response.

- 1 = Poor  
 2 = Only So-So  
 3 = In Between  
 4 = Good  
 5 = Outstanding  
 X = Omit Response

- |     | 1                     | 2                     | 3                     | 4                     | 5                     | X                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Guides the development of sound procedures for assessing faculty performance   |
| 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Takes the lead in recruiting promising faculty   |
| 3.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Attends to essential administrative details (e.g., class scheduling, budget preparation, promotion and tenure documentation)             |
| 4.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback) |
| 5.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Facilitates obtaining grants and contracts from external sources   |
| 6.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Leads in establishing and monitoring progress on annual or biannual department goals   |
| 7.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Communicates the department's needs (personnel, space, monetary) to the dean   |
| 8.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Develops collegiality/cooperation among departmental faculty members   |
| 9.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Encourages an appropriate balance among academic specializations within the department   |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Stimulates research and scholarly activity in the department   |
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Guides the development of a sound organizational plan to accomplish departmental programs  |
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Improves the department's image and reputation within the campus community   |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Fosters the development of each faculty member's special talents or interests  |



**Part III.**

**Indicate how frequently each of the following statements is descriptive of your department head/chair by selecting the number corresponding to your judgment. Omit items where you feel unable to make a valid judgment.**

- 1 = Hardly Ever (not at all descriptive)**
- 2 = Less Than Half the Time**
- 3 = About Half the Time**
- 4 = More Than Half the Time**
- 5 = Almost Always (very descriptive)**
- X = Omit Response**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>X</b>	
<b>31.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Allocates faculty responsibilities in an effective and equitable manner
<b>32.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supports and protects academic freedom
<b>33.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Reduces, resolves, and/or prevents conflict among departmental faculty members
<b>34.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Assists faculty in developing their own goals and priorities
<b>35.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makes sound suggestions for developing/changing departmental directions/priorities
<b>36.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Is willing to stand up to higher authority when departmental interests are threatened
<b>37.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maintains steadiness in the face of crisis or unanticipated frustrations
<b>38.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acts as though high faculty morale is vital to him/her
<b>39.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Is easy to understand
<b>40.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tries out new ideas with the faculty
<b>41.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Does little things that make it pleasant to be a member of department
<b>42.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sees to it that faculty members are working up to capacity
<b>43.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Is more a reactor than an initiator
<b>44.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Works without a plan
<b>45.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Looks out for the personal welfare of individual faculty members
<b>46.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lets faculty members know what is expected of them
<b>47.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Treats all faculty members as her/his equal
<b>48.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gains input from faculty on important matters
<b>49.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sees to it that the work of the faculty is coordinated
<b>50.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Explains the basis for his/her decisions
<b>51.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lets faculty members know when they have done a good job
<b>52.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makes sure her/his part in the department is understood by all members
<b>53.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acts as though visible department accomplishment were vital to him/her
<b>54.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maintains definite standards of performance
<b>55.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Puts faculty suggestions into action
<b>56.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facilitates positive relationships between faculty and the clerical/technical staff
<b>57.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourages teamwork among members of the faculty
<b>58.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourages faculty ownership of a vision for the department
<b>59.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provides feedback to faculty on their major activities
<b>60.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tries to learn about each faculty member's interest, talents, and aspirations

**Part IV.**

**This section asks about potential impediments to the head/chair's effectiveness. Use this code to answer:**

- 1 = Definitely False
- 2 = More False Than True
- 3 = In Between
- 4 = More True Than False
- 5 = Definitely True
- X = Omit Response

- |     | 1                     | 2                     | 3                     | 4                     | 5                     | X                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 61. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The department's facilities are inadequate.  |
| 62. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The head/chair's effectiveness is impaired by bureaucratic rules/regulations.      |
| 63. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Financial resources are inadequate to support the department's programs.           |
| 64. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The department has been given a relatively low priority by the dean.               |
| 65. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | There is obstructionism/negativism from one or more senior members of the faculty. |

**Part V.**

**Summary Judgment. Use this code to answer:**

- 1 = Definitely False
- 2 = More False Than True
- 3 = In Between
- 4 = More True Than False
- 5 = Definitely True
- X = Omit Response

- |     | 1                     | 2                     | 3                     | 4                     | 5                     | X                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 66. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I believe the department would be better off if we replaced the current head/chair.    |
| 67. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I have confidence in the head/chair's ability to provide leadership to the department. |

**Open-ended Comments**

68. What are this head/chair's main assets?

69. What reservations do you have about this person as a head/chair?

70. What changes (e.g., in priorities, style, organization, policy) would do most to improve this head/chair's effectiveness?

**Submit**

If you Submit you will no longer be able to access the survey or modify your responses.



## DEPARTMENT HEAD/CHAIR INFORMATION FORM (CIF)

The list below describes responsibilities which some department heads/chairs pursue. Select the number which describes your judgment of how important each of these is in your role as head/chair.

You must assign a value of Not Important, Only So-So, Fairly Important, Quite Important, or Essential for each of the responsibilities.

- 1 = Not Important  
 2 = Only So-So  
 3 = Fairly Important  
 4 = Quite Important  
 5 = Essential

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Guides the development of sound procedures for assessing faculty performance   |
| 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Takes the lead in recruiting promising faculty   |
| 3.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Attends to essential administrative details (e.g., class scheduling, budget preparation, promotion and tenure documentation)             |
| 4.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback) |
| 5.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Facilitates obtaining grants and contracts from external sources   |
| 6.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Leads in establishing and monitoring progress on annual or biannual department goals   |
| 7.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Communicates the department's needs (personnel, space, monetary) to the dean   |
| 8.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Develops collegiality/cooperation among departmental faculty members   |
| 9.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Encourages an appropriate balance among academic specializations within the department   |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Stimulates research and/or scholarly activity in the department  |
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Guides the development of a sound organizational plan to accomplish departmental programs  |
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Improves the department's image and reputation within the campus community   |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Fosters development of each faculty member's special talents or interests  |
| 14. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Sees to it that new faculty and staff are acquainted with departmental procedures, priorities, and expectations                          |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Understands and communicates expectations of the campus administration to the faculty  |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Stimulates or rejuvenates faculty vitality/enthusiasm  |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Guides curriculum development  |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Establishes trust between members of the faculty and myself  |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Improves the department's image and reputation with off-campus constituencies  |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Recognizes and rewards faculty in accordance with their contributions to the department  |

**To what degree does the department emphasize the following programs? Use this code to respond:**

- 1** = Minor or No Emphasis
- 2** = Fairly Important Emphasis
- 3** = Very Important Emphasis
- 4** = Essential Emphasis

**1   2   3   4**

- 21.**     Undergraduate degree program
- 22.**     Graduate or professional degree program
- 23.**     Teaching “basic skills”-communication, quantitative reasoning, computing, etc.
- 24.**     Providing “general/liberal education”-strengthening, broadening intellectual background and competence of students in any major
- 25.**     Funded research/creative programs and products
- 26.**     Providing advice, information, or other service to public or professional constituents
- 27.** Which of the following best describes the nature of your appointment as head/chair?
- I was appointed by the dean with the consultation and approval of the faculty.
  - I was appointed by the dean without meaningful faculty consultation/approval.
  - I was elected by the faculty to serve a definite term.
  - I was elected by the faculty to serve an indefinite term.
  - Other
- 28.** Counting the current year, how long have you served as head/chair?
- One year
  - Two or three years
  - Four or five years
  - More than five years
- 29.** During the past five years, have you as the department head/chair been challenged in a grievance procedure or in a lawsuit brought by a faculty member?
- No
  - Yes, once
  - Yes, more than once
- 30.** What percent of the full-time faculty in the department are tenured?
- Less than 35%
  - 35 – 49%
  - 50 – 66%
  - 67 – 84%
  - 85% or more

**Submit**

**If you Submit you will no longer be able to access the survey or modify your responses.**

## **Appendix B**

### **Faculty Survey-Revised and Chair Information Form-Revised 2011**





Administrator Name: **Sample Chair**  
 Department of Psychology  
 \_IDEA University



## FACULTY PERCEPTIONS OF DEPARTMENT HEAD/CHAIR

This survey may be conducted for two purposes: (1) to assist the department head/chair to become a more effective administrator, and (2) to assist those responsible for evaluating the head/chair's effectiveness to make a valid assessment. Either purpose will be best served if you make an effort to reflect on the head/chair's overall performance and provide a fair and honest representation of the head/chair in your responses. It will be helpful if you can identify both strengths and weaknesses.

This survey will take you approximately 20 minutes to complete. Please allow enough time to provide thoughtful responses.

To encourage objectivity, you are asked **not** to identify yourself. Results of the survey will be summarized for all respondents. Your responses to open-ended questions will be provided verbatim to the department head/chair. Thus, you will want to avoid comments that would reveal your identify.

### Part I. Responsibilities

The list below describes responsibilities which many department heads/chairs pursue. Rate the performance of your department head/chair over the past year on each of these responsibilities by selecting the number which best represents your judgment. If you feel you have an insufficient basis for making a rating on a given responsibility, mark in the X column to indicate omit response.

Please assign a value of Poor, Fair, In Between, Good, or Outstanding, for each of the following responsibilities.

1 = Poor      2 = Fair      3 = In Between      4 = Good      5 = Outstanding      X = Omit Response

1. Attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities) .....	1	2	3	4	5	X
2. Fostering good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback) .....	1	2	3	4	5	X
3. Assisting in securing funding from external sources (e.g., grants, contracts, gifts, partnerships) .....	1	2	3	4	5	X
4. Leading in establishing and monitoring progress on annual or biannual department goals .....	1	2	3	4	5	X
5. Guiding the development of sound procedures for assessing faculty performance .....	1	2	3	4	5	X
6. Facilitating successful recruitment and selection of promising faculty .....	1	2	3	4	5	X
7. Communicating the department's needs (e.g., personnel, space, monetary, technology) to the dean and other appropriate administrators .....	1	2	3	4	5	X
8. Developing collegiality/cooperation among faculty members .....	1	2	3	4	5	X
9. Stimulating research, scholarly activity, and/or creative endeavors in the department .....	1	2	3	4	5	X
10. Guiding the development of a sound long-range plan to carry out departmental programs .....	1	2	3	4	5	X
11. Promoting a positive image of the department within the campus community .....	1	2	3	4	5	X
12. Fostering the development of each faculty member's special talents or interests .....	1	2	3	4	5	X
13. Ensuring that new faculty and staff are acquainted with departmental procedures, priorities, and expectations .....	1	2	3	4	5	X
14. Clearly communicating expectations of the campus administration to the faculty .....	1	2	3	4	5	X
15. Stimulating or rejuvenating faculty vitality/enthusiasm .....	1	2	3	4	5	X
16. Facilitating curriculum development .....	1	2	3	4	5	X
17. Establishing trust between himself/herself and members of the faculty .....	1	2	3	4	5	X
18. Promoting a positive image of the department to off-campus constituencies .....	1	2	3	4	5	X
19. Rewarding faculty in accordance with their contributions to the department .....	1	2	3	4	5	X



- 46. Lets faculty members know when they have done a good job..... 1 2 3 4 5 X
- 47. Makes sure his/her part in the department is understood by all members ..... 1 2 3 4 5 X
- 48. Acts as though visible department accomplishments were vital to him/her..... 1 2 3 4 5 X
- 49. Maintains definite standards of performance ..... 1 2 3 4 5 X
- 50. Puts faculty suggestions into action ..... 1 2 3 4 5 X
- 51. Facilitates positive relationships between faculty and the clerical/technical staff ..... 1 2 3 4 5 X
- 52. Encourages teamwork among members of the faculty ..... 1 2 3 4 5 X
- 53. Provides feedback to faculty on their major activities ..... 1 2 3 4 5 X

**Part IV. Summary Judgment**

Use this code to answer following two items:

- 1 = Strongly Disagree            2 = Disagree            3 = In Between            4 = Agree            5 = Strongly Agree
- X = Omit Response

- 54. I have confidence in the head/chair's ability to provide future leadership to the department..... 1 2 3 4 5 X
- 55. Overall, this chair has provided excellent leadership..... 1 2 3 4 5 X

**Part V. Open-ended Comments**

Please respond by writing in your response to the following questions.

56. What are your head/chair's main strengths? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

57. How might this chair improve his or her performance? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

58. What are the most important challenges facing the department? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

59. What changes (e.g. in priorities, organization, policy) would contribute most to improving the future effectiveness of the department? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SUBMIT**

**CANCEL**



Administrator Name: **Sample Chair**  
 Department of Psychology  
 \_IDEA University



## DEPARTMENT HEAD/CHAIR INFORMATION FORM (CIF)

### Part I-A. Responsibilities

The list below describes responsibilities which some department heads/chairs pursue. Please indicate the importance of each responsibility by identifying it as “not relevant,” “relevant,” or “high priority.” You are limited to selecting from 3 to 6 responsibilities as “high priority.” Once you have completed your selections, press the “Submit” button below.

1 = Not Relevant    2 = Relevant    3 = High Priority

1. Attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities) ..... 1    2    3
2. Fostering good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback) ..... 1    2    3
3. Assisting in securing funding from external sources (e.g., grants, contracts, gifts, partnerships) ..... 1    2    3
4. Leading in establishing and monitoring progress on annual or biannual department goals ..... 1    2    3
5. Guiding the development of sound procedures for assessing faculty performance ..... 1    2    3
6. Facilitating successful recruitment and selection of promising faculty ..... 1    2    3
7. Communicating the department’s needs (e.g., personnel, space, monetary, technology) to the dean and other appropriate administrators ..... 1    2    3
8. Developing collegiality/cooperation among faculty members ..... 1    2    3
9. Stimulating research, scholarly activity, and/or creative endeavors in the department ..... 1    2    3
10. Guiding the development of a sound long-range plan to carry out departmental programs ..... 1    2    3
11. Promoting a positive image of the department within the campus community ..... 1    2    3
12. Fostering the development of each faculty member’s special talents or interests ..... 1    2    3
13. Ensuring that new faculty and staff are acquainted with departmental procedures, priorities, and expectations ..... 1    2    3
14. Clearly communicating expectations of the campus administration to the faculty ..... 1    2    3
15. Stimulating or rejuvenating faculty vitality/enthusiasm ..... 1    2    3
16. Facilitating curriculum development ..... 1    2    3
17. Establishing trust between himself/herself and members of the faculty ..... 1    2    3
18. Promoting a positive image of the department to off-campus constituencies ..... 1    2    3
19. Rewarding faculty in accordance with their contributions to the department ..... 1    2    3
20. Ensuring the assessment of student learning outcomes is meaningful and ongoing ..... 1    2    3
21. Actively supporting student recruitment and retention efforts ..... 1    2    3

**SUBMIT**

**CANCEL**

**Part I-B. Responsibilities**

Now that you have prioritized your work, please rate your performance over the past year on each of the responsibilities you selected as either "relevant" or "high priority." Select the number which best represents your judgment of how well you performed as head/chair.

1 = Poor 2 = Fair 3 = In Between 4 = Good 5 = Outstanding

The items listed will vary, depending on selection of items by chair in Part I-A.

**Part II. Personal Characteristics**

To what degree do the qualities below represent a "strength" or a "weakness" for you? Select the number which best corresponds to your judgment of yourself.

1 = Definite Weakness                      2 = More a Weakness than a Strength                      3 = In Between  
4 = More a Strength than a Weakness                      5 = Definite Strength

- 22. Problem solving ability ..... 1 2 3 4 5
- 23. Demonstrates caring..... 1 2 3 4 5
- 24. Practical judgment ..... 1 2 3 4 5
- 25. Trustworthy..... 1 2 3 4 5
- 26. Flexibility/adaptability in dealing with individuals/situations ..... 1 2 3 4 5
- 27. Fairness ..... 1 2 3 4 5
- 28. Organizational skills ..... 1 2 3 4 5
- 29. Consistency ..... 1 2 3 4 5
- 30. Enterprising..... 1 2 3 4 5
- 31. Institution-centered ..... 1 2 3 4 5
- 32. Clarity ..... 1 2 3 4 5

**Part III. Administrative Methods**

To what degree do the following statements represent a "strength" or a "weakness" for you? Select the number which best corresponds to your judgment of yourself.

1 = Definite Weakness                      2 = More a Weakness than a Strength                      3 = In Between  
4 = More a Strength than a Weakness                      5 = Definite Strength

- 33. Allocate faculty responsibilities in an effective and equitable manner ..... 1 2 3 4 5
- 34. Reduce, resolve, and/or prevent conflict among departmental faculty members ..... 1 2 3 4 5
- 35. Assist faculty in developing their own goals and priorities ..... 1 2 3 4 5
- 36. Make sound suggestions for developing/changing departmental directions/priorities ..... 1 2 3 4 5
- 37. Effectively advocate for departmental interests to higher authorities..... 1 2 3 4 5
- 38. Demonstrate that high faculty morale is vital to you..... 1 2 3 4 5
- 39. Try out new ideas with the faculty..... 1 2 3 4 5
- 40. See to it that faculty members are working up to capacity ..... 1 2 3 4 5
- 41. Look out for the personal welfare of individual faculty members ..... 1 2 3 4 5
- 42. Let faculty members know what is expected of them ..... 1 2 3 4 5
- 43. Promote inclusiveness and diversity among students and faculty ..... 1 2 3 4 5
- 44. Make sure the work of the faculty is coordinated ..... 1 2 3 4 5
- 45. Explain the basis for your decisions ..... 1 2 3 4 5

- 46. Let faculty members know when they have done a good job ..... 1 2 3 4 5
- 47. Make sure your part in the department is understood by all members ..... 1 2 3 4 5
- 48. Act as though visible department accomplishments were vital to you..... 1 2 3 4 5
- 49. Maintain definite standards of performance ..... 1 2 3 4 5
- 50. Put faculty suggestions into action ..... 1 2 3 4 5
- 51. Facilitate positive relationships between faculty and the clerical/technical staff ..... 1 2 3 4 5
- 52. Encourage teamwork among members of the faculty ..... 1 2 3 4 5
- 53. Provide feedback to faculty on their major activities ..... 1 2 3 4 5

**Chair Information**

This final section of the Chair Information Form includes four questions about your role as chair and this survey process. Your responses will be used to further research about the effective functioning of chairs and will not have an impact on your results.

- 54. Please select the response that best represents your selection/appointment as chair.
  - a. Internal search within the department
  - b. Internal search within the institution but external to the department
  - c. External search to the institution
  - d. Other
- 55. Counting the current year, how long have you served as head/chair?
- 56. Approximately what percent of the courses in your department are taught by adjunct/part-time/contingent faculty?
- 57. Which of the following best describes the participation of adjunct/part-time/contingent faculty members in this survey process?
  - a. All adjunct faculty were invited to participate
  - b. Only some adjunct faculty were invited to participate
  - c. No adjunct faculty were invited to participate
  - d. I don't know
  - c. Not applicable, we don't have adjuncts in my department

**SUBMIT**

**CANCEL**

## **Appendix C**

### **Summary of IDEA Department Chair Focus Group Feedback**

## Summary of IDEA Department Chair Focus Group Feedback

### Common Themes:

- Overall comments from all groups, (users, experts, and non-users), were fairly positive. Most participants were impressed by the comprehensive and inclusive nature of the instruments and their potential benefit of providing data to improve department chair leadership and effectiveness in their respective roles.
- Most groups commented on their desire to change the scale of “so-so” to something less informal
- There were suggestions to revise the documents to incorporate more current issues in the realm of institutions of higher education, such as student learning, issues of cultural diversity, recruitment and retention, engagement, legal policies, ethics, service learning, technology, entrepreneurship, etc.
- Offer customized options to appeal to different institutions, such as community colleges, small liberal arts, and faith-based institutions
- A gap analysis would be beneficial
- Providing a national comparison is not as useful as comparing results to departments within the institution, disciplines, and/or sectors based on Carnegie classification (i.e. 2-year, public research, private, etc.)
- Consider decreasing the number of items and providing an executive summary for the Department Chair Report
- Provide links or other resources to address the “areas of improvement” for the department chairs, and conduct workshops at the annual conferences that would address the most common needs of improvement highlighted in the results section of the Department Chair Feedback Reports.

### What to keep?

- Despite the individual comments, there was an overall impression that the complete package was beneficial.
- There were specific recommendations of how to revise questions and re-organize certain sections.
- Align these instruments with the other IDEA instruments, if possible



### **What to eliminate?**

- Revisit all the scales, especially those with “so-so” as an option
- Consider reducing the number of items

### **What should be done first?**

- Decide whether IDEA wants to align the instruments to a particular theory in leadership and/or management, and then provide the rationale for the decision regardless of the outcome. There was discussion of the importance of aligning the instruments with a particular leadership approach or theory; however there was not conclusive evidence that this would be a positive or negative endeavor.
- Conduct a “cost-benefit” analysis to determine what aspects of the instruments are feasible to change and why, to determine the long-term benefit of the changes in regard to the potential loss of longitudinal data in the transition
- Review and revise instruments to incorporate more common vernacular where appropriate
- Revisit the “PRECIS: *The IDEA System for Evaluating and Improving the Administrative Performance of Department Chairpersons: Revising the DECAD Form*” written in 1999. I found this document extremely helpful in understanding why certain changes were made to accommodate the emerging needs of department chairs. It also provides the rationale for certain word and item choices.
- In addition, this document provides suggestions for potential future research that could be beneficial in understanding how effective the instruments are in measuring department chair leadership