

379  
N816  
NO. 1226

THE DEVELOPMENT OF A RATING SCALE FOR  
HUMANITIES DIVISION CHAIRPERSONS

DISSERTATION

Presented to the Graduate Council of the  
North Texas State University in Partial  
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Jack E. Stone, B.M., M.Ed.

Denton, Texas

August, 1977

Review

Stone, Jack E. The Development of a Rating Scale for Humanities Division Chairpersons. Doctor of Philosophy (Music Education), August, 1977, 177 pp., 18 tables, 5 illustrations, bibliography, 89 titles.

The purpose of this study was to devise and test a rating scale for humanities division chairpersons in four community colleges. The study sought resolution of the following problems:

1. Determine humanities division faculty's perceptions of effective and ineffective characteristics of humanities division chairpersons;
2. Determine the validity and estimates of reliability for the Humanities Division Chairperson Rating Scale (HDCRS);
3. Determine the relationship that existed between the responses of the faculty and (1) selected demographic variables and (2) division chairperson's self-evaluation.

The faculty and the chairperson at the four participating colleges were asked to describe the best and the worst division chairperson they knew. The statements were organized into five categories. The items were randomly placed in a rating scale format. A five-option response system was used. The data resulting from a

trial evaluation using the 209 items were factor analyzed resulting in an eight-factor solution. Seventy-five items were chosen for the HDCRS based on the factor analysis.

The final form of the HDCRS was used by faculty to rate their chairperson. Estimates of inter-judge reliability were obtained for the eight factors and the total score using the Kuder-Richardson Formula-21. A total score estimate of .92 was obtained. The eight factor estimates were: .91, .53, .81, .47, .39, .23, .44, and .34. A second evaluation followed in four weeks. A .93 test-retest estimate of reliability was obtained. Correlation coefficients and mean score data were obtained between the responses of the faculty and selected demographic variables and the division chairperson self-evaluation. It was found that no relationship seemed to exist between the compared data. Factor weights were obtained using a multiple linear regression analysis.

The following conclusions were drawn as a result of the study.

1. The method of item development provides a sufficient measure of content, face and formal validity for the instrument.
2. The reliability coefficients obtained indicate that an instrument developed and tested in such a manner will prove reasonably reliable.

3. The use of demographic variables as a further dimension of score analysis provides the division chairperson with a set of data which is sensitive to the unique characteristics of the faculty which may or may not influence response tendencies.

4. The data obtained from the HDCRS can provide the chairperson with personal professional growth information.

5. The humanities faculty tend to place emphasis on the chairperson's humanistic and personal professional qualities.

The following recommendations are offered:

1. The primary data collection instrument should request responses from predetermined categories for both positive and negative characteristics.

2. The items extracted from the primary instrument should first be submitted to examination by the faculty.

3. Additional demographic variables such as degrees held, number of non-teaching duties, and extra-service assignments would provide further response influence analysis.

4. Additional studies should be made using the present model for division chairpersons in other divisions.



## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
LIST OF ILLUSTRATIONS . . . . .	vii
 Chapter	
I. INTRODUCTION . . . . .	1
Purpose of the Study . . . . .	9
Definition of Terms . . . . .	10
Delimitations . . . . .	11
Basic Assumptions . . . . .	12
Methodology . . . . .	12
Plan of the Report . . . . .	14
II. RELATED LITERATURE . . . . .	15
Business Research . . . . .	15
Educational Research . . . . .	26
III. RESEARCH PROCEDURES . . . . .	38
Scale Construction . . . . .	38
Trial Evaluation . . . . .	41
The Scree Test for the Number of Factors . . . . .	42
Significant Factor Loadings . . . . .	43
Results of Factor Analysis . . . . .	46
Validity . . . . .	60
Content Validity . . . . .	62
Face Validity . . . . .	62
Formal Validity . . . . .	63
Reliability . . . . .	63
Kuder -Richardson Formula 21 . . . . .	65
Test-Retest Reliability . . . . .	67

	Page
IV. ANALYSIS OF SELECTED VARIABLES . . . . .	70
Correlation between the Faculty Responses and the Demographic Variables . . . . .	71
College Assignment . . . . .	88
Teaching Field . . . . .	93
Selected Analysis by Factor . . . . .	96
Division Chairperson Self-Evaluation . . . . .	97
Regression Analysis . . . . .	103
Summary . . . . .	106
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS . . . . .	108
Summary . . . . .	108
Conclusions . . . . .	115
Recommendations . . . . .	116
APPENDICES	
A. PRIMARY DATA COLLECTION INSTRUMENT . . . . .	118
B. THE FIVE CATEGORIES OF ITEMS . . . . .	121
C. TRIAL EVALUATION INSTRUMENT . . . . .	131
D. FINAL FORM OF THE HUMANITIES DIVISION CHAIRPERSON RATING SCALE . . . . .	148
E. FACTOR LOADINGS FOR THE ITEMS OF THE HUMANITIES DIVISION CHAIRPERSON RATING SCALE . . . . .	154
GLOSSARY . . . . .	165
BIBLIOGRAPHY . . . . .	167

## LIST OF TABLES

Table	Page
I. Factor Loadings and Variance for Factor I . . . .	50
II. Factor Loadings and Variance for Factor II . . .	52
III. Factor Loadings and Variance for Factor III . . .	54
IV. Factor Loadings and Variance for Factor IV . . .	55
V. Factor Loadings and Variance for Factor V . . .	56
VI. Factor Loadings and Variance for Factor VI . . .	57
VII. Factor Loadings and Variance for Factor VII . . .	58
VIII. Factor Loadings and Variance for Factor VIII . .	59
IX. Reliability Estimates for the HDCRS Total Score and Factor Scores . . . . .	66
X. Correlation Coefficient between the Responses of the Faculty on the Items of the HDCRS and Selected Demographic Variables . . . . .	22
XI. Mean Scores for the Items of the HDCRS by Age Group . . . . .	77
XII. Mean Scores for the Items of the HDCRS by Sex .	80
XIII. Mean Scores for the Items of the HDCRS for the Part-time and Full-time Faculty . . . . .	83
XIV. Mean Scores for all the Items of the HDCRS and the Mean Scores of the Overall Rating . . . .	89

Table	Page
XV. Mean Scores for the Items of the HDCRS by College . . . . .	90
XVI. Mean Scores of the Items of the HDCRS by Teaching Field . . . . .	93
XVII. Multiple Linear Regression Analysis for the Eight Factors of the HDCRS . . . . .	104
XVIII. Reliability Estimates for the HDCRS Total Score and Factor Scores . . . . .	113

LIST OF ILLUSTRATIONS

Figure	Page
1. The Scree Test for the Number of Factors . . . . .	44
2. The Mean Scores of the Faculty and the Division Chairperson for the Eight Factors of the HDCRS for College One . . . . .	97
3. The Mean Scores of the Faculty and the Division Chairperson for the Eight Factors of the HDCRS for College Two . . . . .	100
4. The Mean Scores of the Faculty and the Division Chairperson for College Three . . . . .	101
5. The Mean Scores of the Faculty and the Division Chairperson for College Four . . . . .	102

## CHAPTER I

### INTRODUCTION

The rise in the number of evaluative devices created to measure performance effectiveness of educators in institutions of higher learning is the result of the move towards expressed accountability in education. The initial impact of accountability in education was felt by the faculty and was aimed at measuring teacher effectiveness. Rating scales for assessing teacher performance have been developed to afford faculty members a systematic process of gathering appraisals from their students. When properly used, teacher performance rating scales have been found to improve teaching effectiveness.<sup>1</sup>

The improvement of educational effectiveness is the primary purpose of the accountability issue, but teachers have refused to bear the burden alone. Rosenthal<sup>2</sup> suggests that teachers are not

---

<sup>1</sup>F. Costin, W. Greenough, and R. Menges, "Student Ratings of College Teaching: Reliability, Validity and Usefulness," Review of Educational Research, XLI (December, 1971), 511-535.

<sup>2</sup>Elsa J. Rosenthal, "Accountability," Encyclopedia of Educational Evaluation, edited by Scarvia B. Anderson, Samuel Bale, and Richard T. Murphy (San Francisco, 1975), p. 3.

willing to account for "hard-to-change conditions outside their control" which may result in classroom failure. Miller contends that evaluation should encompass all segments of the educational endeavor including administrators.<sup>3</sup> Hillway agrees, and states that

If teachers can be aided by securing systematically the ratings of their students, it follows logically that administrators may also be helped in improving their work by obtaining ratings from persons with whom they deal most directly, the academic faculty.<sup>4</sup>

Stiles,<sup>5</sup> in his effort to promote constituent evaluations for administrators, theorizes that all professionals should seek out the reactions to, and assessments of, their performance by clients and colleagues with whom they work.

Skipper<sup>6</sup> and Perry<sup>7</sup> warn that the increased complexity

<sup>3</sup>Richard I. Miller, Developing Programs for Faculty Evaluation (San Francisco, 1974), p. 77.

<sup>4</sup>Tyrus Hillway, "Evaluating College and University Administration," Intellect, CI (April, 1973), 426-427.

<sup>5</sup>Lindley J. Stiles, "Constituent Evaluations for Administrators," Journal of Educational Research, LXVIII (December, 1974), inside front cover.

<sup>6</sup>Charles E. Skipper, "Personal Characteristics of Effective and Ineffective University Leaders," College and University, LI (Winter, 1976), 138-141.

<sup>7</sup>Richard R. Perry, "Appraisal of Criteria for Evaluation of Executive Administrative Performance in Public Higher Education," unpublished doctoral dissertation, School of Education, University of Toledo, Toledo, Ohio, 1964, p. 2.

in the functions of higher education have caused an intensity of focus on the leaders who are charged with the responsibility for successful institutional management. Pullias<sup>8</sup> points out that administrators have a profound effect on the outcomes of an educational institution and that systematic evaluation is essential.

In recent years many administrators themselves have recognized the need for methods of judging administrator performance. Van De Visse<sup>9</sup> found that most of the administrators he questioned in the State of Ohio agreed that there was a need for administrator evaluation. Although the administrators in most institutions of the Ohio study acknowledged a need for leadership evaluation, Van de Visse learned that only twenty-four of the eighty-five institutions he surveyed had on-going evaluation programs.<sup>10</sup> Miller<sup>11</sup> suggests that the gap between recognizing the problem and doing

---

<sup>8</sup>Earl V. Pullias, "Ten Principles of College Administration," School and Society, C (February, 1972), 95-97.

<sup>9</sup>Martin C. Van De Visse, "The Evaluation of Administrative Performance in Higher Education: A Survey of Organized Evaluative Practices in the Public and Private Institutions of Ohio," unpublished doctoral dissertation, School of Education, Kent State University, Kent, Ohio, 1974, p. 124.

<sup>10</sup>Ibid., p. 126.

<sup>11</sup>Miller, Developing Programs for Faculty Evaluation, p. 77.



something about it might lie in the fact that no effective methods or systems of evaluation exist. Generally, attempts to systematize administrative evaluation have focused on global assessments of top level positions. The supposition here is that deans, executive deans, and presidents, having the most power within the institution, control the success/failure destiny of the institution. Hannewald<sup>12</sup> found extensive literature dealing with upper level administration but very little concerning lower level administration. In view of the increased responsibility thrust upon the lower level administrator it may well be postulated that institutional success/failure is couched there.<sup>13</sup> As Perry<sup>14</sup> states, program expansion within college and university communities has caused changes in administrative power structures.

It can be assumed that academic sub-units within institutions of higher learning possess characteristics and needs unique to themselves. Further, disciplines have been administratively separated so that their individual needs can be served. It follows then that the

---

<sup>12</sup>Norman L. Hannewald, "Administrative Functioning of Member Institutions of the National Association of Schools of Music," unpublished doctoral dissertation, School of Education, Indiana University, Bloomington, Indiana, 1974, p. 3.

<sup>13</sup>Ibid., p. 3.

<sup>14</sup>Perry, "Appraisal of Criteria for Evaluation of Executive Administrative Performance in Public Higher Education," p. 2.

leadership requirements within each separated discipline must include characteristics, qualities, and insights unique to that discipline. Further, it may be extended that the same academic discipline may possess different leadership needs by virtue of the size, funding, and philosophy of the institution it serves.

Bill Priest, Chancellor, Dallas County Community College District, describes the role of the division chairperson as "key to the whole community college mechanism."<sup>15</sup> Priest points out that the selection of division chairpersons is often based on the candidate's ability as a teacher rather than a set of predetermined administrative criteria.<sup>16</sup> Quite often the division to which a chairperson is assigned contains more than one academic discipline. The resulting problem is one of equality of emphasis and leadership ability in all areas of the division. The humanities division of the Dallas County Community College District (DCCCD) is typically comprised of the departments of Art, Humanities, Music, Philosophy, and Theater. The humanities division chairperson becomes the primary educational leader for each area in the division. The problem of

---

<sup>15</sup>Bill Priest, "The Division Chairman in the Multi-Campus Community College," A Report of a conference sponsored by the Sam Houston State University Community Junior College Graduate Program, July 31 and August 1, 1972, edited by John R. Grable, 1973, p. 17.

<sup>16</sup>Ibid.

effective leadership is compounded by the fact that academic sub-units such as choral, instrumental, and theory departments exist within the major academic sub-units of the division. The question of effective educational leadership equally distributed by one chairperson over all academic disciplines within a division is difficult to address. Little has been done to describe and test behavioral characteristics of effective or ineffective humanities division chairpersons.

As Perry states, evaluation of administrators does take place. Administrators are appointed, promoted, and asked to resign based on judgments made of their effectiveness.<sup>17</sup> Generally, assessment of an administrator's effectiveness is made by a superior. Faculty members often have no systematic way of expressing themselves on the effectiveness of their administrators. Bescos<sup>18</sup> found no significant relationship between superior and subordinate perceptions of a foreman's leadership qualities. Further, it was expressed that the superior and subordinate either perceived the same behavior differently or the foreman exhibited different

---

<sup>17</sup>Perry, "Appraisal of Criteria for Evaluation of Executive Administrative Performance in Public Higher Education," p. 2.

<sup>18</sup>Robert O. Bescos and C. H. Lawski, "Foreman Leadership as Perceived by Superiors and Subordinates," Personnel Psychology, XII (Winter, 1959), 573-582.

behavior patterns to superiors and subordinates. Perhaps the division chairperson who is favorably perceived by his superior is judged ineffective by his faculty.

Lin,<sup>19</sup> in a 1975 study, found that the differences between the administrator's self-evaluation and the faculty's evaluation of the administrator reflected the gap between the self-perception of the administrator and the role expectations of the faculty. In this case, the administrator had not made himself aware of the behavior characteristics perceived effective by the faculty.

In September, 1976, the academic affairs committee of the faculty senate at Stephen F. Austin State University initiated a national survey on departmental governance. Questionnaires were sent to two hundred colleges and universities with enrollments larger than eight thousand. Among the results of the survey it was reported that 81 per cent of the responding institutions utilized upward evaluation at the department level.<sup>20</sup> Seventy-five per cent of the schools indicating some form of evaluation reported doing so on a scheduled

---

<sup>19</sup>Yih-suing R. Lin, "Rating Scale for Academic Administration," unpublished doctoral dissertation, School of Education, University of Northern Colorado, Greeley, Colorado, 1975, p. 74.

<sup>20</sup>J.W. Vincent, Memo to the faculty, Stephen F. Austin State University, Nacogdoches, Texas, December, 1976.

basis. No mention of the evaluation instrument or the evaluative criteria was made in the report.

In the case of a humanities division chairperson, it seems important to be apprised of the behavioral characteristics deemed necessary for effective leadership by each of the disciplines which comprise the division. Unlike the university dean of fine arts, the humanities division chairperson in many community colleges has no administrative subordinates to look to for assistance in making decisions unique to each academic discipline. Conversely, only one of the academic disciplines within the division has as its primary administrator a person who is intimately aware of the uniqueness of the discipline.

The humanities division chairperson in the Dallas County Community College District is a teaching administrator. The number of classes the division chairperson is required to teach is proportionate to the number of full-time faculty assigned to the division. In most cases the humanities division chairperson in the Dallas County Community College District teaches two classes. Theoretically, the division chairperson is both administrator and faculty. In some instances the humanities division chairperson is viewed by the administration as a faculty member with administrative extra assignment. Conversely, the faculty may view the same division chairperson as an

administrator who teaches one or two classes. Although most humanities division chairpersons readily accept their dualistic role, the "quick change" from faculty member to administrator often confounds attempts to assess division leadership effectiveness.

There seemed to exist sufficient evidence to support the need for a study to determine humanities division faculty's perceptions of effective and ineffective behavioral characteristics of division chairpersons. Further, there seemed to exist sufficient evidence to support the need for a study to devise a leadership rating scale for humanities division chairpersons.

#### Purpose of the Study

The purpose of this study was to devise and test a rating scale for humanities division chairpersons in the colleges of the Dallas County Community College District.

The study attempted to resolve the following problems:

1. Determine humanities division faculty's perceptions of effective and ineffective characteristics of humanities division chairpersons;
2. Determine the validity of the Humanities Division Chairperson Rating Scale;
3. Determine the estimates of reliability for the Humanities Division Chairperson Rating Scale;

4. Determine the relationship that exists between the responses of faculty associated with differing demographic variables, the division chairperson's self-evaluation, and the items of the Humanities Division Chairperson Rating Scale.

#### Definition of Terms

The term humanities division refers to the administrative organization of the Art, Humanities, Music, Philosophy, and Theater departments in the colleges of the Dallas County Community College District.

The term behavioral characteristics refers to a distinctive quality, disposition, or mode of action.

The term humanities division chairperson refers to the individual whose primary function is the management and leadership of the Art, Humanities, Music, Philosophy, and Theater departments of the colleges of the Dallas County Community College District.

The Dallas County Community College District is comprised of Eastfield College, El Centro College, Mountain View College, and Richland College.

The term factor refers to a category of items which statistically relate to each other. For the purpose of this particular problem the term item refers to a statement characteristic of an effective or ineffective humanities division chairperson.

The term rating scale for the purpose of this study refers to an evaluation instrument consisting of characteristic statements descriptive of effective and ineffective humanities division chairpersons and designed for use in "upward" evaluation exercises.

The term upward evaluation refers to a system of job performance rating wherein subordinates rate their superiors.

The term demographic variable refers to those characteristics that define a population. For the purpose of this study, age, sex, number of years teaching experience, contractual status (partial or full contract), academic discipline (teaching field), number of years administrative experience, years primary or secondary school teaching experience, and the college in which the faculty member is assigned will comprise the demographic variables to be correlated with the items of the evaluation instrument.

#### Delimitations

This study deals with the development of a rating scale for the humanities division chairperson only.

This study deals with the development of a rating scale to be used only in "upward" and "self" evaluation of the humanities division chairperson.



### Basic Assumptions

The basic assumption of this study is that the administrative function is observable and measureable and that faculty members are capable of determining effective and ineffective administration.

### Methodology

In order to achieve the stated purpose of this study it was necessary to employ a model which would satisfactorily resolve the specific problems encountered in the process.

First, it was necessary to determine humanities division faculty's perceptions of the characteristics of effective and ineffective division chairpersons. A form (Appendix A) similar to that used by Abeles<sup>21</sup> in his study was employed to acquire input from the humanities division faculty at the four participating institutions.

Second, the director of counseling and testing at Richland College and the director of research at Richland College were retained as judges for the study. The judges and the researcher placed the

---

<sup>21</sup>Harold F. Abeles, "Student Perceptions of Characteristics of Effective Applied Music Instructors," Journal of Research in Music Education, XXIII (Summer, 1975), 147-154.

209 items into categories to which the items seemed best related. Five categories resulted from the judging.

Third, the items were extracted from the five categories and were randomly placed in a rating scale format (Appendix B). The rating scale was submitted to trial evaluation using the humanities division faculty at Richland College (Appendix C).

Fourth, a factor analysis was employed on the data resulting from the trial evaluation. Seventy-five items were retained for the final form (Appendix D) of the Humanities Division Chairperson Rating Scale (HDCRS) based on their rate of loading (the larger the coefficient is for an item in a factor matrix, the higher that item is said to "load" on that factor) on the factor they described and their relative independence of the other factors (Appendix E).

Fifth, content, face, and formal validity were established for the HDCRS based on the model used to determine the criteria for the instrument.

Sixth, estimates of reliability were obtained for the HDCRS using the Kuder-Richardson Formula 21 and the test-retest method.

Seventh, selected demographic data were analyzed to determine if any influence was exerted on the response tendency of the faculty to the HDCRS due to the expressed demography.

Eighth, a comparison was made to determine the relationship that exists between the response of the faculty to the HDCRS and the division chairperson's self-evaluation.

Ninth, a multiple linear regression analysis was performed on the factors of the HDCRS in order to determine the relative weight of each factor.

### Plan of the Report

Chapter II will present related literature selected from the field of business and the field of education.

Chapter III will present the resolution of problems one, two, and three as stated on page nine of this study and as described in steps one through six in the above section of this chapter.

Chapter IV will discuss the resolution of problem four as stated on page ten of this study and as described in steps seven through nine in the above section of this chapter.

Chapter V will contain the summary, conclusions, and recommendations.

## CHAPTER II

### RELATED LITERATURE

Efforts to define leadership behavior and to evaluate leadership effectiveness have been centered mainly in the field of business. Researchers in business have attempted to view leadership from several vantage points. Some studies have investigated the essential factors of leadership behavior while some have investigated the effects of various leadership behavior characteristics on subordinates. A summary of research in business and education is presented.

#### Business Research

In 1957 Hemphill and Coons<sup>1</sup> developed a series of leader behavior dimensions which are known as the Leadership Behavior Description Questionnaire. The researchers assembled nine dimensions of leader behavior.

1. Integration . . . Acts which tend to increase cooperation among members or decrease competition among them

---

<sup>1</sup> John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire," Leader Behavior: Its Description and Measurement, edited by Ralph M. Stogdill and Alvin E. Coons (Columbus, Ohio, 1957), pp. 6-38.

2. Communication . . . Acts which increase the understanding of and knowledge about what is going on.
3. Production emphasis . . . Acts which are oriented toward work accomplished.
4. Representation . . . Acts which speak for the group in interaction with outside agencies.
5. Fraternization . . . Acts which tend to make the leader a part of the group.
6. Organization . . . Acts which lead to differentiation of duties and which prescribe ways of doing things.
7. Evaluation . . . Acts which have to do with distribution of awards or punishment.
8. Initiation . . . Acts which lead to change in group activities.
9. Domination . . . Acts which disregard the ideas or person of members of the group.

Each member of the Personnel Research Board at Ohio State University was asked to write items of behavior which seemed to apply to the nine dimensions. In addition, members of two advanced university classes were asked to write forty-eight items descriptive of the leadership dimensions. From the initial list of 1,790 items, 150 were selected and arranged in questionnaire form. The items were randomized and the dimensions to which they applied were dropped. Items were placed in a "multiple choice" format with five choices for each item. A list of forty-two adverbs expressing frequency and/or extent of engaging in a behavior was compiled. The

list was presented to each staff member who served as a judge in a paired-comparisons evaluation of each adverb against every other adverb on the list, using as a criterion the extent of occurrence. Three combinations of five frequency adverbs were selected from the list and were used as multiple choice responses to the items of leader behavior.

The researchers administered the questionnaire to 357 individuals selected from a summer school college population with an age range from eighteen to fifty-five. Two hundred five of the individuals were asked to describe a leader of the group they were in or had been in while 152 of the individuals were asked to describe themselves as leaders.

The researchers found that the extreme responses of "always," "never," and "a great deal" were seldom used. They learned that the dimensions they used, under the assumption that they were independent, were questionable. Item correlations, therefore, were computed between each item and its own dimension total score and also between each item and the other dimensions to which it was not assigned. It was found that approximately half the items did correlate highly with several dimensions; thus the dimensions did not meet the requirements of independence between dimensions. It was also learned that leaders tended to describe their own behavior in

more favorable terms than did subordinates. The correlation between describing leader behavior and rating leader behavior using a scale from "Perfect" to "Poor" evidenced a lack of independence between "rating" and "describing" leader behavior.

The authors concluded that it is probable that leader behavior is substantially related to the type of group in which the leadership occurs as well as to the person engaging in the behavior. It was recommended that further studies should better define the population from which the sample is drawn and to which the questionnaire is administered.<sup>2</sup>

Halpin and Winer<sup>3</sup> modified the Leadership Behavior Description Questionnaire to fit the needs of the Air Force. Three hundred crew members described the leadership behavior of fifty-two leaders. Instead of the nine dimensions used by Hemphill and Coons, Halpin and Winer used eight "keys." Utilizing a modified Wherry-Doolittle test selection procedure, it was found that five of the keys accounted for almost all the variance on the eight keys.

---

<sup>2</sup>Ibid.

<sup>3</sup>Andrew W. Halpin and B. James Winer, "A Factorial Study of the Leader Behavior Descriptions," Leader Behavior: Its Description and Measurement, edited by Ralph M. Stogdill and Alvin E. Coons (Columbus, Ohio, 1957), pp. 39-51.

Correlations between the 130 items and each of the five keys were computed. The item-key correlations were used to estimate the factor loadings of the items on each of the keys. Subsequent factor analysis revealed a four-factor structure. The emergent factors were: "Consideration, Initiating Structure, Production Emphasis and Social Awareness." Two of the factors, "Consideration" and "Initiating Structure," accounted for 83 per cent of the total factor variance. Attempts by the researchers to improve the remaining two factors by adding new items failed.

Consideration and Initiating Structure have been used in a variety of studies to determine leader behavior function. Several definitions of Consideration and Initiating Structure have been found. The following seems most complete.

Consideration includes behavior indicating mutual trust, respect, and a certain warmth and rapport between the supervisor and his group. This does not mean that this dimension reflects a superficial "pat-on-the-back," "first name calling" kind of human relations behavior. This dimension appears to emphasize a deeper concern for group members' needs and includes such behavior as allowing subordinates more participation in decision making and encouraging more two-way communication.

Structure includes behavior in which the supervisor organizes and defines group activities and his relation to the group. Thus he defines the role he expects each member to assume, assigns tasks, plans ahead, establishes ways of getting things done, and pushes for



production. This dimension seems to emphasize overt attempts to achieve organizational goals.<sup>4</sup>

The emergence of two seemingly independent constructs of leader behavior led to studies designed to equate the constructs with effective/ineffective leader behavior.

Fleishman and Harris<sup>5</sup> examined the constructs Consideration and Structure to determine if there were optimum combinations for effective/ineffective leadership. Fifty-seven production foremen and their work groups were chosen as the population. Three members of each foreman's work group were randomly selected to describe their foreman. The results of the behavior descriptions were correlated with each foreman's incidence of employee turnover and employee grievance. The relationships were plotted on a curvilinear scale. The researchers found that low Consideration and high Structure equate with high grievances and high turnover. High Consideration and high Structure seemed to equate with effective leadership.

---

<sup>4</sup>Edwin A. Fleishman and Edwin F. Harris, "Patterns of Leadership Behavior Related to Employee Grievances and Turnover," Personnel Psychology, XV (Spring, 1962), 43-46.

<sup>5</sup>Ibid.

Hemphill,<sup>6</sup> in his study of the administrative reputation of college departments, found that departments with best reputations had chairmen who were described as above average on both Consideration and Structure.

Halpin<sup>7</sup> stated that executive leadership behavior is associated with high performance on both Consideration and Structure. Further, Halpin found that the college department chairmen whose departments are reputed to be well-administered are persons who

A. Define the role which they expect each member of the work group to assume, and delineate patterns of organization and ways of getting the job done.

B. Establish a relationship of mutual trust and respect between the group member and themselves.

Stogdill, Goode, and Day<sup>8</sup> developed what was termed "new dimensions" of leadership. The "new dimensions" became known as Leader Behavior Description Questionnaire Form XII (hereinafter referred to as LBDQ-12). Rather than just the constructs

---

<sup>6</sup>John K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," Journal of Educational Psychology, XLVI (November, 1955), 385-401.

<sup>7</sup>Andrew W. Halpin, "The Behavior of Leaders," Educational Leadership, XIV (December, 1956), 172-176.

<sup>8</sup>Ralph M. Stogdill, O. S. Goode, and D. R. Day, "New Leader Behavior Description Subscales," Journal of Psychology, XVIV (October, 1962), 259-269.

Consideration and Structure, the authors argued that the following patterns of behavior were involved in leadership.

Representation . . . speaks and acts as representative of the group.

Demand Reconciliation . . . reconciles conflicting organizational demands and reduces disorder to the system.

Tolerance of Uncertainty . . . is able to tolerate uncertainty and postponement without anxiety or upset.

Persuasiveness . . . uses persuasion and argument effectively; exhibits strong convictions.

Initiation of Structure . . . clearly defines own role, and lets followers know what is expected.

Tolerance of Freedom . . . allows followers scope for initiative, decision, and action.

Role Retention . . . actively exercises leadership role rather than surrendering leadership to others.

Consideration . . . regards the comfort, well-being, status, and contributions of followers.

Production Emphasis . . . applies pressure for productive output.

Predictive Accuracy . . . exhibits foresight and ability to predict outcomes accurately.

Integration . . . maintains a closely knit organization; resolves intermember conflicts.

Influence with Superiors . . . maintains cordial relations with superiors; has influence with them; is striving for higher status.

The authors contend that although the above patterns of behavior are involved in leadership, they are not equally important in all situations.

Hills<sup>9</sup> felt that the "representative" function was neglected when using only Consideration and Structure. In a study of public

---

<sup>9</sup>R. Jean Hills, "The Representative Function: A Neglected Dimension of Leader Behavior," Administrative Science Quarterly, VIII (June, 1963), 83-106.

school principals, it was found that high Consideration and high Structure plus moderate "representation" correlated significantly with teacher morale.

Brown<sup>10</sup> challenged the LBDQ-12 in a study supported by a grant from the Alberta Teachers' Association. The LBDQ-12 was administered to 1,551 teachers in 170 schools in Alberta, Canada. The teachers were asked to describe their principals using the LBDQ-12. A factor analysis was performed on the data resulting from the study. Only two factors emerged as significant and accounted for 76 per cent of the total test variance. The author labeled the two factors "system" orientation and "person" orientation. The factor loadings of all twelve LBDQ-12 dimensions were plotted on a bi-polar circumplex model using Brown's "system" orientation and "person" orientation as the expressed bi-polarity. The graphic exhibition of the factor loadings led Brown to express that leadership is similar to many other forms of interpersonal behavior which is characterized by two major axes which shade into each other. Brown describes his bi-polar model as

. . . twelve concepts of leadership activity assembled in an ascending or descending sequence from (1) those activities responding chiefly to system needs (Structure,

---

<sup>10</sup>Alan F. Brown, "Reactions to Leadership," Educational Administration Quarterly, III (Winter, 1967), 62-73.

Production Emphasis, Representation), through (2) those activities responding chiefly to the need for effective transaction between the institution and the person (Integration, Predictive Accuracy, Superior Orientation), to (3) those activities responding chiefly to idiosyncratic needs of staff (Tolerance of Freedom, Tolerance of Uncertainty, Consideration).

Although Stogdill's LBDQ-12 was factorially composed, Brown's findings refute the independence of the twelve dimensions. Brown<sup>11</sup> concludes that leadership is transactional and that the leader is most effective who rates high on the bi-polar factors.

Schriesheim and Kerr<sup>12</sup> reported on the reliability, validity, and scaling adequacy of the Ohio State leadership scales. A synthesis of data from existing studies was used. The authors found that LBDQ-12 exhibited acceptable internal consistency reliability and marginally acceptable test-retest reliability (one study found coefficients for one-, two-, and three-month intervals to vary between .57 and .72 for Structure and between .71 and .79 for Consideration). No studies were found to demonstrate construct, convergent, or discriminate validity.

---

<sup>11</sup>Ibid.

<sup>12</sup>Chester Schriesheim and Steven Kerr, "Psychometric Properties of the Ohio State Leadership Scales," Psychological Bulletin, LXXXI (October, 1974), 756-765.

Stogdill<sup>13</sup> prepared a series of vignettes using actors to portray patterns of leadership behavior described by the sub-scales of the LBDQ-12. Only six sub-scales were used. Motion pictures of the vignettes were shown to a group of observers who described the leaders' behavior using LBDQ-12. By virtue of his study, Stogdill states, "it is argued that the findings constitute evidence that the sub-scales of the LBDQ-12 measure what they are purported to measure."<sup>14</sup>

Schriesheim and Kerr<sup>15</sup> argue that the LBDQ-12 exhibits marginally acceptable experimental validity, acceptable concurrent validity, and no predictive validity. The authors further report that the LBDQ-12 suffers from scaling problems such as "halo" effect resulting from an insufficient number of reflected Structure items. The lack of reflected items may also cause an "agreement response tendency" which distorts respondent scores.

Even with all the problems inherent in the LBDQ-12 scales, it appears to remain a reasonable, valid, and reliable measure of leadership behavior.

---

<sup>13</sup>Ralph M. Stogdill, "Validity of Leader Behavior Descriptions," Personnel Psychology, XXII (Summer, 1969), 153-158.

<sup>14</sup>Ibid.

<sup>15</sup>Schriesheim and Kerr, "Psychometric Properties of the Ohio State Leadership Scales," p. 763.

## Educational Research

Studies structured to measure leadership behavior or to rate college and university administrators are few in number. It seems profitable at this point to survey the reports of efforts to rate leadership behavior of college and university administration.

Skipper<sup>16</sup> attempted to differentiate between the personal characteristics of effective and ineffective college and university leaders at the dean level and above. The assumption was that effective administrators would be high in Structure and Consideration while ineffective administrators would be low in Structure and Consideration. A scale of ten personality characteristics related to the most frequently occurring leadership skills was developed. The following personal qualities were measured: responsibility, integrity, self-control, intellectual efficiency, flexibility, personal relations, leadership, motivation to achieve, avoidance of problems, and creativity. The personal qualities were arranged beside a bi-polar set of descriptors. Skipper used twenty university administrators as raters. Ten rated their most effective administrator colleague while the other ten rated their most ineffective administrator colleague. A "t" test was used to determine if there

---

<sup>16</sup>Charles E. Skipper, "Personal Characteristics of Effective and Ineffective University Leaders," College and University, LI (Winter, 1976), 138-141.

were statistically significant differences between "most effective" and "least effective" administrators. Findings were judged significant at the .05 level using a one-tailed test. "Most effective" administrators were judged to be more ethical, honest, calm, alert, insightful, tolerant, confident, and goal-oriented. "Least effective" administrators were judged undependable, deceitful, irritable, impulsive, rigid, sarcastic, retiring, lacking in ambition, inclined to put off difficult decisions, and to have fewer ideas.

Hillway<sup>17</sup> constructed a rating scale for college and university administrators which consisted of two dimensions. The first dimension, "qualities," consists of fifteen sub-items while the second dimension, "methods," contains nine sub-items. A final item asks for the raters' general or over-all rating of the administrator's effectiveness. The "qualities" examined include

. . . interest in the progress of education, educational and cultural background, sympathetic attitude toward students, fairness in dealing with students, considerate attitude toward faculty, fairness in dealing with faculty, self-adjustment and sense of humor, tolerance of new ideas, trustworthiness (honesty, reliability), skill in securing group action, ability to inspire confidence, ability to maintain faculty performance, and appearance (appropriate dress, grooming).

The "methods" presented for rating include

---

<sup>17</sup>Tyrus Hillway, "Evaluating College and University Administration," Intellect, CI (April, 1973), 426-427.



. . . encourages democratic participation, communicates effectively with group members, presents appropriate materials for group action, adheres faithfully to group decisions, respects professional rights of faculty, assigns work fairly and suitably, makes fair decisions on promotions and salary, makes contributions to his academic field, and uses generally appropriate administrative methods.

Raters are asked to evaluate the administrator using a five-point scale ranging from "high" to "low." The rating scale was developed by a survey of literature which yielded "certain basic qualities and activities of the ideal administrator." Further, Hillway found strong concurrence among faculty regarding the qualities of a college president. The author states that the instrument has only limited experience and indications are that it is of some value when properly used. Hillway reports no reliability or validity coefficients nor was any analysis of the independence of the dimensions obtained.

A study by Lin<sup>18</sup> explored Hillway's Rating Scale for Academic Administration. Lin found that in a three-week test-retest experiment the reliability coefficient was .78. Further, Lin found the predictive validity, using a multiple linear regression analysis, was .93. Lin reported that "Leadership, Educational Background,

---

<sup>18</sup>Yih-suing R. Lin, "Rating Scale for Academic Administration," unpublished doctoral dissertation, School of Education, University of Northern Colorado, Greeley, Colorado, 1975, pp. 73-74.

Grooming, Respect for Group Action, and Attitude in Dealing with People" were the five factors reflecting most of the variance in the inter-correlations of the rating scale.

Lin's analysis techniques appear sound; however, the emergence of the five factors defies "a priori" assessment. Lin does not report that a revision of the Hillway rating scale was undertaken as a result of factor analysis. Item ambiguity may exist for those items loading equally high on several of the expressed factors. Inspection of the items reveals a rather general array of "qualities" amassed to assess global traits which may explain the confusing results of the factor analysis.

Several forms used by various institutions for the appraisal of administrative performance are reported by Miller.<sup>19</sup> Of particular interest to the present study is a form entitled Administrative Effectiveness Appraisal which Miller presents in both his 1972 and 1974 publications.<sup>20</sup> Miller suggests that use of the appraisal be determined within each institution. No further information is given. The form calls for assessment of fourteen "factors" utilizing a seven-point scale ranging from "highest" to "lowest." The

---

<sup>19</sup>Richard I. Miller, Developing Programs for Faculty Evaluation (San Francisco, 1974), p. 77.

<sup>20</sup>Richard I. Miller, Evaluating Faculty Performance (San Francisco, 1972), p. 50.

respondent can indicate an "X" if he feels incapable of making a judicious decision. Two blank spaces at the bottom of the form allow the appraiser to elect two additional items for rating. Finally, the form provides space for a "composite rating" and a narrative description of the administrator. The psychometric properties of the appraisal form are not given.

Miller<sup>21</sup> reviews several existent evaluation forms and draws on several articles to establish the fact that little is known and little is done concerning evaluation of administrators. Guidelines for the establishment of administrator evaluations are presented. Seven of the citations used by Miller call for "upward" or subordinate to superior evaluation models. Equally as many suggest the traditional "downward" evaluation model.

Colleges within the Dallas County Community College District have established upward evaluation systems which often result in the creation of a different instrument for each level of administrator.<sup>22</sup> Faculty are asked to evaluate their division chairperson, the associate and assistant deans, the deans, and the president. Each level evaluates upward through the president. The instruments

---

<sup>21</sup>Miller, Developing Programs for Faculty Evaluation, p. 88.

<sup>22</sup>In private conversation with Rodger A. Pool, Chairman, Upward Evaluation Committee, Richland College, March, 1976.

created for the evaluation exercise are usually devised by an evaluation committee comprised of members of the faculty and administration. Quite often each administrative level is asked to submit items on which they feel they should be evaluated. The items are randomized and respondents are asked to evaluate their administrators using a four-item response scale. A fifth item is used to indicate "no opinion." Responses are recorded on IBM answer sheets and computer analyzed for measures of central tendency. Responses are anonymously submitted. Administrators receive a computer print-out containing the evaluation data.

Problems inherent in the above procedures stem from two basic concerns. First, item selection for the evaluation devices is done with minimal involvement from those who are to use the instruments. It can be assumed that very meaningful and pertinent data is not included in the final instrument. Secondly, lack of factorial and psychometric analysis of the instruments tend to negate the results of their use.

Remmers and Hobson produced a rating scale for the Purdue Research Foundation entitled The Purdue Rating Scale for Administrators and Executives.<sup>23</sup> The rating scale consists of

---

<sup>23</sup>H.H. Remmers and R.L. Hobson, The Purdue Rating Scale for Administrators and Executives (Lafayette, Indiana, 1950).

ten categories described by a total of thirty-six items. The responses are averaged and a percentile chart is constructed to report the response profile. The ten categories are intellectual balance, emotional balance, administrative leadership, administrative planning, use of funds, capacity for work, relations with subordinates, public relations, and social responsibility. Although the Purdue Rating Scale is one of the more comprehensive in design, one of its weaknesses is that respondents are asked to make several kinds of judgments within one statement. For example, item twelve states, "Understands the objectives and interrelationships of his entire work." The administrator in question may well understand the "objectives" of his work without adequate insight into the "interrelationships" at work. Conversely, the respondent may be capable of determining the degree to which the administrator understands the "objectives" but not able to determine the "interrelationship" portion of the statement. The results of the responses to item twelve would tend to be vague in meaning and would probably defy accurate interpretation. In other words, regardless of how the respondent answered item twelve, it would be difficult to assess what the answer was telling the administrator.

The rating device used by Baylor University in the spring of 1972 represents a different type of administrator assessment

instrument. Raters are instructed to use a nine-point scale to indicate the relative degree of satisfaction or dissatisfaction they have with the administrator named. No items other than the name and title of the administrator are on the form. At the end of the form respondents are given the opportunity to make comments. The most obvious objection to the Baylor instrument is that very little information is gained by the rated administrator.

As Hillway<sup>24</sup> states, many articles and books have been written which offer personal opinion or personal accounts of an ideal administrator. Pullias,<sup>25</sup> Brown,<sup>26</sup> Corson,<sup>27</sup> and House<sup>28</sup> discuss the attributes of good educational administration; however, little attention is given to methods of evaluating them.

---

<sup>24</sup>Tyrus Hillway, "Evaluating College and University Administration," Intellect, CI (April, 1973), 426-427.

<sup>25</sup>Earl V. Pullias, "Ten Principles of College Administration," School and Society, C (February, 1972), 95-97; Earl V. Pullias, "College and University Administration: Ten More Principles," Intellect, CI (April, 1973), 428-431.

<sup>26</sup>Martha A. Brown, "What Kind of Leaders Do Faculty Want?" College Management, VIII (January, 1973), 25-26.

<sup>27</sup>John J. Corson, Governance of Colleges and Universities (New York, 1960), p. 88.

<sup>28</sup>Robert W. House, Administration in Music Education (Englewood Cliffs, New Jersey, 1973), p. 14.

Griffiths<sup>29</sup> summarizes important works on administrative theory and suggests that, "the condition of the theoretical study of educational administration has never been better." Griffiths continues by pointing out that the time seems right for further study in educational administration.

One seemingly clear need for further study in educational administration is the development of a model from which a valid and reliable administrative rating scale can be devised. In his article on an approach to the construction of rating scales which measure complex behaviors, Abeles cites his development of the Clarinet Performance Rating Scale as the model.<sup>30</sup> Abeles developed the rating scale by generating an initial set of items from experts in the field, factor analyzing the results of a trial evaluation of the initial set of items, and by testing the scale for reliability.<sup>31</sup>

Abeles utilized his model to develop several performance rating scales. Basic to the Abeles model is the fact that, by sampling many experts, the resulting items provide a comprehensive

---

<sup>29</sup>Daniel E. Griffiths, "Administrative Theory," Encyclopedia of Educational Research, 4th ed., edited by Robert L. Ebel (London, 1969), p. 22.

<sup>30</sup>Harold F. Abeles, "A Facet-Factorial Approach to the Construction of Rating Scales to Measure Complex Behavior," Journal of Educational Measurement, X (Summer, 1973), 145-151.

<sup>31</sup>Ibid., p. 145.

investigation of the behavior in question.<sup>32</sup> If the rating scale provides a large degree of comprehensiveness and adequately samples the content of the subject area, then satisfactory content validity can be assumed.

The present study utilizes a model which is most closely related to the Abeles model whereby an evaluation instrument for applied music instructors was developed.<sup>33</sup> Abeles asked graduate and undergraduate students to write an essay describing the applied music instructor who stood out most in their mind. The essay was to include both good and bad characteristics.

One hundred twenty-three statements descriptive of applied teachers were gleaned from the essays. The statements were organized into five categories by the researcher and three judges. The organized data permitted Abeles to better conceptualize the original statements. The statements were then randomly placed in a rating scale format, and a trial evaluation was employed. The results of the trial evaluation were submitted to factor analysis which yielded a twenty-three item, four-factor solution. Abeles created a fifth factor with seven additional items for the final form.

---

<sup>32</sup>Ibid., p. 145.

<sup>33</sup>Harold F. Abeles, "Student Perceptions of Characteristics of Effective Applied Music Instructors," Journal of Research in Music Education, XXIII (Summer, 1975), 147-154.



Abeles used the Kuder-Richardson Formula 21 procedure to obtain estimates of interjudge reliability. Reliability estimates were obtained for the total score and for the instrument's sub-scales (factors). Interjudge reliability estimates were obtained for two different evaluation exercises. The interjudge reliability estimates were consistently stronger for the second evaluation than for the first. Total score reliability estimates were not consistent with the sub-scales. The first reliability coefficient was .96, and the second was .88. Although Abeles states that the subscale reliability estimates do not appear adequate for evaluation purposes, this writer feels they are. With a range from .81 for sub-scale one (Rapport) to .71 for sub-scale three (Instructional Skills), the reliability estimates seem adequate for an instrument designed to rate such a complex behavior.

In an effort to establish criterion validity, Abeles examined the relationship of the applied music instructor rating scale to the College Teacher Description Scale (CTDS) and the Performance Rating Scale (PRS). A relationship of .60 existed between the applied music instructor rating scale and the PRS. Abeles considered the .60 relationship "moderately strong." A negative, "moderately weak," relationship was observed between the CTDS and the applied music instructor scale.

Abeles concluded that, "the study produced a scale that seems to be appropriate to employ in the evaluation of applied faculty."<sup>34</sup>

The model resulting from the Abeles study was considered adequate for use in the development of an instrument to evaluate administrators.

---

<sup>34</sup>Ibid.

## CHAPTER III

### RESEARCH PROCEDURES

In order to develop the Humanities Division Chairperson Rating Scale (HDCRS), it was necessary to determine a procedural model that would best resolve the stated problems of this project. Chapter III will discuss the resolution of problems one, two, and three. Problem one was to determine humanities division faculty's perceptions of effective and ineffective characteristics of humanities division chairpersons. Problem two was to determine the validity of the Humanities Division Chairperson Rating Scale. Problem three was to determine the reliability of the Humanities Division Chairperson Rating Scale.

#### Scale Construction

The procedural model used to determine humanities division faculty's perceptions of effective and ineffective characteristics of humanities division chairpersons was similar to that used by Abeles<sup>1</sup>

---

<sup>1</sup>Harold F. Abeles, "Student Perceptions of Characteristics of Effective Applied Music Instructors," Journal of Research in Music Education, XXIII (Summer, 1975), 147-154.

wherein students were asked to describe the characteristics of the applied music teacher who stood out most in their mind. In order to develop items for the HDCRS the Humanities Division faculty at Eastfield College, El Centro College, Mountain View College, and Richland College were asked to write characteristics describing the best division chairperson they know and the worst division chairperson they know (Appendix A). A cover letter explaining the purpose of the study and giving examples of characteristics of effective and ineffective division chairpersons accompanied the data collection form. The division secretary on each of the participating campuses was asked to distribute and to collect the primary data collection form. The total population was comprised of 133 faculty and chairpersons. Of the 133 initial data collection forms sent to the participating faculty and division chairpersons, 122, or 92 per cent, were completed and returned.

Carolyn Aguren, director of counseling and testing at Richland College, and Jim Stinson, director of research at Richland College, were retained as judges for the project. Two hundred ninety-three items stated both positively and negatively were gleaned from the returned data collection forms. The items were placed on three-by-five cards, and the judges were asked to group them into categories to which they seemed best related. Each judge's decisions

were coded and the cards were shuffled before the next judge received them. Five categories with a total of 209 items resulted from the above procedure. Each category was assigned a topical heading which best described the comprehensive thought of that category. The five categories and their titles are

- Category One . . . . Faculty/People Orientation
- Category Two . . . . System Management
- Category Three . . . Personal Professional Qualities
- Category Four . . . Leadership
- Category Five . . . . Personal Qualities

Categories one, four, and five contained 170, or 81 per cent, of all the items.

Category one contained fifty-one items dealing with faculty or people concerns, such as "Is considerate of human error and weakness," "Allows for individual differences in teaching style," "Demonstrates a genuine interest in faculty concerns," and "Is interested in the faculty as individuals." Category one was entitled "Faculty/People Orientation."

Category two had seventeen items which dealt mainly with the chairperson's ability to function as a manager. Items such as "Stays informed regarding college policy and procedure," and "Processes requisitions and work-orders quickly and efficiently," typified category two which was labeled, "System Management."

Category three was entitled "Personal Professional Qualities." Statements such as "Is knowledgeable in his / her field," "Is respected as a capable artist in his / her field," and "Demonstrates artistic sensitivity" were among the twenty-two items of category three.

Category four was labeled "Leadership" and included sixty-three items. Statements exemplifying category four are, "Does not attempt to promote instructional innovation," "Shows little interest in planning for the future," and "Works with faculty to develop grants and proposals."

Category five was entitled "Personal Qualities" and included such items as "Demonstrates confidence in leading the division," "Is honest in dealing with faculty and students," and "Is ego centered." A complete listing of all five categories may be found in Appendix B.

#### Trial Evaluation

The 209 cards, each containing a different statement, were shuffled and placed in a large container. The container was rotated by one of the participating judges and the other judge withdrew the cards one at a time. The items were placed in a rating scale format in the same order as they were drawn from the container. A five-item response system ranging from 5 "Highly Agree," 4 "Agree,"

3 "Undecided," 2 "Disagree," to 1 "Highly Disagree," was used (Appendix C).

The forty-seven members of the researcher's faculty comprised the trial evaluators who were asked to evaluate their division chairperson using the 209 items as criteria. A cover letter explaining the project accompanied the evaluation form (Appendix D).

The forms were distributed to the faculty through inter-office mail. Each faculty member was asked to return the form in person to the division secretary. The secretary was asked to place the completed form into a large container and to mix the contents thoroughly, in an effort to maintain strict anonymity. The secretary placed the faculty member's name on a roster in order to maintain an accurate record of those who had returned the form. A 100 per cent return was accomplished.

#### The Scree Test for the Number of Factors

Data generated by the trial-evaluation were submitted to factor analysis using a principal components factor solution and a varimax rotation. The sum of the squares of the loadings (eigenvalue) at the bottom of each of the fifteen factors ranged from 65.60 for factor one to 4.05 for factor fifteen. In order to determine the maximum number of factors to be extracted, the researcher subjected the eigenvalues resulting from the principal component

solution to the scree test.<sup>2</sup> The scree test was developed by Cattell in an effort to determine the maximum number of factors to consider when the number of variables exceeds fifty. The scree test consists of determining the point at which the curve resulting from a plotted graph of the eigenvalue against the factor number develops into a linear relationship.<sup>3</sup>

In Figure 1 it can be noted that the shape of the plot of the fifteen factors changes from curvilinear to linear beginning at factor eight.

It may be of interest to note that the plot in Figure 1 contains the characteristic "kink" at factor five, three factors before the point at which the linear relationship begins.<sup>4</sup>

#### Significant Factor Loadings

Of the methods available for use in determining which factor loadings are of sufficient magnitude to be considered significant, the researcher chose the "Burt-Banks" formula.<sup>5</sup> Burt and Banks devised a formula which allows for the sample size, the number of

---

<sup>2</sup>Dennis Child, The Essentials of Factor Analysis (New York, 1970), p. 44.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 46.

<sup>5</sup>Ibid.



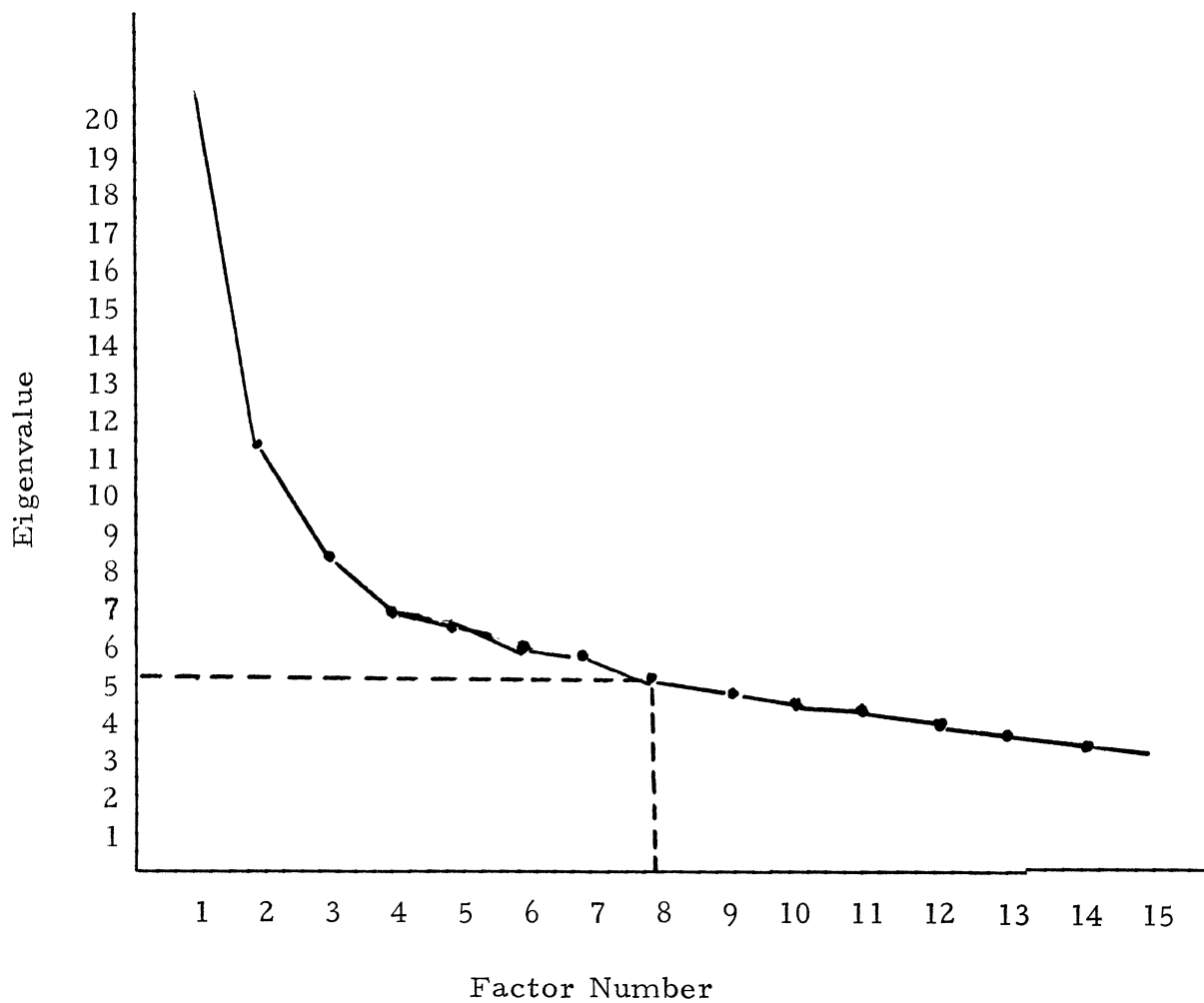


Fig. 1--The Scree Test for the Number of Factors

variables correlated, and the number of factors extracted in computing the standard error of a loading. According to the authors, it should become increasingly more difficult for a coefficient to reach significance when progressing from factor one to higher factors.<sup>6</sup>

The formula computes the standard error (SE) of a loading as follows:

$$SE = \text{SE of a correlation} \sqrt{\frac{N}{N + 1 - R}}$$

where N = the number of variables, and

R = the factor number in the position of the factor during extraction.<sup>7</sup>

In order to minimize the uncertainty surrounding the assessment of error in factor loadings, the one per cent level was used as the criterion for significance for the standard error of a correlation which was extracted from a table of predetermined values presented in the appendices of the Child book.<sup>8</sup> The formula provided the following data:

$$\text{Factor I} \quad SE = .346 \sqrt{\frac{209}{209 + 1 - 1}} = .346 \sqrt{\frac{209}{209}} = .35$$

$$\text{Factor II} \quad SE = .346 \sqrt{\frac{209}{209 + 1 - 2}} = .346 \sqrt{\frac{209}{208}} = .35$$

<sup>6</sup>Ibid.

<sup>7</sup>Ibid., p. 97.

<sup>8</sup>Ibid., p. 95.

$$\begin{array}{l}
 \text{Factor III} \quad \text{SE} = .346 \sqrt{\frac{209}{209 + 1 - 3}} = .346 \sqrt{\frac{209}{207}} = .35 \\
 \text{Factor IV} \quad \text{SE} = .346 \sqrt{\frac{209}{209 + 1 - 4}} = .346 \sqrt{\frac{209}{206}} = .35 \\
 \text{Factor V} \quad \text{SE} = .346 \sqrt{\frac{209}{209 + 1 - 5}} = .346 \sqrt{\frac{209}{205}} = .35 \\
 \text{Factor VI} \quad \text{SE} = .346 \sqrt{\frac{209}{209 + 1 - 6}} = .346 \sqrt{\frac{209}{204}} = .35 \\
 \text{Factor VII} \quad \text{SE} = .346 \sqrt{\frac{209}{209 + 1 - 7}} = .346 \sqrt{\frac{209}{203}} = .35 \\
 \text{Factor VIII} \quad \text{SE} = .346 \sqrt{\frac{209}{209 + 1 - 8}} = .346 \sqrt{\frac{209}{202}} = .36
 \end{array}$$

As can be seen in the above formulae, loadings of .35 in all but the eighth factor can be considered significant. In the eighth factor .36 or above was necessary for significance.

### Results of Factor Analysis

Items were chosen for the HDCRS according to their rate of loading on the factor they described and their relative independence of the other factors. Eight factors and seventy-five items were chosen for the final form (Appendix D). The eight factors and the headings which best describe the sub-items contained in the factors are presented below.

- Factor I . . . . . Personal Qualities in Interaction  
with Faculty
- Factor II . . . . . Communication with Faculty

Factor III	. . . . .	Personal Professional Qualities
Factor IV	. . . . .	System Management
Factor V	. . . . .	Personal Power
Factor VI	. . . . .	Leadership
Factor VII	. . . . .	Faculty Management
Factor VIII	. . . . .	Non-partiality

It should be pointed out that the eight factors listed above should not be confused with the judge's five categories previously discussed. The eight factors resulted from a factor analysis of the data extracted from the trial evaluation. The five categories resulted from the judge's assessment of the original set of data. It will be important for the reader to maintain an understanding of the distinction between the two classifications.

Most of the items selected for the final form of the HDCRS are clearly independent of the factors to which they are not assigned. For those few items which seem more dependent in nature, some discussion is warranted. The participating judges and the researcher selected each item and reviewed each item for content and loading.

All of the items in Factor I display a highly acceptable level of independence by virtue of their high loading on the factor and their relatively low loading on the other factors. The reader is

directed to Appendix E wherein all items and their coefficients for the eight factors may be observed.

In Factor II, item twenty-six seemingly loads equally on Factor I and Factor II. Since Factor II deals basically with items of communication and since item twenty-six expresses the quality of communicating a knowledge of self limitation, it was decided that the item should be retained for Factor II. Item forty loads somewhat equally on Factor II and Factor VI. The item was retained for Factor II, however, based on its subject content.

In Factor III, items nineteen and forty-two reveal less independence than do the other items. Both items were included in Factor III based on their subject content.

Items sixty-eight and seventy-three load equally on both Factor I and Factor V. It was the decision of the judges and the researcher to retain the items for Factor V based on their content relationship to leader power (Factor V).

In Factor VII, item ten and item sixty-two reveal greater dependence than do the other items. It was determined that since both items dealt with the chairperson's faculty management activity, they could be retained for Factor VII.

Item twelve deals both with leadership (Factor VI) and with the partial-non-partial treatment of faculty (Factor VIII). The

decision to retain item twelve for Factor VIII was based on the fact that the item seems to deal more specifically with an attitude of equality rather than leadership. Factor I contained twenty-five items and emerged as the factor with the highest number of significant loadings. Factor I dealt mainly with items that the judges had previously placed in both category one and category five. Table I presents the items in loading order. The "Loading" column expresses the item's rate of loading on the factor, and the "Total Variance Expressed" column indicates the total variance expressed for the item over all the factors.

In Table I the item number corresponds to the number the item occupied on the final rating form as a result of random assignment. The item is presented exactly as it is stated on the evaluation form (Appendix C). The "Loading" column presents that factor coefficient as it appears in the factor matrix (Appendix E). The "Total Variance Expressed" column may best be understood with a review of item thirty-nine, Table I. The "Total Variance Expressed" for item thirty-nine is .94, which means that only .06 of the variance is left unexplained by all the factors. It might be expressed that variance is an important value in support of a factor loading.

Factor II contained thirteen items expressive of some type of communication. Table II presents the items in the order of their loading.

TABLE I  
FACTOR LOADINGS AND VARIANCE FOR FACTOR I

Item Number and Item	Loading	Total Variance Expressed
39. Jumps to conclusions	.91	.94
2. Demonstrates confidence in leading the division	.84	.94
38. Has an open minded approach to problems	.84	.85
23. Acts as if faculty have poor judgment	.82	.96
54. Interferes with faculty teaching technique	.82	.83
48. Supports the efforts of the instructional staff	.81	.90
4. Over reacts to most situations	.81	.90
36. Does not demonstrate concern for the well being of the part-time faculty	.80	.84
1. Accepts the responsibility of leadership in the division	.80	.74
46. Is a problem solver	.79	.78
21. Demonstrates a concern for faculty morale	.78	.92
45. Promotes the independence and self confidence of the faculty	.77	.82

TABLE I--Continued

Item Number and Item	Loading	Total Variance Expressed
47. Makes suggestions in a positive and supportive manner	.77	.87
66. Demonstrates an indifference to faculty needs	.77	.80
60. Deals dishonestly and deceptively with faculty	.76	.70
57. Demonstrates an understanding of the needs which are unique to each department in the humanities division	.75	.81
50. Will not change a decision regardless of the strength of opposing arguments	.75	.77
41. Fails to consult members of the faculty on important decisions	.74	.90
64. Is rational and logical in decision making	.72	.81
74. Is straightforward regarding administrative decisions	.72	.87
49. Is fair regarding administrative decisions	.79	.77
67. Does not plan effectively	.71	.77
71. Conducts organized and efficient division meetings	.68	.68
15. Is consistent in dealing with faculty	.65	.81



TABLE I--Continued

Item Number and Item	Loading	Total Variance Expressed
59. Is fair and open in his/her evaluation of faculty	.64	.76

As can be seen in Table II, and as will be apparent in the following tables, factors subsequent to Factor I contain fewer high loading items. In support of the items expressive of Factor II is the relatively high total variance for low-load items. Conversely,

TABLE II  
FACTOR LOADINGS AND VARIANCE FOR FACTOR II

Item Number and Item	Loading	Total Variance Expressed
8. Is unavailable for consultation	.91	.95
52. Does not inform faculty of college policy changes or of new policies	.75	.76
20. Maintains a preoccupation with paper work	.73	.80
13. Does not accept responsibility for the division	.63	.76

TABLE II--Continued

Item Number and Item	Loading	Total Variance Expressed
29. Is predictable in his/her personality	.57	.55
26. Acknowledges his/her own limitations	.54	.85
55. Is open to suggestions for self improvement	.54	.78
9. Is persuasive in dealing with faculty	.52	.62
14. Finds little time for humor	.51	.58
40. Keeps division faculty informed through memoranda or other written means	.44	.69
22. Is unaware of faculty strengths and weaknesses	.44	.65
51. Has a dual personality, one for the faculty and one for his/her administrative superiors	.37	.79
52. Insists that text selection be the decision of the faculty	.37	.75

low load and high variance indicates that the item expresses greater dependence on the other factors.

Factor III deals with the chairperson's personal professional qualities. Table III presents the items in the order of their loading.

TABLE III  
FACTOR LOADINGS AND VARIANCE FOR FACTOR III

Item Number and Item	Loading	Total Variance Expressed
53. Is a creative teacher	.66	.77
44. Is an inspiring teacher	.66	.77
27. Is an outstanding teacher	.62	.74
34. Demonstrates a knowledge of your subject area	.55	.51
5. Seems well read in his/her teaching field	.55	.91
65. Does not show interest in the arts in the professional community	.54	.68
7. Promotes the arts in the college and the community	.51	.80
31. Maintains scheduled hours for student appointments	.50	.68
24. Maintains a rapport with various members of the art community	.47	.67
19. Is respected as a capable artist in his/ her field	.46	.75
17. Takes part in the "art" activity of the community	.42	.55
42. Does not attend community art functions	.42	.41

The items in Factor III correspond very consistently with the items in category three as designated by the judges. Further, it may be projected that Factor III has the most consistent conceptual base of all the factors.

Table IV presents the items of Factor IV in the order of their loading.

TABLE IV  
FACTOR LOADINGS AND VARIANCE FOR FACTOR IV

Item Number and Item	Loading	Total Variance Expressed
70. Does not attempt to promote instructional innovation	.88	.91
63. Is willing to act on faculty concerns	.87	.85
6. Shows little interest in planning for the future	.86	.87
28. Recommends curriculum review on a regular basis	.62	.67
32. Maintains a division budget monitoring system	.38	.72

Factor IV is concerned basically with items which pertain to the managerial aspect of the chairperson's effectiveness. With

the singular exception of item sixty-three, the factor deals with planning, budget, curriculum, and instruction. Perhaps the faculty's concerns, as expressed in item sixty-three, revolve around the areas of curriculum, instructional innovation, budget, and planning. If such is the case, item sixty-three seems well suited to Factor IV.

Factor V deals primarily with the chairperson's power base. As is obvious in Table V, the factor is basically negative.

TABLE V  
FACTOR LOADINGS AND VARIANCE FOR FACTOR V

Item Number and Item	Loading	Total Variance Expressed
30. Insists that everything be done his/her way	.86	.90
33. Places himself/herself above all others in the division	.86	.83
68. Does not explain decisions to faculty even though they are involved	.54	.80
73. Insists that part-time faculty strictly adhere to existing syllabi	.45	.69
43. Mediates conflicting factions	.38	.63

The fact that the items dealing with personal power or control are negative may attest to the faculty's concept of leader power. Item forty-three, "Mediates conflicting factions," may be viewed both positively and negatively by various faculty groups. The power of the leader in a position wherein mediation is a factor may well be a power granted the leader by the faculty rather than a power inherent in the position.

Table VI presents Factor VI in load order. Factor VI is primarily concerned with participatory leadership.

TABLE VI  
FACTOR LOADINGS AND VARIANCE FOR FACTOR VI

Item Number and Item	Loading	Total Variance Expressed
69. Encourages faculty to participate in student activities on campus	.63	.57
58. Takes the leadership in securing necessary defense for new course approval	.60	.71
56. Appoints students to some division committees	.55	.53
61. Develops division goals and objectives through committee	.41	.79

As can be seen in Table VII, Factor VII contains items which deal with the division chairperson's faculty management effectiveness. Factor VII, as did Factor V, seems basically negative.

TABLE VII  
FACTOR LOADINGS AND VARIANCE FOR FACTOR VII

Item Number and Item	Loading	Total Variance Expressed
35. Places emphasis on the meeting of deadlines	.64	.70
37. Is coldly efficient with little concern for faculty	.54	.59
62. Oversupervises classroom activities	.53	.78
75. Schedules division meetings regularly	.52	.78
16. Shows little interest in faculty opinion	.51	.77
10. Appoints faculty to committees regardless of their desire to serve	.36	.56
72. Disperses division travel funds equitably	.55	.58

Factor VIII deals primarily with faculty and the chairperson's effectiveness at creating a non-favoritism atmosphere. Table VIII contains the items in the order of their loading.

TABLE VIII  
FACTOR LOADINGS AND VARIANCE FOR FACTOR VIII

Item Number and Item	Loading	Total Variance Expressed
3. Creates an atmosphere of equality between part-time and full-time faculty	.77	.83
11. Arranges social and informal gatherings for division faculty	.49	.67
25. Involved with the faculty equally, shows no favoritism	.41	.59
12. Does not expect part-time faculty to participate actively in division activities	.36	.68

It may be conjectured that Factor VIII was most significantly influenced by the large number of part-time faculty involved in the trial evaluation. Although item twelve loaded at the lowest accepted loading for Factor VIII, its subject matter prompted its inclusion in the final form.



Appendix E contains the eight factor matrix for item one through item seventy-five. An inspection of Appendix E will yield an assessment of each item's rate of loading on the factor it describes and its relative independence of the other factors.

In conclusion it may be projected that the basic difference between the assessment of the items by the judges and the results of the trial evaluation, although in many cases the same, points to the basic difference in an item when it is judged for content and when the item is used as a criterion to judge behavior.

#### Validity

In order to establish content validity for the HDCRS it was necessary to generate items that provided a comprehensive investigation of the behavior in question. This section of Chapter III will discuss the problem of establishing validity for the HDCRS.

According to Lehman<sup>9</sup> there are five types of validity to consider.

---

<sup>9</sup>Paul R. Lehman, Tests and Measurements in Music (Englewood Cliffs, New Jersey, 1968), p. 15.

1. Face Validity. Face validity refers to the extent to which, on the basis of a more or less superficial inspection, a test appears to the teacher or student to cover the material taught in the classroom. If a test covers the material he assumed or was told that it would cover, the student is likely to be more highly motivated than if it does not.
2. Content Validity. Content validity is similar to face validity but requires more detailed examination. To be valid in this sense, the test must contain a balanced, representative sampling of the content of the curriculum. Content validity is perhaps the most important type of validity in tests of achievement.
3. Empirical Validity. Empirical validity refers to the extent to which scores obtained on the test relate to given standards of performance or other criteria. If the empirical validity is high, the test can be used to predict performance on similar tasks in the future and may be said to possess predictive validity. Predictive validity is of critical importance in aptitude tests.
4. Construct Validity. Construct validity refers to the relationship between test scores and other criteria of behavior that logically should relate to the test. It is more concerned with theory and logic than is empirical validity.
5. Formal Validity. If the instructions are clear, the items unambiguous, and the papers of convenient size, type, and format, a test is said to possess formal validity. This characteristic of a test is not difficult to provide for, but its absence will considerably reduce the test's usefulness.

Of the five forms of validity discussed here, the HDCRS exhibits content validity, face validity, and formal validity. No data were available to permit the estimate of empirical or construct validity for the HDCRS.

### Content Validity

The method of item selection tends to support the contention that the HDCRS has established content validity. First, the humanities division faculty and the humanities division chairperson, who would ultimately use the instrument as a rating scale, were asked to submit statements characteristic of effective and ineffective division chairpersons. Two hundred nine items resulted from the inquiry. Two judges and the researcher placed the items into five categories. The categories were labeled according to the behavior they described.

Second, the 209 items were placed in a rating scale format and were submitted to trial evaluation using the forty-seven members of the researcher's faculty. The data from the trial evaluation were factor analyzed resulting in an eight-factor solution. Seventy-five items were chosen for the HDCRS based on their rate of loading on the factor they described and their relative independence of the other factors.

Based on the above method of item selection, the HDCRS was considered to be valid in content.

### Face Validity

It was assumed that, if the HDCRS possessed content validity, with items selected as described in the section above, it would also have face validity.

### Formal Validity

The items of the HDCRS were placed on standard-sized typing paper and were double spaced between items. The instructions preceding the scale were clear, concise, and complete. The HDCRS was typed using an IBM Selectric II with a delegate typing element. Neither the participating faculty nor the participating judges indicated dissatisfaction with the instructions, the items, or the appearance of the HDCRS. The items were felt to be clear, concise, and free from ambiguity. In several instances items were reworded by the judges in order to clarify the meaning. The final form of the HDCRS can be found in Appendix D. It has been established that the HDCRS contains formal validity.

The methodology applied in the solving of problem three (validity) was believed to lead toward a rating scale that could be considered valid.

### Reliability

Reliability coefficients were established for the HDCRS utilizing the Kuder-Richardson Formula 21 (KR-21) and the test-retest method. The KR-21 statistic is a reliability estimate of internal consistency and is based upon the number of items, the

standard deviation of the test, and the test mean.<sup>10</sup> The KR-21 formula was applied to the eight factors of the HDCRS as well as to the total score. The test-retest method consists of acquiring a correlation between the answers of the first and second administrations of a test.<sup>11</sup> The data necessary to acquire the desired reliability coefficients were generated in two administrations of the HDCRS.

Humanities division faculty at each of the participating colleges were asked to rate their division chairperson using the criteria of the HDCRS (Appendix D). A cover letter explaining the project accompanied the form. The form was distributed through inter-district mail. Each faculty member was asked to complete the form and to return it to the division secretary in person. The division secretary was asked to place the form into a large container and to mix the contents thoroughly. The secretary on each campus was asked to maintain an accurate roster of those who had returned the form. Eighty-eight per cent of the 129 humanities division faculty completed and returned the form.

---

<sup>10</sup>Elsa J. Rosenthal, "Reliability," Encyclopedia of Educational Evaluation, edited by Scarvia B. Anderson, Samuel Bale, and Richard T. Murphy (San Francisco, 1975), p. 327.

<sup>11</sup>Ibid., p. 326.

Kuder-Richardson Formula-21

The data generated by the evaluation exercise were coded on IBM work sheets and submitted to the Kuder-Richardson Formula 21. The formula is:

$$r_{xx} = \frac{N\sigma^2 - M(n - M)}{(n - 1)\sigma^2}$$

where  $n$  = the number of items in the test,

$\sigma^2$  = the variance of the test scores, and

$M$  = mean of the scores.<sup>12</sup>

Some assumptions made when using the KR-21 formula are that "all of the items are of equal difficulty," "all of the items measure the same trait," and that "to the extent a test measures on more than one dimension the Kuder-Richardson Formulae will underestimate the reliability."<sup>13</sup>

Based on the assumption that all the items must measure the same trait<sup>14</sup> and based on the Abeles<sup>15</sup> study, it was decided

<sup>12</sup>John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York, 1969), p. 106.

<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

<sup>15</sup>Harold F. Abeles, "Student Perceptions of Characteristics of Effective Applied Music Instructors," Journal of Research in Music Education, XXIII (Summer, 1975), 151.

that the KR-21 should be applied to the eight factors identified in the trial evaluation as well as the total score.

Table IX presents the results of the KR-21 for both the total score and the eight factors scores.

TABLE IX  
RELIABILITY ESTIMATES FOR THE HDCRS TOTAL  
SCORE AND FACTOR SCORES

Score	$R_{xx}$	N
Total (75 items)	.92	75
Factor I	.91	25
Factor II	.53	13
Factor III	.81	12
Factor IV	.47	5
Factor V	.39	5
Factor VI	.23	4
Factor VII	.44	7
Factor VIII	.34	4

According to the reliability estimates reported in Table IX, the total score for the HDCRS seems sufficiently high to be used as an evaluation instrument. Conversely, with the exception of Factors I and III, the factors themselves appear sufficiently weak and should not be used independently for evaluative purposes.

An explanation for the rather low reliability coefficients might be found in that, according to Roscoe, the Kuder-Richardson

formula will underestimate reliability proportionately to the extent that a test measures more than one dimension.<sup>16</sup> Further, according to Lehman,<sup>17</sup> ". . . the longer the test is the more reliable it will tend to be." It is interesting to note that the length of the factors in Table IX are essentially proportionate to the observed reliabilities.

#### Test-Retest Reliability

Four weeks after the initial evaluation exercise, the 114 faculty members who responded to the first rating request were asked to participate in the retest. Participating faculty were asked once again to rate their division chairperson using the same form as before. A cover letter explaining the need and purpose of the second evaluation accompanied the evaluation instrument. The form was distributed and monitored in the same format as before. One hundred ten, or 97 per cent, returned the second evaluation.

The demographic variables requested on the cover letter which preceded both evaluation instruments were used to identify and to match responses by instrument. The data generated by the retest portion of the evaluation project were coded on IBM work sheets and

---

<sup>16</sup>Roscoe, Fundamental Research Statistics for the Behavioral Sciences, p. 106.

<sup>17</sup>Lehman, Tests and Measurements in Music, p. 14.



submitted for correlation between the responses on the initial exercise and the retest responses. The test-retest data yielded a Pearson correlation coefficient of .93 which was used as the estimate of reliability.

Although a test-retest reliability coefficient of .93 seems sufficiently high, it is necessary to point out that several conditions may exist which tend to affect the test-retest results. According to Roscoe,<sup>18</sup> test-retest is not practical when the traits under investigation are "believed to be in a state of flux" during the time between administrations. In order to preserve the integrity of the reliability, extreme care was taken to insure that none of the chairpersons, with the exception of the researcher, had access to the contents of the final form prior to the retest exercise. Further, the effect of memory, which would tend to inflate the reliability estimate, may have had an influence on the retest scores. The researcher feels that the four-week interval, combined with the number of items (seventy-two), tended to neutralize the effect of memory on the responses of the faculty.

---

<sup>18</sup>Roscoe, Fundamental Research Statistics for the Behavioral Sciences, p. 105.

A test-retest reliability coefficient of .93 seems to indicate sufficient reliability strength to warrant use of the instrument to evaluate humanities division chairpersons.

## CHAPTER IV

### ANALYSIS OF SELECTED VARIABLES

The analysis of an individual's performance based on a set of criteria designed to evaluate behaviors may not afford a totally comprehensive set of data. To assess an individual's rating on either a factor or an item without further investigation of variables within the subordinate population might tend to produce erroneous conclusions. The purpose of Chapter IV is to present the data acquired for the resolution of Problem four of this study. Problem four was to determine the relationship that exists between the responses of faculty associated with differing demographic variables, the division chairperson's self-evaluation, and the items of the HDCRS.

The form used by the faculty to evaluate their division chairperson requested information concerning the respondent's age, sex, number of years teaching experience, contractual status, academic discipline (teaching assignment), number of years administrative experience, number of years primary or secondary school teaching experience, and the college to which they are assigned (Appendix D). Correlation coefficients were obtained between selected demographic

variables and the responses of the faculty to the sub-items of the HDCRS.

### Correlation Between the Faculty Responses and the Demographic Variables

The response data generated by the HDCRS and selected demographic data were submitted to correlation using the Pearson correlation coefficient. According to Roscoe,<sup>1</sup> a correlation coefficient is defined as ". . . an index of relationship between two variables," which are numerically expressed, ". . . somewhere between zero and plus or minus one." The Pearson correlation coefficient bears the name of its originator, ". . . pioneer behavioral scientist Karl Pearson."<sup>2</sup> Table X presents the correlation matrix. The numbers across the top of Table X represent the six demographic variables. In the left column the numbers represent the HDCRS sub-items.

It is important to consider the coefficients in Table X as "an index of the concomitant variation of two variables."<sup>3</sup> Further, using the Pearson correlation coefficient assumes that a linear

---

<sup>1</sup>John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York, 1969), p. 72.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 79.

TABLE X

CORRELATION COEFFICIENT BETWEEN THE RESPONSES OF  
THE FACULTY ON THE ITEMS OF THE HDCRS AND  
SELECTED DEMOGRAPHIC VARIABLES  
(N = 114)

Items	Demographic Variables					
	Age	Sex	Part-time Full-time	Years Teaching Experience	Primary/ Secondary Experience	Administra- tive Experience
	1	2	3	4	5	6
1. Age	1.00	.09	.09	.65	.40	.32
2. Sex	-.09	1.00	.31	-.19	.02	-.05
3. P-t, F-t	-.09	.31	1.00	-.26	-.07	-.17
4. Tch. Exp.	-.18	.06	.10	1.00	-.07	-.25
5. Pri-Sec. Exp.	.65	-.19	-.26	.18	1.00	.33
6. Adm. Exp.	-.08	-.04	-.05	.04	.07	1.00
HDCRS						
Items						
1	.08	-.04	-.15	.05	.12	-.11
2	.14	.03	-.25	.10	.13	-.11
3	.03	.11	.07	-.04	.02	-.12
4	-.17	-.24	-.09	-.05	-.05	-.01
5	.30	.00	-.25	.31	.29	.04
6	-.05	.00	.07	-.20	-.18	-.05
7	.20	.00	-.01	.20	.24	.01
8	.03	-.09	.05	.02	.05	-.09
9	.08	-.01	.05	.09	.12	-.03
10	-.06	-.01	.18	-.05	-.11	-.16
11	.04	.01	-.15	.26	.38	-.05
12	-.06	-.02	-.09	.08	.01	.07

TABLE X—Continued

Items	Demographic Variables					
	Age	Sex	Part-time Full-time	Years Teaching Experience	Primary/ Secondary Experience	Administra- tive Experience
	1	2	3	4	5	6
13	-.14	-.07	.02	-.16	-.17	-.15
14	-.04	.04	.15	-.12	.06	-.13
15	-.10	.11	.07	-.22	-.06	-.20
16	-.17	-.17	.11	-.11	-.13	-.06
17	.16	-.10	.05	.26	.23	.12
18	.18	-.11	-.29	.00	-.13	.07
19	.13	.02	-.01	.00	.02	-.17
20	-.12	-.22	-.14	.00	-.06	-.03
21	-.08	.32	.01	-.26	-.22	-.17
22	.13	-.12	-.12	.12	.03	.09
23	-.16	-.34	.01	-.15	-.18	-.01
24	.21	-.02	-.09	.29	.30	.11
25	-.03	.29	.09	-.13	-.17	-.08
26	-.12	.26	-.06	-.13	-.02	-.25
27	.40	-.05	-.15	.36	.32	-.04
28	.05	.03	-.16	.01	.06	-.16
29	.01	-.06	-.03	-.03	-.05	-.16
30	.07	-.27	-.06	.15	.00	.16
31	.06	.13	.04	-.06	.05	-.03
32	.04	-.01	-.52	.07	-.09	-.06
33	.08	-.35	-.02	.25	.04	.11
34	.08	.02	.06	-.02	-.02	-.12
35	.09	-.04	-.13	.16	.29	.01
36	-.10	-.23	-.06	-.02	-.12	.15
37	.04	-.30	-.08	.10	.03	.26
38	.02	.22	.15	-.09	.06	-.20
39	.02	-.33	-.02	.22	.19	.05
40	.00	.15	.05	-.01	.10	-.25

TABLE X--Continued

Items	Demographic Variables					
	Age	Sex	Part-time Full-time	Years Teaching Experience	Primary/ Secondary Experience	Administra- tive Experience
	1	2	3	4	5	6
41	.00	-.08	.23	-.07	-.11	-.06
42	-.17	.09	.16	-.24	-.22	-.12
43	-.02	.12	-.06	-.02	-.20	-.08
44	.25	.05	-.16	.19	.11	.02
45	.12	.26	.06	.05	.14	-.11
46	.10	.18	.09	.05	.07	-.19
47	.02	.32	.15	-.02	.10	-.15
48	.09	.25	.13	.07	.11	-.14
49	.00	.22	.01	.01	.10	-.17
50	-.11	-.04	.20	-.05	-.17	.03
51	-.10	-.26	-.09	.02	-.15	-.11
52	.09	-.08	.10	.06	-.16	-.01
53	.29	-.02	-.21	.34	.34	-.09
54	.10	-.15	-.03	.20	.04	.29
55	-.12	.19	.13	-.19	.01	-.20
56	-.01	.07	.07	.01	.22	-.26
57	.15	.28	-.01	.00	.12	-.38
58	.08	.19	-.25	.14	.27	-.18
59	-.05	.24	-.06	-.07	.00	-.25
60	.06	-.33	-.04	.17	.05	.10
61	.08	-.09	-.47	.19	.22	.06
62	.00	-.11	-.03	.02	-.10	-.09
63	-.13	.26	-.05	-.11	.03	-.35
64	-.05	.28	-.03	-.04	.08	-.21
65	-.18	-.06	-.11	-.18	-.22	-.15
66	-.02	-.36	-.13	.02	-.16	.17
67	-.17	-.26	-.07	-.06	-.11	-.04
68	.05	-.24	-.01	.07	-.05	-.02
69	.11	.12	-.16	.07	.22	-.18
70	.05	-.16	.08	-.05	-.21	.12

TABLE X-Continued

Items	Demographic Variables					
	Age 1	Sex 2	Full-time Part-time 3	Years Teaching Experience 4	Primary/ Secondary Experience 5	Administra- tive Experience 6
71	.21	-.01	-.37	.16	.19	-.14
72	.03	-.13	-.38	.11	.12	.02
73	.00	-.34	-.36	.06	-.13	-.22
74	.18	.08	.15	.12	.19	.05
75	.02	-.04	-.10	-.07	.03	-.23
76	.12	.20	.01	.15	.18	-.07

relationship exists between the variables in question and that the degree of relationship is independent of the sign which accompanies the coefficient<sup>4</sup> (in this case only the negative (-) sign is shown).

Variable one is the age variable. The age variable contained four possible responses (Appendix IV) which were coded: 1 (20-29), 2 (30-39), 3 (40-49), 4 (50-65). A positive (+) coefficient between a particular positively stated item and the "age" variable would imply that older respondents rated the division chairperson higher on that item.

<sup>4</sup>Ibid., p. 74.



Little relationship seems to exist between variable one (age) and the items of the HDCRS. There does seem to exist some relationship between age and Factor III. As can be observed, the coefficients for items five, seven, twenty-four, twenty-seven, forty-four, and fifty-three indicate that as the age of the rater increases, the rating tends to increase. Item forty-two and item sixty-five, both negatively stated, seem to further indicate the relationship between Factor III and age. Table XI presents the mean score by age group for the items of the HDCRS.

The data in the correlation matrix and the mean scores in Table XI basically substantiate one another. There seems to be some evidence that as the age of the rater increases, the sensitivity to the items expressed in Factor III increases. Perhaps the older faculty members have had greater opportunity to observe the personal professional qualities of the chairperson. It must be concluded that there seems to exist no meaningful relationship between variable one (age) and the items of the HDCRS.

The sex variable, like the age variable, seems to have no meaningful relationship with the faculty's responses to the items. The items with the largest numerical coefficient suggesting a relationship between sex and the faculty responses are items number twenty-one, twenty-three, thirty-three, thirty-seven, thirty-nine, forty-seven,

TABLE XI  
 MEAN SCORES FOR THE ITEMS OF THE HDCRS BY  
 AGE GROUP

Item	Age Group			
	20-29	30-39	40-49	50-65
1	4.5	4.6	4.8	4.6
2	4.7	4.7	4.8	4.6
3	4.3	4.3	4.4	4.6
4	1.5	1.4	1.4	1.6
5	4.0	4.2	4.5	4.3
6	1.4	1.5	1.3	1.3
7	4.1	4.3	4.4	4.6
8	1.7	1.7	1.9	2.3
9	4.3	4.3	4.4	4.3
10	2.2	2.2	2.0	2.6
11	3.5	3.2	3.4	3.6
12	2.0	2.5	2.1	2.0
13	1.3	1.5	1.1	1.3
14	1.3	1.5	1.2	1.3
15	4.3	4.4	4.3	4.3
16	1.4	1.3	1.2	1.6
17	3.6	3.6	3.9	4.0
18	3.6	4.2	4.2	4.0
19	3.8	4.0	4.1	4.0
20	2.3	2.1	2.0	2.0
21	4.3	4.3	4.3	4.3
22	1.7	2.0	1.7	2.6
23	1.6	1.4	1.4	1.3
24	3.7	3.5	4.0	4.0
25	3.9	3.9	3.7	4.3
26	4.1	4.0	4.0	4.0
27	3.5	3.0	4.3	4.0
28	3.9	3.6	4.1	3.6
29	3.9	4.2	4.2	4.0
30	1.7	1.5	1.5	2.3
31	3.3	3.5	3.6	3.0
32	3.5	3.7	3.8	3.3

TABLE XI--Continued

Item	Age Group			
	20-29	30-39	40-49	50-65
33	1.4	1.6	1.6	2.6
34	3.6	3.8	4.1	3.6
35	3.7	3.6	4.0	4.0
36	1.5	1.6	1.3	1.6
37	1.4	1.3	1.3	1.3
38	4.4	4.4	4.5	4.3
39	1.9	1.6	1.7	1.6
40	4.4	4.3	4.5	4.6
41	1.6	1.9	1.5	2.0
42	2.2	2.3	1.8	2.0
43	3.7	3.7	4.0	4.0
44	3.6	4.0	4.3	3.6
45	4.2	4.3	4.5	4.0
46	4.1	4.2	4.1	4.0
47	4.4	4.4	4.6	4.3
48	4.5	4.4	4.7	5.0
49	4.1	4.4	4.3	4.3
50	2.0	1.8	1.7	2.0
51	2.0	1.8	1.7	2.0
52	1.4	1.5	1.7	2.0
53	3.6	3.5	4.2	4.0
54	1.4	1.3	1.5	1.6
55	4.0	4.0	4.0	3.6
56	3.0	2.9	3.2	2.3
57	4.1	4.4	4.5	4.7
58	3.7	4.1	4.6	4.0
59	4.2	4.5	4.3	4.6
60	1.3	1.2	1.2	1.6
61	3.5	3.9	4.0	3.3
62	1.6	1.6	1.5	2.6
63	4.4	4.3	4.4	4.0
64	4.5	4.5	4.5	4.0
65	1.9	1.8	1.5	2.0
66	1.5	1.5	1.2	1.6
67	1.7	1.7	1.2	1.6

TABLE XI--Continued

Item	Age Group			
	20-29	30-39	40-49	50-65
68	1.5	1.8	1.7	1.6
69	3.5	3.6	3.7	3.3
70	1.4	1.5	1.4	1.6
71	3.7	4.0	4.3	4.3
72	3.6	3.7	3.8	3.3
73	1.9	2.3	2.0	3.3
74	4.1	4.3	4.6	4.3
75	4.2	4.3	4.3	4.2

sixty, sixty-six, and seventy-three. The male respondents were coded using a lower numerical indicator than the females; therefore, a higher positive coefficient indicates that the female respondents rated the chairperson higher on that item than did the males. Conversely, the higher the negative coefficient, the higher the males rated the chairperson on the item.

Table XII presents the mean score response for males and females on the items of the HDCRS.

Table XII corroborates the information gleaned from the correlation matrix. There still exists no reason to infer meaningful relationships for the sex variable and the responses to the items of the HDCRS.

TABLE XII  
 MEAN SCORES FOR THE ITEMS OF THE HDCRS BY SEX

Item	Male	Female
1	4.7	4.8
2	4.2	4.5
3	4.2	4.5
4	1.5	1.3
5	4.3	4.3
6	1.5	1.4
7	4.2	4.4
8	1.8	1.7
9	4.3	4.3
10	2.0	2.3
11	3.2	3.4
12	2.4	2.2
13	1.4	1.3
14	1.4	1.4
15	4.3	4.3
16	1.4	1.3
17	3.7	3.7
18	4.1	4.0
19	4.0	4.1
20	2.2	2.0
21	4.2	4.5
22	1.9	1.8
23	1.6	1.2
24	3.5	3.7
25	3.6	4.1
26	3.9	4.2
27	3.9	3.9
28	3.7	3.0
29	4.1	4.1
30	1.6	1.5
31	3.4	3.5
32	3.6	3.7
33	2.0	1.3
34	3.8	3.9

TABLE XII--Continued

Item	Male	Female
35	3.7	4.0
36	1.5	1.3
37	1.4	1.2
38	4.3	4.5
39	1.8	1.6
40	4.3	4.4
41	1.7	1.7
42	2.1	2.1
43	3.7	3.9
44	4.0	4.0
45	4.2	4.5
46	4.0	4.4
47	4.3	4.6
48	4.5	4.6
49	4.1	4.4
50	1.7	2.0
51	2.0	1.7
52	1.6	1.5
53	3.9	4.0
54	1.4	1.3
55	3.9	4.2
56	3.0	3.0
57	4.1	4.6
58	3.0	4.3
59	4.2	4.4
60	1.3	1.2
61	3.9	3.8
62	1.6	1.6
63	4.2	4.5
64	4.3	4.6
65	1.9	1.6
66	1.5	1.3
67	1.8	1.4
68	1.9	1.5
69	3.4	3.8
70	1.5	1.4
71	4.0	4.1

TABLE XII--Continued

Item	Male	Female
72	3.8	3.6
73	2.3	2.1
74	4.3	4.4
75	4.2	4.6

Items thirty-two, sixty-one, seventy-one, seventy-two, and seventy-three have coefficients that indicate some relationship might exist between the responses of the faculty and their contractual basis. The part-time faculty were coded with a higher numerical indicator than were the full-time faculty. The part-time faculty will show evidence that a relationship may exist if the coefficient is positive. Further, if a high positive coefficient is observed, it may be assumed that the part-time faculty rated the division chairperson higher on that item. Full-time faculty will show evidence that a relationship may exist if a negative coefficient is observed. Full-time faculty rated the chairperson higher on a particular item if a high negative coefficient is observed. The mean scores of the part-time and full-time faculty on the items of the HDCRS are presented in Table XIII.

TABLE XIII

MEAN SCORES FOR THE ITEMS OF THE HDCRS FOR PART-TIME AND THE FULL-TIME FACULTY

Item	Part-time	Full-time
1	4.6	4.8
2	4.7	4.8
3	4.5	4.1
4	1.4	1.5
5	4.1	4.6
6	1.5	1.4
7	4.3	4.3
8	1.8	1.7
9	4.3	4.3
10	2.3	2.0
11	3.3	3.4
12	2.3	2.3
13	1.3	1.4
14	1.5	1.2
15	4.4	4.2
16	1.4	1.3
17	3.8	3.6
18	3.8	4.4
19	3.8	4.1
20	2.1	2.1
21	4.5	4.3
22	1.7	2.0
23	1.4	1.5
24	3.6	3.7
25	4.0	3.7
26	4.0	4.1
27	3.7	4.1
28	3.7	3.9
29	4.1	4.1
30	1.6	1.6
31	3.4	3.5
32	3.4	4.0
33	1.6	1.6



TABLE XIII--Continued

Item	Part-time	Full-time
34	3.8	3.9
35	3.1	4.0
36	1.4	1.6
37	1.3	1.3
38	4.5	4.3
39	1.7	1.7
40	4.4	4.3
41	1.8	1.6
42	2.2	2.1
43	3.9	3.8
44	3.5	4.2
45	4.6	4.3
46	4.1	4.1
47	4.5	4.3
48	4.6	4.4
49	4.2	4.4
50	2.1	1.6
51	1.8	1.8
52	1.6	1.5
53	3.8	4.1
54	1.4	1.4
55	4.0	4.0
56	3.1	3.0
57	4.4	4.3
58	3.9	4.3
59	4.3	4.5
60	1.2	1.3
61	3.6	4.2
62	1.7	1.5
63	4.4	4.3
64	4.4	4.5
65	1.6	1.9
66	1.3	1.6
67	1.6	1.6
68	1.7	1.7
69	3.5	3.7

TABLE XIII--Continued

Item	Part-time	Full-time
70	1.5	1.5
71	3.8	4.4
72	4.7	4.1
73	1.7	2.5
74	4.3	4.3
75	4.2	4.3

Table XIII basically supports the data observed in the correlation matrix (Table X). The relationship that is observed in the correlation matrix between contractual status and item seventy-two and the mean scores of the part-time and full-time faculty for item seventy-two is reversed. This may be due in part to the effect of an exaggerated score. It can be expressed that for those few items for which there seems to be a relationship between part-time/full-time faculty and the items of the HDCRS, the part-time faculty tend to rate the chairperson lower than do the full-time faculty.

To further substantiate the inference of an existing relationship between the contractual status of the faculty and their responses to the items of the HDCRS, it seemed profitable to examine selected items presented in Table XIII. Item thirty-two, "Maintains a division budget monitoring system," received a mean score of 4.0 from

the full-time faculty and a mean score of 3.4 for part-time faculty. The results of the rating may be understood in view of the fact that on all four participating campuses part-time faculty would have much less opportunity to observe a budget system than would full-time faculty. The mean score for item seventy-one, "Conducts organized and efficient division meetings," can best be understood in view of the fact that most part-time faculty are not expected to attend all division meetings.

It must be concluded that there exists little evidence that a meaningful relationship exists between the contractual status of the faculty and their responses to the items of the HDCRS.

The relationships observed between the responses to the items of the HDCRS and variable four (number of years teaching experience) seem no more significant than with other demographic variables. The higher the positive coefficient for variable four, the higher the chairperson was rated by faculty with greater number of years teaching experience. A high negative coefficient indicates the chairperson was rated higher by faculty with fewer number of years teaching experience. Among the observations that can be made, it seems interesting to note that faculty with fewer years teaching experience rated the chairpersons higher on item twenty-one ("Demonstrates a concern for faculty morale") than did faculty with more

years teaching experience. In support of that observation, the same relationship seems to exist between faculty with fewer years teaching experience and item fifteen ("Is consistent in dealing with faculty"). It can be pointed out that the relationships observed in variable four seem common to those observed in variable one. It would seem consistent that those items which relate to age would also relate to the numbers of years teaching experience. Items five, twenty-four, twenty-seven, and fifty-three received the highest coefficients. There seems to exist a relationship between age, number of years teaching experience, number of years primary or secondary teaching experience (variable five) and some of the items in Factor III.

Variable six seems consistent with the other variables in relationship to the answers to the items of the HDCRS. Some relationship is observed between the number of years of administrative experience (variable six) and items twenty-six, thirty-seven, forty, fifty-four, fifty-six, fifty-seven, fifty-nine, and sixty-three. It may be remembered that a high positive coefficient indicates that faculty having a greater number of years administrative experience tend to rate the chairperson higher than those faculty with fewer years administrative experience. A high negative coefficient indicates the reverse of the relationship stated above. It must be noted that

the number of respondents who recorded any administrative experience was quite small.

According to the correlation data, it can be stated that minimal relationship seems to exist between the respondents' age, sex, contractual status, number of years teaching experience, number of years primary or secondary school teaching experience, number of years administrative experience, and the items of the HDCRS. The following section of this chapter will examine the data pertaining to the respondents' college assignment and teaching field.

#### College Assignment

Item seventy-six of the HDCRS (Appendix D) requested that the respondent make an overall assessment of the effectiveness of the chairperson in question. The mean score of the overall effectiveness rating was compared to the total mean score of the items by college. Table XIV presents the mean score comparison data. In order to preserve the anonymity of the participating chairpersons, the four colleges are represented by numerical code. The colleges are not alphabetically ordered by number.

An analysis of the data in Table XIV reveals very little difference between the mean scores reported. All the chairpersons were rated as above effective and the mean scores reveal negligible variation between campuses. Basically, Table XIV is presented so

TABLE XIV

MEAN SCORES FOR ALL THE ITEMS OF THE HDCRS AND  
MEAN SCORES OF THE OVERALL RATING

Items	Colleges			
	1	2	3	4
Positive	4.1	4.0	4.3	4.2
Reflected	1.7	1.8	1.9	1.5
Overall Rating	4.5	4.2	4.6	4.5

that information in Table XV can be examined and compared. Table XV presents the mean scores for the items of the HDCRS by college.

Table XV tends to support the data found in Table XIV.

Little observable variation seems to exist for the mean scores of the items of the HDCRS by college. It must be added that no weights have been assigned the mean scores; therefore, the differences between scores may or may not be statistically significant. There would tend to be no reason to consider the observed variations in the means in Table XV as significant. Further, it may be expressed that mean scores can be adversely affected by the presence of extreme raw scores.

TABLE XV  
 MEAN SCORES FOR THE ITEMS OF THE HDCRS BY  
 COLLEGE

Item	Colleges			
	1	2	3	4
1	4.5	3.3	4.8	4.8
2	4.7	4.6	4.8	4.8
3	4.2	4.6	4.2	4.3
4	1.4	1.5	1.6	1.3
5	4.8	4.1	4.5	4.2
6	1.4	1.8	1.2	1.3
7	4.3	4.2	4.6	4.2
8	1.6	1.6	2.0	1.8
9	4.4	4.4	4.2	4.3
10	2.0	1.9	2.4	2.2
11	2.5	3.1	4.2	3.3
12	2.8	2.5	2.3	2.0
13	1.5	1.7	1.4	1.1
14	1.1	1.5	1.6	1.3
15	4.4	4.2	4.2	4.5
16	1.3	1.5	1.4	1.3
17	3.8	3.8	3.9	3.6
18	4.3	4.0	3.9	4.1
19	4.4	4.0	3.8	4.0
20	1.7	1.8	2.9	2.0
21	4.2	4.2	4.2	4.5
22	2.1	2.0	2.0	1.6
23	1.3	1.7	1.5	1.3
24	3.7	3.9	3.6	3.6
25	3.9	3.9	3.6	3.6
26	4.3	3.8	3.8	4.2
27	4.4	3.7	3.9	3.9
28	3.3	3.9	4.0	3.9
29	4.2	4.0	3.9	4.2
30	1.5	1.5	2.2	1.3
31	3.5	3.6	3.3	3.4

TABLE XV--Continued

Item	Colleges			
	1	2	3	4
32	3.7	3.4	3.7	3.8
33	1.5	2.0	1.9	1.4
34	3.8	3.8	3.7	4.0
35	3.3	3.7	4.3	3.8
36	1.9	1.6	1.4	1.3
37	1.3	1.9	1.6	1.2
38	4.6	4.4	4.2	4.6
39	1.3	2.0	2.2	1.4
40	4.4	3.9	4.7	4.5
41	1.7	2.0	1.7	1.5
42	2.2	2.2	2.0	2.2
43	4.1	3.9	3.7	3.7
44	4.2	3.6	4.0	4.1
45	4.4	4.3	4.4	4.4
46	4.2	4.0	4.4	4.3
47	4.6	4.3	4.4	4.6
48	4.6	4.4	4.6	4.6
49	4.5	4.3	4.2	4.3
50	2.0	1.9	2.0	1.7
51	1.7	2.2	1.7	2.6
52	1.8	1.7	1.4	1.6
53	4.2	3.6	4.1	4.0
54	1.4	1.3	1.6	1.2
55	3.9	3.9	3.9	4.1
56	2.9	2.9	3.0	3.3
57	4.0	4.5	4.5	4.5
58	3.8	4.1	4.2	4.1
59	4.4	4.3	4.3	4.6
60	1.4	1.4	1.4	1.1
61	3.7	3.5	4.1	4.0
62	1.8	1.4	1.7	1.6
63	4.0	4.4	4.5	4.5
64	4.5	4.2	4.7	4.6
65	1.7	1.8	1.6	1.9



TABLE XV--Continued

Item	Colleges			
	1	2	3	4
66	1.8	1.4	1.4	1.3
67	2.0	1.7	1.5	1.4
68	1.7	1.7	1.8	1.7
69	3.1	3.3	4.1	3.8
70	1.8	1.5	1.5	1.3
71	3.6	3.8	4.3	4.3
72	3.7	3.2	3.9	4.0
73	2.3	2.2	2.7	1.8
74	4.3	4.2	4.4	4.4
75	4.3	4.4	4.3	4.3

Teaching Field

The humanities divisions within the Dallas County Community College District are comprised of the departments of Art, Humanities, Music, Philosophy, and Theater. It was deemed necessary to attempt to determine if any influence was exerted on the response tendency of the faculty by their particular teaching field. If evidence of a response influence was detected the analysis of the total response of the HDCRS would be affected. TABLE XVI includes the mean score responses to the items of the HDCRS by teaching field.

A perusal of the data presented in Table XVI reveals no observable response tendency by teaching field. Variation

of one point or more between mean score responses by teaching field can be observed for items seven, seventeen, eighteen, nineteen, twenty-four, forty-two, forty-six, fifty-one, and seventy-five. It can be assumed that, with little exception, the faculty's teaching field exerts negligible influence on the response tendency to the items of the HDCRS. It must again be stressed that no weight differential is present between mean scores.

TABLE XVI  
MEAN SCORES OF THE ITEMS OF THE HDCRS BY  
TEACHING FIELD

Item	Teaching Field				
	Art	Music	Theater	Philosophy	Humanities
1	4.6	4.8	4.6	4.7	4.6
2	4.6	4.8	4.7	4.8	4.8
3	4.2	4.3	4.5	4.6	4.8
4	1.6	1.4	1.2	1.2	1.7
5	4.0	4.4	4.1	4.5	4.3
6	1.7	1.4	1.1	1.1	1.0
7	4.2	4.4	3.8	4.2	4.8
8	1.8	1.8	2.1	1.2	1.2
9	4.3	4.3	4.3	4.5	4.1
10	2.3	2.1	2.0	2.0	2.5
11	3.3	3.5	3.2	3.1	3.0
12	2.3	2.4	2.1	1.8	2.5
13	1.8	1.3	1.1	1.4	1.1
14	1.5	1.5	1.0	1.2	1.1
15	4.3	4.3	4.2	4.2	4.5
16	1.5	1.4	1.1	1.3	1.0

TABLE XVI--Continued

Item	Teaching Fields				
	Art	Music	Theater	Philosophy	Humanities
17	3.5	3.9	3.3	3.6	4.7
18	4.1	4.0	4.1	4.6	3.5
19	3.9	4.2	3.9	3.5	4.5
20	2.2	2.1	2.1	2.0	2.0
21	4.3	4.3	4.4	4.6	4.3
22	2.1	1.7	1.8	1.9	1.5
23	1.5	1.5	1.1	1.7	1.2
24	3.4	3.9	3.2	3.6	4.5
25	3.8	3.9	3.8	4.1	4.3
26	3.9	4.0	4.2	4.0	4.0
27	3.7	4.2	3.5	3.8	3.5
28	3.6	3.8	4.1	4.0	3.8
29	4.0	4.1	4.0	4.4	3.8
30	1.6	1.6	1.4	1.5	1.1
31	3.3	3.6	3.2	3.6	3.3
32	3.6	3.7	3.7	4.0	3.3
33	1.8	1.5	1.5	1.7	1.7
34	3.8	4.0	3.5	3.4	4.3
35	3.6	3.8	3.7	4.2	3.7
36	1.5	1.5	1.3	1.7	1.1
37	1.4	1.3	1.3	1.4	2.0
38	4.4	4.4	4.4	4.4	4.8
39	1.2	1.7	1.4	1.6	1.5
40	4.2	4.5	4.4	4.4	4.3
41	1.9	1.7	1.3	1.4	1.7
42	2.6	1.9	2.4	2.0	1.5
43	4.0	3.7	4.0	3.9	3.5
44	3.9	4.1	3.8	4.0	3.7
45	4.3	4.3	4.4	4.5	4.5
46	4.2	4.2	4.6	4.5	3.5
47	4.3	4.5	4.6	4.5	4.8
48	4.4	4.6	4.7	4.5	4.7
49	4.3	4.3	4.5	4.5	4.0
50	1.9	1.8	2.0	1.5	2.0

TABLE XVI--Continued

Item	Teaching Field				
	Art	Music	Theater	Philosophy	Humanities
51	1.9	1.7	2.4	1.5	1.5
52	1.7	1.6	1.3	1.4	1.2
53	3.7	4.2	3.8	3.9	3.7
54	1.4	1.3	1.4	1.5	1.2
55	3.9	4.0	4.2	3.9	3.8
56	2.9	3.0	3.3	3.3	3.2
57	4.5	4.3	4.3	4.5	4.2
58	4.2	4.0	4.4	3.8	3.5
59	4.4	4.3	4.7	4.5	4.6
60	1.4	1.3	1.0	1.2	1.0
61	3.8	3.8	3.7	4.3	4.0
62	1.6	1.6	1.6	1.4	1.5
63	4.3	4.4	4.4	4.5	4.5
64	4.4	4.5	4.7	4.5	4.6
65	2.0	1.6	2.0	2.0	1.7
66	1.5	1.5	1.1	1.4	1.1
67	1.7	1.6	1.3	1.4	1.2
68	1.9	1.8	1.6	1.4	1.2
69	3.7	3.5	3.3	4.0	3.8
70	1.5	1.5	1.6	1.4	1.3
71	4.1	4.1	3.9	4.5	3.8
72	3.5	3.8	3.5	4.1	3.5
73	2.0	2.4	2.4	2.0	1.8
74	4.3	4.5	4.3	4.6	3.9
75	3.9	4.1	4.4	4.3	3.4

## Selected Analysis by Factor

The responses to the items of the HDCRS obtained during the trial evaluation (Chapter III, page 39) were factor analyzed resulting in an eight-factor solution. To this point, various analyses

have been directed to the items themselves rather than to the factors. The following section of Chapter IV will be directed towards a discussion of the factors as units of evaluation.

#### Division Chairperson Self-Evaluation

During the retest portion of the HDCRS project, the division chairpersons on each of the participating campuses were asked to render a self-evaluation using the same rating scale as the faculty. The mean score results of the self-evaluation were extracted for Factors I through VIII and compared to the eight-factor mean scores of the faculty. Figure 2 presents the mean score data from the retest evaluation for college number one. In figure 2, the points connected by a solid line indicate the mean scores for each of the eight factors as scored by the division chairpersons in the self-evaluation exercise. The points connected by a broken line indicate the mean scores for the faculty on the eight factors of the HDCRS.

With the exception of Factor VI and Factor VIII, there seems to be little variation in the mean score profile between the faculty and the division chairperson from campus one. There may be evidence within the leadership style of the chairperson on campus one that would explain the score variation between the faculty and the chairperson. Since Factor VI deals basically with leadership (democratic, educational), and if the results reported to the

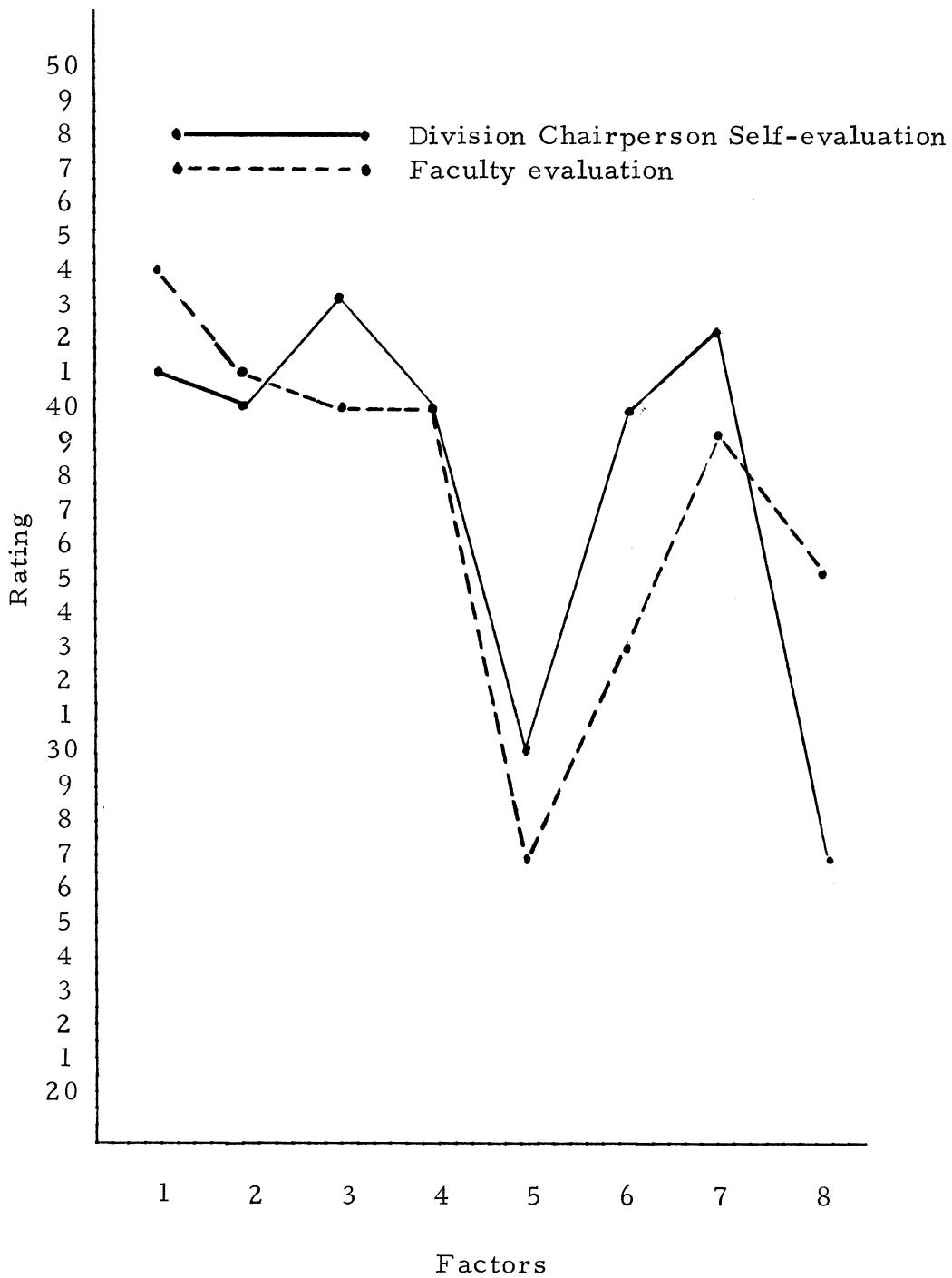


Fig. 2--The mean scores of the faculty and the division chairperson for the eight factors of the HDCRS for college one.

chairperson indicated faculty mean score tendency, the chairperson would perhaps have a knowledge of his/her leadership effectiveness as perceived by the faculty. Although the differences observed between the chairperson mean score (4.0) for Factor VI and the faculty mean score (3.3) for Factor VI may not be meaningful, there does seem to be enough variation to warrant further investigation into the area of leadership style by the chairperson from college one.

It is interesting to note that the chairperson's self rating was higher on four factors, lower on three factors, and the same on one factor.

Figure 3 presents the mean scores of the faculty on the eight factors of the HDCRS plotted with the mean scores of the chairperson on the eight factors of the HDCRS for college two.

The chairperson in college two tended to describe his/her own behavior more favorably than did his/her subordinates. The responses of the chairperson in college two seem to agree more closely with the findings of Hemphill and Coons,<sup>5</sup> which state that leaders tend to rate themselves higher than do their subordinates.

---

<sup>5</sup>John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire," Leader Behavior: Its Description and Measurement, edited by Ralph M. Stogdill and Alvin E. Coons (Columbus, Ohio, 1957), pp. 6-38.

The profiles of the two mean score summaries presented in Figure 3 are very similar. The point of greatest difference between the faculty and the chairperson appears in Factor IV. The faculty tend to view the chairperson's effectiveness somewhat lower in system management (Factor IV) than does the chairperson. Further investigation into the differences noted in Figure 3 for Factor IV may be advisable for the chairperson at college two.

Figure 4 presents the mean scores of the faculty on the eight factors of the HDCRS plotted with the mean scores of the chairperson on the eight factors of the HDCRS for college three.

As can be seen in Figure 4, the greatest variation in response between the chairperson and the faculty seems to be in Factor V. Since Factor V is basically a negative factor, it can be assumed that the faculty view the chairperson more favorably than does the chairperson. Score variations between other factors seem negligible.

Figure 5 presents the mean scores of the faculty on the eight factors of the HDCRS plotted with the mean scores of the chairperson on the eight factors of the HDCRS for college four.

The profile observed in Figure 5 exhibits a strong degree of similarity between the plotted mean responses. The faculty tend to view the chairperson's effectiveness on Factor VIII (non-partiality) less favorably than does the chairperson. This may well be caused



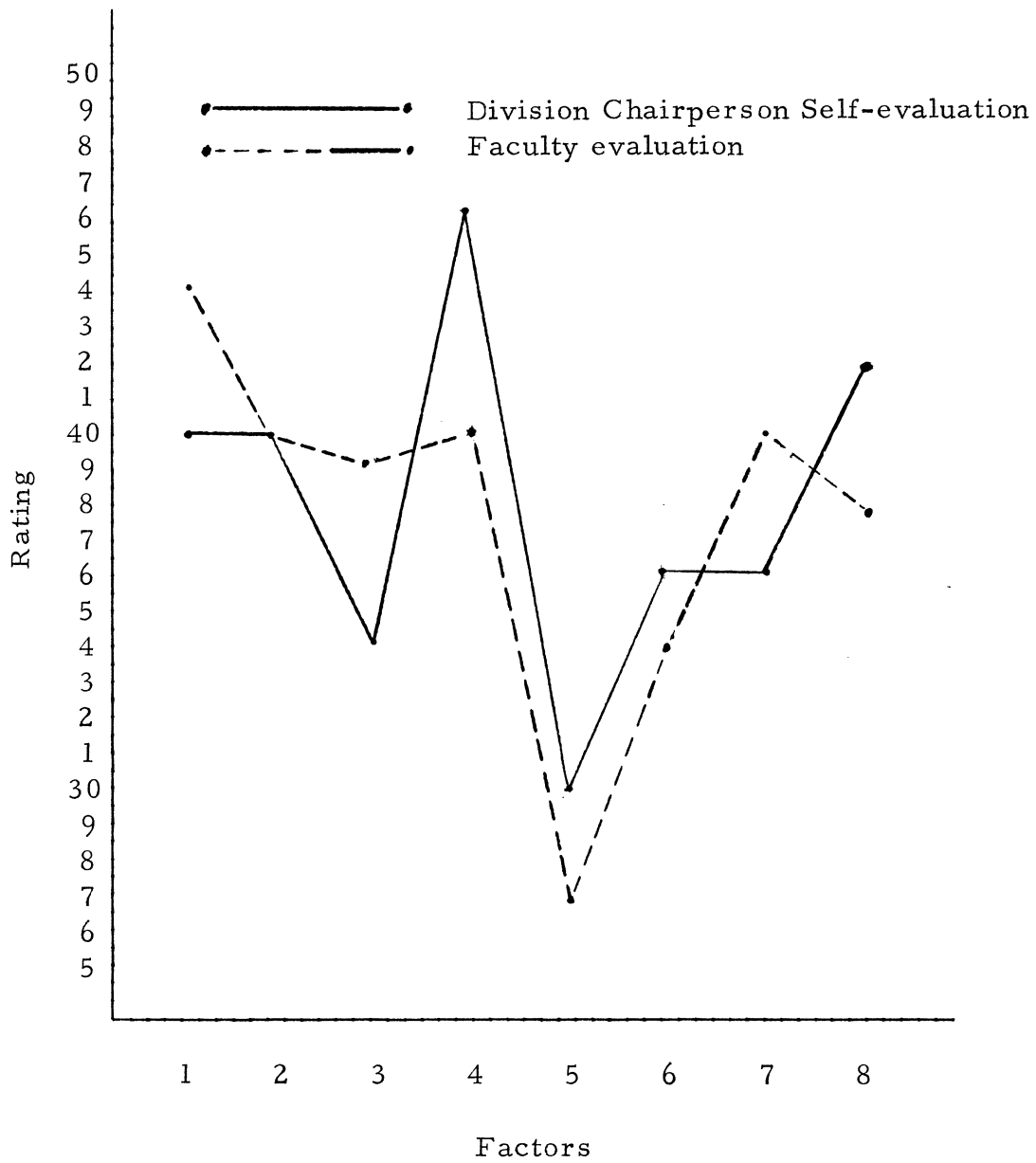


Fig. 3--The mean scores of the faculty and the division chairperson for the eight factors of the HDCRS for college two.

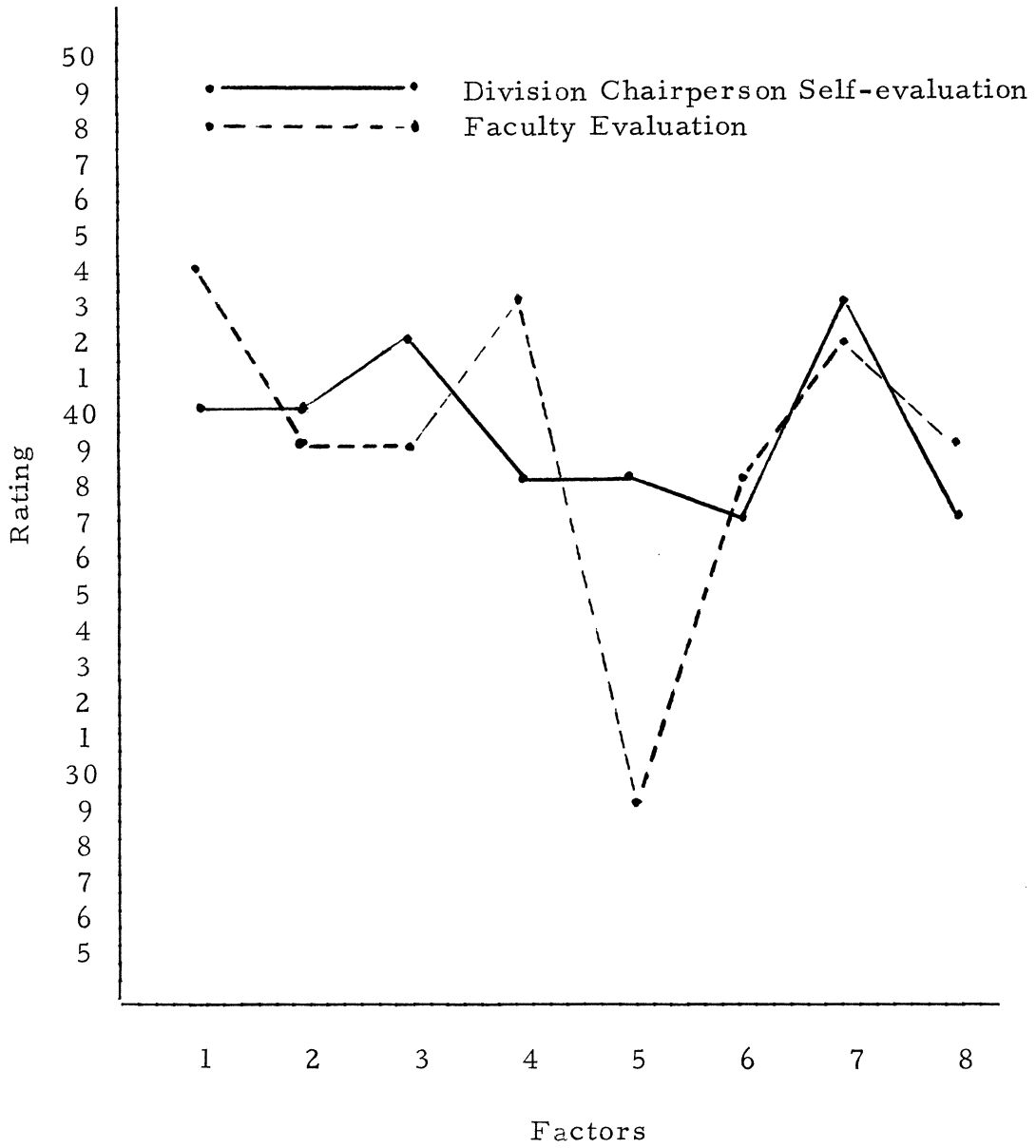


Fig. 4--The mean scores of the faculty and the division chairperson for college three.

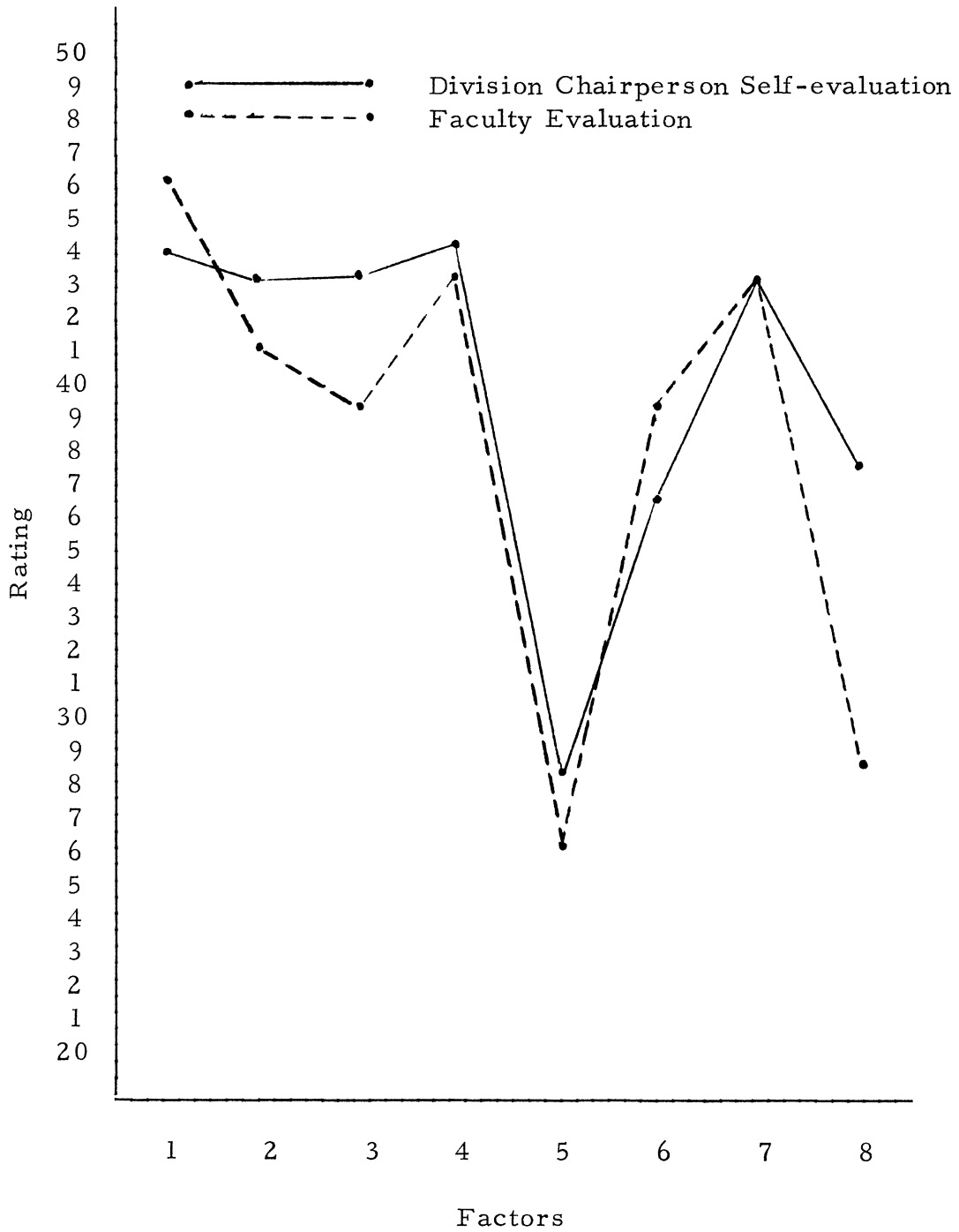


Fig. 5--The mean scores of the faculty and the division chairperson for college four.

by the high number of part-time faculty employed in the humanities division at college four. It would seem advisable for the chairperson at college four to further investigate his/her actions in terms of non-partial treatment of the faculty and in particular part-time faculty.

It must be pointed out that the differences between the mean scores seem insignificant for all but Factor VIII which has been discussed above.

#### Regression Analysis

Relative weights for the eight factors of the HDCRS were determined using a multiple linear regression analysis. The regression analysis was accomplished using the cumulative factor scores for the eight factors of the HDCRS and item seventy-six as the criterion variable. Item seventy-six asked for an overall assessment of the chairperson's effectiveness. The results of the multiple linear regression analysis were achieved using the formula:

$$\hat{Y} = .0348x_1 + .0146x_2 + .0165x_3 + .0024x_4 + .0247x_5 \\ - .0057x_6 - .0152x_7 + .0015x_8 - .6146,$$

where  $x_1$  = the score on Factor I,  
 $x_2$  = the score on Factor II,  
 $x_3$  = the score on Factor III,  
 $x_4$  = the score on Factor IV,

$x_5$  = the score on Factor V,

$x_6$  = the score on Factor VI,

$x_7$  = the score on Factor VII, and

$x_8$  = the score on Factor VIII.

The results of the multiple linear regression analysis of the eight factors of the HDCRS are reported in Table XVII.

TABLE XVII

MULTIPLE LINEAR REGRESSION ANALYSIS FOR THE  
EIGHT FACTORS OF THE HDCRS

Factor	Standard Partial Regression Coefficient	Raw Score Regression Coefficient
1	0.6591	0.0348
2	0.1112	0.0146
3	0.1944	0.0165
4	0.0099	0.0024
5	0.0871	0.0247
6	-0.0211	-0.0057
7	-0.0740	-0.0152
8	0.0056	0.0015
Constant		-0.6146
Full Model	RSQ = 0.6639	ESS = 13.89
	F = 25.93	df = 8
		df = 105

In order to determine the unique contribution of each of the eight factor's scores to the full regression model, eight restricted models were developed. As can be seen in Table XVIII the full model contained all eight factors. Each of the eight restricted models contained a unique set of seven factors (variables). For each of the seven restricted models a different factor was excluded. The unique contribution of each of the factors was determined by evaluating the difference between the RSQ of the full model and each of the eight RSQ's developed by the restricted model. The greater the difference between the RSQ of the full model and that of a restricted model, the greater the contribution of the factor which was withheld from the restricted model.

According to the data in Table XVII, and according to the unique contribution of the factors, Factor I, Factor III, Factor II, Factor V, Factor VII, Factor VI, Factor IV, and Factor VIII, in that order, represent the hierarchical structure of the eight factors of the HDCRS.

The F ratio (25.93) indicated that, when compared to the tabled F value for degrees of freedom equal to 8 and 105, the ability of this linear combination (full model) of factor scores to predict the criterion score is greatly improved over a prediction based only on the mean of the criterion score.

The RSQ (0.6639) represents the proportion of the variability in the criterion measure attributable to the above linear combination of summed factor scores.

According to the regression analysis, it would be of greater value to attempt to predict the effective/ineffective potential of the incumbent or of a candidate by assessing the information gleaned from the HDCRS than by the mean score of the criterion variable.

### Summary

The purpose of Chapter IV was to determine if there existed any influence on the response tendency of the faculty to the HDCRS which could be associated with selected demographic variables. Further, Chapter IV presented data and discussion of selected analysis by factor including the division chairperson self-evaluation and multiple linear regression analysis of the factors.

The cover letter accompanying the HDCRS asked the faculty to provide demographic information concerning their age, sex, contractual status (part-time/full-time status), college assignment, number of years teaching experience, teaching field, number of years primary or secondary school experience, and number of years administrative experience.

Correlation coefficients were obtained between the responses of the faculty and the faculty's demographic data. Mean score data

were obtained and used to support the correlation data. It was found that no relationship seemed to exist between the respondents' demographic construct and their responses to the HDCRS.

Mean score relationships between the responses of the faculty of the four participating colleges and between the responses of the faculty of different academic disciplines were obtained, and no significant differences were observed.

In an effort to determine the differences that existed between the faculty's evaluation of a division chairperson and the chairperson's self-evaluation, mean scores for both were plotted by college. The profiles resulting from the mean score plots revealed negligible differences existed.

Finally, a multiple linear regression analysis was obtained on the factor scores of the HDCRS to define the hierarchical relationship of the factors in determining humanities division chairperson effectiveness. According to the results of the multiple linear regression analysis, the factors were weighted in the following order: I, III, II, V, VII, VI, IV, and VIII.



## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### Summary

The purpose of this study was to devise and test a rating scale for humanities division chairpersons in the colleges of the Dallas County Community College District. Specific problems resolved in the study were to

1. Determine humanities division faculty's perceptions of effective and ineffective characteristics of humanities division chairpersons.
2. Determine the validity of the Humanities Division Chairperson Rating Scale.
3. Determine the estimates of reliability for the Humanities Division Chairperson Rating Scale.
4. Determine the relationship that exists between the responses of the faculty associated with differing demographic variables, the division chairperson's self-evaluation, and the items of the Humanities Division Chairperson Rating Scale.

Early efforts to define leader behavior centered mainly in the field of business. Studies by Hemphill, Coons, and Stogdill,

conducted at Ohio State between 1955 and 1957, resulted in an instrument known as the Leadership Behavior Description Questionnaire (LBDQ). The LBDQ contained nine dimensions of leadership which were Integration, Communication, Production Emphasis, Representation, Fraternalization, Organization, Evaluation, Initiation, and Domination.

Halpin and Winer factor analyzed the results of their study which utilized the LBDQ. The results of the factor analysis indicated a four-factor structure of Consideration, Initiating Structure, Production Emphasis, and Social Awareness. Two of the four factors, Consideration and Initiating Structure, accounted for 83 per cent of the total factor variance.

A variety of studies utilizing the factors Consideration and Structure were followed by a revision of the LBDQ in 1962. Stogdill, Goode, and Day developed what became known as the LBDQ-12. It consisted of twelve dimensions instead of two. The dimensions of the LBDQ-12 were Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Retention, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Influence with Superiors.

Brown challenged the LBDQ-12 in a 1967 study which resulted in a two-dimensional construct which he called "Person orientation"

and "System orientation." Although Stogdill's LBDQ-12 was factorially composed, Brown's factor analysis tended to refute the twelve dimension structure of the LBDQ-12.

Hillway designed the Rating Scale for Academic Administration which was subjected to analysis by Lin. Lin found that the Hillway instrument produced five factors when subjected to factor analysis. Lin reported that Leadership, Educational Background, Grooming, Respect for Group Action, and Attitude in Dealing with People were the five emergent factors of the Hillway rating scale.

An inspection of selected instruments used to evaluate educational administrators resulted in the conclusion that a model was needed that would result in a valid and reliable rating device.

A model used by Abeles to develop the Clarinet Performance Rating Scale and to develop a rating scale for applied music faculty seemed worthy of consideration. Abeles developed the rating scales by generating an initial set of items from experts in the field, factor analyzing the results of a trial evaluation, and testing the scale for validity and reliability. The Abeles model was adopted, with some modification, for the present study.

The humanities division faculty and the division chairpersons at Eastfield College, El Centro College, Mountain View College, and Richland College were asked to describe the best division

chairperson they knew and the worst division chairperson they knew by listing both positive and negative characteristics on a form (Appendix A). In order to better conceptualize the responses of the participants, the researcher and two judges organized the characteristics into five categories. Each category was assigned a topical heading which seemed to best describe the items in the category.

The five categories included

- Category One . . . . . Faculty/People Orientation
- Category Two . . . . . System Management
- Category Three . . . . . Personal Professional Qualities
- Category Four . . . . . Leadership
- Category Five . . . . . Personal Qualities

The 209 items were randomly placed in a rating scale format. A five-option response system was used. The humanities division faculty at Richland College were asked to rate their division chairperson in a trial evaluation exercise.

The trial evaluation data were factor analyzed resulting in an eight-factor solution. Seventy-five items were chosen from the eight factors based on their rate of loading on the factor they described and their relative independence of the other factors. The eight factors that resulted from the trial evaluation are best described as

Factor I	. . . . .	Personal Qualities in Interaction with Faculty
Factor II	. . . . .	Communication with Faculty
Factor III	. . . . .	Personal Professional Qualities
Factor IV	. . . . .	System Management
Factor V	. . . . .	Personal Power
Factor VI	. . . . .	Leadership
Factor VII	. . . . .	Faculty Management
Factor VIII	. . . . .	Non-partiality

The method of item selection for the final form of the Humanities Division Chairperson Rating Scale (HDCRS) was judged sufficient to establish content, face, and formal validity.

Reliability coefficients were obtained for the HDCRS using the Kuder-Richardson Formula 21 (KR-21) and the test-retest method. The seventy-five items resulting from the trial evaluation were randomly placed in a rating scale format. A five-option response system was used. The humanities division faculty at the four participating colleges were asked to rate their division chairperson using the HDCRS.

The KR-21 formula was applied to the eight factors of the HDCRS as well as to the total score. The results of the KR-21 are presented in Table XVIII.

TABLE XVIII  
 RELIABILITY ESTIMATES FOR THE HDCRS TOTAL SCORE  
 AND FACTOR SCORES

Factor	$R_{xx}$	N
Total (75 items)	.92	75
Factor I	.91	25
Factor II	.53	13
Factor III	.81	12
Factor IV	.47	5
Factor V	.39	5
Factor VI	.23	4
Factor VII	.44	7
Factor VIII	.34	4

According to the reliability estimates reported in Table XVIII, the total score for the HDCRS seems sufficiently high to be used as an evaluation instrument. However, with the exception of Factors I and III, the factors possess insufficient reliability to be used as independent measures.

Four weeks following the initial evaluation exercise, the faculty were again asked to evaluate their division chairperson using the HDCRS. A test-retest reliability coefficient of .93 was obtained.

The test-retest coefficient of .93 and the KR-21 total score reliability of .92 seem sufficient to judge the HDCRS reliable under the conditions herein described.

The cover letter accompanying the HDCRS asked the faculty to provide demographic information concerning their age, sex, contractual status (part-time/full-time status), college assignment, number of years teaching experience, teaching field, number of years primary or secondary school experience, number of years administrative experience.

Correlation coefficients were obtained between the responses of the faculty and the faculty's age, sex, contractual status, number of years teaching, number of years primary or secondary school experience, and number of years administrative experience. Mean score data were obtained and used to support the correlation data. It was found that no relationship seemed to exist between the respondents' age, sex, contractual status, number of years of teaching experience, number of years primary or secondary school experience, and number of years administrative experience and the responses to the HDCRS. Therefore, it was felt that no influence was exerted on the results of the HDCRS based on the six selected demographic variables.

Mean score relationships between the responses of the faculty of the four participating colleges and between the responses of the faculty of different academic disciplines were obtained, and no significant differences were observed.

In an effort to determine the differences that existed between the faculty's evaluation of a division chairperson and the chairperson's self evaluation, mean scores for both were plotted by college. The profiles resulting from the mean score plots revealed that negligible differences existed.

Finally, a multiple linear regression analysis was obtained on the factor scores of the HDCRS to define the hierarchical relationship of the factors in determining humanities division chairperson effectiveness. According to the results of the multiple linear regression analysis, the factors were weighted in the following order: I, III, II, V, VII, VI, IV, and VIII.

### Conclusions

Based on the HDCRS study, the following conclusions are made.

1. The method of item development for the HDCRS provides a sufficient measure of content validity, face validity, and formal validity for the instrument.
2. The reliability coefficients obtained for the HDCRS indicate that an instrument developed and tested in such a manner will prove reasonably reliable.
3. The use of demographic variables as a further dimension of score analysis provides the division chairperson with a set of



data which is sensitive to the unique characteristics of the faculty which may or may not influence response tendencies.

4. An analysis of the results of the data obtained using the HDCRS can provide personal professional growth information for the rated division chairperson

5. The humanities division faculty tend to place emphasis on the division chairperson's humanistic qualities and on the division chairperson's personal professional qualities.

#### Recommendations

The following recommendations are made based on the experience of having completed this study.

1. The primary data collection instrument used in this model should be altered to request responses from predetermined categories for both positive and negative characteristics.

2. The items extracted from the primary data collection instrument should be submitted to examination by the faculty prior to the trial evaluation.

3. Analysis of additional demographic variables such as degrees held, number of non-teaching duties, and extra-service assignments, would provide further response/influence analysis.

4. Additional studies should be made using the present model for division chairpersons of other than humanities divisions.

## APPENDICES

APPENDIX A

PRIMARY DATA COLLECTION INSTRUMENT

To: Humanities Division Faculty

From: Jack Stone

For my dissertation project I have chosen to develop and test an evaluation instrument for humanities division chairpersons in the DCCCD. In order to successfully carry out the project, I need the help of all humanities division faculty.

Attached to this memo you will find a copy of the primary data collection instrument. This form is the first of four forms. After I have collected the completed first form I will combine the data onto a second form on which I will ask you to make certain judgments. A third and more refined form will follow the second, etc. Altogether I will need about an hour of your time (elapsed time) over the next three months. The first form will require more time than the remaining three.

Please complete the form as it requests. You may include any item you wish no matter how unique it is to your discipline.

SAMPLE ITEMS:

1. Allows faculty members complete freedom in their work.
2. Mediates conflicting factions within the division.

Thank you in advance for your help. I would appreciate your immediate attention to the form. If you could return the completed form to your division secretary by January 21, it would be most helpful.

## DIVISION CHAIRPERSON RATING SCALE

INSTRUCTIONS: You are asked to participate in the development of a job performance rating scale for humanities division chairpersons. Please write as many behavior characteristics as you can of the two types of division chairpersons mentioned below. Use the back of this form if you need additional space. Return the completed form to the division secretary. The success of this study depends upon your thoughtful consideration of this matter.

Thank you.

CHARACTERISTICS OF THE BEST DIVISION CHAIRPERSON YOU KNOW

CHARACTERISTICS OF THE WORST DIVISION CHAIRPERSON YOU KNOW

APPENDIX B

THE FIVE CATEGORIES OF ITEMS

## CATEGORY ONE

## FACULTY/PEOPLE ORIENTATION

Communicates that the staff is held in high regard.

Does not force his/her personal opinions on the faculty.

Utilizes the strengths of the faculty to their potential.

Is considerate of human error and weakness.

Encourages a proper balance between work and relaxation.

Includes part-time faculty in division social activities.

Creates some form of liaison for evening and Saturday faculty.

Allows for individual differences in teaching style.

Interested in the faculty as individuals.

Shows appreciation for a job well done.

Is flexible towards teaching methods used in the division

Allows faculty freedom to be creative.

Demonstrates a genuine interest in faculty accomplishments.

Works to create an open and friendly division atmosphere.

Does not use the faculty or division for self gain or political advancement .

Eliminates excessive paper work demands on the faculty.

Encourages part-time faculty to become active in division affairs.

Maintains an open door policy for faculty and students.

Is open and candid with faculty concerning all aspects of performance evaluation.

Demonstrates a trust in the faculty to get the job done.

Works on a one-to-one basis to improve faculty weaknesses.

Creates an atmosphere of equality between part-time and full-time faculty.

Does not expect part-time faculty to actively participate in division activities.

Demonstrates a concern for faculty morale.

Promotes the independence and self confidence of faculty.

Makes suggestions in a positive and supportive manner.

Supports the efforts of the instructional staff.

Is fair and open in his/her evaluation of the faculty.

Insists that text selection be the decision of the faculty.

Involved with the faculty equally, shows no favoritism.

Arranges social and informal gatherings for division faculty.

Expects the faculty to place the job above all else including personal life.

Makes unannounced visits to faculty's classes.

Does not seem concerned about the morale of the division.

Does personal favors for some but not all of the faculty.

Is little concerned with faculty personal problems.

Shows little interest in faculty opinion.

Develops a "second class citizen" attitude towards part-time faculty

Makes excessive demands on the faculty's time.

Is slow to respond to student and faculty requests.

Shows favoritism to a few faculty members.

Uses student evaluations to point out faculty weaknesses.

Is inconsiderate of faculty accomplishment.

Acts as if faculty have poor judgment.

Does not demonstrate concern for the well being of part-time faculty.

Fails to consult members of the faculty on important decisions.

Deals dishonestly and deceptively with faculty.

Is unaware of faculty strengths and weaknesses.

Does not explain decisions to faculty even though they are involved.

Is coldly efficient with little concern for faculty.



## CATEGORY TWO

## SYSTEM MANAGEMENT

Keeps division faculty informed through memoranda or other written means.

Maintains scheduled hours for student appointments.

Recommends curriculum review on a regular basis.

Maintains a division budget monitoring system.

Schedules division meetings regularly.

Visits classes on a regularly scheduled basis.

Maintains a clerical staff that is courteous and efficient

Allows ample time for budget, schedule, and leave requests.

Works with Financial Aid to supply adequate faculty support personnel.

Requires full-time faculty to attend all division meetings.

Stays informed concerning college policy and procedures.

Processes requisitions and work orders quickly and efficiently.

Is unavailable for consultation.

Maintains a preoccupation with paper work.

Places emphasis on the meeting of deadlines.

Delegates work that he/she should personally complete.

Secures the adoption of a common text for all sections of a multi-section course.

## CATEGORY THREE

## PERSONAL PROFESSIONAL QUALITIES

Is well read in his/her  
teaching field.

Promotes the arts in the  
college and the community.

Takes part in the "art" activity  
in the community.

Is respected as a capable artist  
in his/her field.

Maintains a rapport with  
various members of the  
art community.

Is an outstanding teacher.

Demonstrates a knowledge of  
your subject area and  
academic teaching field.

Is known as an inspiring  
teacher.

Is known as a creative teacher.

Is fair but firm in  
administrative role.

Is a creative administrator.

Has high professional and  
academic standards.

Attends programs,  
performances, art shows,  
and lectures in support of the  
various departments of the  
division.

Is active in state and national  
organizations beneficial to  
the division.

Demonstrates artistic  
sensitivity.

Demonstrates a basic interest  
in teaching students.

Does not attend community  
art functions.

Does not show interest in the  
arts in the professional  
community.

Does not keep abreast of  
developments in the arts.

Does not keep abreast of  
developments in education.

Promotes the well being of  
his/her own teaching field  
only.

Does not maintain high  
professional standards.

## CATEGORY FOUR

## LEADERSHIP

Accepts the responsibility of leadership in the division.

Is a problem solver.

Demonstrates an understanding of the needs which are unique to each department in the humanities division.

Conducts organized and efficient division meetings.

Is willing to act on faculty concerns.

Mediates conflicting factions.

Appoints students to some division committees.

Takes the leadership in securing necessary defense for new course approval.

Develops division goals and objectives through committee.

Encourages faculty to participate in student activities on campus.

Disperses division travel funds equitably.

Applies workload to faculty in a fair and equitable manner.

Organized in administrative functioning.

Notifies faculty of budget status throughout the academic year.

Is supportive of the faculty to the administrative hierarchy.

Involves faculty in the hiring process.

Works with faculty to develop grants and proposals.

Confers with division faculty on schedule building.

Encourages interdepartmental efforts.

Actively pursues things beneficial to the division.

Allows freedom to the professional instructor in decision making situations.

Is willing to experiment with new and innovative ideas.

Demonstrates an interest in district functions.

Is interested in the professional development of the faculty and staff.

Demonstrates a personal interest in all division projects.

Is a stimulus for ideas in the division.

Consults faculty on the development of the division budget.

Is aggressive in attempts to provide the necessary materials and equipment for teaching.

Makes an effort to maintain effective communications with part-time faculty.

Asks for volunteers to serve on committees rather than appoint the members.

Encourages faculty to concentrate on teaching.

Uses committees to make decisions involving division procedures.

Encourages faculty participation in student recruitment.

Uses student evaluations as a measure of teaching competency.

Interferes with faculty teaching technique.

Demonstrates an indifference to faculty needs.

Does not plan effectively.

Does not accept responsibility for the division.

Does not inform faculty of college policy changes or of new policies.

Shows little interest in planning for the future.

Does not attempt to promote instructional innovation.

Insists that part-time faculty strictly adhere to existing syllabi.

Appoints faculty to committees regardless of their desire to serve.

Over-supervises classroom activities.

Attempts to influence or manipulate faculty committee decisions.

Does not insure that new programs are responsive to the community college philosophy.

Hires new faculty without consulting existing division faculty.

Feels that all departments within the division except his/her department can run themselves.

Discourages questioning of policies and procedures by the faculty.

Unavailable to faculty.

Demonstrates little interest in classroom activities.

Will say "yes" to any request to avoid serious discussion or inquiry.

Does not take division concerns to the higher administration.

Seems incapable of anticipating problems; thus many major problems occur in the division.

Allows faculty conflict to resolve itself.

Is not willing to bend the rules.

Has a laissez faire attitude toward division governance.

Organizes faculty's time as much as possible.

Communicates only to those who complain the loudest.

Encourages faculty to obligate themselves to more than they can handle.

Does not promote the image of the division to the administrative hierarchy.

Acts as a watchdog over the faculty.

Is non-flexible in budget control.

## CATEGORY FIVE

## PERSONAL QUALITIES

Is persuasive in dealing with faculty.

Is straight forward regarding administrative decisions.

Rational and logical in decision making.

Is fair regarding administrative decisions.

Is consistent in dealing with faculty.

Has an open-minded approach to problems.

Demonstrates a sense of humor.

Demonstrates confidence in leading the division.

Acknowledges his/her own limitations.

Is predictable in his/her personality.

Is open to suggestions for self improvement.

Does not take himself/herself too seriously.

Is well dressed.

Is not afraid to say "no" to the faculty.

Demonstrates patience.

Is willing to change decisions in light of new information.

Is capable of evaluating teaching.

Admits his/her own mistakes.

Demonstrates courage.

Is continually making an effort to improve.

Will stand by his/her decisions.

Willingly accepts the consequences of his/her decisions.

Is not moody and subject to radical change in mood.

Is not egocentric.

Has high moral and ethical standards.

Aggressively pursues his/her own professional goals.

Is capable of being persuaded.

Is quick to act when problems arise.

Is a good listener.

Is honest in dealing with faculty.

Demonstrates effective communication skills, both verbal and written.

Does not seek power.

Lacks ability to communicate effectively.

Puts off making tough decisions.

Sets himself/herself as the standard for the division.

Is moody and unpredictable.

Evasive in answering the faculty.

Is suspicious of members of the faculty.

Requires certain division programs for his/her own personal professional advancement.

Is ego centered.

Uses the division as a stepping-stone to higher administrative positions.

Cannot be trusted with confidential information.

Is vindictive.

Considers enthusiasm unprofessional.

Will not admit his/her own mistakes.

Overreacts to most situations.

Jumps to conclusions.

Will not change a decision regardless of the strength of opposing arguments.

Finds little time for humor.

Has a dual personality, one for the faculty and one for his/her administrative superiors.

Insists that everything be done his/her way.

Places himself/herself above all others in the division.

Deals basically from an emotional level.

Lacks courage under fire.

Reflects insecurity in decision making.

Is unenthusiastic about the division.

APPENDIX C

TRIAL EVALUATION INSTRUMENT



To: Humanities Division Faculty

From: Jack Stone

Subject: Humanities Division Chairperson Rating Scale

Again I need your help. As you may remember, I requested and received in-put from you concerning characteristics of the best and worst division chairperson you know. Two judges and I pulled together the information resulting from the initial inquiry. The items were categorized according to common areas with the repetitive items being dropped. Some items were reworded for clarity, but all item areas were included.

At this point I have randomly placed all the items in a rating scale format and am ready to submit them to a trial evaluation. The results of the trial evaluation will be factor analyzed and items will be retained for the final rating scale based on their rate of loading on the factor they are describing and their relative independence of the other factors.

In order to gather the needed information, I must ask you to use the attached rating scale to rate me. I have undertaken a self-evaluation using the instrument and find that it takes about twenty minutes to complete.

Please read each item carefully. Items are stated both positively and negatively. Your responses will be strictly anonymous. I am sure you can appreciate the fact that I need a response from every faculty member.

Please complete the form and return it immediately. I would like to begin coding the data for computer in-put at once. Let me thank you in advance for your help.

Please follow the instructions carefully.

HUMANITIES DIVISION CHAIRPERSON RATING SCALE  
(Trial Evaluation)

INSTRUCTIONS: Please evaluate your Division Chairperson as accurately as possible using the characteristics listed below. The five-option response system is translated as follows: 5, "Highly Agree," that the item is characteristic of the chairperson you are evaluating; 4, "Agree"; 3, "Undecided"; 2, "Disagree"; 1, "Highly Disagree." Please read each statement carefully before marking your answer. Some of the items are stated positively and some are stated negatively.

	<u>(Circle your response)</u>				
1. Is inconsiderate of faculty accomplishment.	5	4	3	2	1
2. Works on a one-to-one basis to improve faculty weaknesses	5	4	3	2	1
3. Creates an atmosphere of equality between part-time and full-time faculty	5	4	3	2	1
4. Demonstrates a trust in the faculty to get the job done	5	4	3	2	1
5. Is coldly efficient with little concern for faculty	5	4	3	2	1
6. Requires full-time faculty to attend all division meetings.	5	4	3	2	1
7. Lacks ability to communicate effectively.	5	4	3	2	1
8. Demonstrates a knowledge of all division subjects	5	4	3	2	1
9. Uses student evaluations to point out faculty weaknesses	5	4	3	2	1
10. Finds little time for humor	5	4	3	2	1

11. Recommends curriculum review on a regular basis	5	4	3	2	1
12. Is an outstanding teacher	5	4	3	2	1
13. Shows favoritism to a few faculty members	5	4	3	2	1
14. Takes the leadership in securing necessary defense for new course approval	5	4	3	2	1
15. Applies workload to faculty in a fair and equitable manner	5	4	3	2	1
16. Organized in administrative functioning	5	4	3	2	1
17. Maintains scheduled hours for student appointments	5	4	3	2	1
18. Keeps division faculty informed through memoranda or other written means	5	4	3	2	1
19. Is fair and open in his/her evaluation of faculty	5	4	3	2	1
20. Demonstrates a basic interest in teaching	5	4	3	2	1
21. Is respected as a capable artist in his/her field	5	4	3	2	1
22. Demonstrates artistic sensitivity	5	4	3	2	1
23. Does not accept responsibility for the division	5	4	3	2	1
24. Demonstrates little interest in classroom activities	5	4	3	2	1
25. Does not inform faculty of college policy changes or of new policies	5	4	3	2	1

26. Stays informed concerning college policy and procedures	5	4	3	2	1
27. Is not afraid to say "no" to the faculty	5	4	3	2	1
28. Is involved with faculty equally, shows no favoritism	5	4	3	2	1
29. Demonstrates a sense of humor	5	4	3	2	1
30. Is open and candid with faculty concerning all aspects of performance evaluation	5	4	3	2	1
31. Shows little interest in planning for the future	5	4	3	2	1
32. Appoints faculty to committees regardless of their desire to serve	5	4	3	2	1
33. Is non-flexible in budget control	5	4	3	2	1
34. Shows little interest in faculty opinion	5	4	3	2	1
35. Is an inspiring teacher	5	4	3	2	1
36. Delegates work that he/she should personally complete	5	4	3	2	1
37. Is a creative administrator	5	4	3	2	1
38. Acts as a watchdog over the faculty	5	4	3	2	1
39. Does not seek power	5	4	3	2	1
40. Demonstrates a concern for faculty morale	5	4	3	2	1
41. Is willing to change decisions in light of new information	5	4	3	2	1
42. Demonstrates effective communication skills, both verbal and written	5	4	3	2	1
43. Maintains a clerical staff that is courteous and efficient	5	4	3	2	1

44. Shares a sense of pride in faculty accomplishment	5	4	3	2	1
45. Allows ample time for faculty to respond to budget, schedule, and leave requests	5	4	3	2	1
46. Visits classes on a regularly scheduled basis	5	4	3	2	1
47. Maintains a division budget monitoring system	5	4	3	2	1
48. Works with Financial Aid to supply adequate faculty support personnel	5	4	3	2	1
49. Does not promote the image of the division to the administrative hierarchy	5	4	3	2	1
50. Is a creative teacher	5	4	3	2	1
51. Is fair but firm in administrative role	5	4	3	2	1
52. Is slow to respond to student and faculty requests	5	4	3	2	1
53. Has high professional and academic standards	5	4	3	2	1
54. Does not insure that new programs are responsive to the community college philosophy	5	4	3	2	1
55. Is capable of evaluating teaching	5	4	3	2	1
56. Communicates that the staff is held in high regard	5	4	3	2	1
57. Develops a "second class citizen" attitude towards part-time faculty	5	4	3	2	1
58. Is unaware of faculty strengths and weaknesses	5	4	3	2	1
59. Makes excessive demands on the faculty's time	5	4	3	2	1

60. Is unavailable to faculty	5	4	3	2	1
61. Actively pursues things beneficial to the division	5	4	3	2	1
62. Encourages faculty participation in student recruitment	5	4	3	2	1
63. Is quick to act when problems arise	5	4	3	2	1
64. Expects the faculty to place the job above all else including personal life	5	4	3	2	1
65. Maintains an open door policy for faculty and students	5	4	3	2	1
66. Eliminates excessive paper work demands on the faculty	5	4	3	2	1
67. Uses student evaluations as measure of teaching competency	5	4	3	2	1
68. Encourages part-time faculty to become active in division affairs	5	4	3	2	1
69. Is consistent in dealing with faculty	5	4	3	2	1
70. Is honest in dealing with faculty	5	4	3	2	1
71. Notifies faculty of budget status throughout the academic year	5	4	3	2	1
72. Is vindictive	5	4	3	2	1
73. Is a good listener	5	4	3	2	1
74. Encourages faculty to obligate themselves to more than they can handle	5	4	3	2	1
75. Is capable of being persuaded	5	4	3	2	1
76. Does not attempt to promote instructional innovation	5	4	3	2	1

77. Takes part in the "art" activity of the community	5	4	3	2	1
78. Shows interest in the faculty as individuals	5	4	3	2	1
79. Is unenthusiastic about the division	5	4	3	2	1
80. Conducts organized and efficient division meetings	5	4	3	2	1
81. Is persuasive in dealing with faculty	5	4	3	2	1
82. Acknowledges his/her own limitations	5	4	3	2	1
83. Promotes the independence and self-confidence of the faculty	5	4	3	2	1
84. Is well dressed	5	4	3	2	1
85. Is active in state and national organizations beneficial to the division	5	4	3	2	1
86. Reflects insecurity in decision making	5	4	3	2	1
87. Is flexible towards teaching methods used in the division	5	4	3	2	1
88. Demonstrates a genuine interest in faculty concerns	5	4	3	2	1
89. Demonstrates an interest in district functions	5	4	3	2	1
90. Is supportive of the faculty to the administrative hierarchy	5	4	3	2	1
91. Aggressively pursues his/her own professional goals	5	4	3	2	1
92. Arranges social and informal gatherings for the division faculty	5	4	3	2	1
93. Is moody and unpredictable	5	4	3	2	1

94. Communicates only to those who complain the loudest	5	4	3	2	1
95. Maintains a rapport with various members of the "art" community	5	4	3	2	1
96. Is not concerned with the well being of the part-time faculty	5	4	3	2	1
97. Allows faculty freedom to be creative	5	4	3	2	1
98. Evasive in answering the faculty	5	4	3	2	1
99. Organizes faculty's time as much as possible	5	4	3	2	1
100. Lacks courage under fire	5	4	3	2	1
101. Does not expect part-time faculty to actively participate in division activities	5	4	3	2	1
102. Jumps to conclusions	5	4	3	2	1
103. Acts as if faculty have poor judgment	5	4	3	2	1
104. Includes part-time faculty in division social activities	5	4	3	2	1
105. Is willing to act on faculty concerns	5	4	3	2	1
106. Demonstrates confidence in leading the division	5	4	3	2	1
107. Demonstrates a personal interest in all division projects	5	4	3	2	1
108. Demonstrates courage	5	4	3	2	1
109. Is little concerned with faculty personal problems	5	4	3	2	1
110. Is predictable in his/her personality	5	4	3	2	1



111. Uses committees to make decisions involving division procedures	5	4	3	2	1
112. Is straight forward regarding administrative decisions	5	4	3	2	1
113. Is willing to experiment with new and innovative ideas	5	4	3	2	1
114. Has a laissez faire attitude toward division governance	5	4	3	2	1
115. Does not explain decisions to faculty when they are directly affected	5	4	3	2	1
116. Shows appreciation for a job well done	5	4	3	2	1
117. Does not force his/her personal opinions on the faculty	5	4	3	2	1
118. Appoints students to some division committees	5	4	3	2	1
119. Does not maintain high professional standards	5	4	3	2	1
120. Is well read in his/her teaching field	5	4	3	2	1
121. Promotes the well being of his/her own teaching field only	5	4	3	2	1
122. Secures the adoption of a common text for all sections of a multi-section course	5	4	3	2	1
123. Encourages faculty to concentrate on teaching	5	4	3	2	1
124. Has an open minded approach to problems	5	4	3	2	1
125. Is interested in the professional development of the faculty	5	4	3	2	1
126. Does personal favors for some but not all of the faculty	5	4	3	2	1

127. Develops division goals and objectives through committees	5	4	3	2	1
128. Attends programs, performances, art shows and lectures in support of the various departments of the division	5	4	3	2	1
129. Has high moral and ethical standards	5	4	3	2	1
130. Works with faculty to develop grants proposals	5	4	3	2	1
131. Deals dishonestly and deceptively with the faculty	5	4	3	2	1
132. Deals basically from an emotional level	5	4	3	2	1
133. Creates some form of liaison for evening and Saturday faculty	5	4	3	2	1
134. Schedules division meetings regularly	5	4	3	2	1
135. Allows faculty conflict to resolve itself	5	4	3	2	1
136. Is open to suggestions for self improvement	5	4	3	2	1
137. Does not seem concerned about the morale of the division	5	4	3	2	1
138. Admits his/her own mistakes	5	4	3	2	1
139. Fails to consult members of the faculty on important decisions	5	4	3	2	1
140. Cannot be trusted with confidential information	5	4	3	2	1
141. Is continually making an effort to improve	5	4	3	2	1
142. Is fair regarding administrative decisions	5	4	3	2	1
143. Processes requisitions and work orders quickly and efficiently	5	4	3	2	1

144.	Is not willing to bend the rules	5	4	3	2	1
145.	Is rational and logical in decision making	5	4	3	2	1
146.	Does not plan effectively	5	4	3	2	1
147.	Promotes the arts in the college and the community	5	4	3	2	1
148.	Oversupervises classroom activities	5	4	3	2	1
149.	Insists that part-time faculty strictly adhere to existing syllabi	5	4	3	2	1
150.	Is not egocentric	5	4	3	2	1
151.	Asks for volunteers to serve on committees rather than appoint the members	5	4	3	2	1
152.	Makes suggestions in a positive and supportive manner	5	4	3	2	1
153.	Accepts the responsibility of leadership in the division	5	4	3	2	1
154.	Encourages interdepartmental efforts	5	4	3	2	1
155.	Does not keep abreast of developments in the arts	5	4	3	2	1
156.	Is not moody and subject to radical change in mood	5	4	3	2	1
157.	Utilizes the strengths of the faculty to their potential	5	4	3	2	1
158.	Demonstrates patience	5	4	3	2	1
159.	Mediates conflicting factions	5	4	3	2	1
160.	Insists that text selection be the decision of the faculty	5	4	3	2	1

161.	Does not keep abreast of developments in education	5	4	3	2	1
162.	Does not use the faculty or division for self gain or political advancement	5	4	3	2	1
163.	Allows freedom to the professional instructor in decision making situations	5	4	3	2	1
164.	Seems incapable of anticipating problems; thus many major problems occur in the division	5	4	3	2	1
165.	Encourages faculty to participate in student activities on campus	5	4	3	2	1
166.	Works to create an open and friendly division atmosphere	5	4	3	2	1
167.	Involves faculty in the hiring process	5	4	3	2	1
168.	Is considerate of human error and weakness	5	4	3	2	1
169.	Attempts to influence or manipulate faculty committee decisions	5	4	3	2	1
170.	Makes an effort to maintain effective communications with part-time faculty	5	4	3	2	1
171.	Does not take division concerns to the higher administration	5	4	3	2	1
172.	Insists that everything be done his/her way	5	4	3	2	1
173.	Uses the division as a stepping-stone to higher administrative positions	5	4	3	2	1
174.	Is suspicious of members of the faculty	5	4	3	2	1
175.	Supports the efforts of the instructional staff	5	4	3	2	1

176.	Is indifferent to faculty needs	5	4	3	2	1
177.	Puts off making tough decisions	5	4	3	2	1
178.	Demonstrates an understanding of the needs which are unique to each department in the humanities division	5	4	3	2	1
179.	Is aggressive in attempts to provide the necessary materials and equipment for teaching	5	4	3	2	1
180.	Is a problem solver	5	4	3	2	1
181.	Is unavailable for consultation	5	4	3	2	1
182.	Does not show an interest in the arts in the professional community	5	4	3	2	1
183.	Considers enthusiasm unprofessional	5	4	3	2	1
184.	Hires new faculty without consulting existing division faculty	5	4	3	2	1
185.	Feels that all departments within the division except his/her department can run themselves	5	4	3	2	1
186.	Sets himself/herself as the standard for the division	5	4	3	2	1
187.	Does not attend community art functions	5	4	3	2	1
188.	Discourages questioning of policies and procedures by the faculty	5	4	3	2	1
189.	Is ego centered	5	4	3	2	1
190.	Over reacts to most situations	5	4	3	2	1
191.	Will not change a decision regardless of the strength of opposing arguments	5	4	3	2	1
192.	Allows for individual differences in teaching style	5	4	3	2	1

193. Places himself/herself above all others in the division	5	4	3	2	1
194. Places emphasis on the meeting of deadlines	5	4	3	2	1
195. Interferes with faculty teaching technique	5	4	3	2	1
196. Maintains a preoccupation with paper work	5	4	3	2	1
197. Has a dual personality, one for the faculty and one for his/her administrative superiors	5	4	3	2	1
198. Makes unannounced visits to faculty's classes	5	4	3	2	1
199. Willingly accepts the consequences of his/her decisions	5	4	3	2	1
200. Consults faculty in the development of the division budget	5	4	3	2	1
201. Disperses division travel funds equitably	5	4	3	2	1
202. Will say "yes" to any request to avoid serious discussion or inquiry	5	4	3	2	1
203. Encourages a proper balance between work and relaxation	5	4	3	2	1
204. Will not admit his/her own mistakes	5	4	2	2	1
205. Confers with division faculty on building the schedule	5	4	3	2	1
206. Does not take himself/herself too seriously	5	4	3	2	1
207. Requires certain division programs for his/her own personal professional advancement	5	4	3	2	1
208. Is friendly and outgoing	5	4	3	2	1

209. Has a smile for most occasions 5 4 3 2 1
210. My overall assessment of the division  
chairperson rated by the above  
characteristics is: (circle one)
- 5 Highly Effective
- 4 Effective
- 3 Average
- 2 Ineffective
- 1 Highly Ineffective

APPENDIX D

FINAL FORM OF THE HUMANITIES DIVISION  
CHAIRPERSON RATING SCALE



To: Humanities Division Faculty

From: Jack Stone

Attached you will find the final form of the Humanities Division Chair-person Rating Scale. As you may remember, items for the rating scale were submitted by humanities division faculty. The initial items were randomly placed in a rating scale format and used for a trial evaluation. The data resulting from the trial evaluation were factor analyzed and items were retained for the final form based on their rate of loading on the factor they described and their relative independence of the other factors.

Will you please complete the rating scale and return it to the person named on the accompanying envelope? Your responses will be strictly confidential. As you can appreciate, I need for each of you to respond. When you return the completed form, your name will be checked off a list. The contents of the envelope will be placed in a container separate from the envelope.

Your immediate response to this request will be greatly appreciated.

Please complete the following questions before you begin the rating scale.

1. Your age range: 20-29 \_\_\_\_, 30-39 \_\_\_\_, 40-49 \_\_\_\_, 50-65 \_\_\_\_.
2. Sex: Male \_\_\_\_, Female \_\_\_\_.
3. Full-time faculty \_\_\_\_, part-time faculty \_\_\_\_.
4. College to which you are assigned: Eastfield \_\_\_\_, El Centro \_\_\_\_, Mountain View \_\_\_\_, Richland \_\_\_\_.
5. Number of years of teaching experience \_\_\_\_.
6. Your teaching field (Art, Music, etc.) \_\_\_\_\_.
7. Number of years primary or secondary school experience \_\_\_\_\_.
8. Number of years administrative experience \_\_\_\_\_.

## HUMANITIES DIVISION CHAIRPERSON RATING SCALE

INSTRUCTIONS: Please evaluate your Division Chairperson as accurately as possible using the characteristics listed below. The five-option response system is translated as follows: 5, "Highly Agree" that the item is characteristic of the chairperson you are evaluating; 4, "Agree"; 3, "Undecided"; 2, "Disagree"; 1, "Highly Disagree." Please read each statement carefully before marking your answer. Some of the items are stated positively and some are stated negatively.

(Circle your response)

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Accepts the responsibility of leadership in the division                  | 5 | 4 | 3 | 2 | 1 |
| 2. Demonstrates confidence in leading the division                           | 5 | 4 | 3 | 2 | 1 |
| 3. Creates an atmosphere of equality between part-time and full-time faculty | 5 | 4 | 3 | 2 | 1 |
| 4. Over reacts to most situations  | 5 | 4 | 3 | 2 | 1 |
| 5. Seems well read in his/her teaching field                                 | 5 | 4 | 3 | 2 | 1 |
| 6. Shows little interest in planning for the future                          | 5 | 4 | 3 | 2 | 1 |
| 7. Promotes the arts in the college and the community                        | 5 | 4 | 3 | 2 | 1 |
| 8. Is unavailable for consultation   | 5 | 4 | 3 | 2 | 1 |
| 9. Is persuasive in dealing with faculty                                     | 5 | 4 | 3 | 2 | 1 |
| 10. Appoints faculty to committees regardless of their desire to serve       | 5 | 4 | 3 | 2 | 1 |
| 11. Arranges social and informal gatherings for division faculty             | 5 | 4 | 3 | 2 | 1 |

12. Does not expect part-time faculty to actively participate in division activities	5	4	3	2	1
13. Does not accept responsibility for the division	5	4	3	2	1
14. Seems to find little time for humor	5	4	3	2	1
15. Is consistent in dealing with faculty	5	4	3	2	1
16. Shows little interest in faculty opinion	5	4	3	2	1
17. Takes part in the "art" activity in the community	5	4	3	2	1
18. Insists that text selection be the decision of the faculty	5	4	3	2	1
19. Is respected as a capable artist in his/her field	5	4	3	2	1
20. Maintains a preoccupation with paper work	5	4	3	2	1
21. Demonstrates a concern for faculty morale	5	4	3	2	1
22. Demonstrates that he/she is unaware of faculty strengths and weaknesses	5	4	3	2	1
23. Acts as if faculty have poor judgment	5	4	3	2	1
24. Maintains a rapport with various members of the "art" community	5	4	3	2	1
25. Involved with the faculty equally, shows no favoritism	5	4	3	2	1
26. Acknowledges his/her own limitations	5	4	3	2	1
27. Is an outstanding teacher	5	4	3	2	1
28. Recommends curriculum review regularly	5	4	3	2	1
29. Is predictable in his/her personality	5	4	3	2	1

30. Insists that everything be done his/her way	5	4	3	2	1
31. Maintains scheduled hours for student appointments	5	4	3	2	1
32. Maintains a division budget monitoring system	5	4	3	2	1
33. Places himself/herself above all others in the division	5	4	3	2	1
34. Demonstrates a knowledge of your subject area	5	4	3	2	1
35. Places emphasis on the meeting of deadlines	5	4	3	2	1
36. Does not demonstrate concern for the well being of the part-time faculty	5	4	3	2	1
37. Is coldly efficient with little concern for faculty	5	4	3	2	1
38. Demonstrates an open minded approach to problems	5	4	3	2	1
39. Jumps to conclusions	5	4	3	2	1
40. Keeps division faculty informed through memoranda or other written means	5	4	3	2	1
41. Fails to consult members of the faculty on important decisions	5	4	3	2	1
42. Does not attend community art functions	5	4	3	2	1
43. Mediates conflicting factions	5	4	3	2	1
44. Is an inspiring teacher	5	4	3	2	1
45. Promotes the independence and self-confidence of the faculty	5	4	3	2	1
46. Is a problem solver	5	4	3	2	1

47. Makes suggestions in a positive and supportive manner	5	4	3	2	1
48. Supports the efforts of the instructional staff	5	4	3	2	1
49. Is fair regarding administrative decisions	5	4	3	2	1
50. Will not change a decision regardless of the strength of opposing arguments	5	4	3	2	1
51. Has a dual personality, one for the faculty and one for his/her administrative superiors	5	4	3	2	1
52. Does not inform faculty of college policy changes or of new policies	5	4	3	2	1
53. Is a creative teacher	5	4	3	2	1
54. Interfers with faculty teaching technique	5	4	3	2	1
55. Seems open to suggestions for self improvement	5	4	3	2	1
56. Appoints students to some division committees	5	4	3	2	1
57. Demonstrates an understanding of the needs which are unique to each department in the humanities division	5	4	3	2	1
58. Takes the leadership in securing necessary defense for new course approval	5	4	3	2	1
59. Is fair and open in his/her evaluation of faculty	5	4	3	2	1
60. Deals dishonestly and deceptively with faculty	5	4	3	2	1
61. Develops division goals and objectives through committee	5	4	3	2	1

62. Oversupervises classroom activities	5	4	3	2	1
63. Is willing to act on faculty concerns	5	4	3	2	1
64. Is rational and logical in decision making	5	4	3	2	1
65. Does not show interest in the arts in the professional community	5	4	3	2	1
66. Demonstrates an indifference to faculty needs	5	4	3	2	1
67. Does not plan effectively	5	4	3	2	1
68. Does not explain decisions to faculty even though they are involved	5	4	3	2	1
69. Encourages faculty to participate in student activities on campus	5	4	3	2	1
70. Does not attempt to promote instructional innovation	5	4	3	2	1
71. Conducts organized and efficient division meetings	5	4	3	2	1
72. Disperses division travel funds equitably	5	4	3	2	1
73. Insists that part-time faculty strictly adhere to existing syllabi	5	4	3	2	1
74. Is straight forward regarding administrative decisions	5	4	3	2	1
75. Schedules division meetings regularly	5	4	3	2	1
76. My overall assessment of the division chair-person rated by the above characteristics is (circle one):	5	Highly Effective			
	4	Effective			
	3	Average			
	4	Ineffective			
	5	Highly Ineffective			

APPENDIX E

FACTOR LOADINGS FOR THE SUB-ITEMS OF THE HDCRS

FACTOR MATRIX

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
1. Accepts the responsibility of leadership in the division	.80	.05	-.01	.00	-.08	-.15	.00	-.02
2. Demonstrates confidence in leading the division	.84	.11	.15	-.11	-.16	.20	-.14	-.04
3. Creates an atmosphere of equality between part-time and full-time faculty	.23	.19	-.14	-.10	-.03	.13	.19	-.77
4. Over reacts to most situations	-.81	-.08	-.20	-.03	.10	.07	.10	.04
5. Is well read in his/her teaching field	.34	-.07	.55	-.13	-.19	-.19	-.13	.03
6. Shows little interest in planning for the future	-.12	.03	-.01	.86	-.06	-.01	.27	.00
7. Promotes the arts in the college and the community	.48	.28	.51	.04	-.34	.03	.04	-.14
8. Is unavailable for consultation	-.31	-.91	.03	.01	-.01	.00	-.08	.04



FACTOR MATRIX--Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
9. Is persuasive in dealing with faculty	.35	.52	.13	-.06	.10	-.06	-.23	-.23
10. Appoints faculty to committees regardless of their desire to serve	-.41	.23	-.31	.00	-.00	.14	-.36	-.02
11. Arranges social and informal gatherings for division faculty	.04	.30	.04	-.08	-.07	-.20	.21	-.49
12. Does not expect part-time faculty to actively participate in division activities	-.19	-.24	.17	-.10	.08	.35	-.14	.36
13. Does not accept responsibility for the division	-.03	-.63	.20	-.06	-.12	.05	.14	.31
14. Finds little time for humor	-.39	-.51	-.02	.06	.08	-.09	.21	-.10
15. Is consistent in dealing with faculty	.65	.12	.15	-.12	-.08	-.11	-.08	-.38

FACTOR MATRIX -- Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
16. Shows little interest in faculty opinion	-.40	-.03	-.13	.15	.03	.05	.51	.09
17. Takes part in the "art" activity in the community	.21	.06	.42	-.06	-.37	.02	-.27	.19
18. Insists that text selection be the decision of the faculty	.33	.37	.10	-.28	-.19	-.02	.12	-.13
19. Is respected as a capable artist in his/her field	.50	.06	.46	-.39	.00	.01	.04	-.08
20. Maintains a preoccupation with paper work	-.33	-.73	-.01	-.07	-.02	-.19	.04	.03
21. Demonstrates a concern for faculty morale	.78	-.04	.06	.04	-.03	.03	.01	-.30
22. Is unaware of faculty strengths and weaknesses	-.26	-.44	-.09	.05	.04	.06	.16	.29
23. Acts as if faculty have poor judgment	-.82	-.07	.01	.08	.10	.24	.14	.07

FACTOR MATRIX--Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
24. Maintains a rapport with various members of the art community	.20	-.05	.47	-.13	-.30	-.37	.06	.01
25. Involved with the faculty equally, shows no favoritism	.34	.20	.11	.09	-.08	-.17	-.27	-.41
26. Acknowledges his/her own limitations	.55	.54	.11	-.26	-.01	.01	.03	-.13
27. Is an outstanding teacher	.12	-.19	.62	-.35	-.02	-.00	-.16	-.02
28. Recommends curriculum review on a regular basis	.10	-.34	.03	-.62	-.20	-.16	.06	.12
29. Is predictable in his/her personality	-.02	.57	.06	.22	.11	.05	.06	-.05
30. Insists that everything be done his/her way	-.34	-.02	.05	-.00	.86	.03	.02	-.02
31. Maintains scheduled hours for student appointments	.13	.18	.50	.10	-.20	-.27	.24	-.01

FACTOR MATRIX--Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
32. Maintains a division budget monitoring system	.01	.30	.12	-.38	-.23	-.19	.26	.16
33. Places himself/herself above all others in the division	-.17	.04	.00	.02	.86	.07	.12	.02
34. Demonstrates a knowledge of your subject area	.16	-.00	.55	-.07	.24	.10	.10	-.16
35. Places emphasis on the meeting of deadlines	.35	.07	.08	-.23	.04	.14	-.64	.09
36. Concerned for the well being of part-time faculty	-.80	-.09	.06	.05	.04	.23	-.02	.05
37. Is coldly efficient with little concern for faculty	-.37	-.03	.08	.02	.04	.02	.54	.06
38. Has an open minded approach to problems	.84	.07	-.19	.03	-.02	-.13	.04	-.01
39. Jumps to conclusions	-.91	-.07	.09	.10	.11	-.03	.04	.06

FACTOR MATRIX--Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
40. Keeps division faculty informed through memoranda or other written means	.38	.44	.06	-.01	.06	-.41	-.02	-.21
41. Fails to consult members of the faculty on important decisions	-.74	-.36	-.07	-.01	.03	.05	.16	.21
42. Does not attend community art functions	-.26	-.09	-.42	.09	.47	-.08	-.27	.04
43. Mediates conflicting factions	.25	.20	.04	.09	-.38	.02	.13	-.03
44. Is an inspiring teacher	.36	-.06	.66	-.06	-.14	-.06	-.08	.05
45. Promotes the independence and self-confidence of faculty	.77	.13	.16	-.11	-.15	.10	.06	-.08
46. Is a problem solver	.79	-.05	.19	.05	.03	-.12	-.05	.04
47. Makes suggestions in a positive and supportive manner	.77	.02	.13	-.01	-.09	-.27	-.15	-.00

FACTOR MATRIX--Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
48. Supports the efforts of the instructional staff	.81	-.07	.17	.07	-.11	.12	-.13	-.07
49. Is fair regarding administrative decisions	.79	.01	.19	-.16	-.00	-.18	-.18	-.25
50. Will not change a decision regardless of the strength of opposing arguments	-.75	-.19	-.18	-.01	.23	.20	.06	.03
51. Has a dual personality, one for the faculty and one for his/her administrative superiors	-.34	-.37	.01	.01	.19	-.26	-.25	.22
52. Does not inform faculty of college policy changes or of new policies	-.14	-.75	.11	.00	.03	.33	-.06	.11
53. Is a creative teacher	.31	.03	.66	-.06	-.04	-.14	.04	.13
54. Interferes with faculty teaching technique	-.82	-.00	-.02	.02	.18	-.05	.21	.04

FACOR MATRIX -- Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
55. Is open to suggestions for self improvement	.47	.54	.15	.07	-.07	.04	.02	.01
56. Appoints students to some division committees	-.08	.10	.18	-.14	-.01	-.55	-.01	-.14
57. Demonstrates an understanding of the needs which are unique to each department in the humanities division	.75	.30	.01	.01	-.17	.02	.09	-.01
58. Takes the leadership in securing necessary defense for new course approval	.32	-.16	.05	.13	-.03	-.60	.16	.23
59. Is fair and open in his/her evaluation of faculty	.64	.04	.05	-.15	-.13	-.05	.16	-.36
60. Deals dishonestly and deceptively with faculty	-.76	-.08	-.15	.07	.10	-.14	.10	.06
61. Develops division goals and objectives through committee	-.00	.09	.17	.09	-.29	-.41	.18	.17

FACTOR MATRIX -- Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
62. Oversees classroom activities	-.53	.04	.04	.26	.15	-.24	.53	-.01
63. Is willing to act on faculty concerns	.21	-.08	.03	-.87	.05	-.01	-.06	.06
64. Rational and logical in decision making	.72	.05	.15	.03	-.02	.10	-.08	-.03
65. Does not show interest in the arts in the professional community	-.48	-.08	-.54	.01	.21	.11	-.01	.05
66. Demonstrates an indifference to faculty needs	-.77	-.10	-.19	.12	.15	-.12	-.05	.11
67. Does not plan effectively	-.71	-.07	-.27	.04	.11	-.16	.11	.05
68. Does not explain decisions to faculty even though they are involved	-.50	-.04	.08	.08	.54	.31	-.09	.11
69. Encourages faculty to participate in student activities on campus	-.04	.09	-.13	-.08	-.28	-.63	-.02	-.14



FACTOR MATRIX -- Continued

Item Number and Item	Factors							
	I	II	III	IV	V	VI	VII	VIII
70. Does not attempt to promote instructional innovation	-.15	-.06	-.05	.88	-.07	-.02	.23	.03
71. Conducts organized and efficient division meetings	.68	.05	.23	.09	.03	-.26	.04	-.19
72. Disperses division travel funds equitably	.38	-.04	.02	-.18	-.24	-.37	.55	-.36
73. Insists that part-time faculty strictly adhere to existing syllabi	-.50	-.05	.15	-.07	.45	-.06	.01	.01
74. Is straight forward regarding administrative decisions	.72	-.03	.19	-.36	.00	-.13	-.09	-.14
75. Schedules division meetings regularly	.44	-.00	.00	-.32	-.09	-.19	-.52	.23

## GLOSSARY

Burt-Banks Formula. A formula used to determine the lower limits of significance for factor coefficients. The formula allows for the sample size, the number of tests correlated, and the number of factors extracted.

Correlation. The degree of correspondence or relationship between two variables. Variables that are said to be correlated tend to vary together.

Criterion. The dependent variable by which change in the independent variable is measured. A standard by which something is tried in forming a correct judgment respecting it.

Eigenvalue. The sum of the squares of the factor loadings at the bottom of each factor is known as latent root, eigenvalue, extracted variance, or sum of the squares.

Factor analysis. A technique used to summarize and clarify all the interrelationships among variables involved in a study. Originally developed as a part of psychological theory to explain cognitive behavior.

Factor loading. A coefficient expressive of the degree of relationship exhibited between an item of behavior and a factor. The closer the coefficient is to  $\pm 1.00$ , the higher the coefficient is said to load on the factor.

Halo effect. The tendency to rate an object in the constant direction of a general impression of the object.

Kuder-Richardson Formula-21. A formula for obtaining an estimate of internal consistency reliability. The coefficient resulting from the KR-21 is based on the total number of items, the standard deviation of the test, and the test mean.

Multiple regression. A statistical analysis which enables the behavioral scientist to use his knowledge of two or more independent variables to predict scores on a single dependent variable with greater success than is possible with a knowledge of a single independent variable.

Reliability. The precision of an instrument of measurement. To the extent an instrument of measurement repeatedly produces the same results, it is said to be reliable.

Scree test. A method to identify the optimum number of factors which can be extracted from a factor matrix before the intrusion of non-common variance becomes serious. Consists of determining the point at which the curve resulting from a plotted graph of the eigenvalue against the factor number develops into a linear relationship. Scree is a geological term that defines the pebble or rock debris which collects on the lower part of rocky slopes.

Validity. The degree to which a test measures what it is intended to measure.

t-test. A statistical procedure to test hypotheses about the difference between two means.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

### Books

- Argyris, Christopher, Executive Leadership, New York, Harper Brothers, Inc., 1953.
- \_\_\_\_\_, Interpersonal Competence and Organizational Effectiveness, Homewood, Illinois, Dorsey Press, 1962.
- Burns, Gerald P., Administrators of Higher Education, Their Functions and Coordination, New York, Harper Brothers, Inc., 1962.
- Campbell, Roald F. and Robert T. Gregg, Administrative Behavior in Education, New York, Harper Brothers, Inc., 1957.
- Child, Dennis, The Essentials of Factor Analysis, New York, Holt, Rinehart and Winston, 1970.
- Cohen, Arthur M. and Associates, A Constant Variable, San Francisco, Jossey-Bass Inc., 1971.
- Corson, John, Governance of Colleges and Universities, New York, The Carnegie Series on Education, McGraw-Hill Book Co., 1960.
- Gleazer, Edmund J., This Is the Community College, New York, Houghton Mifflin Company, 1968.
- Griffiths, Daniel E., editor, Developing Taxonomies of Organizational Behavior in Education Administration, Chicago, Rand McNally Co., 1967.
- Halpin, Andrew W., editor, Administrative Theory in Education, New York, MacMillan Co., 1967.
- \_\_\_\_\_, Theory and Research in Administration, New York, MacMillan Co., 1966.

- House, Robert W., Administration in Music Education, Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1973.
- Miller, Richard I., Developing Programs for Faculty Evaluation, San Francisco, Jossey-Bass Publishers, 1974.
- \_\_\_\_\_, Evaluating Faculty Performance, San Francisco, Jossey-Bass Publishers, 1972.
- Monroe, Charles R., Profile of the Community College, San Francisco, Jossey-Bass Publishers, 1972.
- Moore, William, Blind Man on a Freeway, San Francisco, Jossey-Bass Publishers, 1971.
- Richardson, Richard C., Clyde E. Blocker, and Louis W. Bender, Governance for the Two-Year College, Englewood Cliffs, Prentice-Hall, Inc., 1972.
- Roscoe, John T., Fundamental Research Statistics for the Behavioral Sciences, New York, Holt, Rinehart and Winston, Inc., 1969.
- Rowland, Virgil K., Evaluating and Improving Managerial Performance, New York, McGraw-Hill Book Co., 1970.
- Spence, Janet T., Benton J. Underwood, Carl P. Duncan, and John W. Cotton, Elementary Statistics, 2d ed., New York, Appleton, Century, Crofts, 1968.
- Stogdill, Ralph M., Handbook of Leadership: A Survey of Theory and Research, New York, Free Press, 1974.

#### Articles

- Abeles, Harold F., "Development of a Form for the Evaluation of Ensemble Directors by College Students," Journal of Band Research, XII (Fall, 1975), 12-17.
- \_\_\_\_\_, "A Facet-Factorial Approach to the Construction of Rating Scales to Measure Complex Behaviors," Journal of Educational Measurement, X (Summer, 1973), 145-151.

- \_\_\_\_\_, "Student Perceptions of Characteristics of Effective Applied Music Instructors," Journal of Research in Music Education, XXIII (Summer, 1975), 147-154.
- Aleamoni, Lawrence M., "An Investigation of the Relationship between Colleague Rating, Student Rating, Research Productivity, and Academic Rank in Rating Instructional Effectiveness," Journal of Educational Psychology, LXIV (June, 1973), 274-277.
- Bescoe, Robert O. and C.H. Lawski, "Foreman Leadership as Perceived by Superiors and Subordinates," Personnel Psychology, XII (Winter, 1959), 573-582.
- Blackburn, Robert T., "Expert Rating on Academic Leadership as a Measure of Institutional Quality," Sociology of Education, XLIII (Fall, 1974), 535-540.
- Bolman, Frederick de W., "Needed Research in Administration of Higher Education," Educational Record, XLVI (Spring, 1965), 166-176.
- Bridges, Charles M., William B. Ware, Bob B. Brown, and Gordon Greenwood, "Characteristics of Best and Worst College Teachers," Science Education, LV (October-December, 1971), 545-553.
- Brown, Alan F., "Reactions to Leadership," Educational Administrative Quarterly, III (Winter, 1976), 62-73.
- Brown, Martha A., "What Kind of Leaders Do Faculty Members Want?" College Management, VIII (January, 1973), 25-26.
- Butt, Dorcas S. and Donald W. Fiske, "Comparison of Strategies in Developing Scales for Dominance," Psychological Bulletin, LXX (December, 1968), 505-519.
- Campbell, John P., M.D. Dunnette, R.D. Arvey, and L.V. Hellervik, "The Development and Evaluation of Behaviorally Based Rating Scale," Journal of Applied Psychology, LVII (February, 1973), 15-22
- Cangemi, Joseph P., "Leadership Characteristics of Business Executives Appropriate for Leaders in Higher Education," Education, VC (Spring, 1975), 229, 232.

PLEASE NOTE:

This page not included in  
material received from the  
Graduate School. Filmed  
as received.

UNIVERSITY MICROFILMS



- Cohen, Larry and D. Cherrington, "Leadership Effectiveness in an Educational Setting," Educational Research, XV (February, 1973), 154-157.
- Costin, Frank, William T. Greenough, and Robert J. Menges, "Student Ratings of College Teaching: Reliability, Validity and Usefulness," Review of Educational Research, IXL (December, 1971), 511-535.
- Culbreth, George, "Appraisals That Lead to Better Performance," Supervisory Management, XVI (March, 1971), 8-10.
- Doyle, Wayne J., "The Effects of Leader Achieved Status on Hierarchically Differentiated Group Performance," Administrators' Notebook, XVIII (September, 1969).
- \_\_\_\_\_ and William P. Ahlbrand, "Hierarchical Group Performance and Leader Orientation," Administrators' Notebook, XXII (September, 1973).
- Fleishman, Edwin A., "The Description of Supervisory Behavior," Journal of Applied Psychology, XXXVII (February, 1953), 1-6.
- \_\_\_\_\_ and Edwin F. Harris, "Patterns of Leadership Behavior Related to Employee Grievances and Turnover," Personnel Psychology, XV (Spring, 1962), 43-46.
- French-Lazovik, Grace, "Predictability of Students' Evaluations of College Teachers from Component Ratings," Journal of Educational Psychology, LXVI (June, 1974), 373-385.
- Galfo, A.J., "Measurement of Group Versus Educational Leaders' Perception of Leadership Styles and Administrative Theory Orientation," Journal of Educational Research, LXVIII (April, 1975), 310-314.
- Getzels, J.W. and E.G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), 423-441.
- Graen, George, "Leadership Behaviors as Cues to Performance Evaluation," Academy of Management Journal (December, 1973), 611-623.

- Greene, Charles N. and Dennis W. Organ, "An Evaluation of Causal Models Linking the Received Role with Job Satisfaction," Administrative Science Quarterly, XVIII (March, 1973), 95-103.
- Greenwood, Gordon E., Charles M. Bridges, Jr., William B. Ware, and James E. McLean, "Student Evaluation of College Teaching Behaviors Instrument: A Factor Analysis," Journal of Higher Education, XLIV (November, 1973), 596-604.
- Hemphill, John K., and C.M. Westie, "The Measurement of Group Dimensions," Journal of Psychology, XXIX (January, 1950), 325-342.
- Hills, R. Jean, "The Representative Function: A Neglected Dimension of Leadership Behavior," Administrative Science Quarterly, VIII (June, 1963), 83-101.
- Hillway, Tyrus, "Evaluating College and University Administration," Intellect, CI (April, 1973), 426-427.
- House, Robert J., "A Path Goal Theory of Leader Effectiveness," Administrative Science Quarterly, XVI (September, 1971), 321-338.
- \_\_\_\_\_, Alan E. Filley, and Damodar N. Gujarati, "Leadership Style, Hierarchical Influence and the Satisfaction of Subordinate Role Expectations: A Test of Likert's Influence Proposition," Journal of Applied Psychology, LV (October, 1971), 422-432.
- \_\_\_\_\_, \_\_\_\_\_, and Steven Kerr, "Relation of Leader Consideration and Initiating Structure to R and D Subordinates' Satisfaction," Administrative Science Quarterly, XVI (March, 1972), 19-30.
- Kerr, Steven, Chester A. Schriesheim, Charles J. Murphy, and Ralph M. Stogdill, "Toward a Contingency Theory of Leadership Based upon the Consideration and Initiating Structure Literature," Organizational Behavior and Human Performance, XII (August, 1974), 62-82.

- Klein, Gary D. and Carolyn H. Denham, "A Model for Determining the Validity of Faculty Ratings of University Administrator Effectiveness," Educational and Psychological Measurement, XXXIV (Winter, 1974), 899-902.
- Lahti, Robert, "Goal-oriented Evaluation for Educational Managers," Phi Delta Kappan, LIV (March, 1973), 490-491.
- Pullias, Earl V., "College and University Administration: Ten More Principles," Intellect, CI (April, 1973), 428-431.
- \_\_\_\_\_, "Governance: Ten Principles of College Administration," School and Society, C (February, 1972), 95-97.
- Rambo, W.W., "The Construction and Analysis of a Leadership Behavior Rating Form," Journal of Applied Psychology, XLII (December, 1958), 409-415.
- Schriesheim, Chester and Steven Kerr, "Psychometric Properties of the Ohio State Leadership Scales," Psychological Bulletin, XXCI (October, 1974), 756-765.
- Shapira, Zur, "A Facet Analysis of Leadership Styles," Journal of Applied Psychology, LXI (April, 1976), 136-139.
- Skipper, Charles E., "Personal Characteristics of Effective and Ineffective University Leaders," College and University, LI (Winter, 1976), 138-141.
- Smith, Paul and L.M. Kendall, "Retranslation of Expectations: An Approach to the Construction of Unambiguous Anchors for Rating Scales," Journal of Applied Psychology, XLVII (April, 1963), 149-155.
- Stiles, Lindley J., "Policy and Perspective: Constituent Evaluations for Administrators," Journal of Educational Research, LXVIII (December, 1974), inside front cover.
- Stogdill, Ralph M., O.S. Goode, and D.R. Day, "New Leader Behavior Description Subscales," Journal of Psychology, XVIV (October, 1962), 259-269.
- \_\_\_\_\_, "Validity of Leader Behavior Descriptions," Personnel Psychology, XXII (Summer, 1969), 152-158.

Yukl, G.A., "A Situation Description Questionnaire for Leaders," Educational Psychological Measurement, XXIX (Summer, 1969), 515-518.

### Reports

Coats, William D., How to Evaluate Your Administrative Staff, Educational Research Service report, ED 093 043, April, 1974.

Coleman, Peter, Evaluating Performance of School District Administrators: Developing a Management by Objectives Scheme, Educational Research Service report, ED 105 611, June, 1975.

Frey, P.W., Student Instructional Ratings and Faculty Performance, Report presented to the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973.

Gage, N.L., Mandated Evaluation of Educators: A Conference on California's Stull Act, Stanford University, Stanford Center for Research and Development in Teaching, Stanford, California, October 12-14, 1972.

Keeton, Morris, Shared Authority on Campus, A report on the campus governance program of the American Association of Higher Education, Washington, D.C., 1971.

Miskel, Cecil, Public School Principals' Leader Style, Organizational Situation, and Effectiveness, Final report, National Instructors of Education, Department of Health Education and Welfare, Bureau No. BR-3-0469-FR, 1974.

Nygaard, Debra D., Evaluating Administrative Performance, An Educational Research Service Report, ED 095 663, 1974.

Peck, R.F., Personal Characteristics Associated with Effective Teaching, Paper presented to annual meeting, Educational Research Association, New Orleans, Louisiana, March, 1975.

Pool, Jonelle, Compilation of Competency Statements for School Administrators as Derived from Literature, Research report no. 1, Georgia University, Athens, Georgia, Project ROME.

Priest, Bill J., "The Division Chairman in the Multi-Campus Community College," Role of the Department/Division Chairman in the Community College, A report of a conference sponsored by the Sam Houston State University Community Junior College Graduate Program, July 31 and August 1, 1972, edited by John R. Grable, Huntsville, Texas, 1973.

Evaluation of Administrators: Guidelines and Procedures, Ohio Association of Elementary School Principals, Westerville, Ohio, 1971.

#### Publications of Learned Organizations

House, Robert W., "Questions You Always Wanted to Ask about Administration but Were Afraid to Know," Bulletin, National Association of Schools of Music, No. 63, 1975, pp. 107-116.

#### Encyclopedia Articles

Griffiths, Daniel E., "Administrative Theory," Encyclopedia of Educational Research, edited by Robert L. Ebel, 4th ed., London, The Macmillan Co., 1969.

Rosenthal, Elsa J., "Accountability," Encyclopedia of Educational Evaluation, edited by Scarvia B. Anderson, Samuel Ball, and Richard T. Murphy, San Francisco, Jossey-Bass Publishers, 1975.

#### Unpublished Materials

Hannewald, Norman L., "Administrative Functioning of Member Institutions of the National Association of Schools of Music," unpublished doctoral dissertation, School of Education, Indiana University, Bloomington, Indiana, 1974.

- Lin, Yihsuing Richard, "Rating Scale for Academic Administration," unpublished doctoral dissertation, Department of Education, University of Northern Colorado, Greeley, Colorado, 1975.
- Perry, Richard Russell, "Appraisal of Criteria for Evaluation of Executive Administrative Performance in Public Higher Education," unpublished doctoral dissertation, School of Education, The University of Toledo, Toledo, Ohio, 1964.
- Schneider, Paul Alfred, "The Identification and Evaluation of Educational Administrative Practices," unpublished doctoral dissertation, School of Education, Columbia University, New York, 1964.
- Van De Visse, Martin Cook, "The Evaluation of Administrative Performance in Higher Education: A Survey of Organized Evaluative Practices in the Public and Private Institutions of Ohio," unpublished doctoral dissertation, Kent State University, Kent, Ohio, 1974.

#### Monographs

- Halpin, Andrew W. and B. James Winer, "A Factorial Study of the Leader Behavior Descriptions," Leader Behavior: Its Description and Measurement, edited by Ralph M. Stogdill and Alvin E. Coons, Columbus, Ohio, The Ohio State University Bureau of Business Research, College of Commerce and Administration, Monograph no. 88, 1957.
- Hemphill, John K. and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire," Leader Behavior: Its Description and Measurement, edited by Ralph M. Stogdill and Alvin E. Coons, Columbus, Ohio, The Ohio State University Bureau of Business Research, College of Commerce and Administration, Monograph no. 88, 1957.
- Kintzer, Frederick C., Arthur M. Jensen, and John S. Hansen, The Multi-Institution Junior College District, ERIC Clearinghouse for Junior College Information, American Association of Junior Colleges Monograph Series, 1969.