

FACTORS INFLUENCING FACULTY MIGRATION TO DEPARTMENT CHAIR
POSITIONS IN COLLEGES OF AGRICULTURAL AND LIFE SCIENCES

By

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To my parents, Elio and Nancy Chiarelli and my brother Gervasio Chiarelli, for their incredible
love and support

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Abstract of Thesis Presented to the Graduate School
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By

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The purpose of this study was to identify and describe factors influencing the decisions of faculty members to migrate to department chair positions in colleges of agricultural and life sciences. This study was administered to newly appointed department chairs in 1862 land-grant colleges of agricultural and life sciences. The first part of the study was a pilot study of 10 current department chairs that were appointed before July 1, 2004. This pilot study was used to test the researcher developed instrument. This study was also used support the key findings of the reasons faculty members choose to take on unit leader positions in their respective departments as reflected in the literature. These administrators were also used to build additional support for the need for a study and justify its usefulness at the post-secondary education level.

The population consisted of 131 one department chairs from 1862 land-grant colleges of agricultural and life sciences from across the United States who had been appointed to their administrative positions on or before July 1, 2004. These participants completed a researcher-developed web-based survey that contained a decision information instrument, a self-efficacy style instrument, and a demographic instrument. The dependent variables in the study were academic unit leader self-efficacy and department chair decision information. The independent variables were gender, ethnicity, age, and tenure in education. The participants were described

in terms of their demographics, self-efficacy scores and decision information based on their choice to become a department chair.

Participants in this study reported that they enjoying working with people. Participants identified a strong need for leadership within their profession. They also reported that an opportunity to build a great department, the persuasion of other colleagues, having many ideas for change, looking for an opportunity to make a higher level impact, and being ready for a new challenge all had at least a moderate influence in their decision to pursue a department chair position. Participants felt moderately confident they could complete the roles and responsibilities of a department chair in the areas of leadership, management, and personnel affairs.

This study also found that 84.4% (n=81) of the participants were male and 15.6% (n=15) were female. Also, 97.9% (n=94) were Caucasian. No significant differences were found between gender, ethnicity, and age with regards to the decision information or self-efficacy.

CHAPTER 1 INTRODUCTION

Introduction of the Study

The academic department chair is often viewed as the central building block of the American University (Trow, 1977, p.3). Colleges and universities around the nation are undergoing rapid and demanding change (Kellogg Commission, 1996). According to the Kellogg Commission on the future of state and land-grant universities, change will present growing challenges for post-secondary institutions in the years ahead (1996). These areas of change are due in part to the external environmental changes that state and land-grant universities are facing, including changes in society, the economy, technology, public perceptions, enrollments, demographics, and faculty (Byrne, 2006). This study implemented survey research to specifically examine the factors influencing faculty migration to department chair positions in colleges of agricultural and life sciences by studying newly appointed academic unit leaders across the United States.

Background of the Study

With the growing demand for post-secondary education and increasing student enrollment, understanding the shape of higher educational administration is critical (Evenlyn, 2004). Campus leaders around the nation cite the rising demand for quality leadership as the number one issue facing post-secondary institutions (Byrne, 2006). Another change is a “seismic shift” in public attitudes, and administrative leaders must be willing and able to guide the university and its departments through new demographics, exploding technologies, student accountability, and external demands (Taking Charge of Change: Reviewing the Promise of State and Land-grant Universities, 1996). This changing environment associated with universities illustrates that post-secondary institutions must become places that not only inspire and cultivate superior

students who are ready to take on this new era, but also have the same impact on faculty and staff (Byrne, 2006).

During an interview Cynthia Rodgers asked William F. Massy, President of The Jackson Hole Education Group, Inc., and a former professor of higher education at Stanford University, “What is the main challenge facing traditional colleges and universities now?” The answer was very clear. Massy said, “I can sum it up in a single word: competition—both from abroad and in the U.S.” (Rodgers, 2005). Just as in any other setting, this competition presents a new challenge and fosters an environment of growth and change for faculty, administration, and staff at educational institutions everywhere. These changes involve technology, communication, educational advancement, faculty development, workload demand, publications, tenure, expectations, and much more. This means that the faculties and administrators at these institutions must not only be prepared for these changes, they must also be willing to take on new leadership positions and responsibilities.

These new and demanding positions will require leaders who possess excellent communication skills, expertise in management, the ability to organize groups of people, and the ability to collaborate with scholars from a variety of cultures, values, and traditions (Muhammad, 2002). According to Steven J. McGriff, managing this transformation has altered the way universities and colleges are administered and will be the key to their survival (2001). The alteration of “business as usual” has changed so much, that many higher educational institutions have very few current practices that parallel their original roots.

Few issues are of greater concern for institutions than the development of sustainable leadership for the future. In fact, Conger and Fulmer (2003) suggested that over the past several years, a growing need exists for qualified individuals to pursue leadership roles in all aspects of

business, education, and volunteerism. Within universities, research focused on motivation, self-efficacy, and career choices in pursuit of department chair positions has been limited. Recent changes in technology, communication, educational advancement, faculty development, workload demand, and expectations documented in post-secondary education have create a potential crisis in educational leadership in the United States (Boehlert, 1999). A greater understanding of faculty career choices, especially in the area of academic unit leadership in post-secondary institutions, is a significant need (Report of the Task Force on Faculty/Staff Partnership, 1999). A faculty-staff development task force assembled by the University of California concluded that, “Faculty often become administrators based on their academic achievements. More information is needed, especially at the department chair level” (Report of the Task Force on Faculty/Staff Partnership, 1999). Identifying the variables that exert the greatest influence as faculty members decide to pursue department chair positions becomes a key part in reshaping the future of higher education (Tucker, 1993).

Universities are comprised of multiple teaching and research facilities and departments constituting a graduate school and professional schools that award master's degrees and doctorates and an undergraduate division that awards bachelor's degrees. Each department within a university has an administrative leader known as the academic department chair or department head. With the documented changes in demand faced by higher education there is no question that an extensive “re-definition” has taken place in the roles and responsibilities facing a department chair (Hecht, Higgerson, Gmelch, Tucker, 1999). The people that will undoubtedly be responsible for managing and implementing this change are the academic department chairs (Tucker, 2006). Department chairs are faced with the challenge of assuming a multitude of roles while serving as front-line managers in many ways. Their roles include: being a spokesperson

for the department faculty, staff, and students; implementing and carrying out campus policy; implementing the mission of the institution and central administration; representing higher administration to the department; articulating the needs of the department faculty to the higher administration; managing budgets, enrollments, and classes; updating technology; generating publications; solving faculty, staff, and student problems; completing reports; and focusing on the desires and expectations of the students while addressing priorities and goals of the college (Hecht, Higgerson, Gmelch, Tucker, 1999). With such an extensive set of responsibilities, the question becomes, “Why would anyone want such a position?” The answer has mostly focused on leadership and the desire to create a better future (Smith, 2005). A better knowledge of the factors contributing to faculty decisions to assume department chair positions is needed (Report of the Task Force on Faculty/Staff Partnership, 1999). This knowledge would enhance recruitment efforts, potentially resulting in more successful searches. These influential factors could also be incorporated into faculty and administrative development programs.

Problem Statement

The problem addressed by this study was the lack of understanding about why faculty members choose to become department chairs of academic departments in colleges of agricultural and life sciences and the perceived shortage of qualified applicants to fill department chair positions. While there have been a multitude of studies that focused on the tasks, activities, roles, and responsibilities of academic department chairs, there still seems to be a great deal of inconsistency in the literature as to the specific roles and responsibilities of a department chair. A limited amount of research exists about faculty migration to the department chair position (Seagren, Creswell, Wheeler, 1993). A review of literature showed a clear void in academic research and found virtually no research in this specific area.

The need for research at the department chair level was even more enhanced by the documented difference in leadership not only at the academic chair position but within the context of higher education as well. Institutions of higher education differ from many organizations, because academia follows the principle of shared governance, and the decisions are made with input from both faculty and administration (Rowley, Sherman, 2003). In the private sector, a more hierarchical decision structure exists.

Purpose and Objectives of the Study

The purpose of this study was to describe the factors influencing the decisions of faculty members to migrate to department chair positions in colleges of agricultural and life sciences.

The following research objectives were used to guide this investigation:

1. To determine the specific factors that led recently appointed department chairs in colleges of agricultural and life sciences to pursue and accept department chair positions.
2. To assess newly appointed department chairs self-reported degree of self-efficacy in executing their roles as a department chair.
3. To examine the relationship between selected demographic characteristics and self-reported levels of self-efficacy as well as the degree of influence of factors in seeking department chair positions.

Definition of Terms

For the purpose of this study, the following terms were defined:

Administration – a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities (Administration, 2006).

Administrative Heads – those individuals in positions recognized by the National Association of State Universities and Land-grant Colleges (NASULGC) as Administrative Heads of Agriculture. According to NASULGC, these individuals are the chief administrators of the member universities agricultural programs (Moore, 2003). For the purposes of this study, administrative heads were defined as the lead administrator in the college of agriculture at each land-grant institution in the fifty states and the District of Columbia.

Career goal mechanisms – career plans, aspirations, decisions, and expressed choices (Lent et al., 1994).

Career-decision making efficacy – confidence in a person’s ability to make career-related decisions (Hackett, 1995).

Decision making – a process that involves problem identification, solution generation, evaluation, and implementation (Delbecq & Mills, 1985).

Department – a university division, unit or other organizational entity, in which an employee is primarily employed. (Tucker, 1999).

Department Chair and/or Head – the individual immediately responsible for management and leadership of the university department, division, or unit (Tucker, 1999). In this study department chairs were the academic unit leaders in colleges of agriculture at land-grant institutions.

Faculty – the academic staff of a university such as senior teachers, lecturers, and/or researchers. The term also includes professors of various ranks, usually tenured or tenure-track in nature (Blackburn, Lawrence, 1995).

Goal – the determination to engage in a particular activity or to affect a particular future outcome (Bandura, 1986, p. 468).

Leadership – the process by which influence is exerted over individuals and groups in order to achieve goals (Yukl, 2002; Northouse, 2004).

Recently appointed department chair – an individual appointed to a department chair or department head position on or after July 1, 2004.

Self-efficacy – a belief in one’s capabilities to organize and execute the course of action required to produce given attainments (Bandura, 1997, p. 3).

Shared governance – a dynamic set of processes which provide a critical foundation that actively supports the university's two primary functions, the creation and dissemination of knowledge. These processes openly receive input from all campus constituencies and students as well as provide advice, direction, and perspective to the institution's administrative leadership. This advice is mainly about issues, policies, and procedures that impact the direction and quality of the university's instruction, research/creative activity, and service programs (Montana State University, 2003).

Limitations of the Study

The data analyzed in this study were collected from recently appointed academic unit leaders in colleges of agricultural and life sciences, therefore generalizations about other populations and other types of institutions should be used with caution. This descriptive study

examined the factors that influenced newly appointed department chairs to pursue a department chair position at a particular point in time. Results may not be generalizable to other time periods. Another limitation was that only department chairs in colleges of agricultural and life sciences at United States land-grant institutions were included in the study. Finally, the study sample included only those current department chairs that had been in their position since July 1, 2004.

Assumptions of the Study

A number of assumptions were made in conducting the study. First, the researcher assumed that the participants of the study honestly and accurately completed the instrument without external influences. This included the assumption that they could accurately recall their feelings about accepting a department chair position just prior to beginning their administrative appointment. Although the activities of department chairs in colleges of agricultural and life sciences at 1862 land-grant universities vary from department to department, this research assumed that all department chairs in colleges of agriculture carry out a similar set of basic responsibilities as leaders of their academic unit.

CHAPTER 2 REVIEW OF THE LITERATURE

This chapter presents a review of the relevant literature as it relates to the academic department chair and individual self-efficacy. The chapter focuses on literature identifying the specific roles and responsibilities of an academic department chair, describes the effects of self-efficacy on faculty decisions to assume such a position, and presents the relevant theoretical and conceptual frameworks. Throughout this chapter, a number of general studies about self-efficacy is presented, as a limited amount of empirical research has been conducted on self-efficacy as it relates to the academic department chair. This chapter also summarizes the literature on the roles and responsibilities of a department chair. This review of literature is separated into the several major sections: roles and responsibilities of a department chair, self-efficacy, motivation, influence of demographics on self-efficacy, conceptual framework, and summary.

Roles and Responsibilities of a Department Chair

According to much of the literature, the responsibilities of a department chair position can be grouped into a number of categories. An extensive list of different roles and responsibilities can be found for a department chair and a significant amount of research has been conducted in defining exactly what a department chair does on a regular basis (CSDC, 1992). When scanning the literature for specific duties, a repetitive pattern occurred for the job description of a department chair. Several sources have been identified that most clearly represent the detailed lists of department chair roles and responsibilities. The first was a book written by Allen Tucker titled *Chairing the Academic Department*. Tucker reviewed the literature on the department chair responsibilities of the past and present. It is also interesting to note the impact that change has had on the academic department over the past several decades. Many workshops, seminars, and conferences can be found around the country that relate specifically to the important role a

department chair plays in the university (Tucker, 1993). This position has become even more vital because departments take the full force of responsibility and management. In addition, budgets continue to fluctuate, more tasks are added by upper level administration, and higher educational organizations have become more complex (Tucker, 1993). One of the key roles highlighted by Tucker is the importance of a department chair playing the central role and liaison between several groups of people at the university from faculty and staff to administration and committees (1993). Another interesting facet of the department chair is the “front-line” nature under which these chairs must function on a regular basis. An academic department chair is often expected to take on several different roles and live with each of their decisions daily. There is an expectation to create a family-like environment among the faculty and staff, while at the same time managing and making administrative decisions (Tucker, 1993).

A study conducted by the Center for the Study of the Department Chair (CSDC) at Washington State University, dealt with department chair positions. This study was selected for its sound research base and survey design that included 800 department chairs in 100 research and doctoral granting institutions (CSDC, 1992). From the many responses of more than 540 department chairs around the country, an extensive and complete list of responsibilities and roles was identified. The CSDC highlighted the differences in the department chair as a leader and the department chair as a manager. Several responsibilities in each role were identified, and the thoughts of a department chair in a given role were studied. The results follow the literature well by stating that, “Leader chairs feel effective leading the department in both internal and external issues (CSDC, 1992).” The CSDC went on further to say that academic department chairs who view themselves as managers feel, “Effective at the custodial activities of a department such as preparing budgets, managing department resources, maintaining records, managing staff, and

assigning duties to faculty (CSDC, 1992).” The center also highlighted two other roles that the department chairs identified; that of a scholar and faculty developer.

In a more recent article written by Steven Graham, Associate Vice President for Academic Affairs and Director of the President's Academic Leadership Institute, and Pam Benoit, Assistant Dean of the Graduate School and Professor, Department of Communication, University of Missouri, key roles that academic department chairs serve in their position were identified (Graham, Benoit, 2004). Their clear and straightforward list of roles outlined each category and responsibility as well. The article divided an academic chair's roles into four main categories: administrative, leadership, interpersonal and resource development (Graham, Benoit, 2004). Under these four roles were several responsibilities and a description of each. These four groups of roles gave a well-rounded perspective of the chair position.

The Department Chair As Academic Leader is a popular text in the area of higher education and department chair literature (Hecht, et al., 1999). This text was written by a panel of authors: Hecht, Higgerson, Gmelch, and Tucker. This resource was chosen for the extensive outline and explanation of each category identified for a department chair. The author's research and experience added credibility to the body of literature and assisted with creating a common list of responsibilities. The text also refers to the changing context of higher education and the increasing list of duties in which a department chair must be proficient (Hecht, et al., 1999). The department chair is identified as the essential link between the administration and the faculty (Hecht, et al., 1999). The authors argue that there is an internal paradox created for the academic department chair by an ever-shifting balance between faculty, administration, external demands, and multiple constituencies. This paradox is listed as the cause for many of the complexities in the position and the growing range of roles and responsibilities (Hecht, et al., 1999).

In a recent assessment instrument of department chairs and center directors published by Individual Development and Educational Assessment (IDEA) Center at Kansas State University several responsibilities were identified. This assessment provided general responsibility statements that can be used in the evaluation of the department chair position. Many of the responsibility statements summarize and combine the duties outlined in the body of literature reviewed thus far. There are a few responsibilities, however, that need to be added from this assessment. They are as follows: demonstrates effective use of advisory committees, shows commitment to international programs, demonstrates strong support and understanding of the mission of a land-grant university, and provides intellectual philosophical leadership of faculty, staff, and students for synergistic academic, research, extension, and outreach programs (Individual Development and Educational Assessment Center, 2006).

Collectively, the described five pieces of literature represent a complete look at the roles and responsibilities of an academic department chair. Each of these resources provides insight in the changing and demanding job description that is assessed in this study. From these resources, a better understanding of the practices of a department chair is outlined and can be further analyzed.

Leadership in Higher Education

Understanding the scope and multiple theories about leadership was beyond the limits of this study. However, it was necessary to present a common definition of leadership for the purpose of this study. Leadership is simply the process by which influence is exerted over individuals and groups in order to achieve goals (Yukl, 2002; Northouse, 2004). This definition of leadership will be the one used as a foundation. More importantly, leadership at the university level, as applicable to the department chair, varies greatly from most other organizations and businesses (Seagren, Creswell, Wheeler, 1993). This difference must be addressed to fully

understand the roles and responsibilities of a department chair in an academic setting, as well as understand more about faculty migration to such a position. Departmental leadership at the chair level extends more effort on empowering activities for multiple stakeholders around the university such as campus constituencies and students (Seagren, Creswell, Wheeler, 1993). Unlike their business and industry counterparts, “academia follows the principle of shared governance; decision making involves both central administration, and the faculty members of a campus (Rowley, Sherman, 2003). Therefore, getting diverse input from everyone involved at all levels of the system without consequence because of the tenure process is something that is not nearly as common among profit-seeking organizations.

Another significant difference is that of an open political system that departments within higher education exhibit. There are several internal and external constituencies that play into the decision-making process such as faculty, upper-level administration, the institution’s governing body, legislative bodies, and other such groups (Seagren, Creswell, Wheeler, 1993). Profit-seeking enterprises have many constituencies as well, however, the difference lies in the decision making influence and power of those external forces and the shared governance philosophy many department chairs must follow (Rowley, Sherman, 2003). With this very unique and greatly influential leadership structure, it has been argued that the department chair position is one of the most underrated, yet most important positions in all of higher education (Seagren, Creswell, Wheeler, 1993).

Self-Efficacy

The theory of self-efficacy is a fairly new development in the social sciences that began with Bandura’s (1977) publication, “Self-Efficacy: Toward a Unifying Theory of Behavioral Change.” There is a natural tendency for humans to desire the ability to exercise control not only over their lives, but also the variety of circumstances that arise on a regular basis (Bandura,

1995). In the most elementary form, efficacy is the ability to produce the necessary or desired results, or in other words, an individual's effectiveness. For a more scholarly approach, the literature quickly turns to Bandura where "self-efficacy" is defined as, "the belief in one's ability to organize and execute the courses of action required to manage prospective situations" (1994). Or perhaps more importantly, self-efficacy is an individual's belief about his/her capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1994). The focus is clearly on one's belief. This is important to note because Bandura suggested that an individual's self-efficacy is fundamental to a person's success. Someone who has high self-efficacy is more likely to take on new experiences, challenges, and obstacles with high self confidence and a preset mind frame of success. On the other hand, a person looking at the same set of circumstances with low self-efficacy will tend to avoid challenging tasks and behaviors and approach them, if necessary, with low confidence (Bandura, 1994). Also, when looking at response to failure, Bandura (1995) argues that one with high self-efficacy will "bounce back" quickly and take on new tasks where a low self-efficacy individual will be hesitant to try again. Along this line of thought, it is important to note that how individuals interpret their performance results, environment, and self-belief will significantly impact their future achievements and behaviors (Pajares, 1996).

When making decisions and choices about future actions, a person's self-reflection of past experiences becomes extremely important. One's belief in their ability to perform a task has been found to have a direct relationship to that self reflection (Bandura, 1986). Naturally, people engage in behaviors and tasks in which they feel confident and competent (Pajares, 1996). Furthermore, the amount of effort and energy a person spends on a given activity is also related to their self-efficacy or self belief. This point extends to challenges and obstacles as well,

whereas a person's resilience will be greater when a perceived ability for a given situation is greater (Pajares, 1996).

Frank Parajes presented the use of self-efficacy in a variety of contexts and areas of study. This theory was used to study phobias (Bandura, 1983), depression (Davis & Yates, 1982), social skills (Moe & Zeiss, 1982), assertiveness (Lee, 1983), and on athletic performance (Barling & Abel, 1983). In the area of higher education and academic motivation, self-efficacy has begun to gain in popularity (Pintrich & Schunk, 1995). Much of this research has focused on student and teacher or faculty self-efficacies. Many of these evaluations used defined self-efficacy scales and questions that required participants rate themselves in specific areas (Pajares, 1996). These studies have tested self-efficacy as it relates to performance and ability in the classroom for students and instructors alike. A large body of research exists showing that self-efficacy is also a contributing factor in career choices and career decisions (Bandura, 1986). In general, research has shown a wider range of career options, and a greater interest in those options was exhibited by those persons with a higher perceived efficacy to fulfill educational requirements and job functions (Rocca, 2005).

Self-Efficacy Research Relevant to Career Decisions

Self-efficacy as it relates to career decisions is represented in much of the research and literature through the Social Cognitive Career Theory (SCCT) which emerged from the work of Lent et al. (1994) and is being used to further explain the decisions individuals make in reference to their career choices. The SCCT is applicable to the factors influencing the migration of faculty members to department chair positions in colleges of agricultural and life sciences using an emphasis on the three areas of focus that surround a career decision: environmental factors, personal factors, and an individual's behavior (Lent, et al., 1994).

The Social Cognitive Career Theory stems from the foundational work of Bandura (1986) and his Social Cognitive Theory and has been used in many aspects of social science and career research (Rocca, 2005). SCCT attempts to further explain the process by which individuals develop an interest, make choices, and achieve varying levels of success in academic pursuits (Lent, et al., 1994). One of the most useful aspects of the Social Cognitive Theory is that humans are self-reflecting and self-reacting people who are dynamic in their thinking and decision making (Bandura, 1997). The three areas highlighted in SCCT begin to set up a pattern of thinking and behavior that people follow and are able to reflect upon. This pattern or “Triadic Reciprocity” can be seen in Figure 2-1. Using Bandura’s concept of triadic reciprocity, the model suggests that variables within these dimensions interact with each other to impact the person. Their reciprocal interaction can be observed in relation to performance outcomes in decision making (Bandura, 1997). Behavior within this model is influenced by each of the three factors in a bidirectional manner, and each factor has an impact on a person’s decision making process.

Personal decision characteristic variables reflect individual traits and predispositions, environment variables reflect those external factors that impact the person, and behavior variables reflect the set of practices and behaviors that a person brings to the given situation (Pajares, 2002). Furthermore, a breakdown and definition of the three areas outlined in the triadic reciprocity model by Bandura is critical in the understanding of how this model can be used across many disciplines and in higher education. Bandura (1999) suggested that in the past, human behavior is viewed and even studied in a very “unidirectional” fashion.

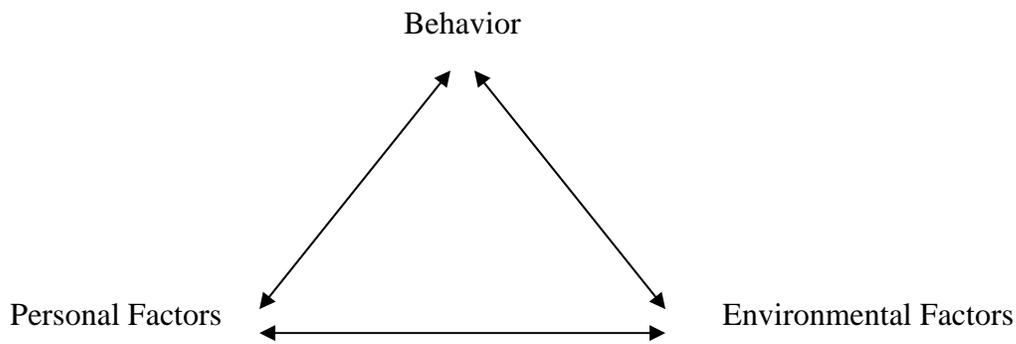


Figure 2-1. Model of Triadic Reciprocity (Bandura, 1997)

The thought is that a person’s behavior can be explained by environmental influences or impacts in their life, or is a result of an internal motivation or personal factor. The Social Cognitive Theory explains that the reality of human behavior is far from unidirectional and is much more interlinked and “triadic,” as illustrated in Figure 2.1. Personal factors, environmental events, and behavioral patterns influence human agency in a unique and bidirectional way (Bandura, 1999).

“Since Bandura first introduced the construct of self-efficacy in 1977, researchers have been very successful in demonstrating that individuals' self-efficacy beliefs powerfully influence their attainments in diverse fields (Pajares, 2002).” Using Social Cognitive Theory as a framework in higher education is no exception. It is possible for universities to work on improving their faculty’s self-beliefs and habits of thinking about higher educational administration (personal factors), improve their leadership and management skills and their self-regulatory practices (behavior), and alter the administrative and facility structures that work to undermine one’s desire to pursue an administrative role (environmental factors) (Pajares, 2002). Since the triadic reciprocity model can also be used within higher education, the decision of faculty members to assume department chair positions in colleges of agricultural and life sciences can be studied as well. Figure 2-2 presents the concept model using triadic reciprocity in the faculty migration process.

Within the triadic reciprocity model, Bandura (1999) discusses each part individually. In no particular order, a further explanation can begin with behavior. In reference to higher education, behavior can be viewed as the leadership and management skills of a department chair, as well as self-regulatory practices (Bandura, 1999). The environmental factors piece of the triadic reciprocity model within higher education can be described as the administrative and facility structures. Finally, the personal factors in the model would be the emotional states, self-beliefs, and habits of thinking about higher education and administration (see Figure 2-2).

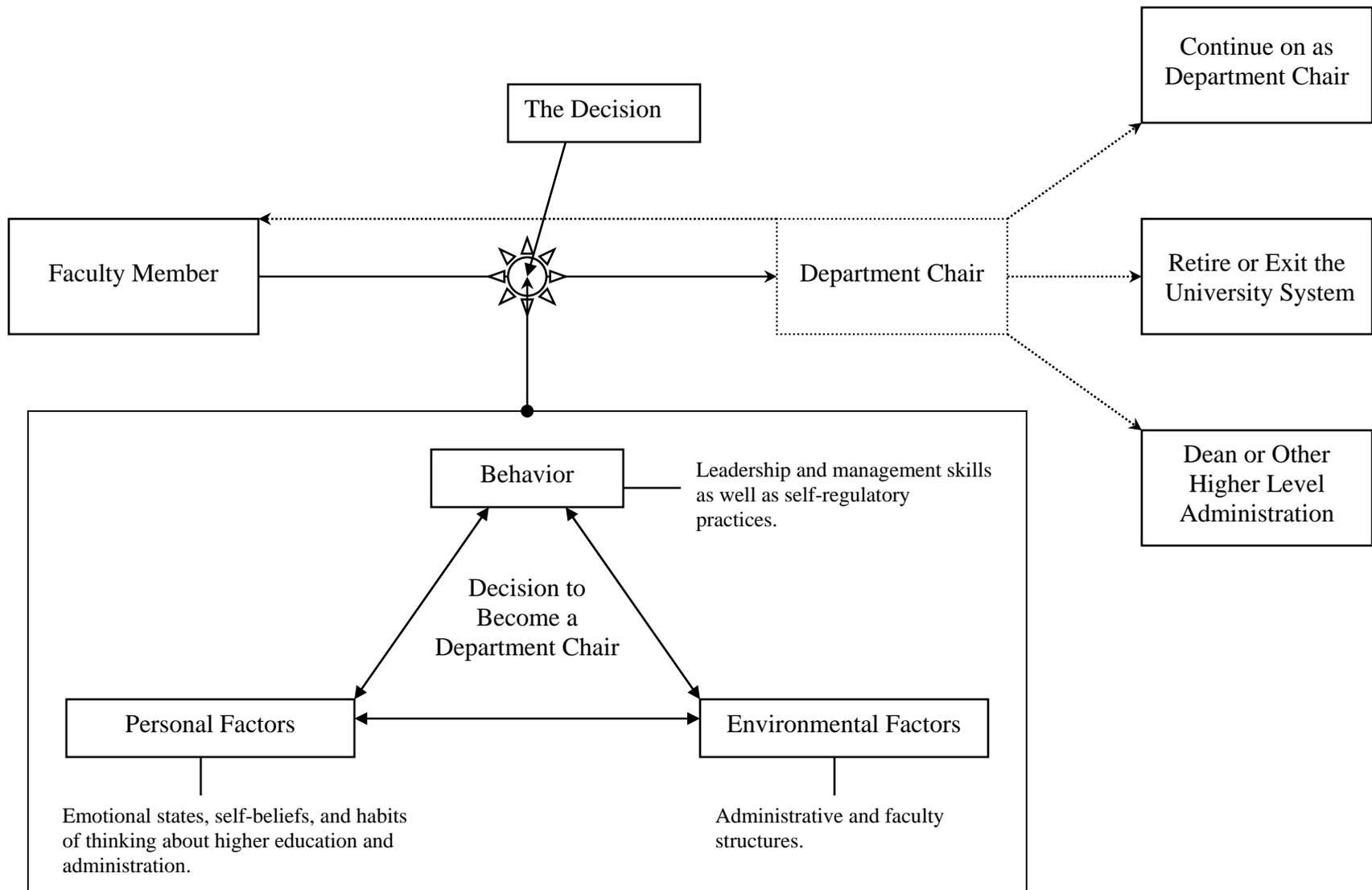


Figure 2-2. Conceptual Model Using Triadic Reciprocity in the Faculty Migration Process

Expectancy Value Theory

The Expectancy Value Theory of Achievement Motivation by Wigfield and Eccles has been used not only to understand, but also to explain motivations underlying a person's behavior (Wigfield & Eccles, 2000). The theory was first developed as a model to gain insight and understanding on early childhood achievement in mathematics (Eccles, et.al., 1983). Achievement motivation theories attempt to explain personal choice of tasks, persistence on those tasks, vigor in carrying them out, and quality of task engagement (Eccles, Wigfield, and Schiefele, 1998). According to Expectancy Value theory, behavior is a function of the expectations an individual has and the value of the goal toward which that individual is working. When a person is given the choice between one or more behaviors, that individual's choice will be the one with the largest combination of expected success and value (Britannica, 2006). Wigfield and Eccles pointed out the importance of intent on a decision to pursue a behavior. They also contended that intent was the immediate precursor to a particular behavior (2000). The expectancy-value theory states that there are two kinds of belief. There is first belief in something, and then belief about something. According to this theory, beliefs vary from attitudes, because they are evaluative. People usually believe that their behavior will lead to both positive and negative consequences. Their attitude is based on whether or not that end result is favorable. According to the Expectancy Value model of attitude theory, information can have three effects on attitude change. Firstly, information can change the weight of a particular belief. Secondly, information can effect the direction of a particular belief. Thirdly, information can add new beliefs (Wigfield, Eccles, 2000). This theory proposes that if one can determine the elements that impact intention, then one can more accurately predict whether an individual will engage in a particular behavior. Likewise, it proposes that by changing an individual's perceptions of potential outcomes, one can alter the individual's intent (Wigfield, Eccles, 2000).

The basis of the theory is that “individuals choose behaviors based on the outcomes they expect and the values they ascribe to those expected outcomes” (Borders, Earleywine, & Huey, 2004). The more attractive a particular outcome is to the individual, the more likely the person will engage in the behavior. Similarly, as the number of positive outcomes increases, the motivation to engage in the behavior increases. Expectancy itself is defined as, “the measurement of the likelihood that positive or negative outcomes will be associated with or follow from a particular act” (Mazis et al, 1975). Thus, an individual’s outcome expectations affect one’s attitudes towards the behavior. In addition to the expected outcome, the value the individual places on the outcome influences the individual’s intentions.

The Expectancy Value Theory has two sets of views that often arise in the literature with similar titles; Weiner’s Attribution Model of Motivation and Vroom’s model of Work Motivation. Weiner (1985, p.555) stated that “every major cognitive motivational theorist includes the expectancy of goal attainment among determinates of action (Blackburn & Lawrence, 1995).” This is also supported by the thought that achievement behavior is a “function of the motive” where people will strive toward success and generally avoid situations and behavior that lead to failure (Blackburn & Lawrence, 1995). Again, Maehr’s and Braskamp (1986) support this thought by summarizing that, “Motivation to perform a task varies in relation to the meaning it has for an individual. Achievement motivation is based on the incentive value of the task (Blackburn & Lawrence, 1995).” The next view is that of Vroom (1964), where he applied general Expectancy theory to the workplace and stated that motivation to complete a task by an individual applying value to the “work situation itself, such as wages and opportunities for promotion...and less about their abilities and interests is important (Blackburn & Lawrence, 1995).”

Expectancy Value Theory of Achievement Motivation is not represented in the literature as flawless and does show some limitations. One of the main criticisms of this theory is the focus on limited cognitive processes (Cruz, 2005). Borders, Earleywine, & Huey (2004) found that individuals choose from a variety of alternatives and thus must examine a variety of expectancies before choosing to engage in behaviors. Among the potential variety of decisions that can be made, some appear more attractive than others (Cruz, 2005).

Chapter Summary

In this chapter, the literature associated with the roles and responsibilities of a department chair was examined and summarized to provide a clear understanding of what a department chair within higher education is responsible for accomplishing. Although it can be observed that many different descriptions exist and can vary greatly among universities, common roles and responsibilities were identified and will be further examined in Chapter 3. This chapter also looked at leadership within higher education by first stating a common definition, and secondly citing literature that explained major difference between leadership at the department chair level and leadership at similar levels within profit-seeking organizations. Next, a review of literature associated with Albert Bandura's theory of self-efficacy was presented. This literature provided the background for a theoretical framework and defined self-efficacy as the belief in one's ability to organize and execute the courses of action required to manage prospective situations. The next theory presented was the Social Cognitive Career Theory presented by Lent et al. and was added as another portion of the theoretical framework because it further explains the process by which individuals develop interest, make choices, and achieve varying levels of success in academic pursuits. The final theory reviewed was the Expectancy-Value Theory of Achievement Motivation by Wigfield and Eccles, because it has been used not only to understand, but also to explain motivations underlying a person's behavior. These three theories

are the most appropriate to decipher factors contributing to the decision making process of a faculty member migrating to a department chair position in colleges of agricultural and life sciences.

CHAPTER 3 METHODOLOGY

Chapter 1 described the changing environment of higher education and provided the background for studying the factors influencing the decisions of faculty members to migrate to department chair positions in colleges of agricultural and life sciences. Chapter 1 also explained the significance of the study and identified its purpose. The chapter concluded by defining key terms and stating the assumptions and limitations of the study.

Chapter 2 presented a discussion of the theoretical and conceptual frameworks that guided this study. Chapter 2 focused specifically on literature related to the following areas: (a) roles and responsibilities of a department chair, (b) self-efficacy, (c) Social Cognitive Career Theory, (d) Expectancy Value theory, and other variables related to the study. The literature contains a limited amount of research directly related to the self-efficacy of department chairs, thus establishing a greater need for additional research.

This chapter describes the methodology used to answer the research questions presented in the study. This chapter also addresses the research design, populations and sample, instrumentation development, data collection, and analysis.

The following research objectives were addressed:

1. To determine the specific factors that led recently appointed department chairs in colleges of agricultural and life sciences to pursue and accept department chair positions.
2. To assess newly appointed department chairs self-reported degree of self-efficacy in executing their roles as a department chair.
3. To examine the relationship between selected demographic characteristics and self-reported levels of self-efficacy as well as the degree of influence of factors in seeking department chair positions.

The purpose of this quantitative study was to examine and describe factors influencing faculty member migration to department chair positions in colleges of agricultural and life

sciences. The dependent variables in the study were academic unit leader self-efficacy and decision influences. The independent variables were gender, ethnicity, age, and previous leadership experience.

Research Design

This study employed census survey research, a very popular type of quantitative research (Ary et al., 2002). The census survey instrument was developed by the researcher. Census survey research is a data gathering method accomplished by asking a series of categorized questions to a group of respondents that represent all individuals in the population being studied (Ary et al., 2002). In this study, the population was defined as newly appointed department chairs in 1862 Land-grant colleges within the United States. According to Ary et al. (2002), a census study of intangibles such as motivation, achievement, and other such psychological related assessments can be used (Ary et al., 2002).

Some discussion must surround the validity of such design with an instrument that was developed by the researcher. According to Campbell and Stanley (1966), validity, specifically internal validity, must be addressed for conclusions to be drawn from a given study. Ary et al. (2002) defined internal validity as “the extent to which the changes in a dependent variable are, in fact, caused by the independent variable in a particular experimental situation rather than by some extraneous factors” (p. 281). Eight extraneous variables that could pose a threat to the internal validity of the study and research design. These eight variables included: history, maturation, testing, instrumentation, statistical regression, differential selection, mortality, and the interaction of these threats (Campbell & Stanley, 1966). Since the research design in this study was based on a researcher-developed questionnaire, the largest threat to internal validity was instrumentation. The threats of history, maturation, testing, and mortality were controlled through the selection of the census that represented all the possible individuals in the given

population and each surveyed one time. By including all possible individuals in this census, it ensured that participants were selected based on the strict definition of the study parameters and not characteristics determined by the researcher.

Since the measurement instrument has been developed by the researcher, validity was further assessed and examined. According to Ary et al. (2002) internal validity based upon the instrument can be separated into four categories that must be addressed: face validity, content validity, construct validity, and criterion-related validity. For the purposes of this study, a panel of experts reviewed the instrument to ensure several types of validity. This panel was composed of five university faculty members from the Departments of Agricultural Education and Communications and Food and Resource Economics. Each of these panel members has extensive experience with department chairs and the position characteristics. Face validity is defined as whether or not the instrument appears valid for the intended purpose (Ary et al., 2002). Content validity, or the degree to which the data from an instrument are representative of some defined domain, was also addressed (Ary et al. 2002). Threats to content validity were eliminated by a careful examination by the expert panel through review of the pilot study questionnaire completed prior to the survey distribution. The pilot study included 10 department chairs and is described in the procedures section that follows. These pilot study individuals were approved by the panel of three experts as an appropriate representation of the actual population. The third aspect, construct validity, is the extent to which an instrument assesses something that is not itself directly measurable but that explains observable effects (Ary et al. 2002). Due to the fact that a construct is based upon the measurability of a complex factor it is difficult to establish complete validity. However, in the areas of social and psychological science, many of these constructs such as motivation, anxiety, satisfaction, efficacy, and self concept have been

measured (Ary et al. 2002). As a best possible attempt to control for construct validity, the researcher used a panel of experts, reviewed the literature that provided empirical evidence of the constructs, and observed internal consistency of the pilot study instrument. The final threat, criterion-related validity, in the case of a census survey is the determination whether the answering of questions on the instrument was the correct way to measure the constructs (Ary et al. 2002). To determine that this was not an issue that caused a threat to internal validity, the panel of experts was again consulted and the literature was reviewed for empirical evidence of the criterion-related validity of the instrument.

Population

The population of this study consisted of newly appointed department chairs at universities established by the Land-grant Act of 1862. Each of these universities had a college of agricultural and life sciences with distinctive departments or comparable units in which a leadership position was established and well known as a department chair. The “newly appointed” department chair was defined, for the purposes of this study, as an academic department chair in a college of agricultural and life sciences that has been appointed to their position as of July 1, 2004 and was serving as the department chair at the time of this study. Interim and temporary positions were not included in this study. Division directors and center directors were also not included in this study. The territories of the United States that have been granted a land-grant university under the land-grant act of 1862, Northern Marianas College, University of Guam, American Samoa Community College, and the University of Puerto Rico were not included in this study due to their unique and varied structures and leadership hierarchy. The responding institutions and their contributions to the population can be found in Table 3-1.

Procedure

Prior to the collection of the primary data for this study, a pilot test was conducted. The pilot test was a necessary step in this research study for the purposes of establishing reliability and validity for the researcher-developed instrument. Prior to the collection of data, a proposal to conduct the study was submitted to the University of Florida Institutional Review Board for non-medical projects (IRB-02). The proposal was approved (Protocol #2006-U-1140). A copy of the informed consent form that was sent to participants of the pilot study and the main study was submitted to the IRB along with the proposal. The informed consent form described the study, the voluntary nature of participation, and informed participants of any potential risks and/or benefits associated with participating in the study.

Once approval to conduct this study was granted by the IRB, the survey was administered to the pilot study participants and the data were collected and analyzed by the researcher and the panel of experts. The test survey group was a convenience sample that consisted of 10 current department chairs at land-grant universities within their respective college of agricultural and life sciences. The following three institutions were utilized for the pilot study group: The University of Florida, The Pennsylvania State University, and The Virginia Polytechnic Institute and State University.

All of the pilot study participants were Caucasian with a gender breakdown that exhibited 80% male (n=8) and 20% female (n=2) and ranged in age from 46 to 59. This pilot test group was representative of the actual census population by being just beyond the July 2004 cutoff date which defined a “newly appointed department chair,” but not in their current position longer than 6 years.

The test survey was completed and the researcher, along with the expert panel, reviewed the test data. Data were collected for the census population starting in January of 2007.

Table 3-1. College of Agricultural and Life Science Newly Appointed Department Chair Responses

Institution	Newly Appointed Department Chairs
Auburn University, Auburn, AL	3
University of Alaska, Fairbanks AK	0
University of Arizona, Tucson, AZ	3
University of Arkansas, Fayetteville, AR	0
University of California, Davis, CA	0
Colorado State University, Fort Collins, CO	2
University of Connecticut, Storrs, CT	2
University of Delaware, Newark, DE	0
University of Florida, Gainesville, FL	5
University of Georgia, Athens, GA	1
University of Hawaii, Manoa, HI	0
University of Idaho, Moscow, ID	3
University of Illinois, Urbana, IL	3
Purdue University, West Lafayette, IN	3
Iowa State University, Ames, IA	2
Kansas State University, Manhattan, KS	4
University of Kentucky, Lexington, KY	2
Louisiana State University, Baton Rouge, LA	0
University of Maine, Orono, ME	Did Not Respond
University of Maryland, College Park, MD	5
University of Massachusetts, Amherst, MA	Did Not Respond
Michigan State University, East Lansing MI	2
University of Minnesota, Minneapolis, MN	1
Mississippi State University, Starkville, MS	1
University of Missouri, Columbia, MO	3
Montana State University, Bozeman	4
University of Nebraska, Lincoln, NE	5
University of Nevada, Reno, NV	0
University of New Hampshire, NH	5
Rutgers State University, New Brunswick, NJ	7
New Mexico State University, Las Cruces, NM	4
Cornell University, Ithaca, NY	6
North Carolina State University, Raleigh, NC	11
North Dakota State University, ND	Did Not Respond
Ohio State University, Columbus, OH	4
Oklahoma State University, Stillwater, OK	1
Oregon State University, Corvallis, OR	5
Pennsylvania State University, State College, PA	4
University of Rhode Island, Kingston, RI	6
Clemson University, Clemson, SC	0
South Dakota State University, Brookings, SD	1

Table 3-1. Continued

Institution	Newly Appointed Department Chairs
University of Tennessee, Knoxville, TN	0
Texas A&M University, College Station, TX	2
Utah State University, Logan, UT	2
University of Vermont, Burlington, VT	Did Not Respond
Virginia Polytechnic Institute and State University, Blacksburg, VA	4
Washington State University, Spokane, WA	0
West Virginia State University, Morgantown, WV	0
University of Wisconsin, Madison, WI	11
University of Wyoming, Cheyenne, WY	4
Total Population Number	131

Since there was no existing data base for newly appointed department chairs at land-grant universities in the United States, additional contacts needed to be made to obtain such population contact information. The researcher used personal contacts from seven of the institutions in the population and then sent an electronic mail request to the deans of the remaining universities that requested the contact information for newly appointed chairs since July 1, 2004. From the first electronic mail request, thirteen institutions responded with the necessary contact information (see Appendix B). A second electronic mail request was sent to the remaining institutions and seven more institutions were collected (see Appendix B). A third and final request was sent and six institutions were collected. The remaining newly appointed department chair contact information was collected using personal phone calls to the college of agricultural and life sciences staffs. Each institution's response to the contact information request which included a brief explanation of the study was used as their willingness to participate in such a study.

After the contact information was received, a personalized electronic mail letter was sent to each newly appointed department chair on January 12th, 2007 (see Appendix C). The purpose of the letter was to inform the participant that a web-based survey would be sent to them via

electronic mail and their participation would be greatly appreciated. This was the pre-notice letter that provided a personalized, positive, and timely notice that a survey would be sent shortly (Dillman, 2000). The second contact was made on January 24th, 2007, twelve days after the pre-notice letter was mailed. During this second communication, a web-based survey developed on Survey Monkey, was sent to the participants via electronic mail (see Appendix C). The survey was sent in January, which has been shown to be included in the window of the highest response rates (Dillman, 2000). No incentives were provided for response to the survey instrument. On January 31st the third contact was sent out to only those included in the population that did not yet respond (see Appendix C). This is within the one week window that is suggested by expert survey researcher, Don Dillman (2000). On February 12th, 2007 the fourth contact was sent only to the non-responding participants by way of electronic mail via the Survey Monkey program (see Appendix C). The electronic survey closed on February 20th, 2007. Once the responding data was collected it was then analyzed by the researcher.

Instrumentation

A three-part instrument was used in this study to accurately assess the independent and dependent variables as well as to target the specific objectives of the research. An existing instrument that was accurately tailored to determine the factors contributing to the migration of faculty member to department chair positions and/or their existing self-efficacy of the job requirements was not available. Therefore, a researcher-developed instrument was developed and utilized. The first part of the instrument was a decision information questionnaire, the second part was a newly appointed department chair self-efficacy assessment and the final piece was a demographic instrument.

Decision Information Questionnaire

Since academic administrative careers follow no regular pattern, except for beginning down the academic line, the factors contributing to such positions are important to identify (Blackburn & Lawrance, 1995). A variety of authors have suggested several reasons why faculty members may choose to assume a department chair position (see Blackburn Lawrence, 1995; Tucker, 1993). Also, discussion between the researcher and graduate committee members led to the development of additional possible factors. The factors identified in the literature and developed with the graduate committee members as possible reasons faculty members migrate toward department chair positions are listed below.

1. Positive experience chairing important committees
2. Test their ability as a leader without completely leaving a faculty role
3. Feel they can do a better job than the current administrator
4. Persuaded by another such as colleagues, deans, current department chairs
5. Feel their research and publication skills are not as good as their leadership skills
6. Sense of pride and accomplishment
7. Status and prestige
8. Challenge of leadership
9. Successful leadership experience at other levels
10. Positive previous experience as an acting or interim department chair
11. New challenge and/or fresh start
12. Opportunity to lead home department without moving to another institution
13. Opportunity to build a great department
14. Enjoy working with people and seeing them succeed
15. The strong need within profession for effective department leadership
16. Opportunity to make a higher level and/or greater impact
17. Many ideas for change and improvement
18. Salary increase
19. Geographical preference

From these possible factors, the first part of the instrument was developed (Appendix G). The questions in this part of the instrument were based on a 7-point Likert-type scale and asked respondents to select the appropriate rating level of influence that each of the above factors had on their decision to assume an academic department chair position. After the above factors there

was also space provided for additions there were not listed. The responses were assigned point values from “No Influence” (1 point) to “Major Influence (7 points). Individual scores for the different itemized factor-based questions were calculated through a summation of the 21 items. The higher the score on each question indicated a greater influence of that given factor.

Department Chair Self-Efficacy Questionnaire

Five scholarly resources were used in the development of the specific roles and responsibilities of a department chair. These sources were selected because of the several commonalities that were apparent in the lists and descriptions of the roles and responsibilities of the chair position. From these sources, three major categories were utilized in the development of the self-efficacy instrumentation. Each list of roles and responsibilities can be found below by individual resource as they were written and described.

The first list is from Allen Tucker and his text titled *Chairing the Academic Department*.

Tucker outlined the following eight categories and responsibilities for each category:

- Department governance (Tucker, 1993)
 - Conduct department meetings
 - Establish department committees
 - Use committees effectively
 - Develop long-range department programs, plans, and goals
 - Determine what services the department should provide to the university
 - Implement long-range department programs, plans, and goals
 - Prepare the department for accreditation and evaluation
 - Serve as an advocate for the department
 - Monitor library acquisitions
 - Delegate some department administrative responsibilities to individuals and committees
 - Encourage faculty members to communicate ideas for improving the department

- Instruction (Tucker, 1993)
 - Schedule classes
 - Supervise off campus programs
 - Monitor dissertations, prospectuses, and programs of study for graduate students
 - Supervise, schedule, monitor and grade department examinations
 - Update department curriculum, courses, and programs

-
- Faculty Affairs (Tucker, 1993)
 - Recruit and select faculty members
 - Assign faculty responsibilities, such as teaching, research, and committee work
 - Monitor faculty service contributions
 - Evaluate faculty performance
 - Initiate promotions and tenure recommendations
 - Participate in grievance hearings
 - Make merit recommendations
 - Deal with unsatisfactory faculty and staff performance
 - Initiate termination of a faculty member
 - Keep faculty members informed of department, college, and institutional plans, activities, and expectations.
 - Maintain morale
 - Reduce, resolve, and prevent conflict among faculty
 - Encourage faculty participations
- Student affairs (Tucker, 1993)
 - Recruit and select students
 - Advise and counsel students
 - Work with student government
- External Communication (Tucker, 1993)
 - Communicate department needs to the dean and interact with upper-level administrators
 - Improve and maintain the department's image
 - Coordinate activities with outside groups
 - Process department correspondence and request for information
 - Complete forms and surveys
 - Initiate and maintain liaison with external agencies and institutions
- Budget and resources (Tucker, 1993)
 - Encourage faculty member to submit proposals for contracts and grants to government agencies and private foundations.
 - Prepare and propose department budgets
 - Seek outside funding
 - Administer the department budget
 - Set priorities for use of travel funds
 - Prepare annual reports
- Office management (Tucker, 1993)
 - Manage department facilities and equipment
 - Monitor building security and maintenance
 - Supervise and evaluate the clerical and technical staff in the department
 - Maintain essential department records, including student records

- Professional development (Tucker, 1993)
 - Foster the development of each faculty member's special talents and interests
 - Foster good teaching in the department
 - Stimulate faculty research and publications
 - Promote affirmative action
 - Encourage faculty members to participate in regional and national professional meetings
 - Represent the department at meetings of learned and professional societies

The second list was obtained from the Center for the Study of the Department Chair at Washington State University and was arranged into the following four categories:

- Leader (CSDC, 1992)
 - Soliciting ideas to improve the department
 - Planning and evaluating curriculum development
 - Conducting department meetings
 - Informing faculty of department, college, and university concerns
 - Representing the department at professional meetings
 - Participating in college and university committee work
- Scholar (CSDC, 1992)
 - Obtaining resources for personal research
 - Maintaining a research program
 - Remaining current within their academic discipline
 - Selecting and supervising graduate students
- Faculty Developer (CSDC, 1992)
 - Encouraging professional development efforts of faculty and encouraging faculty research and publications
 - Mediate the relationships of faculty to the institution through providing informal faculty leadership
 - Evaluate faculty
 - Recruiting and selecting faculty members
- Manager (CSDC, 1992)
 - Preparing and proposing budgets
 - Managing departmental resources
 - Maintaining departmental records
 - Managing staff
 - Assigning duties to faculty

The third source written by Steven Graham, Associate Vice President for Academic Affairs and Director of the President's Academic Leadership Institute; and Pam Benoit, Assistant

Dean of the Graduate School and Professor, Department of Communication, University of

Missouri identified the following list:

- Administrative roles (Graham, Benoit, 2004)
 - Fiscal overseer
 - Schedule coordinator
 - Report generator
 - Staff supervisor

- Interpersonal roles (Graham, Benoit, 2004)
 - Counselor
 - Coach
 - Mediator
 - Climate regulator

- Leadership roles (Graham, Benoit, 2004)
 - Visionary
 - Internal advocate
 - Internal intermediary
 - External liaison
 - Curriculum leader
 - Role model

- Resource development roles (Graham, Benoit, 2004)
 - Faculty recruiter
 - Faculty mentor
 - Faculty evaluator
 - Resource warrior

The fourth resource written by Hecht, Higgerson, Gmelch, and Tucker highlighted the following list of roles and responsibilities:

- Front-Line Managers
- Primary departmental spokesperson for faculty, staff, and students
- Implement and carry out campus policy and mission of the central administration
- Serve as the link between administration and faculty
- Interpret and present information and arguments that accurately reflect the intent of each constituency
- Consensus builder
- Budget wizard
- Superb manager
- Effective communicator
- Implement university policy
- Recognize and understand external demands of the department (Hecht, et al., (1999)

The final and fifth source of information came from the Individual Development and Educational Assessment Center at the Kansas State University. This assessment was originally designed for deans in colleges of agricultural and life sciences to assess department chair and center directors. The follow is a list of responsibilities that are to be assessed and includes responsibilities that are exclusive to the land-grant university system of teaching, research, and extension.

- Provides vision and progressive leadership in planning, developing, and implementing departmental/center programs in teaching, research, and extension
- Provides intellectual philosophical leadership of faculty, staff, and students for synergistic academic, research, extension, and outreach programs
- Demonstrates leadership in recruiting and also in fostering academic growth and professional development of faculty, staff, and students
- Administers department/center human and financial resources widely
- Provides leadership for continued acquisition of internal and external resources, including private fund raising
- Administers state, national, and international programs of the department/center
- Demonstrates effective use of advisory committees
- Assigns responsibilities of faculty and staff, and evaluates their performance, and resolves performance and behavioral issues effectively and timely
- Represents departmental and faculty interests with administrators, other departments and units, outside agencies, state and federal agencies, partners and collaborators, and individuals and groups in industry
- Collaborates with the senior vice president, deans, associate deans, other IFAS chairs and research and education center directors, and other administrators in providing leadership for delivering integrated programs to meet the needs of students, extension clientele, research sponsors, and other stakeholders
- Effectively lead and manages multidisciplinary programs
- Demonstrates effective administrative leadership and managerial skills in defining organizational objectives; developing strategic approaches to planning, managing human, fiscal, and physical resources; generating and managing grant funds in support of teaching, research, and extension; and securing private funds
- Listens effectively, communicates, and represents the department/center with administrators, agencies, industry, and on-and-off campus interest groups
- Demonstrates strong commitment to undergraduate and graduate student recruitment and retention
- Interacts well with students, faculty, staff, administrators, and external stakeholders within the university and state, federal, and international levels

- Demonstrates commitment to continued personal professional development for self and faculty and staff
- Shows commitment to international programs
- Demonstrates strong support and understanding of the mission of a Land-grant university
- Ensures the new faculty and staff are mentored effectively (Individual Development and Educational Assessment Center, 2006)

From these scholarly sources, three major categories have been identified from the literature and used to develop the self-efficacy survey instrument. The three categories chosen to represent an academic department chairs roles and responsibilities can be found in Tables 3-2 to 3-4. This table represents the literature and highlights the common repeating roles and responsibilities that each of the sources and the literature reflected. When formulating the three categories, repeating or similar items were combined and less common ones were excluded to keep the lists concise and accurately representative of the body of literature. Since this was the grouping procedure, not all of the exact roles and responsibilities were utilized, however all were represented. In the above lists of roles and responsibilities found in the five pieces of selected literature each item is listed in its original form.

To measure perceptions of self-efficacy related to the roles and responsibilities of a department chair position, a researcher-developed self-efficacy assessment was created using the proven and exact guidelines established in the Guide for Constructing Self-Efficacy Scales by Albert Bandura (2001). This guide specifically addressed content validity, phrasing of items, response scale, and self-efficacy dimension guidelines that are to be followed when creating self-efficacy instruments (Bandura, 2001). The instrument that was developed by the researcher can be found in Appendix I.

The 37-item self-efficacy instrument used a 7-point Likert-type scale ranging from “I could not do at all” (1 point) to “I could do with absolute certainty” (7 points).

Table 3-2. Department Chair Roles and Responsibility in the Leadership Category

Leadership	Description of Role and/or Responsibility
	Foster the development of each faculty member's special talents and interests and promote solid and innovative teaching
	Promote affirmative action
	Encourage faculty members to participate in regional and national professional meetings
	Represent the department at meetings of professional societies
	Be a visionary, and create and sustain a positive and forward looking culture and work environment
	Solicit ideas to improve the department
	Serve as an internal advocate within the university
	Serve as a role model
	Serve as a primary departmental spokesperson for faculty, staff, and students as well as be an external liaison
	Be an effective communicator
	Recognize and understand external demands of the department
	Represent the department at professional meetings
	Participate in college and university committee work
	Remain current within their academic discipline
	Determine what services the department should provide to the university
	Implement long-range department programs, plans, and goals
	Demonstrate strong support and understanding of the mission of a Land-grant university
	Provide intellectual philosophical leadership of faculty, staff, and students for synergistic academic, research, extension, and outreach programs

Table 3-3. Department Chair Roles and Responsibility in the Management Category

Management	Description of Role and/or Responsibility
	Conduct department meetings
	Establish and ensure effective operation of departmental committees
	Prepare administrative reports for the department
	Evaluate and supervise staff
	Prepare the department for accreditation and evaluation
	Delegate some department administrative responsibilities to individuals and committees
	Coordinate activities with outside groups
	Process departmental correspondence and request for information
	Respond to inquiries and requests for information
	Encourage faculty member to submit proposals for contracts and grants to government agencies and private foundations.
	Prepare and propose department budgets
	Manage department facilities and equipment
	Maintain essential department records, including student records
	Implement and carry out campus policy and mission of the central administration
	Oversee course offerings within the department
	Serve as a link between administration and faculty
	Demonstrate effective use of advisory committees

Table 3-4. Department Chair Roles and Responsibility in the Personnel Affairs Category

Personnel Affairs	Description of Role and/or Responsibility
	Recruit and select faculty members
	Assign faculty responsibilities, such as teaching, research, and committee work
	Evaluate faculty performance
	Initiate promotions and tenure recommendations
	Make merit recommendations
	Deal with unsatisfactory faculty and staff performance
	Initiate termination of a faculty member
	Reduce, resolve, and prevent conflict among faculty
	Encourage faculty participation in department decisions
	Mentor faculty, students, and staff
	Counsel faculty, students, and staff
	Coach faculty, students, and staff

This self-efficacy assessment asked the respondents to review the given lists of roles and responsibilities of a department chair and then to think back to the time of appointment to indicate their level of confidence with each item. Individual scores for the different itemized constructs were calculated through a summation of the 37 items. The higher the score on each construct indicated a greater perceived confidence in one's ability to complete that specific role and responsibility of a department chair at the time of appointment (Bandura, 2001).

Evidence of internal consistency was provided by the analysis of the pilot test, which showed an estimated alpha of .907 (n=97). To describe a participants' level of a department

chair's efficacy score the researcher categorized the scores for each construct as high, moderate, or low.

Demographic and Position Related Instrument

The instrument used to collect data on the demographic characteristics of participants was developed by the researcher. An expert panel of five faculty members from the Department of Agricultural Education and Communications and the Department of Food and Resource Economics reviewed the multiple item demographic and position related instrument to insure and establish face and content validity. Each of the demographic measurements was approved as "accurate, ready-made answer" based questions that did not take away from the other components of the survey nor did they ask information that was easily accessible by other methods (Dillman, 2000). Therefore, this survey posed little threat to the reliability based on the review process (Dillman, 2000). The data collected included participants' age, gender, ethnicity, highest degree, appointment information, and personal perceptions about their position. This instrument provided a description of demographic characteristics of the newly appointed department chairs in the colleges of agricultural and life sciences included in the census population.

Pilot Study Data and Analysis

Prior to the collection of the primary data for this study, a pilot test was conducted. The pilot test was a necessary step in this research study for the purposes of establishing reliability and validity from the researcher developed instrument. Once approval to conduct this study was granted by the IRB, the survey was administered to the pilot study participants and the data were collected and analyzed by the researcher and the panel of experts. The pilot study group was a convenience sample that was made up of ten current department chairs (n=10) at land-grant universities within their respective college of agricultural and life sciences. The following three

institutions were utilized for the pilot study group: The University of Florida, The Pennsylvania State University, and The Virginia Polytechnic Institute and State University. Within the pilot study group, 90% ($n=9$) were male and 10% ($n=1$) were female. In terms of ethnicity, 100% ($n=10$) were Caucasian. Table 3-5 provides the detailed description of the descriptive statistics shows the age of the participants ranged from 51 to 63. The mean age of participants was 57. This pilot test group was a close representation of the actual census population by being department chairs within colleges of agricultural and life sciences who were appointed to their positions within the last 6 years.

Table 3-5. Pilot Study Demographic Profile of Department Chairs ($n=10$)

Characteristic	Frequency	Percent
Gender		
Male	9	90
Female	1	10
Ethnicity		
Caucasian	10	100
Age		
50-60	8	80
60-65	2	20
First Department Chair Position		
Yes	8	80
No	2	20

In Table 3-6 displays the reliabilities for the three self-efficacy scales and the decision information scale that range from .744 to .874. Within the decision information scales, one item was deleted to raise the reliability from .699 to a .744. This item was “I wanted the opportunity to lead my home department without moving to another institution.” This deletion brought the decision information set of items to 18 questions. The leadership self-efficacy scale exhibited a .843 reliability and no question items were deleted. The management self-efficacy scale’s initial reliability was a .607 and therefore need to be examined closer. After running a scaled

Cronbach's Alpha it was determined that deleting the item, "prepare and propose department budgets" raised the reliability to .831. Although this was determined to be a very important responsibility of a department chair, "prepare and propose department budgets" was deleted to increase the reliability to an acceptable level. Table 3-6 exhibits the scaled reliability statistics. Finally, the personnel affairs self-efficacy scale exhibited a .874 reliability and therefore no changes or deletions were made to the items. After the above mentioned corrections and deletions, each reliability was statistically significant enough to proceed with the primary data collection.

Table 3-6. Pilot Study Reliability

Characteristic	n	Reliability
Department Chair Decision information	18	.744
Leadership Self-Efficacy	18	.843
Management Self-Efficacy	9	.831
Personnel Affairs Self-Efficacy	10	.874

Note. All reliability coefficients were estimated using Cronbach's alpha

Data Analysis

Data were analyzed using the SPSS for Windows statistical package. Likert-type items were treated as interval data (Clason & Dormody, 1994). As part of the description of the variables in this study and prior to any inferential analysis, variables described using descriptive statistics. Inferential analysis was conducted to gain a better understanding of the data and differences that might exist. An analysis of variance (ANOVA) is a collection of statistical models, and their associated procedures, in which the observed variance is partitioned into components due to the different explanatory variables (Agresti & Finlay, 1997). A Pearson Correlation was also used to measure possible associations among the variables as well as the strength and relationship among the quantitative variables (Agresti & Finlay, 1997). Finally, a T-Test was used to assess whether the means of groups were statistically different from each

other. This analysis was appropriate when comparing the means of two groups (Agresti & Finlay, 1997).

Summary

This chapter described the methods used to study the specific objectives identified in Chapter 1. Chapter 3 discussed the research design, population, procedures, instrumentation, and data analysis. The design of this research was a census population researcher developed survey study. The dependent variables in the study were academic unit leader self-efficacy and contextual influences. The independent variables were gender, ethnicity, age, tenure in education, and previous leadership experience. The reliability and validity of this study were also discussed and addressed. Finally, a summary and description of the pilot study analysis was addressed and outlined.

CHAPTER 4 RESULTS

Chapter 1 described the background for studying faculty migration to department chair positions in colleges of agricultural and life sciences. It also described the purpose and significance of the study. The primary purpose of this study was to: describe the factors influencing the decisions of faculty members to migrate to department chair positions in colleges of agricultural and life sciences. The following research objectives were used to guide this investigation: (1) to determine the specific factors that led recently appointed department chairs in colleges of agricultural and life sciences to pursue and accept department chair positions; (2) to assess newly appointed department chairs self-reported degree of self-efficacy in executing their roles as a department chair; and (3) to examine the relationship between selected demographic characteristics and self-reported levels of self-efficacy, as well as the degree of influence of factors in seeking department chair positions. Chapter 1 also provided operational definitions of key terms and identified the limitations of the study.

Chapter 2 presented the theoretical and conceptual frameworks for this study based on previous research related to self-efficacy and department chair leadership. Chapter 2 focused on research related to the following areas: (a) roles and responsibilities of department chairs; (b) self-efficacy; (c) department chair leadership; (d) social cognitive theory; and (e) expectancy value theory.

Chapter 3 described the research methodology utilized to accomplish the objectives of the study. Specifically, chapter 3 described the research design, population, instrumentation, survey development, and data collection and analysis procedures.

This chapter presents the findings of the study. It begins with the presentation of population demographics and reliability tests. Then, the results specifically address the

objectives of this study in determining the factors that influence a faculty member's decision to assume a department chair role.

The population of this study consisted of all newly appointed department chairs in colleges of agricultural and life sciences within the United States, which were defined as being appointed on or after July 1, 2004. A census sample of all these individuals was used that totaled 131 newly appointed department chairs.

At the conclusion of the primary data collection procedures via a web-based survey outlined in Chapter 3, usable responses were collected from 97 newly appointed department chairs representing 46 states (see Table 4-1). The 97 individuals who responded to the survey represented a response rate of 74.0% (n=97) with 92% (n=47) of the institution responding.

After analyzing the responses of the newly appointed department chairs, in some isolated instances single items were missing. In this case, the missing data were replaced with the mean of the responses within that scale (DeVaus, 1990). In a few very isolated situations where participants left multiple items blank or failed to respond to an entire scale or demographic question, the variable was coded as missing data and completely excluded from the data analysis. Findings are organized by the research objectives of the study identified in Chapter 1.

Table 4-2 presents the reliabilities of the four scales being measured by the instrument; department chair decision information, leadership self-efficacy, management self-efficacy, and personnel affairs self-efficacy. Due to the low number of survey responses in the pilot study group, more reliability evidence was needed after the primary data were collected. When comparing the two, each of the reliabilities gained more statistical evidence, with a notable increase in the department chair decision information reliability from a .744 to a .842. With

these reliability scores, all four scales being measured in this study were deemed reliable

(Agresti, A., Finlay, B., 1997).

Table 4-1. College of Agricultural and Life Sciences Newly Appointed Department Chairs by Participating Institution

Institution	Number of Newly Appointed Department Chairs	Number of Respondents
Auburn University, Auburn, AL	3	2
University of Alaska, Fairbanks AK	0	0
University of Arizona, Tucson, AZ	3	1
University of Arkansas, Fayetteville, AR	0	0
University of California, Davis, CA	0	0
Colorado State University, Fort Collins, CO	2	1
University of Connecticut, Storrs, CT	2	2
University of Delaware, Newark, DE	0	0
University of Florida, Gainesville, FL	5	5
University of Georgia, Athens, GA	1	0
University of Hawaii, Manoa, HI	0	0
University of Idaho, Moscow, ID	3	1
University of Illinois, Urbana, IL	3	0
Purdue University, West Lafayette, IN	3	2
Iowa State University, Ames, IA	2	1
Kansas State University, Manhattan, KS	4	4
University of Kentucky, Lexington, KY	2	1
Louisiana State University, Baton Rouge, LA	0	0
University of Maine, Orono, ME	Did Not Respond	
University of Maryland, College Park, MD	5	5
University of Massachusetts, Amherst, MA	Did Not Respond	
Michigan State University, East Lansing MI	2	2
University of Minnesota, Minneapolis, MN	1	0
Mississippi State University, Starkville, MS	1	1
University of Missouri, Columbia, MO	3	3
Montana State University, Bozeman	4	3
University of Nebraska, Lincoln, NE	5	3
University of Nevada, Reno, NV	0	0
University of New Hampshire, NH	5	4
Rutgers State University, New Brunswick, NJ	7	3
New Mexico State University, Las Cruces, NM	4	2
Cornell University, Ithaca, NY	6	3
North Carolina State University, Raleigh, NC	11	9
North Dakota State University, ND	Did Not Respond	
Ohio State University, Columbus, OH	4	3

Table 4-1. Continued

Institution	Number of Newly Appointed Department Chairs	Number of Respondents
Oklahoma State University, Stillwater, OK	1	1
Oregon State University, Corvallis, OR	5	5
Pennsylvania State University, State College, PA	4	4
University of Rhode Island, Kingston, RI	6	6
Clemson University, Clemson, SC	0	0
South Dakota State University, Brookings, SD	1	1
University of Tennessee, Knoxville, TN	0	0
Texas A&M University, College Station, TX	2	2
Utah State University, Logan, UT	2	2
University of Vermont, Burlington, VT	Did Not Respond	
Virginia Polytechnic Institute and State University, Blacksburg, VA	4	4
Washington State University, Spokane, WA	0	0
West Virginia State University, Morgantown, WV	0	0
University of Wisconsin, Madison, WI	11	8
University of Wyoming, Cheyenne, WY	4	3
Total Number	131	97

Table 4-2. Reliability for Study Constructs

Construct	n	Reliability
Department Chair Decision information	18	.842
Leadership Self-Efficacy	18	.915
Management Self-Efficacy	9	.888
Personnel Affairs Self-Efficacy	10	.917

Note. All reliability coefficients were estimated using Cronbach's alpha.

Objective 1: To determine the specific factors that led recently appointed department chairs in colleges of agricultural and life sciences to pursue and accept department chair positions.

This objective specifically targeted the factors contributing to faculty migration to department chair positions in colleges of agricultural and life sciences. From the literature and the described panel of experts, 18 "decision information" factors emerged and were used in this analysis. The participants were asked to rank each decision information question based on the amount of influence that factor had on their decision to assume a department chair position.

Table 4-3 displays the frequencies and percentages of the individual factors (1 = no influence, 7 = primary influence). This scale was used based on the guidelines of Albert Bandura (2001). A scale constructed in this manner can be assumed to have equal degrees of assurance between values and therefore can be treated as interval data (Bandura, 2001). The data in Table 4-3 are presented in descending order by the mean score. The definitions for the means were as follows: 1.00 to 1.49, no influence; 1.5 to 2.49, little influence; 2.5 to 3.49 some influence; 3.5 to 4.49, moderate influence; 4.5 to 5.59, considerable influence; 5.5 to 6.49, substantial influence, and 6.5 to 7.0, absolute influence. The four factors with the highest means were reported as having a moderate influence, “I enjoy working with people and seeing them succeed” ($M=5.32$), “There was a strong need within my profession for effective department leadership” ($M=5.09$), “I wanted the opportunity to build a great department” ($M=4.85$), and “I was persuaded by another such as colleagues, deans, and/or current department chairs” ($M=4.85$). It is noteworthy that three of the factors exhibited means that indicated some influence. The two factors with the lowest means, or those having almost no influence were, “I had a positive previous experience as an acting or interim department chair” and “I wanted the status or prestige of such a position” with means of 1.96 and 1.95, respectively.

Decision Information and Gender

An independent t-test analysis was conducted on the summated mean score of the decision factor information scale and gender to determine if a significance existed between the two gender groups. Results of the t-test analysis indicated that there was no significant difference between males and females and the self-reported decision factor information ($t=1.860$, $p>.05$). Therefore, both males and females had similar responses on the influence of the decision factors.

Table 4-3. Frequencies and Percentages of Factors that Influenced Faculty to Seek a Department Chair Position

Decision Information Question Item	Likert Rank Response							<i>M</i>	<i>SD</i>
	1	2	3	4	5	6	7		
I enjoy working with people and seeing them succeed.	1 (1.0)	2 (2.1)	10 (10.3)	7 (7.2)	26 (26.8)	34 (35.1)	17 (17.5)	5.32	1.34
There was a strong need within my profession for effective department leadership.	6 (6.2)	5 (5.2)	6 (6.2)	10 (10.3)	24 (24.7)	22 (22.7)	24 (24.7)	5.09	1.75
I wanted the opportunity to build a great department.	7 (7.20)	3 (3.1)	9 (9.30)	14 (14.4)	24 (24.7)	26 (26.8)	14 (14.4)	4.85	1.67
I was persuaded by another such as colleagues, deans, and/or current department chairs.	10 (10.3)	4 (4.1)	8 (8.2)	13 (13.4)	20 (20.6)	19 (19.6)	23 (23.7)	4.84	1.91
I have many ideas for change and improvement.	5 (5.2)	6 (6.2)	14 (14.4)	22 (22.7)	20 (20.6)	25 (25.8)	5 (5.2)	4.45	1.54
I was looking for the opportunity to make a higher level/greater impact.	9 (9.3)	9 (9.3)	9 (9.3)	21 (21.6)	13 (13.4)	24 (24.7)	12 (12.4)	4.44	1.84
I was ready for a new challenge and/or a fresh start.	11 (11.3)	7 (7.2)	8 (8.2)	21 (21.6)	18 (18.6)	19 (19.6)	13 (13.40)	4.41	1.85
I was looking for the challenge of leadership.	12 (12.4)	13 (13.4)	11 (11.3)	16 (16.5)	14 (14.4)	23 (23.7)	8 (8.2)	4.11	1.90
I had successful leadership experiences at other levels.	8 (8.2)	16 (16.5)	9 (9.3)	24 (24.7)	14 (14.4)	20 (20.6)	6 (6.2)	4.07	1.75
I felt a sense of pride and accomplishment.	15 (15.5)	15 (15.5)	12 (12.4)	17 (17.5)	19 (19.6)	17 (17.5)	2 (2.1)	3.71	1.78
I wanted to test my ability as a leader without completely leaving a faculty role.	32 (33.0)	13 (13.4)	4 (4.1)	12 (12.4)	20 (20.6)	12 (12.4)	4 (4.1)	3.28	2.04
I wanted the opportunity to increase my salary.	20 (20.6)	19 (19.6)	14 (14.4)	23 (23.7)	12 (12.4)	8 (8.2)	1 (1.0)	3.16	1.63
I felt I could do a better job than the current administrator.	45 (46.4)	5 (5.2)	6 (6.2)	13 (13.4)	10 (10.3)	9 (9.3)	9 (9.3)	3.01	2.20
I had a positive experience chairing important committees.	34 (35.1)	10 (10.3)	16 (16.5)	15 (15.5)	9 (9.3)	12 (12.4)	1 (1.0)	2.95	1.83

Table 4-3. Continued

Decision Information Question Item	Likert Rank Response							<i>M</i>	<i>SD</i>
	1	2	3	4	5	6	7		
I felt my research and publication skills were as good as my leadership skills.	41 (42.2)	8 (8.2)	9 (9.3)	15 (15.5)	13 (13.4)	11 (11.3)	0 (0.0)	2.85	1.87
I was attracted to the geographical location.	65 (67.0)	4 (4.1)	6 (6.2)	5 (5.2)	6 (6.2)	9 (9.3)	2 (2.1)	2.15	1.87
I had a positive previous experience as an acting or interim department chair.	65 (67.0)	10 (10.3)	2 (2.1)	9 (9.3)	4 (4.1)	6 (6.2)	1 (1.0)	1.96	1.65
I wanted the status of prestige of such a position.	50 (51.5)	25 (25.8)	9 (9.3)	6 (6.2)	4 (4.1)	3 (3.1)	0 (0.0)	1.95	1.32
Summated Mean Total								66.6*	

Note. Values presented as frequency / (%).

Scale: 1= no influence; 2 = little influence; 3 = some influence; 4 = moderate influence; 5 = considerable influence; 6 = substantial influence; and 7 = absolute influence.

*The summated mean total for this category could have ranged from 18 to 126.

Decision Information and Feelings on Serving another Term

A one-way analysis of variance revealed that the influence in which the factors related to a faculty member's choice to assume a department chair position, $F(3,93)=7.183, p<.05$, was statistically significant as a function of whether or not they would serve another term as department chair (see Table 4-4).

Table 4-4. One-Way Analysis of Variance of Decision Factor Information by Respondent Feelings on Serving another Term

Source		df	F	Sig.
DescInfo	Between	3	7.183**	.000
	Within	93		

Note. ** $p<.01$

Since a one-way analysis of variance revealed the influence that the factors related to faculty member's choice to assume a department chair position was found to be statistically significant as a function of whether or not they would serve another term as department chair, a post-hoc analysis was conducted to identify the specific groups in which the difference existed. Table 4-5 shows the means and the standard deviations for the groups. Tukey's post hoc analysis revealed the differences to be between three pairs of groups. The first pair was, "yes with no reservation" with respect to "definitely not." The second pair showing a difference was, "yes with some reservation" with respect to, "definitely not." The final pair was, "probably not" with respect to, "definitely not." These data indicated that the factors influencing their decision to pursue a department chair position were less influential for those chairs who indicated they would definitely not pursue another term.

Table 4-5. One-Way Analysis of Variance of Decision Factor Information Compared to Respondent Feelings on Serving another Term

Source	n	<i>M</i>	<i>SD</i>
Yes, with no reservation	28	70.71	14.59
Yes, with some reservation	45	68.96	15.57
Probably Not	19	62.26	16.11
Definitely Not	5	38.60	11.15

Why Other Faculty Members Do Not Seek Department Chair Positions

An open-ended response item was included that asked participants to respond to a question that asked, “Why do you feel other faculty members do not seek department chair positions?” This item received an 88.7% (n=86) response rate. From this response, six major themes were extracted from the individual responses and categorized by the researcher. Table 4-6 shows the frequencies of responses for each category and also includes an “Other” category that lists other responses that were not placed into the other six themes. Results indicated that the two primary reasons faculty members do not seek department chair positions that were indicated most frequently were, (1) Management issues related to budgets, workload, time demands, and dealing with people and (2) Faculty members enjoy their current positions and do not want to leave their teaching and research appointments.

Table 4-6. Frequency of Open-Ended Response Themes as to Why Faculty Do Not Seek Department Chair Positions

Theme	<i>n</i>
Management issues related to, dealing with budgets, increased workload, increased time demand, and dealing with people.	31
Faculty members enjoy their current positions and do not want to leave their teaching and research appointments.	31
Lack of monetary and financial benefit when compared to the type and amount of work.	10
A department chair/head position is a thankless job.	4
Serving as a department chair and/or head can ruin or destroy an academic career.	4
A lack of administrative training exists for faculty members	2
Other responses	4
Total Responses	86

Increasing Faculty Interest in Becoming a Department Chair

An open-ended response item was included that asked participants to respond to a question that asked, “What could be done to increase faculty interest in becoming a department chair?”

This item received an 83.5% (n=81) response rate. From this response, seven major themes were

extracted from the individual responses and categorized by the researcher. Table 4-7 shows the frequencies of responses for each category and also includes an “Other” category that lists the extraneous responses that were not placed into the other seven themes. The three actions that were indicated most frequently by the participants as steps that can be taken to increase faculty interest in a department chair position were, “Increase the amount of leadership training and opportunities for faculty members throughout the department and university,” “Increase the amount of monetary compensation and resources given to department chairs,” and “Provide more administrative, staff, and faculty support for department chairs.”

Table 4-7. Frequency of Open-Ended Response Themes for Increasing Faculty Interest in a Department Chair Position

Theme	<i>n</i>
Increasing the amount of leadership training and opportunities for faculty members throughout the department and university.	19
Increase the amount of monetary compensation and resources given to department chairs.	18
Provide more administrative, staff, and faculty support for department chairs	15
Reduce the current work load and demands of a department chair	12
Unsure of anything needs to be done to increase faculty interest at this time	8
Develop a faculty mentor program or system	4
Other responses	5
Total Responses	81

Events and Experiences Most Beneficial in Preparing for a Department Chair Experience

An open-ended response item was included that asked participants to respond to a question that asked, “What events or experiences were most beneficial in preparing you for a department chair position before you accepted your current position.” This item received an 85.6% (n=83) response rate. From this response, five major themes were extracted from the individual responses and categorized by the researcher. Table 4-8 shows the frequencies of responses for each category and also includes an “Other” category that lists the extraneous responses that were not placed into the other five themes. The one event and experience that was indicated most

often by the respondents was, “Serving in another academic-based leadership and management role on committees, other administrative leadership, or other higher education programs.” This response was indicated by 53% (n=44) of the respondents.

Table 4-8. Frequency of Open-Ended Response Themes for Experiences Most Beneficial when Becoming a Department Chair

Theme	<i>n</i>
Serving in another academic-based leadership and management role on committees, other administrative leadership, or other higher education programs.	44
Serving in another non-academic based leadership and management roles in the private sector or industry including non-profit organizations.	12
Participating in leadership training programs while obtaining a degree or as a faculty member.	12
Serving as a faculty member for an extensive period of time	6
Becoming a parent and having children	5
Other responses	4
Total Responses	83

Objective 2: To assess newly appointed department chairs self-reported degree of self-efficacy in executing their roles as a department chair.

This objective focused on the self-efficacy of newly appointed department chairs in colleges of agricultural and life sciences. As described in Chapter 3, three target areas of self-efficacy leadership, management, and personnel affairs were categorized and used in this analysis. The participants were asked to rank each role and responsibility under the three categories in terms of their perceived ability to complete that role at the beginning of their department chair appointment. These self-efficacy scales were used based on the guidelines of Albert Bandura (2001). Self-efficacy scales constructed in this manner can be assumed to have equal degrees of assurance between values and therefore can be treated as interval data (Bandura, 2001).

Table 4-9 displays the frequencies and percentages of the individual factors for leadership self-efficacy which ranged from 1 (I could not do at all) to 7 (I could so with absolute certainty).

Table 4-9 is ordered in descending order of the mean scores for each item. The means for this item were defined based on the 7-point Likert type scale. The definitions for the means are as follows: 1.00 to 1.49, could not do; 1.5 to 2.49, could do with little certainty; 2.5 to 3.49, could do with some certainty; 3.5 to 4.49, could do with moderate certainty; 4.5 to 5.59, could do with considerable certainty; 5.5 to 6.49, could do with substantial certainty, and 6.5 to 7.0, could do with absolute certainty. The two items that displayed the highest means were, “Solicit ideas to improve the department” ($M=5.64$) and “Demonstrate strong support and understanding of the mission of a land-grant university” ($M=5.64$) which indicated a reported self-efficacy for these two roles and responsibilities to be completed with substantial certainty. Including those two tasks, fifteen other responsibilities achieved means from 4.53 to 5.43 indicating a self-efficacy rating of considerable certainty or higher. Only one of the eighteen roles and responsibilities listed under the area of leadership exhibited a mean of moderate certainty. The factor exhibiting this lowest mean was “Remaining current within their academic discipline” ($M=3.70$). The summated mean for the leadership self-efficacy scale could have ranged from 18 to 126 and was reported as 90.72. This summated mean indicated that the respondents felt they could complete the roles and responsibilities of a department chair, in the area of leadership, with considerable certainty. When comparing the frequencies, five of the top six items with the highest means displayed responses that indicated a majority of the respondents could complete them with substantial certainty. Furthermore, it was observed that sixteen of the eighteen leadership self-efficacy items could be completed with at least considerable certainty by a majority of the respondents.

Table 4-10 displays the frequencies and percentages of the individual factors for the self-efficacy area of management and ranged from 1 (I could not do at all) to 7 (I could so with

absolute certainty). Table 4-10 had nine roles and responsibilities that were included in the collection and are ordered in descending order of the mean scores for each item. The definitions for the means are as follows: 1.00 to 1.49, could not do; 1.5 to 2.49, could do with little certainty; 2.5 to 3.49, could do with some certainty; 3.5 to 4.49, could do with moderate certainty; 4.5 to 5.59, could do with considerable certainty; 5.5 to 6.49, could do with substantial certainty, and 6.5 to 7.0, could do with absolute certainty. The item that exhibited the highest mean was, “Conduct department meetings” ($M=5.62$). This indicated that newly appointed department chairs felt that they could complete this task with considerable certainty. Four other management roles and responsibilities had a calculated mean of greater than 5.00, or a feeling self-efficacy relating to considerable certainty or greater. The remaining four roles exhibited means of moderate certainty ranging from 4.62 to 4.99. The task that exhibited the lowest mean, but still in the considerable certainty category, was “Prepare the department for accreditation and evaluation” ($M=4.62$). The summated mean for the management self-efficacy scale could have ranged from 9 to 63 and was reported as 46.06. This summated mean indicated that the respondents felt they could complete the roles and responsibilities of a department chair, in the area of management, with considerable certainty. When comparing the frequencies in the management category, the top two items mentioned also indicated that a majority of the respondents could complete them with substantial certainty. Furthermore, it was observed that all nine of the management items listed in Table 4-10 could be completed by a majority of the respondents with at least considerable certainty.

Table 4-11 displays the frequencies and percentages of the individual factors relating to personnel affairs and ranged from 1 (I could not do at all) to 7 (I could so with absolute certainty). Table 4-11 contains the ten roles and responsibilities in this self-efficacy category

and is ordered in descending order of the mean scores for each item. The definitions for the means are as follows: 1.00 to 1.49, could not do; 1.5 to 2.49, could do with little certainty; 2.5 to 3.49, could do with some certainty; 3.5 to 4.49, could do with moderate certainty; 4.5 to 5.59, could do with considerable certainty; 5.5 to 6.49, could do with substantial certainty, and 6.5 to 7.0, could do with absolute certainty. Six of the ten roles and responsibilities exhibited means of 5.00 or greater and fell under the considerable certainty category. The item displaying the highest mean was, “Encourage faculty participation in department decisions” ($M=5.59$). Three of the roles and responsibilities we were ranked as “I could do with moderate certainty” and had means ranging from 3.58 to 4.27. The factor exhibiting the lowest mean was, “Initiate termination of a faculty member” ($M=3.48$). The summated mean for the management self-efficacy scale could have ranged from 10 to 70 and was reported as 48.41. This summated mean indicated that the respondents felt they could complete the roles and responsibilities of a department chair, in the area of personnel affairs, with moderate certainty. The personnel affairs item with the highest mean could be completed by a majority of the respondents with substantial certainty, whereas seven out of the ten personnel affairs items could be completed with at least considerable certainty.

Department Chair Self-Efficacy and Gender

An independent sample t-test was conducted to examine the relationship between the three self-efficacy scales and gender. Table 4-12 displays the results of the t-test. Results of the t-test analysis indicated that there was no significant difference between gender and self-reported levels of leadership, management, and personnel affairs self-efficacy.

Table 4-9. Frequencies and Percentages of Department Chair Leadership Self-Efficacy

Leadership Self-Efficacy Items	Likert Rank Response							<i>M</i>	<i>SD</i>
	1	2	3	4	5	6	7		
Solicit ideas to improve the department	0 (0.0)	0 (0.0)	2 (2.1)	17 (17.5)	19 (19.6)	35 (36.1)	24 (24.7)	5.64	1.10
Demonstrate strong support and understanding of the mission of a land-grant university	0 (0.0)	1 (1.0)	8 (8.2)	8 (8.2)	19 (19.6)	33 (34.0)	28 (28.9)	5.64	1.27
Represent the department at meetings of professional societies	0 (0.0)	1 (1.0)	6 (6.2)	17 (17.5)	21 (21.6)	30 (30.9)	22 (23.7)	5.43	1.25
Be an effective communicator	0 (0.0)	0 (0.0)	4 (4.1)	13 (13.4)	33 (34.0)	34 (35.1)	13 (13.4)	5.40	1.11
Participating in college and university committee work	1 (1.0)	3 (3.1)	6 (6.2)	10 (10.3)	27 (27.8)	34 (35.1)	16 (16.5)	5.32	1.31
Serve as an internal advocate within the university	0 (0.0)	2 (2.1)	9 (9.3)	17 (17.5)	18 (18.6)	33 (34.0)	18 (18.6)	5.29	1.32
Serve as a primary departmental spokesperson for faculty, staff, and students as well as be an external liaison	0 (0.0)	1 (1.0)	6 (6.2)	18 (18.6)	32 (33.0)	27 (27.8)	13 (13.4)	5.21	1.15
Be a visionary, and create and sustain a positive and forward looking culture and work environment	0 (0.0)	0 (0.0)	9 (9.3)	22 (22.7)	23 (23.7)	30 (30.9)	13 (13.4)	5.16	1.20
Serve as a role model	0 (0.0)	0 (0.0)	12 (12.4)	17 (17.5)	25 (25.8)	31 (32.0)	11 (11.3)	5.13	1.21
Recognize and understand external demands of the department	0 (0.0)	3 (3.1)	6 (6.2)	18 (18.6)	25 (25.8)	39 (40.2)	5 (5.2)	5.10	1.16
Provides intellectual philosophical leadership of faculty, staff, and students for synergistic academic, research, extension, and outreach programs	0 (0.0)	5 (5.2)	12 (12.4)	15 (15.5)	19 (19.6)	34 (35.1)	12 (12.4)	5.04	1.41
Encourage faculty members to participate in regional and national professional meetings	0 (0.0)	4 (4.1)	7 (7.2)	22 (22.7)	28 (28.9)	24 (24.7)	12 (12.4)	5.00	1.29
Guide faculty through the tenure and promotion process	1 (1.0)	3 (3.1)	9 (9.3)	22 (23.7)	19 (19.6)	33 (34.0)	10 (10.3)	5.00	1.35
Implement long-range department programs, plans, and goals	0 (0.0)	7 (7.2)	9 (9.3)	16 (16.5)	29 (29.9)	27 (27.8)	9 (9.3)	4.90	1.36

Table 4-9. Continued

Leadership Self-Efficacy Items	Likert Rank Response							<i>M</i>	<i>SD</i>
	1	2	3	4	5	6	7		
Foster the development of each faculty member's special talents and interests and promote solid and innovative teaching	0 (0.0)	1 (1.0)	18 (18.6)	26 (26.8)	28 (28.9)	20 (20.6)	4 (4.1)	4.62	1.16
Implement affirmative action	4 (4.1)	6 (6.2)	9 (9.3)	23 (23.7)	24 (24.7)	25 (25.8)	6 (6.2)	4.61	1.48
Determine what services the department should provide to the university	0 (0.0)	4 (4.1)	17 (17.5)	29 (29.9)	24 (24.7)	17 (17.5)	6 (6.2)	4.53	1.26
Remaining current within their academic discipline	6 (6.2)	18 (18.6)	19 (19.6)	24 (24.7)	18 (18.6)	10 (10.3)	2 (2.1)	3.70	1.49
Summated Mean Total								90.72*	

Note. Values presented as frequency / (%).

*The summated mean total for this category could have ranged from 18 to 126.

Scale: 1 = could not do; 2 = could do with little certainty; 3 = could do with some certainty; 4 = could do with moderate certainty; 5 = could do with considerable certainty; 6 = could do with substantial certainty; and 7 = could do with absolute certainty.

Table 4-10. Frequencies and Percentages of Department Chair Management Self-Efficacy

Management Self-Efficacy Items	Likert Rank Response							<i>M</i>	<i>SD</i>
	1	2	3	4	5	6	7		
Conduct department meetings	0	1	2	18	23	21	32	5.62	1.24
	(0.0)	(1.0)	(2.1)	(18.6)	(23.7)	(21.6)	(33.0)		
Respond to inquiries and requests for information	0	1	4	12	25	32	22	5.55	1.16
	(0.0)	(1.0)	(4.1)	(12.4)	(25.4)	(33.0)	(22.7)		
Process department correspondence and request for information	0	0	4	11	35	34	13	5.42	1.00
	(0.0)	(0.0)	(4.1)	(11.3)	(36.1)	(35.1)	(13.4)		
Delegate some department administrative responsibilities to individuals and committees	0	1	9	21	24	27	15	5.15	1.25
	(0.0)	(1.0)	(9.3)	(21.6)	(24.7)	(27.8)	(15.5)		
Establish and ensure effective operation of departmental committees	0	1	7	22	35	24	8	5.01	1.09
	(0.0)	(1.0)	(7.2)	(22.7)	(36.1)	(24.7)	(8.2)		
Prepare administrative reports for the department	0	6	9	18	22	31	11	4.99	1.38
	(0.0)	(6.2)	(9.3)	(18.6)	(22.7)	(32.0)	(11.3)		
Coordinate activities with outside groups	0	0	10	30	29	17	10	4.86	1.15
	(0.0)	(0.0)	(10.3)	(30.9)	(29.9)	(17.5)	(10.3)		
Evaluate and supervise staff	1	4	9	21	30	25	7	4.84	1.29
	(1.0)	(4.1)	(9.3)	(21.6)	(30.9)	(25.8)	(7.2)		
Prepare the department for accreditation and evaluation	3	3	17	20	23	24	7	4.62	1.45
	(3.1)	(3.1)	(17.5)	(20.6)	(23.7)	(24.7)	(7.2)		
Summated Mean Total								46.06*	

Note. Values presented as frequency / (%).

Scale: 1 = could not do; 2 = could do with little certainty; 3 = could do with some certainty; 4 = could do with moderate certainty; 5 = could do with considerable certainty; 6 = could do with substantial certainty; and 7 = could do with absolute certainty.

* The summated mean total for this category could have ranged from 9 to 63.

Table 4-11. Frequencies and Percentages of Department Chair Personnel Affairs Self-Efficacy

Personnel Affairs Self-Efficacy Items	Likert Rank Response							<i>M</i>	<i>SD</i>
	1	2	3	4	5	6	7		
Encourage faculty participation in department decisions	0 (0.0)	0 (0.0)	2 (2.1)	15 (15.5)	26 (26.8)	32 (33.0)	22 (22.7)	5.59	1.07
Serve as a faculty mentor, counselor, coach	0 (0.0)	0 (0.0)	3 (3.1)	4 (4.4)	34 (35.1)	28 (28.9)	18 (18.6)	5.45	1.05
Initiate promotions and tenure recommendations	0 (0.0)	3 (3.1)	7 (7.2)	14 (14.4)	28 (28.9)	31 (32.0)	14 (14.4)	5.23	1.25
Make merit recommendations	1 (1.0)	5 (5.2)	4 (4.1)	14 (14.4)	28 (28.9)	29 (29.9)	15 (15.5)	5.19	1.36
Recruit and select faculty members	1 (1.0)	0 (0.0)	9 (9.3)	16 (16.5)	33 (34.0)	29 (29.9)	9 (9.3)	5.09	1.17
Evaluate faculty performance	0 (0.0)	3 (3.1)	6 (6.2)	23 (23.7)	32 (33.0)	22 (22.7)	11 (11.3)	5.00	1.21
Assign faculty responsibilities, such as teaching, research, and committee work	1 (1.0)	0 (0.0)	15 (15.5)	17 (17.5)	28 (28.9)	28 (28.9)	8 (8.2)	4.93	1.26
Reduce, resolve, and prevent conflict among faculty	1 (1.0)	8 (8.2)	17 (17.5)	27 (27.8)	31 (32.0)	8 (8.2)	5 (5.2)	4.27	1.29
Deal with unsatisfactory faculty and staff performance	3 (3.1)	13 (13.4)	21 (21.6)	24 (24.7)	15 (15.6)	14 (14.4)	7 (7.2)	4.08	1.56
Initiate termination of a faculty member	10 (10.3)	25 (25.8)	17 (17.5)	14 (14.4)	11 (11.3)	15 (15.5)	5 (5.2)	3.58	1.78
Summated Mean Total								48.41*	

Note. Values presented as frequency / (%).

Scale: 1 = could not do; 2 = could do with little certainty; 3 = could do with some certainty; 4 = could do with moderate certainty; 5 = could do with considerable certainty; 6 = could do with substantial certainty; and 7 = could do with absolute certainty.

* The summated mean total for this category could have ranged from 10 to 70.

Table 4-12. Independent T-Test Between Gender and Self-Efficacy

Source	t	df	F	Sig.
SELead	-.179	95	.392	.858
SEMan	.080	95	.063	.936
SEPers	1.247	95	1.689	.215

Note. Equal variance assumed

Self-efficacy in leadership, $F(3,93)=2.590, p>.05$, self-efficacy in management, $F(3,93)=1.765, p>.05$, and self-efficacy in personnel affairs, $F(3,93)=.853, p>.05$, were not statistically significant as a function of whether or not the respondents would serve another term as a department chair. Since a one-way analysis of variance did not reveal statistical significance, a post hoc analysis was not completed.

Department Chair Self-Efficacy and Serving another Term

A one-way analysis of variance revealed that a faculty members' self-efficacy in leadership, management, and personnel affairs was not dependent on whether or not they would serve another term as department chair (see Table 4-13).

Table 4-13. One-Way ANOVA of Self-efficacy Related to Leadership, Management, and Personnel Affairs by Intention to Serve another Term

Source		df	F	Sig.
SELead	Between	3	2.590	.057
	Within	93		
SEMan	Between	3	1.765	.159
	Within	93		
SEPers	Between	3	.853	.469
	Within	93		

Department Chair Self-Efficacy and the Similarity of their Current vs. Past Views Relating to the Roles and Responsibilities of a Department Chair

After a one-way analysis of variance was completed and a statistically significant difference was observed in all three self-efficacy areas with respect to current versus past views relating to the roles and responsibilities of a department chair, a post-hoc analysis was conducted

to determine the specific groups in which a difference occurred. The means for the groups are reported in Table 4-14. Tukey's post-hoc analysis revealed that all three self-efficacy areas leadership, management, and personnel affairs were statistically significant different in one pair. The pair that was same for all groups was 1, very similar 2, somewhat similar. No other comparisons exhibited a significant difference. These data indicates that their self-efficacy and their current versus past views relating to the roles and responsibilities of a department chair were more influential for those chairs who indicated that their views were somewhat or very similar.

Table 4-14. Means of Self-efficacy Compared to the Similarity of Current vs. Past Views of a Department Chair

SELead	n	<i>M</i>	<i>SD</i>
Very Similar	35	96.60	12.715
Somewhat Similar	55	86.93	15.060
Slightly Similar	5	92.20	4.970
Not Similar At All	2	85.00	12.728
SEMan			
Very Similar	35	50.31	7.251
Somewhat Similar	55	43.44	7.769
Slightly Similar	5	45.40	5.225
Not Similar At All	2	43.50	4.950
SEPers			
Very Similar	35	54.09	10.001
Somewhat Similar	55	45.31	8.346
Slightly Similar	5	46.00	8.031
Not Similar At All	2	40.00	15.556

A one-way analysis of variance revealed that a faculty members' self-efficacy in leadership, management, and personnel affairs was statistically significant as a function of the similarity of a newly appointed department chairs' current views as compared to their views before assuming their position (see Table 4-15).

Table 4-15. One-Way ANOVA of Self-efficacy Related to Leadership, Management, and Personnel Affairs by Current vs. Past Views of a Department Chair

Source		df	F	Sig.
SELead	Between	3	3.576	.017
	Within	93		
SEMan	Between	3	6.146	.001
	Within	93		
SEPers	Between	3	7.391	.000
	Within	93		

Department Chair Self-Efficacy and First Position Held

An independent sample t-test was conducted to examine the differences between the three self-efficacy scales and whether or not this was the first position ever held as a department chair. Results of the t-test analysis can be found in Table 4-16 and indicated that there was a significant difference between the first position served as a department chair and self-reported levels of self-efficacy in management ($t=2.638, p<.05$), and self-efficacy in personnel affairs ($t=2.188, p<.05$). This indicated that the participant's self-efficacy was reported as being higher for those individuals that indicated this was their first position held as a department chair. There was not a significant difference found for self-efficacy in leadership ($t=1.951, p>.05$). The numeric coding of the variables was 1 = no and 2 = yes.

Table 4-16. Independent T-Test between Self-Efficacy and First Position as a Department Chair

Source	t	df	1 st Position		Not 1 st Position		Sig.
			<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
SELead	1.951	95	98.17	18.19	89.59	13.69	.054
SEMan	2.638	95	51.58	8.26	45.24	7.74	.010
SEPers	2.188	95	54.17	9.18	47.59	9.82	.031

Note. Equal variance assumed

Department Chair Self-Efficacy and Interim Position

An independent sample t-test was also conducted to examine the differences between the three self-efficacy scales and whether or not the respondents served as an interim chair before assuming their current position. Results of the t-test analysis are presented in Table 4-17 and

indicated that there was no significant difference between service as an interim chair before assuming their current position and self-reported levels of leadership, management, and personnel affairs self-efficacy.

Table 4-17. Independent T-Test between Gender and Self-Efficacy

Source	t	df	F	Sig.
SELead	1.273	95	.629	.206
SEMan	1.271	95	.095	.207
SEPers	.660	95	.667	.511

Note. Equal variance assumed

Objective 3: To examine the relationship between selected demographic characteristics and self-reported levels of self-efficacy as well as the degree of influence of factors in seeking department chair positions.

Of the 97 newly appointed department chairs who participated in this study, 84.4% (n=81) were male and 15.6% (n=15) were female. In terms of ethnicity, 97.9% (n=94) were Caucasian and 2.1% were Hispanic (n=2). Table 4-18 shows the age of the participants ranged from 42 to 71. The mean age of participants was 53 ($SD = 5.05$, $n = 96$).

Table 4-18. Demographic Profile of Newly Appointed Department Chairs (N=97)

Characteristic	Frequency	Percent
Gender		
Male	81	84.4
Female	15	15.6
Ethnicity		
Caucasian	94	97.9
Hispanic	2	2.2
Age		
40-49	21	21.9
50-59	67	69.1
60-69	7	7.2
70+	1	1.0

Year achieved different ranks

The newly appointed department chairs were asked in the survey to identify the year they achieved the different ranks within higher education from assistant professor to full professor as

well as when they were tenured and was appointed to their current chair position. In terms of the year the newly appointed department chairs were appointed to their current position the range was from 2004 to 2007. This was expected based on the population and a test of the population to ensure each participant fell within the defined “newly appointed” range of July 2004 until time of survey or February 2007. From Table 4-19 it can be observed that six participants did not respond to the question which reports a response rate of 93.8% (n=91).

In terms of the year that the participants achieved the rank of assistant professor, 88.7% responded (n=86) with a year range from 1967 to 1996 [see Table 4-19]. Figure 4-1 shows the overall distribution of years and that a 35.1% (n=34) of the participants were appointed to the assistant professor rank between the years 1984 to 1989.

The year that the participants achieved the rank of associate professor, ranged from 1971 to 2005 that exhibited a response rate of 89.7% (n=87) [see Table 4-19]. Figure 4-2 shows the overall distribution of years and that 35% (n=34) of the participants were appointed to the associate professor rank between the years 1989 to 1994.

For the full professor rank, the data were skewed slightly toward the right indicating a more recent appointment to full professor. As shown in Table 4-16, 84.5% responded (n=82) with a 30-year range from 1976 to 2006. Figure 4-3 shows the overall distribution of years and that 36.1% (n=35) of the participants were appointed to the assistant professor rank between the years from 1995 to 2000.

Finally the reported tenure year of the participants responded to was spread over the largest range from 1969 to 2005. This item showed a response rate of 90.7% (n=88) [see Table 4-19]. Figure 4-4 shows the overall distribution of years and that a 41.2% (n=40) of the participants were tenured between the years 1990 to 1995.

Table 4-19. Frequency and Range Distribution for Rank Appointment Year (N=97)

Rank of Appointment	Frequency	Percent	Earliest Year	Most Recent Year
Current Chair Position	91	93.8	2004	2007
Assistant Professor	86	90.7	1967	1996
Associate Professor	87	89.7	1971	2005
Full Professor	82	84.5	1976	2006
First Tenured	88	90.7	1969	2005

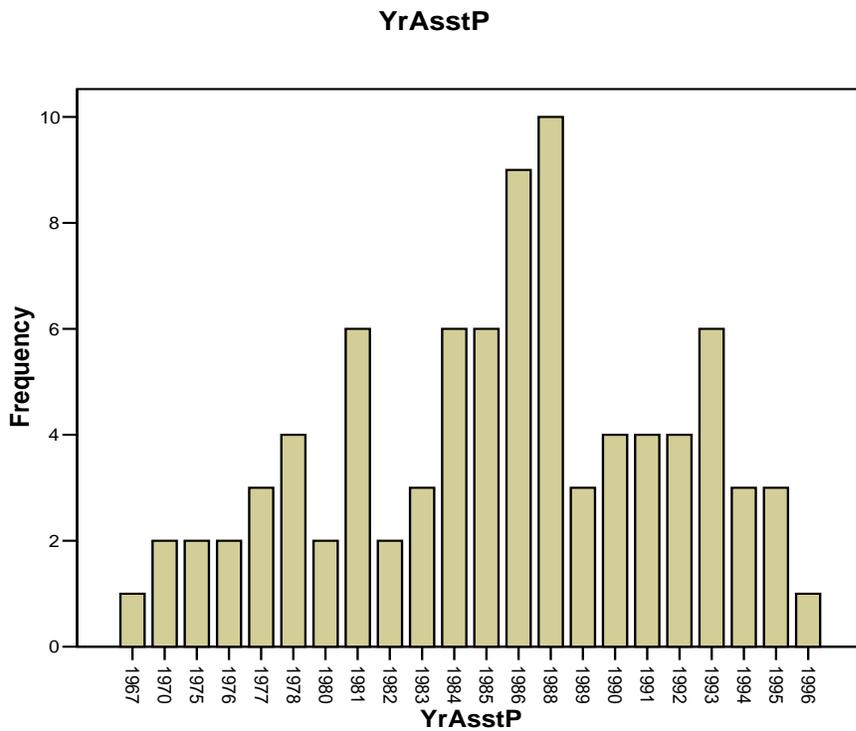


Figure 4-1. Bar Graph of Rank Year Appointment Distribution for Assistant Professor

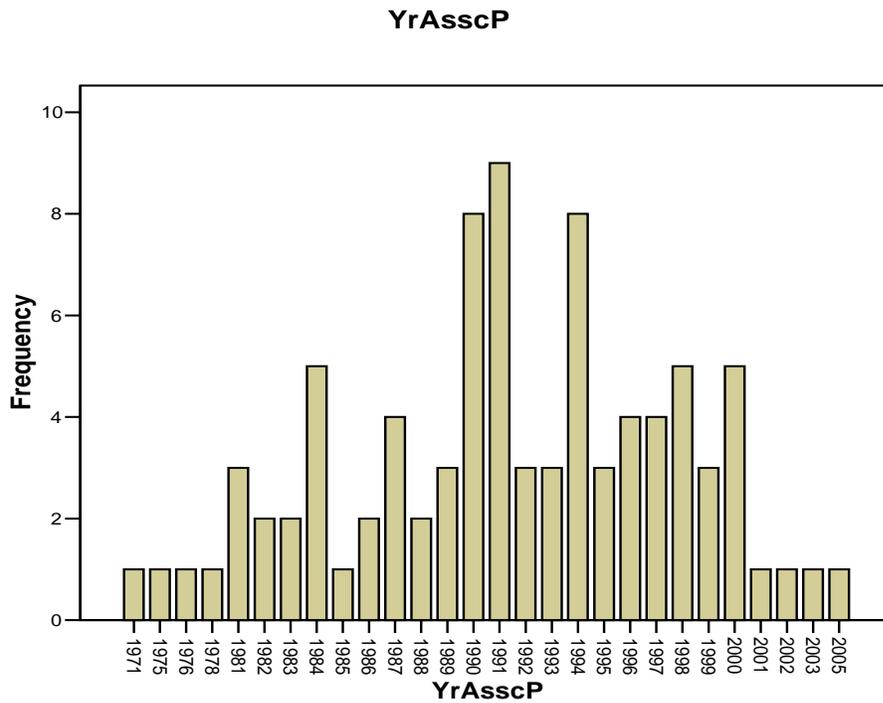


Figure 4-2. Bar Graph of Rank Year Appointment Distribution for Associate Professor

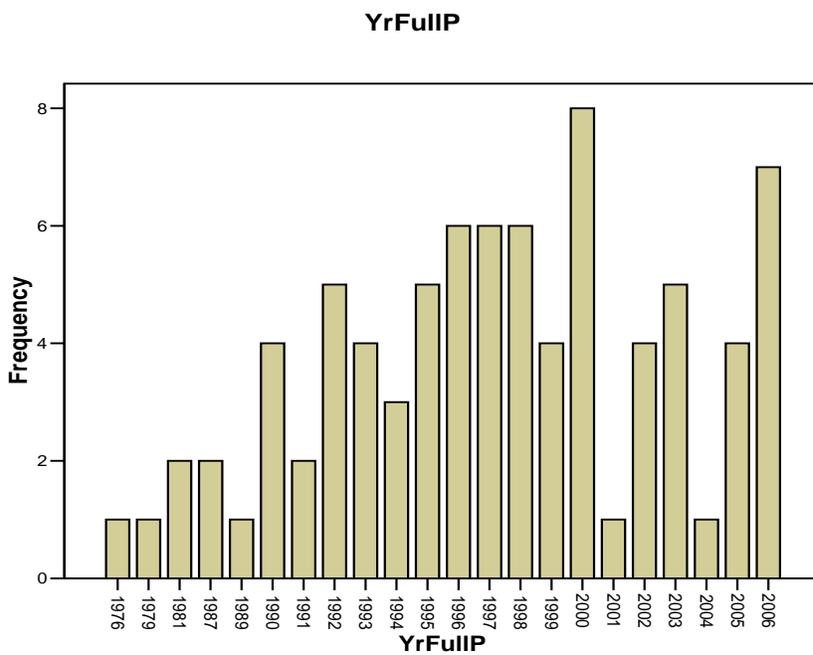


Figure 4-3. Bar Graph of Rank Year Appointment Distribution for Full Professor

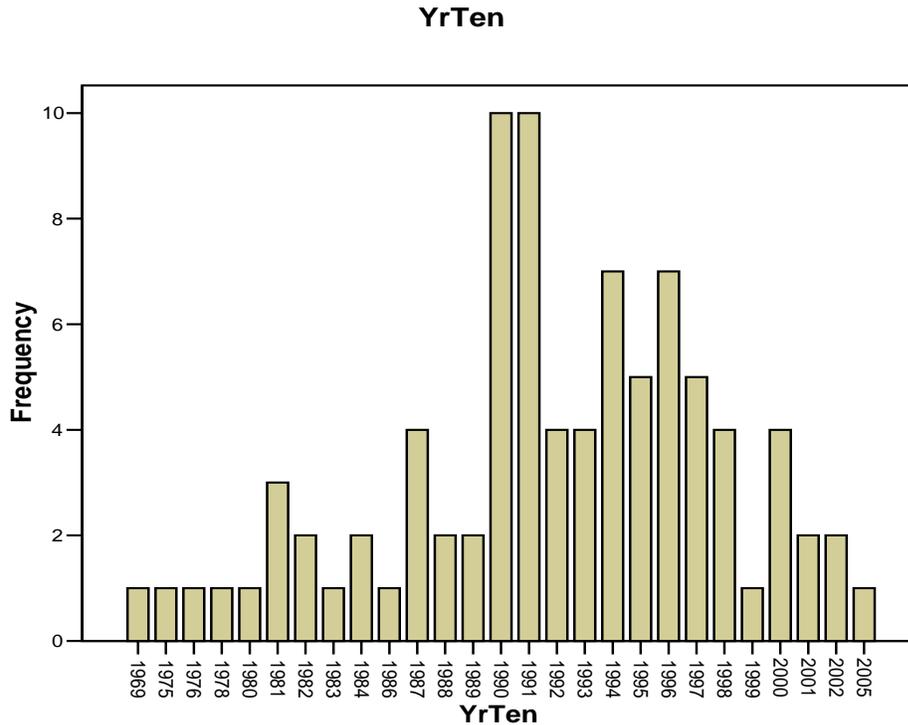


Figure 4-4. Bar Graph of Rank Year Appointment Distribution for Tenure

Current Position and the First Department Chair Position Held on a Permanent Basis

The participants also reported whether their current department chair position was the first chair position they have held on a permanent basis. Out of the 97 respondents, there was a 100% response rate (n=97). In this item, 85 participants indicated that this was the first department chair position they have held on a regular basis and 12 participants (12.4%) reported that this was not their first permanent department chair position [see Table 4-20].

Table 4-20. Frequencies and Percentages of Respondents by First Permanent Department Chair Position Held

Response	Frequency	Percent
Is current position the 1 st permanent chair position		
Yes	85	87.6
No	12	12.4

Acting or Interim Department Chair Prior to Current Chair Position

In reference to whether the respondents served in the capacity of acting or interim chair any institution prior to their current department chair position, the data were more evenly distributed between the two choices. This item exhibited a 100% response rate (n=97). Out of the 97 participants 30.9% indicated that they were an acting or interim chair at one point prior to taking on their current chair position, whereas 67 participants (69.1%) reported that they have never held an interim department chair position prior to their current appointment [see Table 4-21].

Table 4-21. Frequencies and Percentages of Responses by Interim Chair Position

Response	Frequency	Percent
Held a prior interim or acting chair position		
Yes	30	30.9
No	67	69.1

Method of Appointment

The participants were asked what the method of appointment or selection was used for their current chair position. For this item, there were five options to choose from: rotational appointment from within the department, appointed by the Dean, elected by the faculty, elected by the faculty with approval of the Dean, and other. There was an overall 100% response rate (n=97) for the method of appointment. A rotational appointment within the department was selected by 1% of the respondents, 42.3% of the respondents indicated they were appointed by the dean, 2.1% were elected by the faculty, 44.3% indicated that they were elected by the faculty with approval of the dean, and 10.3% were appointed in some other way. As shown in Table 4-22, a nearly equal distribution between appointed by the Dean and elected by the faculty with approval of the Dean was found. These two items represented 86.6% of the responses.

Table 4-22. Frequencies and Percentages of Respondents Method of Appointment

Response	Frequency	Percent
Rotational appointment from within the department	1	1
Appointed by the Dean	41	42.3
Elected by the faculty	2	2.1
Elected by the faculty with approval of the Dean	43	44.3
Other	10	10.3

Prior Administrative Academic Positions Held

When asked about any administrative academic positions held prior to assuming their current department chair appointment, a 41% response rate was achieved (n=39). For this item, there were four options to choose from: assistant or associate department chair, assistant of associate center director, assistant or associate dean, and other with an open response option. Previously holding an assistant or associate department chair was selected by 16.5% of the respondents (n=16), 4.1% (n=4) of the respondents chose that they held an assistant or associate center director position, whereas 3.1% (n=3) chose that they previously held an assistant or associate Dean position. Finally, 19.6% (n=19) of the participants indicated that another type of appointment was help. Within the open item “Other” response 4 of the 19 participants indicated a “no or none” as a response. Additionally 6 of the 19 indicated that they were previously an assistant director or director of a program area. As shown in Table 4-23, the most chosen was the “other” response at 19% (n=19). Out of the 97 participants 55 did not respond to this item. Based on the limited number of options available for respondents to choose, a poor response rate was exhibited for this item.

Table 4-23. Frequencies and Percentages of Prior Administrative Academic Positions Held

Response	Frequency	Percent
Assistant or associate department chair	16	16.5
Assistant or associate center director	4	4.1
Assistant or associate Dean	3	3.1
Other	19	19.6

Serving another Term as Department Chair

Each participant was asked about their feelings toward their current department chair position in reference to whether or not they would choose to serve another term as department chair. The responses for this item were as follows: yes, with no reservation; yes, with some reservation; probably not; and definitely not. This question recorded a 93.8% response rate (n=91). As recorded in Table 4-24, 28.9% of the respondents indicated that they would serve another term as department chair with no reservations, 40.2% of the respondents indicated that they would serve another term with some reservation, 19.6% of the respondents said they would probably not serve another term, and 5.2%, indicated that they would definitely not serve another term. As a summary, it can be noted that a majority, or 69.1% of the respondents would serve another term as department chair with some or no reservation.

Table 4-24. Frequencies and Percentages of Respondents Serving another Term as Department Chair

Response	Frequency	Percent
Yes, with no reservation	28	28.9
Yes, with some reservation	39	40.2
Probably not	19	19.6
Definitely not	5	5.2

First Consideration of Becoming a Department Chair

Each participant of the survey was given a question that related to their first consideration in becoming a department chair in reference to the period of their higher education program they felt the initial thought occurred. The options were fairly basic and included before or during graduate school, as an assistant professor, as an associate professor, as a professor, and other. This item received a 97.9% response rate (n=95). Only 6.2% of the respondents indicated that they first considered a department chair position before or during graduate school, 5.2% first considered such a position as an assistant professor, while 27.8% indicated associate professor as the time they first considered a department chair position, also, 51.5% selected that their first

consideration came as a professor, and finally 7.2 indicated “other” as a response of first consideration [see Table 4-25]. Over one-half of the respondents indicated that they first considered a department chair position as a professor, and 79.3% indicated this consideration first occurred as an associate or full professor.

Table 4-25. Position when First Consideration of Department Chair Existed

Response	Frequency	Percent
Before or during graduate school	6	6.2
As an assistant professor	5	5.2
As an associate professor	27	27.8
As a professor	50	51.5
Other	7	7.2

Number of Department Chair Positions for Which Respondents Applied

In response to a question item asking how many department chair positions each respondent applied for in conjunction with their current chair appointment a 91.7% response rate (n=89) was achieved. The four options given to the respondents were only my current position, my current position plus 1-2 other such positions, my current position plus 3-5 other such positions, and more than five other department chair positions. This question exhibited a frequency distribution that was skewed to the lower number of positions in which they applied. The first choice of applying for only their current position indicated the highest response of 71.1% (n=69). The second choice or one to two other positions was much less at 16.5% (n=16). Also the third option of three to five other positions recorded 3.1% (n=3), while the final option of applying for five or more positions did not exhibit any responses (n=0) [see Table 4-26].

Table 4-26. Number of Department Chair Positions Applied For

Response	Frequency	Percent
Only current position	69	71.1
Current position plus 1-2 other such positions	16	16.5
Current position plus 3-5 other such positions	3	3.1
More than five other department chair positions	0	0

With regard to department chairs in general, the respondents were asked how they felt a department chair was viewed by others in higher education. The choices were that they are well respected by faculty members, they are well respected by administration, they are better as teachers and researchers than they are as department chairs, and they are generally ineffective. In this item, respondents were asked to check all that they felt applied to the question. This item did exhibit a total response rate of 91.8% (n=89). A majority of the respondents felt that department chairs are well respected by faculty members (64.9%) and administrators (63.9%). The response that suggested that department chairs were better teachers and researchers than they are as department chairs was indicated 20 times (20.6%), whereas the response that indicated that they were generally ineffective was selected 6 times (6.2%).

Table 4-27. Perceptions about Department Chairs by Others with Higher Education

Response	Frequency	Percent
They are well respected by faculty members	63	64.9
They are well respected by administration	62	63.9
They were better as teachers and researchers than they are as department chairs	20	20.6
They are generally ineffective	6	6.2

Note: Totals do not equal participant number (n=97) or 100% because this item permitted respondents to check more than one response.

Difference in Views of Roles and Responsibilities of a Department Chair Now Versus Before Current Department Chair Appointment

Participants were asked to respond to a final question with a Likert-Type response of very similar, somewhat similar, slightly similar, or not similar at all in reference to how similar their current views on the roles and responsibilities of department chairs are now compared to their views prior to becoming a department chair. This question item recorded a response rate of 97.9% (n=95). Out of the 95 respondents, 37.1% indicated their current views were very similar, 54.6% recorded their current views as somewhat similar, 5.2% indicated their views as slightly similar, while only 1% indicated that their current views of the roles and responsibilities of a

department chair compared to their views prior to their appointment were as not similar at all [see Table 28].

Table 4-28. Different in Views of Roles and Responsibilities of a Department Chair Now Versus Before Current Department Chair Appointment

Response	Frequency	Percent
Very similar	36	37.1
Somewhat similar	53	54.6
Slightly similar	5	5.2
Not similar at all	1	1.0

Relationships Between Variables

In order to further describe the variables in this study, analyses were conducted to identify correlations that may have existed between variables. The magnitudes of the correlations are presented and discussed using the ranges proposed by Miller (1994). Correlation coefficients between .01 and .09 are considered negligible, correlations between .10 and .29 are low relationships, correlations between .30 and .49 are moderate relationships, correlations between .50 and .69 are substantial relationships, correlations above .70 and considered very high. Pearson r was used for all continuous data in all of the analyses.

As reflected in Table 2-29 a high correlation was found between the self-reported management self-efficacy and leadership self-efficacy ($r = .721$), personnel affairs and leadership self-efficacy ($r = .752$), and personnel affairs self-efficacy and management self-efficacy ($r = .753$). High correlations were also found between year the rank of full professor was attained and year tenured ($r = .833$), year the rank of associate professor was attained and year tenured ($r = .934$), year the rank of associate professor was attained and year rank of full professor was attained ($r = .931$), year the rank of assistant professor was attained and year tenure was achieved ($r = .922$), year the rank of assistant professor was attained and year rank of full professor was

attained ($r = .899$), and year the rank of assistant professor was attained and year rank of associate professor was attained ($r = .983$).

Substantial correlations were found to exist between age and year tenured ($r = -.509$), age and the year the rank of full professor was attained ($r = -.605$), age and the year the rank of associate professor was attained ($r = -.544$), age and the year the rank of assistant professor was attained ($r = -.537$). Since the actual year in which a professorial rank was obtained was used as the data point for this variable, a lower value was associated with an earlier promotion year. Thus, older respondents tended to achieve each rank in earlier rather than more recent years, which led to negative correlation values.

A moderate correlation was found to exist between leadership self-efficacy and the decision information ($r = .434$), management self-efficacy and the decision information ($r = .309$), and personnel affairs self-efficacy and the decision information ($r = .329$). Also a moderate correlation was found between the number of positions applied for and the decision information ($r = .348$), indicating that department chairs who reported a higher level of influence of the decision factors had a moderate tendency to apply for more positions. A moderate relationship was found between respondents' similarity in their current view of the roles and responsibilities versus their past views and their self-efficacy in the area of leadership ($r = .321$), indicating that department chairs who reported a higher similarity in their views of the roles and responsibilities of a department chair had a moderate tendency to have higher reported self-efficacy score in the area of leadership. Respondents' similarity in their current view of the roles and responsibilities versus their past views and their self-efficacy in the area of personnel affairs ($r = .352$), indicating higher similarity in their views of the roles and responsibilities of a department chair had a moderate tendency to have a higher reported self-efficacy in the area of

personnel affairs. The final noted correlation was whether or not the respondent would serve another term as a department chair and the decision information ($r = -3.58$), indicating that department chairs who reported a higher level of influence of the decision factors had a moderate tendency to intend to pursue a second term as department chair.

As seen in Table 4-29, a number of low and negligible correlations were also found between variables.

Table 4-29. Correlations between Variables

Variable	1	2	3	4	5	6	7	8	9	10
1 Decision Information	--									
2 SE - Leadership	.434*	--								
3 SE – Management	.309*	.721*	--							
4 SE - Leadership	.329*	.752*	.753*	--						
5 Year Appointed as Chair	.028	-.047	.055	.037	--					
6 Year Tenured	-.025	.211*	.208	.209	.141	--				
7 Year Appointed as FP	-.103	.078	-.002	.035	.084	.833*	--			
8 Year Appointed as Assc.P	-.026	.116	.086	.087	.111	.934*	.931*	--		
9 Year Appointed as Asst.P	-.043	.147	.075	.095	.054	.922*	.899*	.983*	--	
10 1st Position held as DC	.151	.196	.261*	.219	-.018	.063	.026	.010	.060	--
11 Served as interim	.006	-.129	-.129	-.068	.057	.045	-.026	.003	-.037	-.223*
12 Number of positions applied	.348*	.213*	.092	.173	.226*	-.145	-.077	-.206	-.133	.085
13 Current vs. Past Views	.016	-.228*	.321*	.352*	-.182	-.114	-.002	-.040	-.003	-.233*
14 Willingness to serve another term	-.358*	-.236*	-.358*	-.236*	-.158	-.117	-.139	-.132	-.162	-.129
15 Age	-.100	-.042	.056	.079	-.025	-.509*	-.605*	-.544*	-.537*	.077

Note. * p<.05

SE = Self-Efficacy, FP = Full Professor, Assc.P = Associate professor, Asst.P = Assistant Professor DC = Department Chair

Table 4-29. Continued

Variable	11	12	13	14	15
1 Decision Information					
2 SE - Leadership					
3 SE – Management					
4 SE - Leadership					
5 Year Appointed as Chair					
6 Year Tenured					
7 Year Appointed as FP					
8 Year Appointed as Assc.P					
9 Year Appointed as Asst.P					
10 1st Position held as DC					
11 Served as interim	--				
12 Number of positions applied	-.071	--			
13 Current vs. Past Views	.159	-.172	--		
14 Willingness to serve another term	-.141	.033	-.045	--	
15 Age	.044	.048	.031	.149	--

Note. * $p < .05$

SE = Self-Efficacy, FP = Full Professor, Assc.P = Associate Professor, Asst.P = Assistant Professor, DC = Department Chair

CHAPTER 5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the study and discusses the conclusions, implications and recommendations that have been drawn from the study. The purpose of this study was to describe the factors influencing the decisions of faculty members to migrate to department chair positions in colleges of agricultural and life sciences. The first section of the chapter provides an overview of the study, including the purpose and specific objectives, methodologies, and findings. The remainder of the chapter discusses specific conclusions from the findings, implications of the findings, and recommendations for future research.

Summary of the Study

Problem Statement

The problem addressed by this study was the lack of understanding about why faculty members choose to become chairs of academic departments in colleges of agricultural and life sciences and the perceived shortage of qualified applicants to fill department chair positions. Furthermore, limited research has been conducted on the factors that influence a faculty member's decision to pursue a department chair position (Seagren, Creswell, Wheeler, 1993). In regard to land-grant universities and colleges of agricultural and life sciences, the review of literature showed a clear void in academic research and found virtually no research in this specific area.

The need for research at the department chair level was even more enhanced by the documented differences in leadership among academic chair positions, as well as the different leadership approaches exercised in higher education when compared to other organizations. Academia follows the principle of shared governance, and decisions are made with input from both faculty and administration (Rowley, Sherman, 2003). Decision making within the private

sector and industry is very representative of those who are present and not always inclusive of everyone. Moreover, the views of those absentees are often distorted and sometimes ignored all together (Bolman & Deal, 2003).

Purpose and Objectives

The primary purpose of this study was to describe the factors influencing the decisions of faculty members to migrate to department chair positions in colleges of agricultural and life sciences. This study also described current newly appointed department chairs in terms of gender, age, ethnicity, and higher educational status. The following research objectives were used to guide this investigation: (1) To determine the specific factors that led recently appointed department chairs in colleges of agricultural and life sciences to pursue and accept department chair positions; (2) To assess newly appointed department chairs' self-reported degree of self-efficacy in executing their roles as a department chair; and (3) To examine the relationship between selected demographic characteristics and self-reported levels of self-efficacy, as well as the degree of influence of factors in seeking department chair positions.

Methodology

This study employed a census survey research technique that is a very popular type of quantitative research (Ary et al., 2002). The survey instrument was developed by the researcher. The census survey research technique is a data gathering method accomplished by asking a series of categorized questions to a group of respondents that represent all individuals in the population being studied (Ary et al., 2002). In this study, the population was defined as newly appointed department chairs in 1862 land-grant colleges within the United States. According to Ary et al. (2002), a census study of intangibles such as motivation, achievement, and other such psychological assessments can be used (Ary et al., 2002). The population of this study consisted of newly appointed department chairs at the universities established by the Land-grant Act of

1862. Each of these universities has a college of agricultural and life sciences with distinctive departments or comparable units in which a leadership position is established and commonly referred to as a department chair. "Newly appointed" department chairs were defined, for the purposes of this study, as current academic department chairs in a college of agricultural and life sciences that were appointed to their position on or after July 1, 2004. Responses were obtained from 97 of the 131 individuals in the accessible population for a response rate of 74.05%. All of the 97 responses contained usable data for analysis.

Data for this study were collected using a three-part instrument to accurately assess the independent and dependent variables as well as to target the specific objectives of the research. An existing instrument that was accurately tailored to determine the factors contributing to the migration of faculty member to department chair positions and/or their existing self-efficacy of the job requirements was unavailable. Therefore, a researcher-developed instrument was utilized. The first part of the instrument was a questionnaire targeting the factors influencing a faculty member's decision to assume a chair position, the second part was a newly appointed department chair self-efficacy assessment, and the final section contained demographic questions.

Data Analysis

Data were analyzed using the SPSS ® for Windows™ statistical package. Likert-type items were treated as interval data (Clason & Dormody, 1994). As part of the description of the variables in this study and prior to any inferential analysis, variables described using descriptive statistics. Inferential analysis was conducted to gain a better understanding of the data and differences that might exist. An analysis of variance (ANOVA) is a collection of statistical models, and their associated procedures, in which the observed variance is partitioned into components due to the different explanatory variables (Agresti & Finlay, 1997). A Pearson Correlation was also used to measure possible associations among the variables as well as the

strength and relationship among the quantitative variables (Agresti & Finlay, 1997). Finally, a T-Test was used to assess whether the means of groups were statistically different from each other. This analysis was appropriate when comparing the means of two groups (Agresti & Finlay, 1997).

Findings

Objective One

Objective one sought to determine the specific factors that led recently appointed department chairs in colleges of agricultural and life sciences to pursue and accept department chair positions. The factors that were found to have a considerable influence on their decision to assume a department chair position included: they enjoyed working with people and seeing them succeed, they felt there was a strong need within the profession for effective departmental leadership; they wanted the opportunity to build a great department; and they were persuaded by others, such as colleagues, deans, and/or current department chairs to seek a department chair position. Additional factors were reported as having a moderate influence. These included: respondents reported that they had several ideas for change and improvement, were looking for the opportunity to make a higher level/greater impact, were ready for a new challenge and/or a fresh start, were looking for the challenge of leadership, and felt a sense of pride and accomplishment from successful leadership experiences at other levels. Seven of the decision factors had only some influence on the decision to assume a department chair position. These included: wanting to test their ability as a leader without completely leaving a faculty role, wanting the opportunity to increase their salary, feeling like they could do a better job than the current administrator, having a positive experience chairing important committees, feeling that their research and publication skills were as good as their leadership skills, being attracted to a specific geographical location, and having a positive previous experience as an acting or interim

department chair. Finally, only one factor had no influence over faculty members' decisions - the status and prestige of such a position.

As a whole, the factors influencing the decision to pursue a department chair position were more influential for those chairs who indicated they would definitely not pursue another term as chair.

Objective Two

Objective two sought to assess newly appointed department chairs' self-efficacy in relation to their expectations and choice to assume such a position. As described in Chapter 3, self-efficacy for the roles and responsibilities of a department chair was divided into three categories for the purposes of this study: leadership, management, and personnel affairs. For leadership self-efficacy, there were two tasks that newly appointed department chairs reported they could perform with substantial certainty: soliciting ideas to improve the department and demonstrating strong support and understanding of the land-grant mission. Respondents indicated that they could perform a majority of the other tasks analyzed with considerable certainty. Being an effective communicator, being a visionary, creating a positive work environment, implementing long range department programs, and guiding faculty through the tenure and promotion process were among those tasks. There was only one role and responsibility that newly appointed department chairs felt that they could only perform with some certainty, remaining current within their academic discipline. For the leadership self-efficacy scale as a whole, newly appointed department chairs felt they could complete the tasks with considerable certainty.

For management self-efficacy, the tasks that newly appointed department chairs felt they could complete with substantial certainty were conducting department meetings and responding to inquiries and requests for information. Respondents reported that they could complete the remaining management related tasks with considerable certainty. The task reported to possess

the least amount of self-efficacy, but still in the considerable certainty category, was preparing the department for accreditation and evaluation. Again, according to the data obtained by the survey instrument, respondents reported that they could perform the collective set of management responsibilities with a considerable degree of certainty.

In the area of personnel affairs, respondents indicated that they could complete only one task with substantial certainty – encourage faculty participation in department decisions. Respondents indicated that they could complete the remaining personnel affairs roles with moderate certainty. These roles included initiating promotion and tenure recommendations, making merit recommendations, evaluating faculty, recruiting faculty, and assigning faculty responsibilities. Those tasks with the lowest self-efficacy - a self-reported ability to complete the task with only moderate certainty - were reducing, resolving and preventing conflict; dealing with unsatisfactory performance; and terminating the employment of a faculty member. As a whole, respondents indicated that they could complete the personnel affairs tasks with a moderate degree of certainty.

When comparing self-efficacy to newly appointed department chairs' past views of their roles and responsibilities versus their current views after being appointed to a chair position, those respondents with somewhat similar or very similar views had a higher self-efficacy level in all three areas.

A significant difference was found between the first position served as a department chair and self-reported levels of self-efficacy in management ($t=-2.638$, $p<.05$) and self-efficacy in personnel affairs ($t=-2.188$, $p<.05$). This indicated that the participant's self-efficacy was reported as being higher for those individuals that indicated this was their first position held as a

department chair. No significant difference was found between self-efficacy in leadership and whether this was their first department chair position ($t=-1.951$, $p>.05$).

Objective Three

Of the 97 newly appointed department chairs who participated in this study, 84.4% ($n=81$) were male and 15.6% were female. In terms of ethnicity, 97.9% were Caucasian and 2.1% were Hispanic. The age of the participants ranged from 42 to 71 years, with a mean age of 53 years.

In terms of the year that the newly appointed department chair achieved the rank of assistant professor, 35.1% were appointed to the assistant professor rank between the years 1984 to 1989. For the associate professor rank, 35% of the participants were appointed between the years 1989 to 1994, while 36.1% of the participants were appointed to the full professor rank between the years 1995 to 2000. Finally, 41.2% of the participants were tenured between the years 1990 to 1995.

A large majority of newly appointed department chairs (87.6%) indicated that their current position was the first department chair position they have held on a regular basis. Twelve participants (12.4%) reported that they had previously held a permanent (versus acting or interim) department chair position.

Out of the 97 respondents, 30 (30.9 %) indicated that they were an acting or interim chair at one point prior to accepting their current chair position, whereas 67 participants (69.1%) had never held an interim or acting department chair position.

In reference to the method of appointment by newly appointed department chairs, a rotational appointment within the department was selected by 1% of the respondents, 42.3% of the respondents were appointed by the dean, 2.1% denoted they were elected by the faculty, 44.3% of the participants indicated that they were elected by the faculty with approval of the dean, and 10.3% were selected in some other way.

Holding a previous appointment as an assistant or associate chair was selected by 16.5% of the respondents, 4.1% of the respondents indicated that they had held an assistant or associate center director position, whereas 3.1% selected that they previously held an assistant or associate dean position. Finally, 19.6% of the participants reported previous experience in another type of administrative appointment.

Of the newly appointed department chairs surveyed, 28.9% of the respondents indicated that they would serve another term as department chair with no reservations, 40.2% of the respondents indicated that they would serve another term with some reservation, 19.6% of the respondents said they would probably not serve another term, and 5.2% indicated that they would definitely not serve another term. A majority of the respondents (69.1%) reported that they would serve another term as department chair with some or no reservation.

The responding department chairs first decided to become a department chair at the following points in their careers: before or during graduate school (6.2%), as an assistant professor (5.2%), as an associate professor (27.8%), and as a professor (51.5%).

With regard to department chairs in general, when asked how they felt a department chair was viewed by others in higher education, 64.9% indicated they felt department chairs are well respected by faculty, 63.9% felt they are well respected by administration, 20.6% indicated that department chairs are better teachers and researchers than they are chairs, and 6.2% felt that department chairs are viewed by other in higher education as generally ineffective.

In reference to their current views on the roles and responsibilities of department chairs now as compared to their views prior to becoming a department chair, 37.1% indicated their current and previous views are very similar, 54.6% recorded their current views as somewhat similar, while 5.2% indicated their views as slightly similar, and only 1% reported that their

current views of the roles and responsibilities of a department chair compared to their views prior to their appointment were not similar at all.

A high, positive correlation was found between management self-efficacy and leadership self-efficacy, personnel self-efficacy and leadership self-efficacy, and personnel self-efficacy and management self-efficacy ($r = .75$). In addition, high, positive correlations, ranging from .83 to .98, were found between year tenured and year promoted throughout all three ranks.

Substantial correlations were found to exist between age and year tenured ($r = -.51$), age and the year the rank of full professor was attained ($r = -.61$), age and the year the rank of associate professor was attained ($r = -.54$), age and the year the rank of assistant professor was attained ($r = -.54$). (Note: Since the actual year in which a professorial rank was obtained and was used as the data point for this variable, a lower value was associated with an earlier promotion year. Thus, older respondents tended to achieve each rank in earlier rather than more recent years which led to negative correlation values.)

A moderate, positive relationship ($r=.43$) was found between leadership self-efficacy and the degree to which the listed factors influenced the respondents' decision to become a department chair ($r = .43$). Similar relationships were found between the influence of these decision factors and management self-efficacy ($r=.31$), personnel affairs self-efficacy ($r=.33$), and number of department chair positions for which they applied ($r = .35$). Thus, department chairs who reported a higher level of influence of the decision factors had a moderate tendency to apply for more department chair positions. Respondents who found their current position to be similar to their previous views of a department chair position had a moderate tendency to report higher levels of leadership self-efficacy ($r = .32$) and personnel affairs self-efficacy ($r = .35$).

Finally, department chairs who reported a higher level of influence of the decision factors had a moderate tendency ($r=-.36$) to not intend pursuing a second term as department chair.

Conclusions

This quantitative study was a census study of newly appointed department chairs of colleges of agricultural and life sciences in land-grant universities within the United States.

The following conclusions were drawn based upon the findings of the study:

- A joy of working with people and seeing them succeed, a strong need for departmental leadership within a given profession, the opportunity to build a great department, and a persuasion by another individual such as a colleague, dean, and/or department chair have a considerable influence on a faculty member's decision to seek a department chair position.
- The desire for status and prestige, as well as prior experience as an acting or interim department chair, has little influence on a faculty member's decision to seek a department chair position.
- Faculty members do not seek department chair positions due to management issues related to dealing with budgets, increased workload, increased time demands, and dealing with people, as well as faculty members enjoying their current positions and not wanting to leave their teaching/research appointments.
- Increasing the amount of leadership training opportunities for faculty members throughout the department and university, increasing the amount of monetary compensation and resources given to department chairs, and providing more administrative staff support might increase faculty interest in becoming a department chair.
- Service in other academic and non-academic leadership capacity (i.e. committee chairs, administrative leadership positions, higher education programs, non profit groups, and industry) helps to prepare faculty members to assume department chair positions.
- Newly appointed department chairs are moderately confident in their ability to execute their leadership, management, and personnel affairs responsibilities as department chair. Furthermore, individual newly appointed department chairs tend to hold similar views of personal self-efficacy across all three areas of responsibility.
- Newly appointed department chairs are substantially confident in their ability to solicit ideas to improve their departments, and demonstrate a strong support and understanding of the land-grant mission.
- Newly appointed department chairs are concerned about their ability to remain current within their academic discipline while serving as a department chair.

- Conducting meetings and responding to inquiries and requests for information are management tasks of an academic chair that newly appointed department chairs can complete with substantial certainty.
- As a rule, department chairs decide relatively late in their academic careers to pursue a department chair position, with many achieving the rank of professor before making this decision.
- Dealing with conflict and unsatisfactory performance among faculty and staff, as well as initiating the termination of a faculty member, are areas of lower self-efficacy among newly appointed department chairs. These department chairs are also more likely to apply for multiple department chair positions. Further, department chairs with a clearer, more accurate view of the department chair position as a faculty member tend to be more confident in their ability to perform their duties once they assume a department chair position.
- Newly appointed department chairs whose views of the position prior to the appointment align with their current views are more confident in their ability to execute their responsibilities as department chair.
- Females and minorities are underrepresented among newly appointed department chairs in colleges of agricultural and life sciences.
- Newly appointed department chairs feel that department chairs, in general, are well respected by faculty members and administrators.

Discussion and Implications

Objective One Determine the Specific Factors That Led Recently Appointed Department Chairs in Colleges of Agricultural and Life Sciences to Pursue and Accept Department Chair Positions.

A joy of working: A joy of working with people and seeing them succeed, a strong need for departmental leadership within a given profession, the opportunity to build a great department, and a persuasion by another individual such as a colleague, dean, and/or department chair have a considerable influence on a faculty member migrating to a department chair position.

Since many of the factors influencing a faculty members' decision to assume a department chair position relating to people and building a positive environment were repeated in the literature, it was not surprising to see a joy of working with people and seeing them succeed, a strong need for departmental leadership within a given profession, the opportunity to build a great department, and a persuasion by another individual such as colleague, dean, and/or department chair rise to the top of the list among the most influential factors. The department

chair is many times reported as the “front-line” manager that serves a variety of people within the university (Tucker, 1993). There is almost an expectation for the department chair to create a strong family-like environment to build each other up, be inclusive in the decision making process and encourage excellence of one another (Tucker, 1993). This is not an easy task, but one that is placed in the hands of the academic department chair on a regular basis (CSDC, 1992). The influence of persuasion by others to encourage faculty to assume chair positions is also a key finding and one that corresponds with the department chair literature (Graham, Benoit, 2004). Many other factors had a moderate influence on faculty members’ decisions to assume chair positions, also expected based upon the literature.

These factors exhibited in this conclusion also fit extraordinarily well with the Social Cognitive Career Theory (SCCT). Social Cognitive Career Theory attempts to further explain the process by which individuals develop an interest, make choices and achieve varying levels of success in academic pursuits (Lent, et al., 1994). Furthermore, Bandura (1997) suggested that the pattern of decision making can be broken down into three parts, which include personal factors, behavior, and environmental factors – or what he calls “triadic reciprocity.” These three factors do influence on decision making independently but rather have a co-dependent and interchangeable influence. Each of the top four factors found to influence faculty members’ decisions in their careers tie directly to Bandura’s three areas. The first one, a joy of working with people and seeing them succeed, is directly tied to what Bandura would describe as a self-belief or habit of thinking (Bandura 1999). The second and third factors, a strong need for departmental leadership within a given profession and the opportunity to build a great department are what the SCCT would explain as an environmental factor or the existing structure of administration and facilities. Finally, persuasion by another individual, such as a colleague,

dean, and/or department chair is a behavior of leadership by others, as well as a self-regulatory practice that is fostered by an outside environment.

Findings of this study support the literature which suggests that these above factors do influence a faculty member to become a department chair. This suggests that if colleges of agricultural and life sciences desire to increase the number of faculty members applying for department chair positions, it would be critical to encourage those quality faculty members who enjoy working with people and who regularly have quality input within their respective disciplines to apply for vacant department chair positions.

The desire to have the status and prestige: The desire for status and prestige, as well as prior experience as an acting or interim department chair, have little influence on a faculty member's decision to seek a department chair position.

The academic department chair is one of the most influential positions within the higher educational system operating under a shared governance system (Rowley, Wheeler, 1993). Since this kind of position is seen as such a keystone within the post-secondary educational system, this finding can be misleading and seen as an inaccurate representation of influencing factors. However, with closer examination of the literature, it has been argued many times that the academic department chair is one of the most underrated positions in higher education, having one of the most complex job descriptions (Seagren, Creswell, Wheeler, 1993). Knowing this information, it becomes clear why faculty members would not be influenced by the status and prestige of a chair position. Also, after serving as an interim chair, a faculty member is exposed to not only the complex list of roles and responsibilities that come with the job, but also the ambiguity and lack of structure that comes with an interim position (CSDC, 1992).

It is difficult to determine a viable solution to improving the status and prestige of the department chair position without targeting the overall structure of higher education. Faculty

members serving as interim chairs in a seamless and inviting capacity without the help of everyone in the department becomes a significant challenge. Therefore, it becomes critical for deans and other higher level administrators to reward department chairs for excellence and achievement in a public and significant manner. When the long list of tasks is managed at a high level of proficiency, other faculty members must also bring praise to the chairs and not just complaints and/or suggestions. Furthermore, in times of transition, interim chairs should be carefully selected by seeking faculty who have the qualities necessary to take on the demands of a chair. They should also provide them with the resources and coaching needed to enhance their experience while in an interim role.

Management Issues: Faculty members do not seek department chair positions due to management issues related to dealing with budgets, increased workload, increased time demands, and dealing with people, as well as faculty members enjoying their current positions and not wanting to leave their teaching/research appointments.

As the literature indicated, the growing management demands of an academic department chair are quite extensive and cause current chairs a significant amount of stress (Tucker, 1993; CSDC, 1993; Graham, Benoit, 2004; Hecht, et al., 1999). When asked why more faculty members do not seek department chair positions, management related issues arose in nearly one-third of all the responses in this study. These responses would be very consistent with rise in the management-related demands associated with higher educational administration. Also, these types of tasks consume a majority of the time of an academic department chair and leave little room for flexibility (Hecht, et al., 1999). Responding to long lists of electronic mail, balancing ever-changing budgets, and dealing with a never ending stream of people related issues, while at the same time attempting to complete the other roles and responsibilities associated with an academic chair position, are viewed as very difficult or sometimes impossible tasks.

In the same respect, many faculty members truly enjoy their teaching and research appointments and find themselves not wanting to give up those duties for an administrative role that could potentially pull them from their own discipline. It was also mentioned by several respondents that a department chair position is seen as a “thankless” job with little reward and can even destroy an academic career. These results provide a very candid, yet powerful, indicator that some changes in higher educational administration must be implemented. In many cases it is not the lack of a salary increase, but rather the separation from teaching and research and lack of administrative support that prevents faculty members from seeking department chair positions.

Increasing Leadership: Increasing the amount of leadership training opportunities for faculty members throughout the department and university, increasing the amount of monetary compensation and resources given to department chairs, and providing more administrative staff support might increase faculty interest in becoming a department chair.

This conclusion ties together a few key findings of this study. The first deals with providing leadership training opportunities for faculty members. The results of this study show that newly appointed department chairs indicated that leadership training at both the university and department level were very helpful and influential in becoming department chairs. The second finding relates to compensation and resources. Newly appointed department chairs indicated that they did not feel the monetary compensation and resources provided to them were enough to cover the demands and scope of the position. Finally, increasing administrative staff support was mentioned as a key factor to raising the interest of faculty to take on department chair positions. This finding also supports a prior conclusion that the management challenge faced by department chairs is a deterrent when faculty members are considering such a position.

Serving in Other Leadership Experiences: Service in other academic and non-academic leadership capacity (i.e. committee chairs, administrative leadership positions, higher education

programs, non profit groups, and industry) helps to prepare faculty members to assume department chair positions.

Leadership experiences are most often the most dramatic and influential sources of moral lessons, as well as the basis of what people value and how they react to situations (Kouzes & Posner, 2002). The more opportunities that are provided for faculty members to practice their skills in the area of leadership, the more prepared they feel to accept the challenge of administration. These findings align with Bandura's (1994) theory of self-efficacy, where it is important to note that how individuals interpret their performance results, environment, and experiences significantly impacts their future achievement and behavior.

Objective Two: To Assess Newly Appointed Department Chairs Self-Efficacy Variance in Relation to Their Expectations and Their Career Choice to Assume Such a Position.

Solicit Ideas: Newly appointed department chairs are moderately confident in their ability to execute their leadership, management, and personnel affairs responsibilities as department chair. Furthermore, individual newly appointed department chairs tend to hold similar views of personal self-efficacy across all three areas of responsibility.

Due to the fact that higher education is run through a system of shared governance and a very open political system, it is easy to see why soliciting ideas to improve the department exhibit high levels of self-efficacy among newly appointed department chairs (Seagan, Creswell, Wheeler, 1993). Soliciting ideas and gauging the feelings of other faculty becomes a great skill of newly appointed department chairs. Also, demonstrating a strong support and understanding of the land-grant mission is something that faculty advancing through colleges of agricultural and life sciences can do very well. The three part land-grant mission of research, teaching, and extension are actively taught and practiced within colleges of agricultural and life sciences due to the nature of the academic work being performed.

With these two factors in mind, it is comforting to say that newly appointed chairs feel well prepared to operate in a shared governance system and understand that a time of transition

can become a convenient time to make necessary changes for the department. By advancing through the professor ranks in colleges of agricultural and life sciences, the land-grant mission becomes very evident and is well understood among faculty and therefore carries over with them into their chair role.

Remaining Current: Newly appointed department chairs have the ability to remain current within their academic discipline with a moderate amount of certainty.

“Publish or perish” was a phrase that began several years ago and referred to the tenure and promotion process, as well as the recognition of faculty in academia. Faculty are also publishing more articles and books than ever before (Blackburn, Lawrence, 1995). Furthermore, universities generate more research and new knowledge than all other agencies. Combine that with the rapidly changing technologies of current times, it was not surprising that individuals in chair positions find it difficult to stay current within their academic disciplines ((Blackburn, Lawrence, 1995). This study presented an exhaustive list of roles and responsibilities of a department chair, and examined self-efficacy with many of those tasks. It is evident that newly appointed chairs are not sure they will be able to keep pace in the research and publishing world that has become modern academia.

Extraordinary academic chairs that exhibit proficiency in a majority of the tasks placed on their shoulders are limited to the amount research and publication they can produce. The challenge of remaining current within a given academic discipline undoubtedly adds a great deal of stress and pressure upon faculty thinking about such a position. In addition, many faculty prefer not to give up their given areas of research or even teaching to pursue a career as a department chair position. The culture in academia has moved away from teaching and has taken a drastic turn toward the famous publish or perish slogan of the past (Blackburn,

Lawrence, 1995). It would be very detrimental to department chairs of the future if the same trend spills over into departmental administration.

Conducting meetings: Conducting meetings and responding to inquiries and requests for information are management tasks of an academic chair that newly appointed department chairs can complete with substantial certainty.

The conclusion that management tasks assigned to department chairs, such as conducting meetings and responding to requests for information, perhaps not as novel as any researcher would hope, provides more insight into the scope of the workings of self-efficacy in higher education. The Expectancy Value Theory of Achievement Motivation by Wigfield and Eccles (2000) explains the phenomenon observed in this conclusion. According to the Expectancy Value model of attitude theory, information can have three effects on attitude change. First, information can change the weight of a particular belief. Second, information can affect the direction of a particular belief. Third, information can add new beliefs (Wigfield, Eccles, 2000). This theory proposes that if one can determine the elements that impact intention, then one can more accurately predict whether an individual will engage in a particular behavior. Likewise, it proposes that by changing an individual's perceptions of potential outcomes, one can alter the individual's intent (Wigfield, Eccles, 2000). The basis of the theory is that "individuals choose behaviors based on the outcomes they expect and the values they ascribe to those expected outcomes" (Borders, Earleywine, & Huey, 2004). As newly appointed department chairs, being able to respond to requests for information with substantial certainty is expected, because they know the extreme value in information management, and the Expectancy Value Theory informs us that information is a powerful way to change the beliefs of others. Also, confidence in the conduct of meetings undoubtedly comes from past experiences, but also from the expectation

that valuable information to make better decisions comes from multiple perspectives in a meeting.

On the surface, it would seem that most anyone in higher education would have a high level of self-efficacy in the area responding to requests for information and conducting meetings. However, a deeper understanding of a foundational theory of this study reveals that an individual's outcome expectations affect one's attitudes towards the a given behavior (Mazis et al.,1975).

Encouraging faculty participation: As a rule, department chairs decide relatively late in their academic careers to pursue a department chair position, with many achieving the rank of professor before making this decision.

The mean self-efficacy score for encouraging faculty participation within the academic department was significantly higher than the other roles and responsibilities within the area of personnel affairs as a whole. This finding is somewhat consistent with the findings of Seagren, Creswell, & Wheeler (1993). In their study, departmental leadership at the chair level extends more effort on empowering activities with multiple stakeholders around the university, such as faculty, staff and students. Peterson, Dill, & Mets (1997) also found that, "The degree of autonomy for most faculties is decreasing, while the amount of accountability is increasing" (Peterson, Dill, & Mets, 1997, p.480). What these two studies show is that encouraging faculty participation within the department is simply a function of good leadership and something practiced by many. Over the past several years there has been a shift of responsibility to the faculty members to show accountability on a more regular basis. Newly appointed department chairs are not only aware of this culture, but they also naturally have a higher self-efficacy based on past experiences. This is also consistent with Bandura's findings of increased self-efficacy through experience and past behaviors (1994).

Dealing with conflict: Dealing with conflict and unsatisfactory performance among faculty and staff, as well as initiating the termination of a faculty member, are areas of lower self-efficacy among newly appointed department chairs. These department chairs are also more likely to apply for multiple department chair positions. Further, department chairs with a clearer, more accurate view of the department chair position as a faculty member tend to be more confident in their ability to perform their duties once they assume a department chair position.

Participants' perceived ability to complete tasks relating to dealing with conflict and unsatisfactory performance among faculty and staff, as well as initiating the termination of a faculty member, is not surprisingly low. This stems from the foundational theoretical model that surrounds this study – self-efficacy. This self-efficacy model illustrates that when making decisions and choices about future actions, a person's self-reflection of past experiences becomes extremely important. One's belief in their ability to perform a task is shown to have a direct relationship to that self-reflection (Bandura, 1986). It would not be too bold of a statement to conclude that there is a very limited number of positive experiences and memories associated with conflict, unsatisfactory performance, and termination. The very nature of these tasks brings intrinsic red flags that naturally make department chairs want to avoid such situations (Tucker, 1993). Since there is a lack of positive history involved in such transactions, even if not directly related to the department chair, Bandura would argue that self-efficacy in this area would be comparatively low.

With this conclusion, it must be highlighted that a department chair has the ability to minimize such interactions, grievances, and other conflicts by assigning responsibilities in a clear and purposeful way (Tucker, 1993). Chairpersons can also ensure open channels of communication within and outside of the department. It can also be helpful to provide a process for faculty and staff to arbitrate assignments and tasks, as well as provide regular evaluations of faculty and staff based upon their specific roles and assignments (Tucker, 1993).

Department Chair Views: Newly appointed department chairs whose views of the position prior to the appointment align with their current views are more confident in their ability to execute their responsibilities as department chair.

One of the most useful aspects of the Social Cognitive Career Theory is that humans are self-reflecting and self-reacting people who are dynamic in their thinking (Bandura, 1997). This concept begins to explain the above phenomenon well. When individuals have fairly sound ideas of what a task consists of, such as performing as a department chair, they are more likely to have a greater self-confidence about what they are able to complete. Higher self-efficacy among newly appointed chairs whose views of the roles and responsibilities of a department chair were similar to their views even after being appointed is consistent with the Social Cognitive Career Theory. Furthermore, someone who has high self-efficacy is more likely to take on new experiences, challenges, and obstacles with high self-confidence and a preset mind frame of success. On the other hand, a person looking at the same set of circumstances with low self-efficacy will tend to avoid challenging tasks and behaviors and approach them, if necessary, with low confidence (Bandura, 1994). Also, when looking at response to failure, Bandura (1995) argues that one with high self-efficacy will “bounce back” quickly and take on new tasks, whereas a low self-efficacy individual will be hesitant to try again. Along this line of thought, it is important to note that how individuals interpret their performance results, environment, and self-belief will significantly impact their future achievements and behaviors (Pajares, 1996).

Objective Three: To Compare and Contrast Demographic Differences and/or Similarities Among the Newly Appointed Department Chairs in Colleges of Agricultural and Life Sciences.

Females and minorities: Females and minorities are underrepresented in colleges of agricultural and life science newly appointed department chair positions.

In this study, 84.4% (n=81) of the participants were male and 15.6% (n=15) were female. When analyzed by ethnicity, white males comprised a very large majority of the population. In

this study, 83.5% (n=81) were white males, 14.5% (n=14) were white females, 1.0% (n=1) Hispanics and African Americans accounted for only one percent of the accessible population of newly appointed department chairs in colleges of agricultural and life sciences.

While the majority of the participants in this study were white males, when compared to past studies of department chairs in general, this study found that the number of females in department chair positions is increasing. Van Valey and Tiemann (1990) conducted a study of graduate department chairs in general and tracked gender from 1969 to 1985. They found that the average percentage of males in any given year was 90.6%, and in no year did that percentage change more than 3.8% in either direction. Thus, this result indicated that there are more females assuming department chair positions today than two decades ago.

The findings of this study are encouraging in terms of the percentage of females slowly increasing, however several concerns still remain. Findings of this study suggest that diverse populations in newly appointed department chair positions in colleges of agricultural and life sciences are not underrepresented as a function of self-efficacy and the decision factors. It is possible that women and minorities are underrepresented for other reasons besides self-efficacy and the prescribed influencing factors. Further research should be conducted as to why the number of females and minorities is extremely low and the motives of females and minorities who do not seek department chair positions.

Department Chair Respect: Newly appointed department chairs feel that department chairs, in general, are well respected by faculty members and administrators.

The Expectancy-Value Theory states that there are two kinds of belief. First, there is belief in something and secondly, belief about something. According to this theory, beliefs vary from attitudes because they are evaluative (Wigfield & Eccles, 2000). In the case of this study, by assuming a department chair position, in most cases voluntarily, (only 1% based on a rotational

appointment) there is more of a likelihood of belief in the position and the higher educational system in general. Then, once in the position, the above conclusion suggests that there is a tendency to develop a belief about the position. Other faculty members and administrators are in the same higher educational system as the newly appointed department chairs, and therefore follow the same phenomenon described by the Expectancy-Value Theory.

Recommendations

- For department chairs to perform well in a very inconsistent and complex environment, they must have the support of the faculty within the department, as well as administration. Clear guidelines for proficiency should be communicated upfront and on a regular basis. Feedback from departmental constituents and university administration is vital. Furthermore, deans should share the list of roles and responsibilities from this study with newly appointed department chairs.
- The three areas of roles and responsibilities in this study – leadership, management, and personnel affairs – should be used as guidelines for evaluation and job description development for department chairs in colleges of agricultural and life sciences.
- College administrators and professional societies should use the list of roles and responsibilities to proactively identify, prepare, and motivate faculty members to seek department chair positions. The relative confidence of newly appointed department chairs in performing the multitude of responsibilities associated with the department chair position, as found in this study, should be used by college administrators for assigning workshops to support newly appointed department chairs.
- When seeking out faculty for a department chair position, administration and search committees should seek those individuals who enjoy working with people and seeing them succeed, as well as those who have the ability to provide visionary thinking for the department. It is also critical to recruit highly qualified faculty who would excel at the department chair level by making genuine and respectful efforts of persuasion and self-confidence.
- Deans should focus on evaluating the management responsibilities of department chairs and find ways to assist them in completing these tasks. This assistance could include, but is not limited to, leadership and management training, adequate support staff, role definitions, and limiting job responsibilities of academic chairs.
- An innovative and participatory method of assisting department chairs of colleges and agricultural life sciences in remaining current within their academic disciplines should be implemented by the faculty of their department. This participatory method should include faculty reporting to the department chair as an updating method. This can be done on an annual or quarterly basis.

- A leadership preparatory system and/or program is a necessary and vital component to any college of agricultural and life sciences in order to develop and prepare faculty for the ever-changing demands of higher educational leadership. Furthermore, a quality leadership development program specifically targeting low self-efficacy points among leadership, management and personnel affairs tasks would encourage and promote more qualified faculty to pursue department chair positions. Professional societies should focus on faculty leadership development, as well as utilizing resources to provide opportunities for and prepare faculty for effective department leadership and management.
- In this study, gender had no relationship to overall self-efficacy and decision factor influence or perceived ability to complete the roles and responsibilities of a department chair. This finding further supports giving equal consideration to male and female candidates when filling department chair positions in colleges of agricultural and life sciences.
- Programs to support and promote underrepresented ethnic groups to seek and assume positions at the department chair level should be implemented.

Suggestions for Future Research

- Since this census study targeted newly appointed department chairs in colleges of agricultural and life sciences and included mostly white males, additional research needs to be conducted with a larger population that could perhaps include more diversity.
- This study used a self-reported self-efficacy scale system in three major areas related to the roles and responsibilities of a department chair. Further research should be completed using department chair superiors and subordinates to gain validation of the self-reported scales.
- More research needs to be conducted on gender and ethnic diversity in the area of higher educational leadership and the academic department chair. More information is needed on perceived barriers and reasons why more gender and ethnic diversity does not exist at the newly appointed department chair level within colleges of agricultural and life sciences.
- This study identified the factors influencing faculty migration to a department chair position. More information is needed on the barriers to assuming department chair positions. Perhaps a study of faculty members who choose not to assume such positions would gain further insight into the process.
- Newly appointed department chair self-efficacy in three major areas was assessed in this study through self-reported scales. More research is needed to discover why department chairs had high self-efficacy in some areas while reporting low self-efficacy in other areas.
- Research should be conducted to examine the effectiveness of leadership development programs designed to prepare faculty members for department chair positions. Similarly, research should be conducted to determine the extent to which previous administrative

leadership experience contributes to effectiveness as a department chair or decision to become a department chair.

- An in-depth qualitative study should be under taken to more closely examine the work and degree of satisfaction held by department chairs in colleges of agricultural and life sciences.
- Research should be conducted to design and test an instrument that provides a valid and reliable mechanism for selecting and/or predicting future department chairs among associate professors and professors.
- The factors that contribute to success and longevity as a department chair should be identified and incorporated into professional development programs for current department chairs.

APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL

UF Institutional Review Board
UNIVERSITY of FLORIDA

PO Box 112250
Gainesville, FL 32611-2250
352-392-0433 (Phone)
352-392-9234 (Fax)
irb2@ufl.edu

DATE: January 12, 2007

TO: Elio Chiarelli, Jr.
PO Box 110540
Campus

FROM: Ira S. Fischler, Chair 
University of Florida
Institutional Review Board

SUBJECT: **Approval of Protocol #2006-U-1140**

TITLE: Factors Influencing faculty migration to department chair positions in colleges of agricultural and life sciences

SPONSOR: None

I am pleased to advise you that the University of Florida Institutional Review Board has recommended approval of this protocol. Based on its review, the UFIRB determined that this research presents no more than minimal risk to participants, and based on 45 CFR 46.117(c), authorizes you to administer the informed consent process as specified in the protocol.

If you wish to make any changes to this protocol, ***including the need to increase the number of participants authorized***, you must disclose your plans before you implement them so that the Board can assess their impact on your protocol. In addition, you must report to the Board any unexpected complications that affect your participants.

If you have not completed this protocol by **January 7, 2008**, please telephone our office (392-0433), and we will discuss the renewal process with you. It is important that you keep your Department Chair informed about the status of this research protocol.

ISF:dl

APPENDIX B
DEPARTMENT CHAIR CONTACT INFORMATION REQUEST E-MAIL

Initial Newly Appointed Department Chair Contact Information Request



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

September 11, 2006

Dear [prefix] [LastName],

I am writing to request your assistance in the information gathering process of a nationwide study of newly appointed department chairs in 1862 Land-grant Universities and Colleges of Agricultural and Life Sciences. This study will help determine the factors contributing to faculty member migration to department chair positions.

You have been identified as a valuable contact person to obtain the contact information (name, address, and e-mail) of all newly appointed department chairs in your college across all departments. Newly appointed department chairs for this study are being identified as any assuming a department chair position on or after July 1, 2004. Interim and temporary chairs will not be included in this study at this time.

Unfortunately, if you do not have any newly appointed department chairs as of July 1, 2004 than your institution will not be eligible to participate in this study. However, I would really appreciate your response so that your institution can be removed from my contact list.

While the sharing of newly appointed department chair contact information is completely voluntary, I would greatly appreciate your assistance with this important study. If you are not the correct person to provide such information, please accept my apologies and I ask that you please forward this e-mail to the correct faculty or staff member.

Thank you in advance for your assistance!

Sincerely,

Elio Chiarelli Jr.

Graduate Research/Teaching Assistant
Agricultural Education and Communication Department
University of Florida

408 Rolfs Hall, PO Box 110540
Gainesville FL 32611
T: 352.392.0502 Ext. 244
F: 352.392.9585
elio1@ufl.edu

Newly Appointed Department Chair Contact Information Request Follow-Up



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

September 24, 2006

Dear [prefix] [LastName],

Hello, I hope this message finds you doing well. I am writing to you today as a reminder request for your assistance in the information gathering process of a nationwide study of newly appointed department chairs in 1862 Land-grant Universities and Colleges of Agricultural and Life Sciences. This study will help determine the factors contributing to faculty member migration to department chair positions.

You have been identified as a valuable contact person to obtain the contact information (name, address, and e-mail) of all newly appointed department chairs in your college across all departments. Newly appointed department chairs for this study are being identified as any assuming a department chair position on or after July 1, 2004. Interim and temporary chairs will not be included in this study at this time.

Unfortunately, if you do not have any newly appointed department chairs as of July 1, 2004 than your institution will not be eligible to participate in this study. However, I would really appreciate your response so that your institution can be removed from my contact list.

While the sharing of newly appointed department chair contact information is completely voluntary, I would greatly appreciate your assistance with this important study. If you are not the correct person to provide such information, please accept my apologies and I ask that you please forward this e-mail to the correct faculty or staff member.

Thank you in advance for your assistance!

Sincerely,

Elio Chiarelli Jr.

Graduate Research/Teaching Assistant
Agricultural Education and Communication Department
University of Florida

408 Rolfs Hall, PO Box 110540
Gainesville FL 32611
T: 352.392.0502 Ext. 244
F: 352.392.9585
elio1@ufl.edu

Newly Appointed Department Chair Contact Information Request 2nd Follow-Up



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

October 15, 2006

Dear [prefix] [LastName],

Hello, I hope this message finds you doing well. I am writing to you today as a friendly reminder for your assistance in the information gathering process of a nationwide study of newly appointed department chairs in 1862 Land-grant Universities and Colleges of Agricultural and Life Sciences. This study will help determine the factors contributing to faculty member migration to department chair positions.

You have been identified as a valuable contact person to obtain the contact information (name, address, and e-mail) of all newly appointed department chairs in your college across all departments. Newly appointed department chairs for this study are being identified as any assuming a department chair position on or after July 1, 2004. Interim and temporary chairs will not be included in this study at this time.

Unfortunately, if you do not have any newly appointed department chairs as of July 1, 2004 than your institution will not be eligible to participate in this study. However, I would really appreciate your response so that your institution can be removed from my contact list.

While the sharing of newly appointed department chair contact information is completely voluntary, I would greatly appreciate your assistance with this important study. If you are not the correct person to provide such information, please accept my apologies and I ask that you please forward this e-mail to the correct faculty or staff member.

Thank you in advance for your assistance!

Sincerely,

Elio Chiarelli Jr.

Graduate Research/Teaching Assistant
Agricultural Education and Communication Department
University of Florida

408 Rolfs Hall, PO Box 110540
Gainesville FL 32611
T: 352.392.0502 Ext. 244
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elio1@ufl.edu

Newly Appointed Department Chair Contact Information Request Final Follow-Up



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

October 15, 2006

Dear [prefix] [LastName],

Greetings! I hope this message finds you doing well. During the past several weeks, you have probably gotten familiar with my e-mails requesting your assistance in the information gathering process of a nationwide study of newly appointed department chairs in 1862 Land-grant Universities and Colleges of Agricultural and Life Sciences. Well, do not worry; this is the final friendly reminder asking for your participation. Please know that this study will truly help determine the factors contributing to faculty member migration to department chair positions.

You have been identified as a valuable contact person to obtain the contact information (name, address, and e-mail) of all newly appointed department chairs in your college across all departments. Newly appointed department chairs for this study are being identified as any assuming a department chair position on or after July 1, 2004. Interim and temporary chairs will not be included in this study at this time.

Unfortunately, if you do not have any newly appointed department chairs as of July 1, 2004 than your institution will not be eligible to participate in this study. However, I would really appreciate your response so that your institution can be removed from my contact list.

While the sharing of newly appointed department chair contact information is completely voluntary, I would greatly appreciate you assistance with this important study. If you are not the correct person to provide such information, please accept my apologies and I ask that you please forward this e-mail to the correct faculty or staff member.

Thank you in advance for your assistance!

Sincerely,

Elio Chiarelli Jr.

Graduate Research/Teaching Assistant
Agricultural Education and Communication Department
University of Florida

408 Rolfs Hall, PO Box 110540
Gainesville FL 32611
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F: 352.392.9585
elio1@ufl.edu

APPENDIX C
SURVEY COMPLETION REQUESTS

Pre-Survey Letter



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

January 12, 2007

[Address]

Dear Dr. [LastName],

Greetings! I hope this letter finds you doing well. A few months ago, you or your dean was contacted with a request for the contact information of all the recently appointed department chairs in your college from July 2001 until now. From this request, you have been identified as someone who currently holds a department chair position.

In a few days, you will be receiving an e-mail with “Department Chair Inventory” in the subject line. In this e-mail will be a link to an on-line survey. As we are aware of the significant demands of department chairs, this is a brief survey that is only expected to take about 15-20 minutes. This survey is completely voluntary and therefore you will also have the ability to opt-out if you wish by clicking on an opt-out link at the bottom of the e-mail.

If you should have any questions about this survey please feel free to contact me anytime.

Thank you in advance for your participation,

Elio Chiarelli, Jr.

Graduate Research/Teaching Assistant
Agricultural Education and Communication Department
University of Florida

408 Rolfs Hall, PO Box 110540
Gainesville FL 32611
T: 352.392.0502 Ext. 244
F: 352.392.9585
elio1@ufl.edu

Initial Contact E-mail



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

January 24, 2007

Dear Dr. [LastName],

Greetings! I hope this message finds you doing well. A few months ago, you or your dean was contacted with a request for the contact information of all the recently appointed department chairs in your college from July 2001 until now. From this request, you have been identified as someone who currently holds a department chair position.

Below is a link to The National Survey for Recently Appointed Department Chairs that is being conducting and your participation would be greatly appreciated. The purpose of this study is to examine and describe factors influencing the decisions of faculty members to assume department chair positions in colleges of agricultural and life sciences and to find out more about what impacted their final decision.

As we are aware of the significant demands of department chairs, this is a brief survey that is only expected to take about 15-20 minutes.

Here is a link to the survey:
[SurveyLink]

We thank you in advance for your participation,

Elio Chiarelli, Jr.
Dr. Edward Osborne

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
[RemoveLink]

Follow-up Contact E-mail



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

January 31, 2007

Dear Dr. [LastName],

Greetings! I hope this message finds you doing well!

This message is simply a friendly reminder asking for your participation in a National Survey for Recently Appointed Department Chairs that is being conducting and your participation would be greatly appreciated. The purpose of this study is to examine and describe factors influencing the decisions of faculty members to assume department chair positions in colleges of agricultural and life sciences and to find out more about what impacted their final decision.

As we are aware of the significant demands of department chairs, this is a brief survey that is only expected to take about 15-20 minutes. We thank you in advance for your time and participation!

Here is a link to the survey:
[SurveyLink]

Thanks for your participation,

Elio Chiarelli Jr
and
Dr. Edward Osborne

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
[RemoveLink]

Final Follow-up Contact E-mail



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communications

February 12, 2007

Dear Dr. [LastName],

Greetings! I hope this message finds you doing well. During the past three weeks, you have probably gotten familiar with the Department Chair Inventory Survey e-mail requesting your participation. Well, do not worry; this is the final friendly reminder asking for your participation.

Below is the link to The National Survey for Recently Appointed Department Chairs that is being conducting and your participation would be greatly appreciated. The purpose of this study is to examine and describe factors influencing the decisions of faculty members to assume department chair positions in colleges of agricultural and life sciences and to find out more about what impacted their final decision.

As we are aware of the significant demands of department chairs, this is a brief survey that is only expected to take about 15-20 minutes.

Here is a link to the survey:
[SurveyLink]

Thank you SO much for your participation,

Elio Chiarelli, Jr.
Dr. Edward Osborne

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
[RemoveLink]

APPENDIX D
ONLINE SURVEY

Approved Informed Consent

**Department Chair Consent Letter
Recently Appointed Department Chair Survey**

Dear recently appointed department chair,

A few months ago, you and/or your dean was contacted with a request for the contact information of all the recently appointed department chairs in your college. From this request, you have been identified as someone who currently holds a department chair position and were appointed on or after July 1, 2004. The purpose of this study is to examine and describe factors influencing the decisions of faculty members to assume department chair positions in colleges of agricultural and life sciences and how their self-efficacy may impact their final decision. Participation in the study is expected to take about 20 minutes. You do not have to answer any question that you do not wish to answer. Results will only be reported in the form of group data. Participation or non-participation in this study will not affect your department chair position or status in any way.

Participation in this study is voluntary, and you have the right to not participate at any time without consequence or penalty. There are no risks or immediate benefits to participants, and no compensation is offered for participation. Your identity will be kept confidential to the fullest extent provided by law. Group results of the study are expected to be available in May 2007 upon request. We would greatly appreciate your response to all questions, but you may stop at any time and may skip one or more questions if you so choose. If you have any questions about this research project, please feel free to contact me at 352-392-0502 Ext. 244 or my cooperating supervisor, Dr. Edward Osborne at 352-392-0502 Ext.220. Questions about your rights as a research participant may be directed to the UFIRB office, University of Florida, PO Box 112250, Gainesville, FL 32611-2250 (352-392-0433).

I have read the procedure described above. I am willing to participate in Elio Chiarelli's study designed to examine and describe factors influencing the decisions of faculty members to assume department chair positions in colleges of agricultural and life sciences and how their self-efficacy may impact their final decision. I understand that participation is expected to take about 20 minutes in a single setting. I also understand that completion of the questionnaire constitutes my consent to participate in the study. I have received a copy of this description and voluntarily agree to participate.

Participant Date

Principal Investigator Date

Approved by
University of Florida
Institutional Review Board 02
Protocol # 2006-U-1140
For Use Through 01/07/2008

Online Survey Web Pages

NATIONAL SURVEY OF RECENTLY APPOINTED DEPARTMENT CHAIRS IN LAND GRANT COLLEGES - Windows Internet Explorer

http://www.surveymonkey.com/Users/84131870/Surveys/423223094471/26E6C657-280D-451D-8544-A11B4833CAE1.asp?U=423223094471&DO_NOT_COPY_THIS_LINK

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1. Informed Consent Letter

*** 1. Department Chair Consent Letter**
Recently Appointed Department Chair Survey

Dear recently appointed department chair,

A few months ago, you and/or your dean was contacted with a request for the contact information of all the recently appointed department chairs in your college. From this request, you have been identified as someone who currently holds a department chair position and were appointed on or after July 1, 2004. The purpose of this study is to examine and describe factors influencing the decisions of faculty members to assume department chair positions in colleges of agricultural and life sciences and how their self-efficacy may impact their final decision. Participation in the study is expected to take about 20 minutes. You do not have to answer any question that you do not wish to answer. Results will only be reported in the form of group data. Participation or non-participation in this study will not affect your department chair position or status in any way.

Participation in this study is voluntary, and you have the right to not participate at any time without consequence or penalty. There are no risks or immediate benefits to participants, and no compensation is offered for participation. Your identity will be kept confidential to the fullest extent provided by law. Group results of the study are expected to be available in May 2007 upon request. We would greatly appreciate your response to all questions, but you may stop at any time and may skip one or more questions if you so choose. If you have any questions about this research project, please feel free to contact me at 352-392-0502 Ext. 244, or my supervisor Dr. Edward Osborne at 352-392-0502 Ext. 231. Questions about your rights as a research participant may be directed to the UFIRB office, University of Florida, PO Box 112250, Gainesville, FL 32611-2250 (352-392-0433).

I have read the procedure described above. I am willing to participate in Elio Chiarelli's study designed to examine and describe factors influencing the decisions of faculty members to assume department chair positions in colleges of agricultural and life sciences and how their self-efficacy may impact their final decision. I understand that participation is expected to take about 20 minutes in a single setting. I also understand that completion of the questionnaire constitutes my consent to participate in the study. I have received a copy of this description and voluntarily agree to participate.

I have read the information described above and voluntarily agree to participate

I am not willing to participate

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2. DEPARTMENT CHAIR POSITION DECISION INFORMATION PART 1 OF 2

2. Please click on the appropriate level that rates the INFLUENCE that each of the following statements had on your DECISION to assume an academic department chair position

	No Influence	Slight Influence	Some Influence	Moderate Influence	Considerable Influence	Substantial Influence	Primary Influence
I was ready for a new challenge and/or a fresh start	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I wanted the opportunity to build a great department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I enjoy working with people and seeing them succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
There was a strong need within my profession for effective department leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I was looking for the opportunity to make a higher level / greater impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I have many ideas for change and improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I wanted the opportunity to increase my salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I was attracted to the geographical location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I had a positive experience chairing important committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

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NATIONAL SURVEY OF RECENTLY APPOINTED DEPARTMENT CHAIRS IN LAND GRANT COLLEGES

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3. DEPARTMENT CHAIR POSITION DECISION INFORMATION PART 2 OF 2

3. Please click on the appropriate level that rates the **INFLUENCE** that each of the following statements had on your **DECISION** to assume an academic department chair position

	No Influence	Slight Influence	Some Influence	Moderate Influence	Considerable Influence	Substantial Influence	Primary Influence
I wanted to test my ability as a leader without completely leaving a faculty role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I felt I could do a better job than the current administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I was persuaded by another such as colleagues, deans, and/or current department chairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I felt my research and publication skills were as good as my leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I felt a sense of pride and accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I wanted the status and prestige of such a position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I was looking for the challenge of leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I had successful leadership experiences at other levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
I had a positive previous experience as an acting or interim department chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

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4. DEPARTMENT CHAIR ROLES AND RESPONSIBILITIES PART 1 OF 4

4. The following is a list of ROLES AND RESPONSIBILITIES of a department chair. Please THINK BACK to when you were APPOINTED and indicate your level of CONFIDENCE with each of the statements by clicking on the appropriate number at the right of the statement.

	I could not do at all	I could do with little certainty	I could do with some certainty	I could do with moderate certainty	I could do with considerable certainty	I could do with substantial certainty	I could do with absolute certainty
Foster the development of each faculty member's special talents and interests and promote solid and innovative teaching in the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement affirmative action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage faculty members to participate in regional and national professional meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent the department at meetings of professional societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a visionary, and create and sustain a positive and forward looking culture and work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicit ideas to improve the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as an internal advocate within the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as a role model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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5. DEPARTMENT CHAIR ROLES AND RESPONSIBILITIES PART 2 OF 4

5. The following is a list of **ROLES AND RESPONSIBILITIES** of a department chair. Please **THINK BACK** to when you were **APPOINTED** and indicate your level of **CONFIDENCE** with each of the statements by clicking on the appropriate number at the right of the statement.

	I could not do at all	I could do with little certainty	I could do with some certainty	I could do with moderate certainty	I could do with considerable certainty	I could do with substantial certainty	I could do with absolute certainty
Serve as a primary departmental spokesperson for faculty, staff, and students as well as be an external liaison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be an effective communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and understand external demands of the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide faculty through the tenure and promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in college and university committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain current within your academic discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine what services the department should provide to the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement long-range department programs, plans, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate strong support and understanding of the mission of a land-grant university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide intellectual philosophical leadership of faculty, staff, and students for synergistic academic, research, extension, and outreach programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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6. DEPARTMENT CHAIR ROLES AND RESPONSIBILITIES PART 3 OF 4

6. The following is a list of **ROLES AND RESPONSIBILITIES** of a department chair. Please **THINK BACK** to when you were **APPOINTED** and indicate your level of **CONFIDENCE** with each of the statements by clicking on the appropriate number at the right of the statement.

	I could not do at all	I could do with little certainty	I could do with some certainty	I could do with moderate certainty	I could do with considerable certainty	I could do with substantial certainty	I could do with absolute certainty
Conduct department meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish and ensure effective operation of departmental committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare administrative reports for the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate and supervise staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare the department for accreditation and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegate some department administrative responsibilities to individuals and committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate activities with outside groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process department correspondence and request for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to inquiries and requests for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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7. DEPARTMENT CHAIR ROLES AND RESPONSIBILITIES PART 4 OF 4

7. The following is a list of ROLES AND RESPONSIBILITIES of a department chair. Please THINK BACK to when you were APPOINTED and indicate your level of CONFIDENCE with each of the statements by clicking on the appropriate number at the right of the statement.

	I could not do at all	I could do with little certainty	I could do with some certainty	I could do with moderate certainty	I could do with considerable certainty	I could do with substantial certainty	I could do with absolute certainty
Recruit and select faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assign faculty responsibilities, such as teaching, research, and committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate faculty performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate promotions and tenure recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make merit recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with unsatisfactory faculty and staff performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate termination of a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce, resolve, and prevent conflict among faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage faculty participation in department decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as a faculty mentor, counselor, coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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8. FINAL SURVEY SECTION PART 1 OF 4

8. Select One

Male

Female

Other (please specify)

9. What is your age?

10. Please indicate your race

Caucasian

Hispanic

African American

Native American

Asian

Other (please specify)

11. Please indicate the year you achieved the following:

Assistant Professor

Associate Professor

Full Professor

First Tenured

Current Chair Position

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9. FINAL SURVEY SECTION PART 2 OF 4

12. Is your current position the first department chair position that you have held on a permanent basis?

Yes
 No

13. Were you an acting or interim department chair at any institution prior to assuming your current department chair position?

Yes
 No

14. By what method were you appointed to or selected for the chair position?

Rotational appointment from within the department
 Appointment by the Dean
 Elected by the faculty
 Elected by the faculty with approval of the Dean
 Other (please specify)

15. Did you hold any of the following positions prior to accepting your current department chair position? (Check all that apply.)

Assistant or associate department chair
 Assistant or associate center director
 Assistant or associate dean
 Other (please specify)

16. After your current term as department chair, would you serve another term as department chair?

Yes, with no reservation
 Yes, with some reservation
 Probably not
 Definitely not

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10. FINAL SURVEY SECTION PART 3 OF 4

17. When did you first consider becoming a department chair?

Before or during graduate school

As an assistant professor

As an associate professor

As a professor

Other (please specify)

18. In seeking a department chair position I applied for:

Only my current position

My current position plus 1-2 other such positions

My current position plus 3-5 other such positions

More than five other department chair positions

19. With regard to department chairs in general I feel that (check all that apply):

They are well respected by faculty members

They are well respected by administration

They were better as teachers and researchers than they are as department chairs

They are generally ineffective

20. How similar are your current views on the roles and responsibilities of department chairs with your views prior to becoming a department chair?

Very similar

Somewhat similar

Slightly similar

Not similar at all

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11. FINAL SURVEY SECTION PART 4 OF 4

21. Why do you feel that other faculty members do not seek department chair positions?

22. What could be done to increase faculty interest in becoming a department chair?

23. What events or experiences were most beneficial in preparing you for a department chair position before you accepted your current position?

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LIST OF REFERENCES

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BIOGRAPHICAL SKETCH

Elio Chiarelli, Jr. was born in Finleyville, Pennsylvania, on June 1, 1981. He lived in Finleyville, Pennsylvania until the 1st grade when his family moved to McDonald, Pennsylvania where he was raised on his family's 110-acre family farm. He graduated from Fort Cherry High School in May, 1999.

Mr. Chiarelli earned his undergraduate degree from the Pennsylvania State University in agricultural education and leadership development in May, 2005. In 2001, Elio was elected as an officer for the National FFA Organization where he served as vice president. During his year of service, Chiarelli met thousands of FFA members and traveled over 100,000 miles to promote agricultural education, leadership, and the FFA.

In August, 2005, Mr. Chiarelli entered the graduate program in the Department of Agricultural Education and Communication at the University of Florida where he specialized in agricultural leadership with a minor in food and resource economics. During his time in the graduate program at the University of Florida he served as a graduate teaching assistant where he assisted in the instruction of three different agricultural courses as well as the undergraduate honors colloquium. He also assisted with multiple research and training programs within the department.