



IDEA Technical Report No. 17

**Technical Manual for the
Revised IDEA Feedback for
Administrators System**

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INTRODUCTION

This report explains the process, analyses, and findings that guided the revision of the IDEA Feedback for Administrators system. The report describes the historical background of the system, the revision of the instrument, validity evidence, and reliability and standard errors of measurement.

The IDEA Feedback for Administrators system provides feedback to academic administrators about their performance of relevant administrative responsibilities and their leadership style and interpersonal characteristics. The system is based on a model of reflective practice (see Figure 1), which is consistent with The IDEA Center's longstanding approach to professional development. Centra (1993) observed that improvement is more likely to occur when new knowledge is acquired and the individual is motivated to change. Administrators are probably more likely to improve if they receive useful feedback.

Figure 1
The IDEA Center Model of Reflective Practice



The IDEA Center makes no claim that the system results in improvement. Rather, collecting feedback merely begins the process, as indicated at the top of Figure 1. With the aid of explanations contained in the revised IDEA Feedback for Administrators Report, administrators can interpret the results of the *Administrator Information Form-Revised* (IF-R) and the *Impressions of Administrator-Revised* (IA-R) survey. As Cohen (1980) and Brinko (1991) pointed out in their reviews of research on student feedback to instructors, without consultation (i.e., reflection and discussion) improvement is unlikely. The administrator is encouraged, therefore, to discuss the results with a trusted colleague such as a supervisor or colleague. Improvements are more likely if administrators reflect and talk about the feedback. They may then design a plan to support their improvement efforts using a wide array of resources – from utilizing a mentor or coach to studying the many books and articles on the topics.

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

HISTORICAL BACKGROUND

The IDEA Feedback for Administrator System is "based on the fundamental assumption that those who are in a position to observe the administrator over a period of time will be able and willing to provide valid estimates of both performance and of style/characteristics" (Hoyt, 2004). No formal theory underlies the development of the items. Rather, Hoyt (2004) created a model that posits administrative effectiveness as being a function of (a) administrative roles, (b) personal characteristics of the administrator, and (c) extraneous factors that are beyond the control of the administrator. Through reviews of the literature and feedback from practicing administrators, he developed a comprehensive list of important administrative responsibilities. Using those same sources, Hoyt identified specific characteristics that he expected would relate to administrative effectiveness.

In terms of administrative roles, Hoyt perceived five main foci: (a) *planner*, which requires communicating a vision and having sound priorities; (b) *consultant*, which requires making wise judgments and being an effective team player; (c) *communicator*, which involves communicating effectively with and seeking the opinion of significant others; (d) *expert*, as shown in knowledge and ability to anticipate problems before they occur; and (e) *community builder*, which concerns building up the institution's image and earning the respect and trust of others.

With respect to personal characteristics, Hoyt posited six administrative styles each of which contributes to administrative effectiveness: (a) *democratic practice* (approachability, democratic practice, and openness to ideas); (b) *structuring* (organization, clarity, and predictability); (c) *vigor* (decisiveness, vigor, and activeness); (d) *interpersonal sensitivity* (caring, understanding, and warmth); (e) *integrity*, (honesty, fairness, and trustworthiness); and (f) *character*, (straightforwardness, consistency, and institution-centeredness).

The IDEA Feedback for Administrators system was first made available nationally through The IDEA Center in 1998 to provide information for formative and/or summative evaluation. The administrator completed the *Administrator Information Form* (AIF); personnel completed the *Impressions of Administrator* (IA) survey. The AIF contained 13 questions about the administrator's experience, his/her perceptions about characteristics of the unit, the general reputation of the unit, expectations administrators faced at the time of their appointment, the history of turnover in the unit, and changes that had occurred in the unit since the administrator's appointment (see Appendix A). AIF responses were used for research purposes and did not influence the results provided to the administrator.

On the *Impressions of Administrators* (IA) survey, respondents rated the administrator’s strengths and weaknesses relative to 10 administrative roles, using a scale from 1 (*Definite Weakness*) to 5 (*Definite Strength*). They then rated the administrator on 18 personal characteristics, using a seven-point semantic differential scale. Respondents also provided ratings of confidence in the administrator and their perceptions of the administrator’s job performance. Finally, they answered three open-ended questions and responded to four demographic questions about their affiliation with the institution, principle contact with the administrator, frequency of meaningful contact with the administrator, and length of service at the institution (see Appendix A).

Responses were initially collected using paper scannable forms. Beginning in 2001, surveys were administered online.

REVISION OF THE IDEA FEEDBACK FOR ADMINISTRATORS SYSTEM

The revisions to the of the IDEA Feedback for Administrator System was guided by statistical analyses performed on the 2001 to 2008 database of users, client feedback, review and consultation with an expert panel, and a focus group with users of the IDEA instruments. Each is described in the sections that follow.

Analysis of the 2001-2008 Database

From Spring 2001 to Summer 2008, 732 academic administrators from 58 institutions completed the AIF. From Spring 2002 to Summer 2008, 38,325 personnel (i.e., faculty, students, staff members, and other personnel) from those same 58 institutions were invited to evaluate their respective administrator, using the IA survey. Of those invited, 72.1% (27,632) responded. Personnel data were aggregated for each administrator, and analyses were performed on the aggregated data set unless otherwise indicated.

Demographic Information – Administrative Units and Institutions:

Participating institutions represented a wide range of states and regions of the U.S. Respondents came from 33 states, Guam, and the Marshall Islands. As indicated in Table 1, the majority (51.7%) of administrators came from the North Central region followed by those in the Middle State Association (27.7%). Size of units (i.e., number of personnel asked to respond) varied widely, from 2 to 1,735 (see Table 2), with an average of 60 personnel. The mean response rate was 71%.

Table 1
*Frequencies and Percentages of Institutions
Representing Various Accreditation Regions*

Region	<i>N</i>	%
Middle States Assoc. of Colleges & Schools	16	27.7
New England Assoc. of Schools & Colleges	5	8.6
North Central Assoc. of Colleges & Schools	30	51.7
Northwest Commission on Colleges & Univ.	1	1.7
Southern Assoc. of Colleges & Schools	5	8.6
Western Assoc. of Schools & Colleges	1	1.7
Total	58	100

Table 2

Means and Standard Deviations for Unit Size and Personnel Response Rate

Variable	Minimum	Maximum	M	SD	N ^a
Number asked to respond	2	1735	60.26	147.64	730
Response Rate	.10	.99	71.12	0.19	701

Note: M= mean; SD = standard deviation

^aFor 29 cases, number responding exceeded number asked to respond.

Table 3 presents frequencies and percentages of annual student enrollments and tuitions at the participating administrators' institutions across the 7-year period. Enrollments ranged from 200 to 47,993 students, with a mean enrollment of 9,625 ($SD = 9,576$). Tuitions ranged from \$1,404 to \$30,530 with a mean tuition of \$9,531.58 ($SD = \$7,774.25$). Participating institutions, therefore, varied substantially in their student enrollment and tuition. However, most enrollments ranged from 1,000 to 10,000 students (62.9%); tuitions were almost evenly divided between those below \$5,000 (49.1%) and those above \$5,000 (50.9%).

Table 3

Frequencies and Percentages of Participating Administrators' Institutional Enrollments and Tuitions

Number Enrolled	N	%	Tuition (\$)	N	%
≤ 999	4	3.8%	≤ \$4,999	52	49.1%
1,000–4,999	42	40.0%	\$5,000 – 9,999	12	11.3%
5,000–10,000	24	22.9%	\$10,000 – 14,999	11	10.4%
10,000 – 14,999	7	6.7%	\$15,000 – 19,999	17	16.0%
15,000 – 19,999	10	9.5%	> \$20,000	14	13.2%
> 20,000	18	17.1%			
Total	10	100.0	Total	10	100.0
	5			6	

Note: Tuition and enrollment data varied from year to year for those institutions that contributed data over multiple years. Accordingly, the enrollment and tuition values represent aggregated data over multiple institutions across multiple years. Therefore the total Ns (106/105) do not represent the total number of institutions (58) but the total number of data points (institutions by years).

Demographic Information – Administrators and their Units:

Table 4 displays frequencies and percentages of ranges in administrators' years of service at the institution, in the current position, and in the same position at any institution. Most administrators had been at their institution more than 5 years (68.2%). The majority had been in their current position 5 or fewer years (61.5%) and in that position at any institution 5 or fewer years (52.7%). Because years of service at the institution ($Mdn = 10$, $M = 12.86$, $SD = 9.94$) and in the current position ($Mdn = 5$, $M = 5.87$, $SD = 4.96$) were positively skewed, the medians of 10 and 5 years, respectively, best represent the average terms of service. Including interim leadership and themselves, the average number of individuals who had occupied the administrators' position during the past 10 years, was 2 ($M = 2.30$, $Mdn = 2.00$, $SD = 1.70$).

Table 4

Frequencies and Percentages of Ranges in Administrators' Years of Service

Number of Years	At Institution		In Current Position		This Position any Institution	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
< 1	3	0.4	10	1.4	64	8.9
1 to 5	229	31.4	437	60.1	315	43.8
6 to 10	152	20.9	179	24.6	184	25.6
11 to 15	88	12.1	52	7.2	63	8.7
16 to 20	81	11.1	34	4.6	44	6.1
21 to 25	68	9.3	14	2.0	27	3.7
26 to 30	53	7.3	0	0.0	7	1.0
> 30	55	7.5	1	0.1	16	2.2
<u>Total</u>	<u>729</u>	<u>100.0</u>	<u>727</u>	<u>100.0</u>	<u>720</u>	<u>100.0</u>
NR	3	0.4	5	0.7	12	1.6

Note: NR = Not Responding

Table 5 presents frequencies and percentages of the number of professionals and support staff (omitting students) working in the units. Most administrators (65.5%) reported that support staff numbered fewer than 10 individuals; 51.3% reported the same with respect to professional staff. Because the number of support staff ($Mdn = 5$, $M = 33.70$, $SD = 171.69$) and professionals in the unit ($Mdn = 9$, $M = 58.21$, $SD = 216.08$) were positively skewed, the medians of 5 and 9 professionals, respectively, may best represent the average number of personnel.

Table 5

Frequencies and Percentages of Numbers of Support Staff And Professionals in the Unit

Number of Staff	Support Staff		Professionals	
	<i>N</i>	%	<i>N</i>	%
< 10	449	65.5	352	51.3
10 to 19	88	12.9	102	14.9
20 to 29	42	6.1	60	8.7
30 or more	106	15.5	172	25.1
<u>Total</u>	<u>685</u>	<u>100.0</u>	<u>686</u>	<u>100.0</u>
NR	47	6.4	46	6.3

Demographic Information – Respondents:

From Spring 2002 to Summer 2008, 38,325 personnel (i.e., faculty, students, staff members, and others) were invited to complete the IA survey. Of these, 27,632 individuals responded, resulting in an overall response rate of 72.1% ($SD = 0.19$; $Med = .74$). Table 6 presents frequencies and percentages of various personnel characteristics. Excluding those who chose not to respond, the majority of respondents (55.5%) were faculty members (see Item 34). The principal type of contact personnel had with the administrator varied substantially (Item 35). Half of the respondents (50.4%) met with the administrator anywhere from daily to at least one-to-three times per month (Item 36). Most (67.2%) had

been in their current institution for more than five years (Item 37). In general, then, most respondents were experienced and met with the administrator fairly frequently.

Table 6
Frequencies and Percentages of Various Personnel Characteristics

Respondent Characteristics	<i>N</i>	<i>Percent</i>
<i>34. What is the principal way you are affiliated with this institution?</i>		
I am a faculty member.	13,151	55.5%
I am a student.	681	2.9%
I am a member of this administrator's staff.	4,534	19.1%
I have meaningful contacts with this administrator but don't report to this person.	5,323	22.5%
<u>Total</u>	<u>23,689</u>	<u>100.0%</u>
Chose not to respond	3,943	14.3%
<i>35. What is the principal type of contact you have with this administrator?</i>		
We work together on mutual responsibilities or assignments.	3,869	18.7%
My work requires his/her supervision, approval, or judgment.	5,896	28.4%
This administrator provides services I want or need.	4,945	23.9%
Our contact consists primarily of informal interaction.	6,022	29.0%
<u>Total</u>	<u>20,732</u>	<u>100.0%</u>
Chose not to respond	6,900	25.0%
<i>36. How often do you have meaningful contact with this administrator?</i>		
Once a week or more	6,301	27.1%
One to three times a month	5,396	23.3%
One to three times a term	5,669	24.5%
Less than once a term	5,831	25.1%
<u>Total</u>	<u>23,197</u>	<u>100.0%</u>
Chose not to respond	4,435	16.1%
<i>37. How long have you been at this institution?</i>		
This is my first year	1,348	5.7%
One to two years	2,109	9.0%
Three to five years	4,253	18.1%
More than 5 years	15,792	67.2%
<u>Total</u>	<u>23,502</u>	<u>100.0%</u>
Chose not to respond	4,130	14.9%

Note: Percentages based upon total *Ns* excluding missing values.

Correlations between Number of Personnel Asked to Respond, Response Rates, and Ratings of the Administrator:

Table 7 displays Pearson *r* correlation coefficients (with personnel ratings aggregated for each administrator) between the respondent ratings and two variables: number of personnel asked to fill out a form and the overall response rate for each administrator. Although the directions of the relationships varied, response rate explained approximately 2% to 14% (*rs* ranging from $|.14|$ to $|.38|$) of the variance in ratings for several items. For administrative roles (Items 1 to 10) and personal characteristics (Items 11 to 28), ratings increased as response rate increased. In addition, overall impressions of the

kind of job the administrator was doing (Item 29) correlated positively with response rate. Explanations for these observed relationships are numerous. Personnel who held favorable impressions of their administrator may have been more likely to respond to the survey. When an administrator was performing well individuals were perhaps more enthusiastic about evaluating him or her, and they responded accordingly. High response rates might also suggest that the administrator (or his/her supervisor) carefully identified individuals best able to respond to the survey, which is another indicant of an effective administrator. Alternatively, some administrators may have been less selective and invited individuals who were less likely to respond. Regardless of the explanation, the correlations in Table 7 indicate response rate is more important than the number of individuals asked to respond. However, the correlations are not high enough to warrant great concern. In addition, the high overall response rate (72.1%) within the population of personnel invited to participate lessens concern about these relationships. Nonetheless, we will return to this issue in a subsequent section of this report when we compare respondents and non-respondents to the rater perspective questions (Items 34 to 37 on the IA survey).

We also investigated whether response rate was related to the number of individuals administrators asked to respond. The correlation was moderate in strength and negative in direction, $r = -.44$. So, as the number of individuals asked to respond increased, the response rate decreased. This speaks to the issue raised in the preceding paragraph about careful selection of raters. Identifying a wide range of potential respondents without concern about their likelihood of responding could contribute to lower response rates. Because response rate affects representativeness, all administrators, but especially those in larger units, should be encouraged to increase their efforts at improving personnel response rates. In addition, care should be taken in identifying respondents who feel qualified to evaluate the administrator. Those who feel unqualified are probably less likely to respond.

Table 7

Correlations between Respondent Ratings, Number Asked to Respond, and Response Rate (personnel responses aggregated for each administrator, N = 732)

Item (Administrator level data)	<i>r</i> with Number Asked	<i>r</i> with Response Rate
1. Communicates and displays a visionary plan for the future.	-.11	.31
2. Establishes sound priorities.	-.14	.33
3. Displays knowledge/expertise required for this position.	-.18	.38
4. Makes wide decisions, judgments, and recommendations.	-.17	.36
5. Initiates actions that anticipate problems or resolves them.	-.16	.31
6. Is an effective "team" member.	-.13	.32
7. Contributes positively to this institution's image and reputation.	-.16	.38
8. Communicates relevant information to appropriate constituencies.	-.15	.31
9. Seeks opinions of others before establishing policies or procedures.	-.17	.36
10. Earns the trust and respect of those who come in contact with him/her.	-.13	.32
11. Indecisive vs. Decisive.	-.11	.21
12. Disorganized vs. Organized	-.05	.14
13. Remote vs. Approachable.	-.17	.35
14. Untruthful vs. Honest	-.15	.33
15. Unfair vs. Fair	-.16	.33
16. Autocratic vs. Democratic	-.13	.27
17. Unfeeling vs. Caring	-.17	.35
18. Manipulative vs. Straightforward	-.12	.28
19. Inconsistent vs. Consistent	-.09	.19
20. Lethargic vs. Vigorous	-.13	.31
21. Ambiguous vs. Clear	-.10	.24
22. Self-centered vs. Institution-centered	-.11	.33
23. Insensitive vs. Understanding	-.17	.35
24. Opinionated vs. Receptive to ideas	-.13	.27
25. Untrustworthy vs. Trustworthy	-.15	.33
26. Passive vs. Active	-.13	.28
27. Aloof vs. Warm	-.15	.34
28. Erratic vs. Predictable	-.09	.17
29. What kind of a job is this administrator doing?	-.16	.37
30. Confidence in administrator	-.01	.35

Note: Positively worded items (1 = positive characteristic) were reverse-coded so that higher values for every personal characteristic represented more positive evaluations of the administrators.

Administrator Perceptions of the Unit:

Administrators responded to several questions about their perceptions of the unit's characteristics and reputation. Only about 1 in 5 (22.2%) administrators perceived a negative campus reputation regarding their unit's importance/influence when they first assumed the position (see Item 4, Table 8). A slightly greater percentage (27.7%) perceived a negative reputation about the unit's effectiveness (Item 5). Most (65.9%) were expected to make major changes in the unit's activities when they took the position (Item 6). About half (51.5%) of the respondents estimated the turnover rate in the unit was about average before they assumed the current position (Item 7). From the perspectives of the administrators, then, their units had, for the most part, experienced fairly stable leadership and had enjoyed good campus reputations and average turnover; nonetheless, the administrators believed they were expected to make changes.

As indicated in Table 8 (Item 10), most administrators (88%) believed the workload in the unit had increased since their initial appointment. Three out of four (81%) reported financial support for the unit either had remained constant or increased relative to that of other units (Item 9). About half (54.1%) reported the turnover rate had remained constant since they had been in the position (Item 8).

Table 8

Frequencies and Percentages of the Administrator's Perceptions of the Unit's Characteristics

Item in AIF	N	%
<i>4. When you first assumed this position, what was the general campus reputation of your unit in terms of importance/influence:</i>		
Positive	268	38.8
Neutral	171	24.8
Negative	153	22.2
NA/new unit	59	8.5
Don't know	39	5.7
<u>Total</u>	<u>690</u>	<u>100.0</u>
Chose not to respond	42	5.7
<i>5. When you first assumed this position, what was the general campus reputation of your unit in terms of effectiveness:</i>		
Positive	201	29.1
Neutral	195	28.3
Negative	191	27.7
NA/new unit	59	8.5
Don't know	44	6.4
<u>Total</u>	<u>690</u>	<u>100.0</u>
Chose not to respond	42	5.7
<i>6. When you first assumed this position, you were expected to:</i>		
Make major changes in the unit's activities	454	65.9
Primarily maintain established services and procedures	181	26.3
Other	54	7.8
<u>Total</u>	<u>689</u>	<u>100.0</u>
Chose not to respond	43	5.9
<i>7. Before you assumed this position, turnover of personnel in the unit had been:</i>		
Higher than most units	84	12.2
About average	355	51.5
Lower than most units	118	17.1
Don't know	112	16.3
I'd prefer not to respond	20	2.9
<u>Total</u>	<u>689</u>	<u>100.0</u>
Chose not to respond	43	5.9
<i>8. Since you have been in this position, personnel turnover has:</i>		
Increased	83	12.1
Remained constant	372	54.1
Decreased	161	23.4
Don't know	56	8.1
I'd prefer not to respond	16	2.3
<u>Total</u>	<u>688</u>	<u>100.0</u>
Chose not to respond	44	6.0

Continued on next page:

Table 8: continued

9. Since you have been in the position, financial support for the unit, relative to that for other units at the institution has:		
Increased	314	45.5
Remained constant	245	35.5
Decreased	84	12.2
Don't know	38	5.5
I'd prefer not to respond	9	1.3
<u>Total</u>	<u>690</u>	<u>100.0</u>
Chose not to respond	42	5.7
10. Since you have been in this position, the workload of the unit has:		
Increased	607	88.0
Remained constant	70	10.1
Decreased	4	.6
Don't know	7	1.0
I'd prefer not to respond	2	.3
<u>Total</u>	<u>690</u>	<u>100.0</u>
Chose not to respond	42	5.7

Summary:

Typically, administrators had served an average of 5 years in their current position. Most had been at their institution more than 5 years. The median number of individuals that had occupied the administrator’s position during the previous 10 years was 2. An average of 5 support staff and other professionals served within the administrator’s unit. Most personnel who responded to the survey were, in general, experienced individuals that met with the administrator fairly frequently. For the most part, administrators believed they faced positive conditions upon initial appointment. About 1 in 5 believed their unit’s campus reputation of importance and influence was negative at the time they assumed the position; approximately 1 in 4 perceived a negative campus reputation about their unit’s effectiveness at the time of appointment. Nonetheless, most administrators believed they were expected to make major changes in the unit’s activities. The vast majority indicated the workload in the unit had increased since their initial appointment, and 3 out of 4 reported financial support for the unit had remained constant or increased relative to that of other units at their institution. About half of the administrators indicated turnover rates were about average at the time of their appointment, and about the same proportion indicated rates had remained constant.

Analysis of 2001-2008 Database: Descriptive Statistics

Personnel Ratings of the Administrator’s Performance of Administrative Roles:

The first section of the survey asked respondents to rate the administrator’s strengths and weaknesses with respect to 10 administrative roles. Respondents used the scale of 1 = *Definite Weakness*, 2 = *More a Weakness than a Strength*, 3 = *In Between*, 4 = *More a Strength than a Weakness*, 5 = *Definite Strength*, and CJ = *Cannot Judge*. Table 9 shows the percentage of administrators falling within six categories of mean ranges for each item on the 1 to 5 scale. Table 10 presents means and standard deviations for each item. Notably, 44.7% of administrators were in the highest range category (4.50-5.00) on “Displays knowledge/expertise required for this position” (Item 3), and 49.0% were in the highest range on “Contributes positively to this institution’s image/reputation” (Item 7). Substantially

fewer administrators (15.4% and 14.5%, respectively) received the highest rating on “Communicates and displays a visionary plan for the future” (Item 1) and “Initiates actions that anticipate problems or resolves them before they become major concerns” (Item 5). In general, then, personnel perceived their administrators as having appropriate knowledge and expertise and contributing positively to the institution’s reputation. They were relatively less enthusiastic about their administrators’ vision and initiative, although the overall means for these roles indicated personnel perceived them as more strengths than weaknesses (see Table 10).

Table 9
Percentage of Administrators Falling Within Mean Category Ratings of 10 Administrative Roles (N = 732)

Administrative Roles	Ranges of Mean Ratings and Percentage of Administrators Falling Within Each Category						
	1.00- 1.99	2.00- 2.49	2.50- 2.99	3.00- 3.49	3.50- 3.99	4.00- 4.49	4.50- 5.00
1. Communicates and displays a visionary plan for the future.	0.3	0.9	4.7	14.2	25.8	38.7	15.4
2. Establishes sound priorities.	0.4	0.8	3.0	14.1	24.5	38.8	18.4
3. Displays knowledge/expertise required for this position.	0.3	0.2	1.0	5.6	15.6	32.6	44.7
4. Makes wise decisions, judgments, and recommendations.	0.4	1.0	2.6	13.6	22.3	38.5	21.6
5. Initiates actions that anticipate problems or resolves them.	0.4	1.5	5.6	15.3	27.5	35.2	14.5
6. Is an effective "team" member.	0.3	1.6	3.8	11.4	21.2	30.4	31.3
7. Contributes positively to this institution’s image and reputation.	0.0	0.4	1.4	5.4	14.4	29.4	49.0
8. Communicates relevant information to appropriate constituencies.	0.4	0.4	2.6	13.0	23.8	35.8	24.0
9. Seeks opinions of others before establishing policies or procedures.	0.5	2.0	6.0	15.7	25.0	29.5	21.3
10. Earns the trust and respect of those who come in contact with him/her.	0.3	1.5	4.1	12.7	19.8	31.4	30.2

Note: Number in cells represents % of administrators to receive a mean rating within the specified response range. Total N Administrators = 732. Total N Respondents = 27,632. Personnel responded to all items on a 1 (Definite Weakness)-to-5 (Definite Strength) scale.

Table 10

Means and Standard Deviations for A-Priori Administrative Role Subscales and Items (N = 732)

Administrative Scales and Items	Mean	SD
Planner	3.96	0.53
1. Communicates and displays a visionary plan for the future.	3.94	0.56
2. Establishes sound priorities.	3.99	0.54
Consultant	4.06	0.58
4. Makes wise decisions, judgments, and recommendations.	4.03	0.56
6. Is an effective "team" member.	4.09	0.63
Communicator	3.98	0.59
8. Communicates relevant information to appropriate constituencies.	4.05	0.56
9. Seeks opinions of others before establishing policies or procedures that affect them.	3.91	0.65
Expert	4.10	0.52
3. Displays knowledge/expertise required for this position.	4.31	0.51
5. Initiates actions that anticipate problems or resolves them before they become major concerns.	3.89	0.58
Community Builder	4.21	0.56
7. Contributes positively to this institution's image and reputation.	4.35	0.51
10. Earns the trust and respect of those who come in contact with him/her.	4.08	0.63
Total 10-Item Scale	4.06	0.58

Note: Means and SDs were computed by calculating an average response per item after aggregating respondent data for each administrator. Personnel responded to all items on a 1 (Definite Weakness) to 5 (Definite Strength) scale.

Ratings of the Administrator's Personal Characteristics:

Respondents rated their administrator on 18 personal characteristics (Items 11 to 28), using a 7-point semantic differential scale. Because the direction of the scale varied (for half the items a "1" was associated with a positive characteristic; for the other half a "1" was associated with a negative characteristic), items were re-coded prior to analyses so that higher values for every personal characteristic represented more positive evaluations of the administrator. Means and standard deviations for each personal characteristic, organized by a-priori administrative style subscales, can be found in Table 11. Personnel gave administrators the highest rating on the Integrity subscale and the lowest on Democratic Practice, although differences among subscales were not large.

Table 11

Means and Standard Deviations for A-Priori Administrative Style Subscales and Items (N = 732)

Administrative Style Scales and Items	Mean	SD
Democratic Practice	5.30	0.90
13. Remote vs. Approachable	5.42	0.86
16. Autocratic vs. Democratic	5.04	0.99
24. Opinionated vs. Receptive to ideas	5.45	0.85
Structuring	5.54	0.72
12. Disorganized vs. Organized	5.63	0.74
21. Ambiguous vs. Clear	5.43	0.75
28. Erratic vs. Predictable	5.54	0.68
Vigor	5.70	0.67
11. Indecisive vs. Decisive	5.62	0.65
20. Lethargic vs. Vigorous	5.78	0.66
26. Passive vs. Active	5.70	0.70
Interpersonal Sensitivity	5.62	0.78
17. Unfeeling vs. Caring	5.70	0.73
23. Insensitive vs. Understanding	5.73	0.74
27. Aloof vs. Warm	5.44	0.86
Integrity	5.87	0.73
14. Untruthful vs. Honest	5.92	0.69
15. Unfair vs. Fair	5.75	0.77
25. Untrustworthy vs. Trustworthy	5.94	0.75
Character	5.67	0.77
18. Manipulative vs. Straightforward	5.64	0.81
19. Inconsistent vs. Consistent	5.56	0.73
22. Self-centered vs. Institution-centered	5.81	0.77
Total 18-Item Scale	5.62	0.77

Note: Means and SDs were computed by calculating an average response per item after aggregating respondent data for each administrator. SD = Standard deviation. Personnel responded to all items on a 1 to 7 semantic differential scale.

Summary Judgments of the Administrator:

Respondents answered two questions designed to assess their summary judgments of the administrator's effectiveness. The Pearson r correlation between the two items was $r = .92$. Item 29 asked, "What kind of a job is this administrator doing?" Response options were: 1 = *Poor*, 2 = *Mediocre*, 3 = *Good*, 4 = *Excellent*, 5 = *Superb* and CJ = *Can't Judge* (designated as system missing). Overall, administrators were viewed as doing a "close-to-excellent" job ($M = 3.72$, $SD = 0.59$, $N = 732$, see Table 12).

Item 30 asked, "Does this administrator have your confidence?" It offered five options: 1 = *Definitely not*, 2 = *No, but I have reservations about this*, 3 = *Yes, but I have reservations about this*, 4 = *Definitely yes*, and 5 = *I have formed no stable opinion*. For all analyses, the value of 5 was set to system missing. Overall, respondents had confidence in their administrators ($M = 3.50$, $SD = 0.43$, $N = 732$). Percentages of personnel who responded in each category are presented in Table 13.

Table 12

Percentages of Administrators Falling Within Ranges of Category Ratings on Item 29 (N = 732)

Rating of Overall Impression	Ranges of Mean Ratings and Percent of Administrators Falling Within Each Category								Mean	SD
	1.0-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-3.99	4.00-4.49	4.50-5.00		
29. What kind of job is this administrator doing?	0.1	0.6	1.8	9.2	21.8	29.9	28.4	8.2	3.72	0.59

Note: Means and SDs were computed by calculating an average response per item after aggregating respondent data for each administrator. Number in cells represents % of administrators to receive a mean rating within the specified response category range. Total *N* Administrators = 732. Total *N* Respondents = 27,632. Personnel responded using the scale of 1 = Poor, 2 = Mediocre, 3 = Good, 4 = Excellent, 5 = Superb.

Table 13

Percentages of Administrators Falling Within Ranges of Category Ratings on Item 30 (N = 732)

Rating of Overall Impression	Ranges of Mean Ratings and Percent of Administrators Falling Within Each Category						Mean	SD
	1.0-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00		
30. Does this administrator have your confidence?	0.3	0.4	2.0	9.3	26.3	52.4	3.50	0.43

Note: Means and SDs were computed by calculating an average response per item after aggregating respondent data for each administrator. Number in cells represents % of administrators to receive a mean rating within the specified response category range. Total *N* Administrators = 732. Total *N* Respondents = 27,632. Personnel responded using the scale of 1 = Definitely not, 2 = No, but I have reservations about this, 3 = Yes, but I have reservations about this, 4 = Definitely yes.

Summary:

Personnel rated their administrators highest on displaying knowledge/expertise, making positive contributions to the institution's image/reputation, and integrity. Administrators received relatively lower ratings on communicating a vision, resolving problems before they become major concerns, and democratic practice. Overall, personnel expressed confidence in their administrators and thought they were doing a "close-to-excellent" job.

User and Expert Review**Input from Focus Group:**

The IDEA Center staff conducted a focus group during the 2008 Academic Chairperson's Conference held in Orlando, Florida. Six individuals participated (4 women and 2 men); three had participated as administrators and three as raters. The following protocol was used for the focus group.

Introduction (5-10 minutes)

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

The Survey

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

The Administrator Information Form

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

The Use of Norms

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

Audience

- This instrument allows for a broad audience to participate (e.g., students, faculty staff, and colleagues). Should a revision include other audiences for which subgroup information might be useful (see Section V. Rater Perspective)?

The Report

- How might the report be better designed to provide a more coherent summary and recommendations for improvement?

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

Additional Resources

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

Appendix C contains common themes that emerged from the sessions. The following focus group recommendations were incorporated into the revised feedback system and are further detailed in the **Item Development** and **Process Modification** sections that follow.

1. Give administrators the option of adding additional questions.
2. Provide the option of including "position specific" questions or the ability to select from a set of pre-defined questions.
3. Of the personal characteristics, "Trustworthy" is most important. Evaluate the other personal characteristics to identify which ones are most important.
4. Examine and perhaps revise IA Items 29 and 30 and their anchors.
5. Reword IA Item 31 as "What are this administrator's strengths?"
6. Reword IA Item 32.
7. Evaluate the usefulness of all rater perspective questions.
8. Evaluate the usefulness of AIF Items 3, 4, and 7 through 10.

Input from Expert Panel:

A panel of experts¹ was invited to review The IDEA Feedback for Administrators System and provide input. The panel was comprised of members of The IDEA Center Board of Directors who are current or former higher education administrators. Some of them have written highly regarded books on faculty development/evaluation and higher education administration. In some cases, we requested and received independent feedback from individuals; at other times, meetings were held at a professional conference to collect additional input. The process of seeking input from these sources went through several stages, with revisions to items done at each step and described in the next section, Item Development.

¹ The panel of experts was comprised of IDEA Board members who had expertise in the field of higher education administration. Many had written books and articles, and all had served in an administrative capacity in a college or university.

Item Development

The initial development of the items came from the *Evaluation of Administrative Style and Effectiveness* (EASE, see Appendix D) instrument created by Donald Hoyt for evaluating administrators at Kansas State University in the early 1990s. The survey instrument included questions about the rater's characteristics, attributes of the administrator, administrative roles, overall impressions of the administrator, and questions for open-ended comments. It included 26 structured questions and 4 "free-response" questions. As indicated in the *Interpretive Guide to Ratings of Administrative Effectiveness* (Appendix D), the EASE was not intended to be comprehensive:

The questions are not equally relevant to all administrative positions. Furthermore, some positions may require activities or attributes which were omitted from this survey (e.g., Is the individual's work done accurately? Is the individual creative? Can the individual be trusted?) It is not possible to cover every important feature of every administrative position; and the key requirements or attributes may vary from year to year and with different circumstances (p. 4).

Similarly, the IA and IA-R are not comprehensive to all administrative positions, which is why the user has the option to include additional position-specific questions. To obtain a more comprehensive assessment of an administrator's effectiveness one would need to conduct a "broader, more diverse inquiry" that would include, among other evidence, interviews with key constituents and staff members (*Interpretive Guide to Ratings of Administrative Effectiveness*, p. 5). Nonetheless, the IA-R is designed to collect useful feedback about impressions of the administrator's effectiveness, interpersonal characteristics, and leadership style.

The following sections describe the specific survey changes from the original EASE, to the Impressions of Administrator survey (IA) offered nationally since 1998, to the final revised Impression of Administrator survey (IA-R), made available beginning in 2013. The decisions to delete, modify, or retain an item was based on the processes described above (analysis of the 20011-2008 data, input from client focus group, input from expert panel, review of relevant literature,² input from IDEA staff members).

The Administrator's Roles:

The IA-R asks personnel to rate the administrator on 10 roles associated with administrative effectiveness. The wording of the items underwent several transformations. In developing the 10 items for the IA, Hoyt initially proposed the following five general roles for administrators:

1. *Planner*. The administrator must communicate a vision and set priorities for the unit.
2. *Consultant*. Effective administrators are "team" players who make wise decisions and offer helpful recommendations.
3. *Communicator*. Successful administrators seek the input of those who will be affected by policies and procedures; they communicate relevant information to appropriate constituencies.
4. *Expert*. Administrators should be knowledgeable; they should anticipate potential problems
5. *Community builder*. Effective administrators contribute positively to the institution's image and earn the trust and respect of others.

Each of the 10 administrative roles on the IA was associated with one of these general categories. The results of principal components analysis (described in a later section of this report)

² For example: Bogue, 1994; Kouzes & Posner, 2000; McDade, 1988; Seldin, 1988; Seldin & Higgerson, 2002; Wilcox & Ebbs, 1992

indicated, however, that a single dimension underlies all 10 items. Therefore, the five general categories were not retained in the revised Administrator Report.

As shown in Table 14, of 10 administrative roles on the IA-R, seven are modified versions of the original EASE items. Table 14 shows the progression in modifications of wording of items retained in the IA-R.

Table 14
Progression of Wording of Administrative roles Retained in the IA-R

EASE Wording	IA Wording	IA-R Wording
Communicates and displays a visionary and futuristic plan	1. Communicates and displays a visionary plan for the future.	1. Communicating a visionary plan for the future
Has developed sound priorities	2. Establishes sound priorities.	2. Establishing sound priorities
Displays knowledge/expertise related to work assignments	3. Displays knowledge/expertise required of this position.	3. Displaying knowledge/expertise required of this position
Makes wise decisions	4. Makes wise decisions, judgments, and recommendations.	4. Making wise decisions, judgments, and recommendations
Initiates actions which resolve problems in a timely manner	5. Initiates actions that anticipate problems or resolves them before they become major concerns.	5. Initiating actions that anticipate problems or resolving them before they become major concerns.
	6. Is an effective "team" member.	6. Being an effective "team" member
Contributes positively to the institution's image and reputation	7. Contributes positively to the institution's image and reputation.	7. Contributing positively to the institution's image
	8. Communicates relevant information to appropriate constituencies.	8. Communicating relevant information to appropriate constituencies
Seeks opinions of others before suggesting policies or procedures which affect them	9. Seeks opinions of others before establishing policies or procedures that affect them.	9. Seeking opinions of others before establishing policies or procedures that affect them
	10. Earns the trust and respect of others that come into contact with him/her.	10. Earning the trust and respect of others

The Administrator's Leadership Style and Personal Characteristics:

The IA-R contains 15 semantic-differential items designed to assess leadership style and interpersonal characteristics. Six of the items are reworded descendants of items contained on the EASE, seven are modified or taken directly from the IA, and two are new.

Based on the literature cited in the previous section and feedback from faculty and administrators, Hoyt initially proposed several dimensions of administrative style and personal characteristics relevant to effective administration. He hypothesized that each was made up of three distinct characteristics, as described in Table 15. The initial IDEA Feedback for Administrators Report advised that while high ratings were generally preferred on administrative style and interpersonal characteristics, effective administrators could develop unique styles that departed from this expectation. The same recommendation applies to the 15 items that remain on the IA-R.

Table 15

Administrative Style and Personal Characteristics Dimensions^a

Administrative Style	Democratic Practice	<ul style="list-style-type: none"> • Approachability, • Democratic practice • Receptiveness to ideas
	Structuring	<ul style="list-style-type: none"> • Organization • Clarity • Predictability
	Vigor	<ul style="list-style-type: none"> • Decisiveness • Vigor • Aggressiveness
Personal Characteristics	Interpersonal Sensitivity	<ul style="list-style-type: none"> • Caring • Understanding • Warmth
	Integrity	<ul style="list-style-type: none"> • Honesty • Fairness • Trustworthiness
	Character	<ul style="list-style-type: none"> • Straightforwardness • Consistency • Institution-centered

^a Used in 1998 version.

Of the 18 items developed for the IA to assess administrator personal characteristics, 13 remain in the IA-R (see Table 15). Two new characteristics were added based on research demonstrating their validity and reliability found in the IDEA Feedback for Chairs System: *flexibility* and *practical judgment*. Faculty who rated their department chairs high on these two characteristics also gave high marks for establishing trust. Ratings of the chair’s flexibility and practical judgment were also highly correlated with ratings of the chair’s overall performance. The traits of flexibility and practical judgment also showed high inter-rater agreement and strong stability across ratings of the same chairs on more than one occasion (see Benton, Gross, Pallett, Song, and Webster, 2010).

The results of principal components analysis, detailed in a later section of this report, confirmed the existence of two underlying dimensions among the 13 items retained on the IA-R, which we called Leadership Style (LS) and Personal Characteristics (PC). Items associated with these two dimensions are indicated by their acronyms in Table 16 under “IA-R Wording.”

Table 16

Progression of Wording of Leadership Style and Personal Characteristics Items in the IA-R

EASE Wording	IA Wording	IA-R Wording
	11. Decisive vs. Indecisive	11. Indecisive vs. Decisive (LS)
Organized vs. Disorganized	12. Organized vs. Disorganized	12. Disorganized vs. Organized (LS)
	13. Remote vs. Approachable	13. Remote vs. Approachable (PC)
	15. Unfair vs. Fair	14. Unfair vs. Fair (PC)
Democratic vs. Autocratic	16. Autocratic vs. Democratic	15. Autocratic vs. Democratic (PC)
	18. Manipulative vs. Straightforward	16. Manipulative vs. Straightforward (PC)
	19. Inconsistent vs. Consistent	17. Inconsistent vs. Consistent (LS)
Structured vs. Ambiguous	21. Ambiguous vs. Clear	18. Ambiguous vs. Clear (LS)
Dedicated to institution vs. Dedicated to self	22. Self-centered vs. Institution-centered	19. Self-centered vs. Institution-centered (PC)
Sensitive to others vs. Insensitive to others	23. Understanding vs. Insensitive	20. Insensitive vs. Understanding (PC)
Open to ideas vs. Close minded	24. Receptive to ideas vs. Opinionated	21. Opinionated vs. Receptive to ideas (IC)
	25. Trustworthy vs. Untrustworthy	22. Untrustworthy vs. Trustworthy (PC)
		23. Unimaginative vs. Innovative (LS)
		24. Rigid vs. Flexible (LS – hypothesized)
		25. Impractical vs. Practical (LS – hypothesized)
	26. Passive vs. Active	
	14. Honest vs. Untruthful	
	17. Caring vs. Unfeeling	
Energetic vs. Lethargic	20. Lethargic vs. Vigorous	
	27. Aloof vs. Warm	
	28. Predictable vs. Erratic	

Leadership Style (LS) and Personal Characteristics (PC)

Overall Impressions of the Administrator:

Another change in the IA-R addressed the wording of two summary judgment items. On the IA, respondents rated the question “What kind of job is this administrator doing,” using the five-point scale of *Poor* (1), *Mediocre* (2), *Good* (3), *Excellent* (4), and *Superb* (5). Panel experts expressed two chief concerns about this item. First, in many upper-level administrative positions (e.g., president, chief academic officer), members of governing boards do not necessarily seek a “thumbs-up-thumbs-down” recommendation. Second, the scale made it possible for an administrator to fall in the middle of the distribution yet still earn a rating of “Good.” Consequently, for the IA-R, the item was reworded to “Overall, this administrator has provided excellent leadership.” The scale was replaced with *Strongly Disagree* (1) to *Strongly Agree* (5) (see Table 17).

The second IA summary judgment item asked, “Does this administrator have your confidence”? Personnel could respond with *Definitely not* (1); *No, but I have reservations about this* (2); *Yes, but I have reservations about this*; and *Definitely yes* (4). Again, panel experts expressed concern that this item would not be appropriate for evaluating administrators in upper-level positions; the panel also believed

the scale was restricted in range. Accordingly, for the IA-R, the item was changed to read “I have confidence in the administrator’s ability to provide future leadership in this position.” Again, the scale was changed to *Strongly Disagree* (1) to *Strongly Agree* (5). Table 17 shows the progression in wording of these items from the EASE to their current form.

Table 17
Progression in Wording of Overall Impression Items

EASE Wording	IA Wording	IA-R Wording
Overall, how effective do you think this administrator is? <ul style="list-style-type: none"> • Exceptional • Very good • Good • Satisfactory • Needs improvement 	29. What kind of job is this administrator doing? <ul style="list-style-type: none"> • Poor • Mediocre • Good • Excellent • Superb • Can’t judge 	27. Overall this administrator has provided excellent leadership. <ul style="list-style-type: none"> • Strongly Disagree • Disagree • In Between • Agree • Strongly Agree
Does this administrator have your confidence? <ul style="list-style-type: none"> • Always • Usually • Half the time • Less than half the time 	30. Does this administrator have your confidence? <ul style="list-style-type: none"> • Definitely not • No, but I have reservations about this. • Yes, but I have reservations about this. • Definitely yes • I have formed no stable opinion 	26. I have confidence in the administrator’s ability to provide future leadership to the unit. <ul style="list-style-type: none"> • Strongly Disagree • Disagree • In Between • Agree • Strongly Agree

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

Open-ended Comments:

The IA contained three prompts intended to obtain written comments about the administrator and the unit. In discussions with panel experts, minor modifications were made in the wordings of these items. The progression of changes in the items appears in Table 18.

Table 18
Progression of Wording in Open-ended Comments

EASE Wording	IA Wording	IA-R Wording
What are this administrator’s main strengths?	31. What are this administrator’s main assets?	28. What are this administrator’s main strengths?
What reservations do you have about this person as an administrator?	32. What reservations do you have about this person as an administrator?	29. Do you have any reservations about this person’s ability to continue to serve in his or her current position?
What changes (in priorities, style, organization, policy) do you feel would improve this administrator’s effectiveness?	33. What changes (in priorities, style, organization, policy) do you feel would do most to improve this administrator’s effectiveness?	30. What changes (in priorities, style, organization, policy) do you feel would do most to improve this administrator’s effectiveness?

Administrator Information Form:

Initially, the items on the Administrator Information Form (AIF) were used for research purposes (see Appendix A). The AIF-R was expanded to include an option self-reflection where administrators provide ratings on the same items included in the IA-R (described in previous sections; see Appendix B). The resulting report provides a gap-analysis, showing where the administrator has a similar or a different self-perception than the raters (see Appendix E for a sample report). Table 19 shows the progress of wording for the items originally included in the AIF.

Table 19

Progression of Wording on Research Items included on the Administrator Information Form

AIF Wording	AIF-R Wording
General Information	
1. Number of years at institution	29. Including this year, number of years at this institution
2. Number of years in this position at this institution	30. Including this year, number of years in this position at this institution
3. Number of years in this position at any institution	31. Including this year, number of years in this position at any <i>other</i> institution
Administrator Position	
4. When you first assumed this position, what was the general campus reputation of your unit in terms of importance/influence ? <ul style="list-style-type: none"> • positive • neutral • negative • NA/new unit • don't know 	26. When you first assumed this position, what was the general campus reputation of your unit in terms of importance/influence? <ul style="list-style-type: none"> <input type="radio"/> positive <input type="radio"/> neutral <input type="radio"/> negative <input type="radio"/> not applicable/new unit <input type="radio"/> don't know
5. When you first assumed this position, what was the general campus reputation of your unit in terms of effectiveness ? <ul style="list-style-type: none"> • positive • neutral • negative • NA/new unit • don't know 	27. When you first assumed this position, what was the general campus reputation of your unit in terms of organizational effectiveness? <ul style="list-style-type: none"> <input type="radio"/> positive <input type="radio"/> neutral <input type="radio"/> negative <input type="radio"/> not applicable/new unit <input type="radio"/> don't know
6. When you first assumed this position, you were expected to: <ul style="list-style-type: none"> • make major changes in the unit's activities and/or the way they were conducted • primarily maintain established services and procedures • other 	28. When you first assumed this position, you were expected to: <ul style="list-style-type: none"> <input type="radio"/> make major changes in the unit's activities and/or the way they were conducted <input type="radio"/> primarily maintain established services and procedures <input type="radio"/> other
7. Before you assumed this position, turnover of personnel in the unit had been: <ul style="list-style-type: none"> • higher than most units • about average • lower than most units • don't know • I'd prefer not to respond 	

Table 18 continued on next page

Table 19 continued

<p>8. Since you have been in this position, personnel turnover has:</p> <ul style="list-style-type: none"> • increased • remained constant • decreased • don't know • I'd prefer not to respond 	
<p>9. Since you have been in this position, financial support for the unit, relative to that for other units at the institution, has:</p> <ul style="list-style-type: none"> • increased • remained constant • decreased • don't know • I'd prefer not to respond 	
<p>10. Since you have been in this position, the workload of the unit has:</p> <ul style="list-style-type: none"> • increased • remained constant • decreased • don't know • I'd prefer not to respond 	
<p>11. Including interim leadership, approximately how many individuals, including yourself, have occupied your position during the past ten years?</p>	<p>32. Including interim leadership, approximately how many individuals, including yourself, have occupied your position during the past 10 years?</p>
<p>12. Number of people in this unit (omitting students) classified as professionals?</p>	<p>33. Number of people in this unit (omitting students) who report directly or indirectly to you?</p>
<p>13. Number of people in this unit (omitting students) classified as support staff?</p>	<p>34. Of those, how many people report directly to you?</p>

Items 7-10 were not retained on the AIF-R.

Summary:

The wording of IA items underwent several transformations based on data analysis, feedback from clients, input from an expert panel, and review of relevant literature. Most of the items in the IA-R are tied to previous versions of administrator survey instruments used across the last two decades. Of the current 10 administrative roles, 7 came from similarly worded items on the EASE used at Kansas State University. Three new roles were added for the IA, which were then modified for the IA-R. Of the 5 items that make up the Leadership Style scale, two were modified from the EASE and three were carried over from the IA, using slightly different wording. Three items on the EASE were retained for the 8-item Personal Characteristics scale, and five were modified from the IA. Two new characteristics were added to the IA-R: flexibility (Leadership Style subscale) and practical judgment (Personal Characteristics subscale). Slight modifications were made in the wordings of and scales associated with two summary judgment items. Likewise, two out of three open-ended comment items underwent minor changes.

Responses made by the administrator on the AIF were used for research purposes (see Appendix A). The AIF-R retains modified versions of nine items and includes an optional self-reflection where the administrator rates him or herself on the same items included in the IA-R, with the exception of the overall impression items.

Process Modification

Optional Gap Analysis:

A key feature of the revised system is the provision of a gap analysis made possible by the administrator and personnel responding to the same survey items. Administrators rate themselves on the AIF-R regarding 10 administrative roles and 15 personal characteristics. Administrators can also add up to 20 questions to customize the instrument for specific roles.

Personnel rate their administrator on the same 10 roles and 15 characteristics, using the IA-R, thereby enabling a gap analysis (both forms appear in Appendix B). Personnel also rate their confidence in the administrator’s ability to provide future leadership to the unit, and they offer their judgment of her/his past leadership. Finally, they respond in writing to three open-ended questions and indicate how they are affiliated with the institution (e.g., faculty member, student, etc.).

Optional Sub-group Analysis:

The IA form included a number of rater perspective items that allowed for results to be provided for atypical subgroups. However, after an analysis of that data and feedback from clients and experts, it was determined that those items were not always wanted as some clients felt they may make respondents question the confidentiality of their responses and could impact response rates. It was therefore decided to add one optional rater perspective item that would allow for subgroup results to be presented if at least 5 respondents belonged to a subgroup and no subgroup had only one respondent. Furthermore, the client can select from two to four response options to include. Table 20 shows the item and possible response options.

Table 20

Optional Rater Perspective Item and Response Options

Item:	Client selects at least 2 and as many as 4 of the following options:
What is the principal way that you are affiliated with this institution?	<ul style="list-style-type: none"> • Faculty member OR <li style="padding-left: 20px;">o Adjunct faculty <li style="padding-left: 20px;">o Regular faculty • Student • Administrator's staff • Professional colleague/associate • Department head/chair • Dean • Governing board member • Community member • Alumnus/alumna • Department head/chair • Dean • Other <p>• I choose to omit my response to this question. (always included as an option)</p>

Report Emphasis:

The Administrator Report begins with a snapshot of the administrator's overall effectiveness based on personnel perceptions of the administrator's past leadership and his/her ability to provide leadership in the future. A summary of areas of strengths is then provided. Specific feedback is then given about the administrator's performance of administrative roles, leadership style, and personal characteristics. If self-ratings were used, a gap analysis of the administrator's ratings to the respondent's ratings is included. Sub-group results are also provided in a graphical display (if used). Based on this information, the report identifies the administrator's strengths and indicates areas for improvement, offering insights into how best to improve. The report concludes with detailed item statistics. Summarized feedback for additional questions and verbatim versions of personnel written responses to open-ended questions are provided in a separate report.

Focus group participants and experts in the field provided a consistent message that it was more useful for administrators to consider perceptions of their staff than in how ratings compare to other administrators in different types of positions and institutions. Therefore, the IDEA Feedback for Administrators Report contains no normative information. However, once a sufficient number of administrators have participated in the revised system, normative information could be available for those interested in such interpretations.

VALIDITY

Validity refers to evidence that supports the proper use and interpretation of scores obtained from an assessment. The validity of any measure depends on how it is used in decision-making. The IDEA Feedback for Administrators instruments are primarily intended for formative and developmental purposes. The system is intended to measure (a) personnel perceptions of the administrator's effectiveness and (b) the congruence between the administrator's self-ratings and personnel ratings of his/her performance (i.e., gap analysis). The Administrator Report provides feedback about this information along with guidelines for interpreting that feedback and insights for improving administrative performance. If institutions choose to use the Administrator Report for summative purposes, the IDEA Center strongly recommends that additional indicators of effectiveness the institution deems appropriate also be considered.

Evidence of Content Validity

Content validity primarily refers to the wording and format of items in a survey. Evidence of content validity can also come from the judgments of experts (American Educational Research Association [AERA] et al., 1999). Two sources of expertise were considered in revising the AIF and personnel survey: administrators who participated in a focus group and expert panel members. Their input was used to identify items that were useful and appropriate for this instrument and to recommend changes in items, process, and reporting. Evidence for the content validity of items contained on the AIF-R and IA-R can be found in descriptions of how the questions were developed.

Validity Evidence Based on Internal Structure

Evidence for the validity of an instrument can also come from its internal structure or observed relationships among items. One aspect of item-interrelationships concerns whether the underlying structure is comprised of a single dimension or is multi-dimensional. An assumption of the IDEA system is that the administrative unit's personnel are good judges of the administrator's performance. With this assumption in mind, we pursued the following investigations of the IDEA Administrator Feedback system's internal structure. The following sections first summarize the analyses focusing on the 10 Administrative Roles and then discuss the research focused on the 18 and Personal Characteristics items.

Administrative Roles:

To examine the internal structure of the Administrative Roles, correlations among the 10 roles were examined, a principal components analysis was conducted, and correlations with the two summary measures was examined

Table 21 presents Pearson r correlations among personnel ratings of the administrative roles. All correlations were positive and strong (all r s > .72). The consistent pattern of high correlations suggests the items were measuring some common underlying dimension. (This possibility is further examined in a principal components analysis presented next). The following pairs of items had especially high correlations:

- 2. Establishes sound priorities and 4. Makes wise decisions, judgments, and recommendations, $r = .92$
- 3. Displays knowledge/expertise required for this position and 4. Makes wise decisions, judgments, and recommendations, $r = .88$
- 6. Is an effective 'team' member and 7. Contributes positively to this institution's image and reputation, $r = .88$
- 9. Seeks opinions of others before establishing policies or procedures and 10. Earns the trust and respect of those who come in contact with him/her, $r = .89$
- 7. Contributes positively to this institution's image and reputation and 10. Earns the trust and respect of those who come in contact with him/her, $r = .91$

Table 21

Pearson Product-Moment Correlations for Personnel Ratings of Administrative Roles (N =732)

Responsibility	1	2	3	4	5	6	7	8	9
1. Communicates and displays a visionary plan for the future.	1								
2. Establishes sound priorities.	.86	1							
3. Displays knowledge/expertise required for this position.	.79	.86	1						
4. Makes wise decisions, judgments, and recommendations.	.80	.92	.88	1					
5. Initiates actions that anticipate problems or resolves them.	.82	.91	.85	.92	1				
6. Is an effective "team" member.	.79	.87	.80	.91	.86	1			
7. Contributes positively to this institution's image and reputation.	.80	.84	.84	.88	.83	.88	1		
8. Communicates relevant information to appropriate constituencies.	.81	.86	.81	.88	.88	.87	.81	1	
9. Seeks opinions of others before establishing policies or procedures.	.73	.81	.75	.87	.82	.89	.80	.88	1
10. Earns the trust and respect of those who come in contact with him/her.	.79	.87	.82	.93	.87	.94	.91	.87	.89

A principal components analysis of the Administrator Roles was also conducted. The purpose of the following analyses was to identify the underlying factor structure of the personnel ratings of administrative roles. Prior to conducting the analyses the aggregated data file was split, assigning 50% of the cases to a derivation sample and 50% to a replication sample. Principal components analysis (PCA), with pairwise deletion, was performed on the derivation sample. This analysis yielded one clear factor (eigenvalue = 8.72), which explained 87.2% of the variance. The aggregated personnel ratings for each of the 10 roles had a component matrix coefficient of at least .88 and contributed substantially to the scale, which we named Administrative roles. The mean of the 10-item composite scale was 4.06 ($SD = .58$) on the five-point scale. The single factor was confirmed in the replication sample. These results provide construct validity evidence for a single dimension. Table 22 presents component matrix coefficients for personnel ratings of the entire sample of 732 administrators.

Table 22

Component Matrix Coefficients for Personnel Performance Ratings of Administrative Roles (N = 732)

Administrative Roles	Component Matrix Coefficients
4. Makes wise decisions, judgments, and recommendations.	.97
10. Earns the trust and respect of those who come in contact with him/her.	.96
6. Is an effective "team" member.	.95
2. Establishes sound priorities.	.95
5. Initiates actions that anticipate problems or resolves them.	.94
8. Communicates relevant information to appropriate constituencies.	.93
7. Contributes positively to this institution's image and reputation.	.92
9. Seeks opinions of others before establishing policies or procedures.	.91
3. Displays knowledge/expertise required for this position.	.90
1. Communicates and displays a visionary plan for the future.	.88

Note: Extracted using principal components.

Correlations between personnel ratings of Administrative Roles and Summary Judgments were also examined. It was hypothesized that personnel ratings of the administrator's performance of administrative roles would be positively correlated with overall summary judgments. The coefficients presented in Table 23 confirm this. Personnel ratings of all 10 administrative roles showed high positive correlations with overall impressions of the administrator. The composite score on the 10-item Administrator Role scale was also highly correlated with Item 29 ($r = .96$) and Item 30 ($r = .94$)

Table 23

Pearson Product-Moment Correlations between Personnel Ratings of Administrative Roles and their Summary Judgments of the Administrator (N = 732)

Responsibility	Item 29 "Good Job"	Item 30 "Confidence"
1. Communicates and displays a visionary plan for the future.	.86	.79
2. Establishes sound priorities.	.92	.88
3. Displays knowledge/expertise required for this position.	.87	.86
4. Makes wise decisions, judgments, and recommendations.	.93	.92
5. Initiates actions that anticipate problems or resolves them.	.91	.88
6. Is an effective "team" member.	.90	.91
7. Contributes positively to this institution's image and reputation.	.88	.88
8. Communicates relevant information to appropriate constituencies.	.88	.87
9. Seeks opinions of others before establishing policies or procedures.	.85	.86
10. Earns the trust and respect of those who come in contact with him/her.	.91	.92

Note: Higher values for Items 29 and 30 reflect more positive evaluations.

Personal Characteristics:

To examine the internal structure of the Personal Characteristics, correlations among the 18 items were examined, a principal components analysis was conducted, and correlations with the two summary measures was examined

Table 24 presents Pearson r correlations among ratings of the administrator's personal characteristics. Because the direction of the scale varied, the positively worded items (1 = positive characteristic) were re-coded so that higher values for every personal characteristic represented more positive evaluations of the administrator. High correlations between items assessing similar constructs (e.g., Remote vs. Approachable, Unfair vs. Fair, Autocratic vs. Democratic, Unfeeling vs. Caring, Opinionated vs. Receptive to ideas, Aloof vs. Warm) suggested the possibility of a common underlying dimension. Low correlations indicated different constructs were being measured (e.g., Indecisive vs. Decisive and Autocratic vs. Democratic; Indecisive vs. Decisive and Opinionated vs. Receptive to ideas). (We explored these possibilities, reported in the pages that follow). The following high correlations provided evidence of considerable redundancy among items:

- 14. Untruthful vs., Honest and 25. Untrustworthy vs. Trustworthy, $r = .86$
- 13. Remote vs. Approachable and 27. Aloof vs. Warm, $r = .87$
- 15. Unfair vs. Fair and 16. Autocratic vs. Democratic, $r = .83$
- 18. Manipulative vs. Straightforward and 25. Untrustworthy vs. Trustworthy, $r = .87$
- 19. Inconsistent vs. Consistent and 28. Erratic vs. Predictable, $r = .82$
- 20. Lethargic vs. Vigorous and 26. Passive vs. Active, $r = .86$
- 17. Unfeeling vs. Caring and 23. Insensitive vs. Understanding, $r = .90$

Table 24

Pearson Product-Moment Correlations for Personnel Ratings of Administrators' Personal Characteristics (N = 732)

Responsibility	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
11. Indecisive vs. Decisive	1																
12. Disorganized vs. Organized	.73	1															
13. Remote vs. Approachable	.35	.33	1														
14. Untruthful vs. Honest	.55	.55	.57	1													
15. Unfair vs. Fair	.47	.47	.77	.78	1												
16. Autocratic vs. Democratic	.27	.34	.78	.68	.83	1											
17. Unfeeling vs. Caring	.43	.40	.76	.77	.79	.80	1										
18. Manipulative vs. Straightforward	.49	.48	.67	.82	.85	.77	.74	1									
19. Inconsistent vs. Consistent	.68	.72	.54	.75	.71	.61	.67	.71	1								
20. Lethargic vs. Vigorous	.62	.50	.48	.43	.49	.37	.43	.47	.49	1							
21. Ambiguous vs. Clear	.69	.69	.61	.71	.76	.64	.66	.77	.82	.63	1						
22. Self- vs. Institution-centered	.49	.49	.66	.73	.77	.69	.71	.80	.64	.59	.71	1					
23. Insensitive vs. Understanding	.44	.43	.80	.77	.86	.85	.90	.79	.69	.45	.70	.74	1				
24. Opinionated vs. Receptive to ideas	.35	.41	.75	.69	.80	.87	.79	.75	.66	.40	.66	.71	.87	1			
25. Untrustworthy vs. Trustworthy	.53	.52	.67	.86	.83	.72	.79	.87	.76	.48	.76	.78	.84	.75	1		
26. Passive vs. Active	.70	.52	.45	.42	.46	.30	.41	.43	.50	.86	.63	.54	.41	.34	.45	1	
27. Aloof vs. Warm	.36	.32	.87	.62	.80	.81	.84	.70	.58	.52	.65	.72	.85	.79	.72	.47	1
28. Erratic vs. Predictable	.54	.64	.50	.68	.67	.62	.60	.68	.82	.38	.75	.64	.66	.66	.72	.35	.54

The underlying factor structure of personnel ratings of the administrator's Personal Characteristics was also examined using a principal components analysis (PCA). Again, the aggregated data file was split. PCA initially yielded three factors having eigenvalues greater than 1.0, which in combination explained a total of 83.2% of the variance in the derivation sample. The Scree plot showed a large drop off in eigenvalues from the first to the second factor, and then less noticeable declines from the second to the third factors. At that point and beyond a leveling off could be observed. In determining the final number of factors to extract, we applied two criteria: (1) a rotated pattern matrix coefficient of at least .40, and (2) a minimum of two items per factor. Following varimax rotation, the first factor explained 40.4% of the variance (eigenvalue = 7.27), the second 27.7% (eigenvalue = 4.99), and the third 15.1% (eigenvalue = 2.72). The first factor, which was comprised of 9 items, appeared to represent Personal Characteristics. The second factor was made up of 6 items and seemed to characterize Leadership Style. The third factor was associated with 2 items concerned with Vigor. In the replication sample, the three-factor structure was confirmed. However, the patterns of loadings changed: The first factor contained 11 items and the second factor 4 items.

Following those analyses, we re-examined the high correlations and conceptual redundancy among the following pairs of items:

- Untrustworthy vs. Trustworthy and **Untruthful vs. Honest**
- Remote vs. Approachable and **Aloof vs. Warm**
- Inconsistent vs. Consistent and **Erratic vs. Predictable**
- Passive vs. Active and **Lethargic vs. Vigorous**
- Insensitive vs. Understanding and **Unfeeling vs. Caring**

We then removed the items above in bold from the analysis and conducted PCA on the remaining 13 items within the derivation sample. Only two factors had eigenvalues greater than 1. The first factor explained 69.3% of the variance (eigenvalue = 9.01), and the second 11.1% (eigenvalue = 1.56). Following varimax rotation, the first factor explained 47.1% of the variance (eigenvalue = 6.12) and was associated with 8 items having rotated component matrix coefficients > .40. Those 8 items had previously loaded on the Personal Characteristics factor, and so that factor name was retained. All items had high item-total correlations with the overall scale score. The mean composite score for items loading on the 8-item factor was 5.60 ($SD = .73$) on the seven-point scale. The second rotated factor, which explained 34.2% of the variance (eigenvalue = 4.44), was comprised of five items with coefficients exceeding .40. Because those five items had previously loaded on the Leadership Style factor, that factor name was also retained. All five items had high item-total correlations with the overall scale score. The mean composite score for the five-item scale was 5.59 ($SD = .61$). This factor structure was confirmed in the replication sample. Component matrix coefficients for the entire sample of personnel ratings of administrators may be found in Table 25.

As a check to make sure the pattern of correlations among the 18 personal characteristics items was consistent among subgroups, we conducted PCA on subgroups defined in Items 35 and 36. The pattern of correlations and component matrix coefficients were highly consistent among subgroups. We also attempted to force a three-factor solution with the five items deleted; however, the third factor was associated with only one item (Passive vs. Active).

Table 25

Rotated Component Matrix Coefficients for Personnel Ratings of Personal Characteristics with Five Items Deleted (N = 732)

Characteristics	<u>Factors</u>	
	Personal Characteristics	Leadership Style
16. Autocratic vs. Democratic	0.93	0.12
23. Insensitive vs. Understanding	0.90	0.28
24. Opinionated vs. Receptive to ideas	0.89	0.21
15. Unfair vs. Fair	0.87	0.35
13. Remote vs. Approachable	0.83	0.20
18. Manipulative vs. Straightforward	0.81	0.40
25. Untrustworthy vs. Trustworthy	0.79	0.44
22. Self-centered vs. Institution-centered	0.74	0.44
11. Indecisive vs. Decisive	0.17	0.91
12. Disorganized vs. Organized	0.22	0.84
26. Passive vs. Active	0.21	0.77
21. Ambiguous vs. Clear	0.59	0.70
19. Inconsistent vs. Consistent	0.56	0.68

Correlations between personnel ratings of Personal Characteristics and Summary Judgments were also examined. It was hypothesized that positive correlations would exist between respondent ratings on all 18 personal characteristics and overall summary judgments of the administrator (Items 29 and 30). Table 26 presents those Pearson product-moment correlations. Most correlations were moderate-to-high in magnitude. In Table 27, the same pattern is indicated for the relationships between the two summary judgment items and the composite scale scores for Personal Characteristics and Leadership Style.

Table 26

Pearson Product-Moment Correlations between Personnel Ratings of Personal Characteristics and Summary Judgments of the Administrator (N = 732)

Characteristic	Item 29 "Good Job"	Item 30 "Confidence"
11. Indecisive vs. Decisive	.67	.60
12. Disorganized vs. Organized	.63	.57
13. Remote vs. Approachable	.69	.69
14. Untruthful vs. Honest	.72	.76
15. Unfair vs. Fair	.81	.84
16. Autocratic vs. Democratic	.72	.75
17. Unfeeling vs. Caring	.73	.74
18. Manipulative vs. Straightforward	.79	.83
19. Inconsistent vs. Consistent	.78	.75
20. Lethargic vs. Vigorous	.67	.61
21. Ambiguous vs. Clear	.85	.82
22. Self-centered vs. Institution-centered	.78	.80
23. Insensitive vs. Understanding	.78	.80
24. Opinionated vs. Receptive to ideas	.72	.75
25. Untrustworthy vs. Trustworthy	.79	.84
26. Passive vs. Active	.67	.61
27. Aloof vs. Warm	.73	.73
28. Erratic vs. Predictable	.70	.69

Note: Higher values for Items 29 and 30 reflect more positive evaluations.

Table 27

Pearson Product-Moment Correlations between Personnel Ratings of Factor Scale Scores and Summary Judgments of the Administrator (N = 732)

Factor Scale	Item 29 "Good Job"	Item 30 "Confidence"
2. Interpersonal Characteristics (8-item scale)	.83	.86
3. Leadership Style (5-item scale)	.85	.79

Note: Higher values for Items 29 and 30 reflect more positive evaluations.

Summary:

PCA revealed that clusters of IA items were most likely measuring the same underlying dimension or factor (i.e., latent variable). Personnel ratings of 10 "strengths and weaknesses" clustered around a single dimension, which we named Administrative Roles. Responses to 8 items were associated with the latent trait of Personal Characteristics, and 5 others measured Leadership Style. Moreover, the pattern of correlations and component matrix coefficients was consistent among subgroups of rater characteristics, which again provides evidence of validity generalization. Personnel ratings on all IA items and subscales were highly correlated with two summary judgments, which provides additional evidence of validity based on internal structure.

Validity Evidence Based on Relationships to Other Variables

Relationships of items and scales to variables external to the instrument can provide another important source of validity evidence. Demographic variables, for example, which include group memberships, are relevant when it is expected that group differences should be present or absent if interpretations of the instrument are to be supported (AERA, APA, NCME, 1999). In this section, we present evidence of when group differences are absent—which supports consistency in interpretations across demographic variables—and evidence of when group differences are present.

Comparison of Factor Composite Scale Scores by Demographics of the Administrator and Perceptions of the Unit:

We computed mean scores from summed aggregated ratings on Administrative Roles (10 items), Interpersonal Characteristics (8 items), and Leadership Style (5 items). Pearson r correlations between each factor scale and the administrator's years at the institution, years in the position, years in the position at any institution, number asked to respond, number of professionals in the unit, number of support staff in the unit, and response rate are presented in Table 28. For the most part, those correlations indicated negligible relationships existed between the factors and administrator demographics. We also conducted ANOVAs to investigate whether mean scores on the scales varied by the administrator's perceptions of the characteristics of the unit (i.e., Items 4 to 10, Table 5). For Items 4, 5, and 7 to 10, respondents choosing "NA/new unit," "don't know," or "I'd prefer not to respond," were not included in the analyses. Those selecting "other" in Item 6 also were also not included. We tested all main effects and any meaningful two-way interactions that produced large enough cell sizes (i.e., Item 4 with Item 5, Item 7 with Item 8). Because of the number of analyses performed, Type I error rate was set at $\alpha = .01$. We considered effect sizes less than .01 to be of little practical significance. The following meaningful effects emerged:

1. Administrators received higher ratings on Administrative roles (1 to 5 scale) when—at the time of appointment—they perceived the general campus reputation of the unit, in terms of effectiveness, to be positive ($M = 4.15$, $SD = .50$) or neutral ($M = 4.15$, $SD = .47$) rather than negative ($M = 3.92$, $SD = .54$), $F(2,573) = 12.79$, $p < .001$, $\eta_p^2 = .043$.
2. Administrators received higher ratings on Interpersonal Characteristics (1 to 7 scale) when—at the time of appointment—they perceived the general campus reputation of the unit, in terms of effectiveness, to be positive ($M = 5.76$, $SD = .58$) or neutral ($M = 5.74$, $SD = .66$) rather than negative ($M = 5.38$, $SD = .71$), $F(2,573) = 20.25$, $p < .001$, $\eta_p^2 = .066$.
3. Administrators received higher ratings on Administrative roles, when—at the time of appointment—they perceived that they were expected to primarily maintain "the status quo" ($M = 4.20$, $SD = .46$) than to make major changes ($M = 4.04$, $SD = .53$), $F(1,633) = 11.97$, $p < .001$, $\eta_p^2 = .019$.
4. Administrators received higher ratings on Interpersonal Characteristics, when—at the time of appointment—they perceived that they were expected to primarily maintain "the status quo" ($M = 5.86$, $SD = .54$) than to make major changes ($M = 5.56$, $SD = .69$), $F(1,633) = 26.65$, $p < .001$, $\eta_p^2 = .04$.

In general, then, personnel gave the highest ratings to administrators who believed they were expected to maintain the status quo and who perceived their units as already having good reputations at the time of their appointment. This suggests that perceptions of the unit and expectations placed on

the administrator are important extraneous factors to consider when interpreting findings from the Administrator Report.

Table 28

Pearson Product-Moment Correlations between Factor Scale Scores and Administrator Demographics (N = 732)

Variable	1	2	3	4	5	6	7	8	9
1. Administrative Roles	1								
2. Interpersonal Characteristics	.89	1							
3. Leadership Style	.83	.69	1						
4. Years at institution	.01	-.05	.04	1					
5. Years in position	.03	-.03	-.02	.45	1				
6. Years in position at any institution	.00	-.04	-.05	.18	.63	1			
7. Number asked to respond	-.16	-.16	-.11	.06	-.06	-.07	1		
8. Response rate	.36	.35	.25	-.08	.05	.11	-.45	1	
9. Number of professionals (not students)	-.04	-.04	-.03	-.07	-.06	-.03	.00	.07	1
10. Number of support staff (not students)	-.02	-.04	-.01	.07	.01	.00	.02	.03	.56

Comparisons of Summary Judgments by Demographics of the Administrator and the Administrator’s Perceptions of the Unit:

Analyses were conducted to examine whether respondents’ summary judgments (IA Items 29 and 30) of the administrator varied as a function of the administrator’s demographic characteristics and perceptions of the unit. ANOVAs were conducted on two summary judgments (dependent variables) by the administrator’s rating of (a) the unit’s general reputation of importance/influence and effectiveness at the time the administrator was appointed, expectations for the administrator upon his/her initial employment, turnover in the unit, financial support, and workload (independent variables). We also correlated the two summary judgments with the administrator’s years in the position, the institution, and any institution; the number of professionals and support staff in the unit; and how many individuals had occupied the position in the previous 10 years. To examine possible moderating effects, all possible combinations of two-way interactions were computed for the aforementioned rater characteristics. Because of the number of statistical tests conducted, Type I error rate was set at .01 for all analyses. No interactions were significant at the $\alpha = .01$ level on either of the summary judgments.

For two AIF items, main effects were found on the summary judgment items. First, AIF Item 5 asked “When you first assumed this position, what was the general campus reputation of the unit in terms of effectiveness?” ANOVAs were conducted on only those responding “positive,” “neutral,” or “negative.” (Those who responded “NA/new unit” or “don’t know” were left out of the analysis). Results indicated that administrators’ responses to Item 5 were related to respondents overall impressions of the kind of job the administrator was doing, $F(2, 584) = 10.86, p < .001, \eta_p^2 = .036$; and their overall confidence, $F(2, 584) = 14.57, p < .001, \eta_p^2 = .048$. Table 29 presents descriptive statistics and the results of post-hoc tests for both dependent variables. The personnel had higher overall impressions

when, at the time of appointment, the administrator perceived the unit's effectiveness as either positive or neutral than if it were perceived as negative.

Table 29

Means, Standard Deviations, and Post-Hoc Test Results for Personnel Ratings of Summary Judgments by the Administrator's Perception of the Unit's Reputation of Effectiveness

Overall Impression Item	When you first assumed this position, what was the general campus reputation of your unit in terms of effectiveness?								
	Positive			Neutral			Negative		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
29. What kind of job is this administrator doing?	3.78 _a	0.55	201	3.82 _a	0.55	195	3.57 _b	0.58	191
30. Does this administrator have your confidence?	3.57 _a	0.40	201	3.58 _a	0.38	195	3.39 _b	0.43	191

Note. Means with different subscripts within rows differ significantly (Tukey HSD, $\alpha < .01$).

SD = Standard deviation.

Personnel responded on a 1 (Poor) to 5 (Superb) scale for Item 29.

Personnel responded on a 1 (Definitely Not) to 4 (Definitely Yes) scale for Item 30.

Second, the overall ratings of confidence (Item 30), $t(408.66) = 4.11, p < .001, \eta_p^2 = .022$ were higher when the administrator perceived he/she was expected to primarily maintain established services and procedures than to make major changes (see Table 30); however, results for Item 30 had little practical significance.³ Nonetheless, the findings indicate that leadership may be more difficult when change is mandated. These were the only administrator and unit characteristics significantly related to overall summary judgments.

Table 30

Means Standard Deviations, and Post-Hoc Test Results for Personnel Ratings of Summary Judgments by the Administrator's Expectations

Overall Impression Item	When you first assumed this position, you were expected to:					
	Make major changes			Maintain established services and procedures		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
29. What kind of job is this administrator doing?	3.71	0.59	454	3.83	0.53	181
30. Does this administrator have your confidence?	3.49 _a	0.43	454	3.62 _b	0.35	181

Note. Means with different subscripts within rows significantly differ (Tukey HSD, $\alpha < .01$).

SD = Standard deviation.

Personnel responded on a 1 (Poor) to 5 (Superb) scale for Item 29.

Personnel responded on a 1 (Definitely Note) to 4 (Definitely Yes) scale for Item 30.

Comparisons of Personnel Ratings of Administrative roles and Personal Characteristics by Rater Perspectives:

Possible differences in personnel ratings of the 10 administrative roles and 18 personal characteristics based upon rater perspectives found in Table 6 were investigated. ANOVAs were conducted on each of the 10 roles and 18 personal characteristics (dependent variables) by several rater

³ For Item 30, degrees of freedom based on t-test using separate variance estimate.

perspectives (independent variables): affiliation with the institution, principal type of contact with the administrator, frequency of meaningful contact with the administrator, and length of employment at the institution. Given the enormous power of the analyses (over 27,000 personnel responding), trivial effects are more likely to be significant. We therefore set Type I error rate at $\alpha = .01$ and reported effect sizes (η_p^2) for each significant effect. Post-hoc analyses were then conducted for any significant rater effects with more than two subgroups.

The only meaningful difference was observed on Item 36, “How often do you have meaningful contact with the administrator?” Table 31 presents means and standard deviations for personnel ratings of Administrative Roles at each level of meaningful contact; Table 32 presents the same information for ratings of Personal Characteristics. Across all 10 administrative roles, meaningful contact with the administrator consistently accounted for at least or more than 2% of the variance ($\eta_p^2 > .02$). Meaningful contact with the administrator also explained 2% of the variance for ratings on 12 of the 18 personal characteristics. Specifically, personnel provided more positive evaluations in a linearly increasing fashion, from those hardly ever having meaningful contact with their administrator to those having daily contact. The more frequently raters had contact with their administrator, the more likely they were to rate her or him positively on all characteristics.

Table 31

Descriptive Statistics and ANOVA Results for Ratings of 10 Administrative roles by Frequency of Meaningful Contact with the Administrator (disaggregated data)

	How often do you have meaningful contact with this administrator?															Omnibus Test	
	Daily			At least once /week			1-2 times/month			1-2 times/term			Less than once/term				
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>p</i>	η_p^2
1. Communicates and displays a visionary plan for the future.	4.32 _a	0.93	1,963	4.03 _b	1.06	4,153	3.96 _c	1.10	5,055	3.94 _c	1.12	5,039	3.67 _d	1.24	3,953	<.001	.024
2. Establishes sound priorities.	4.36 _a	0.89	1,976	4.09 _b	1.00	4,132	4.00 _c	1.06	4,918	3.93 _d	1.07	4,802	3.62 _e	1.17	3,611	<.001	.036
3. Displays knowledge/expertise required for this position.	4.64 _a	0.77	1,981	4.40 _b	0.92	4,245	4.31 _c	0.99	5,269	4.23 _d	1.02	5,359	3.92 _e	1.14	4,049	<.001	.040
4. Makes wise decisions, judgments, and recommendations.	4.42 _a	0.87	1,977	4.14 _b	1.02	4,209	4.03 _c	1.07	5,153	3.94 _d	1.12	5,055	3.58 _e	1.21	3,650	<.001	.045
5. Initiates actions that anticipate problems or resolves them.	4.24 _a	0.98	1,963	3.99 _b	1.09	4,119	3.87 _c	1.14	4,824	3.79 _d	1.17	4,546	3.41 _e	1.28	3,101	<.001	.039
6. Is an effective "team" member.	4.47 _a	0.93	1,979	4.21 _b	1.08	4,190	4.11 _c	1.14	5,111	4.02 _d	1.17	4,857	3.67 _e	1.28	3,306	<.001	.036
7. Contributes positively to this institution's image and reputation.	4.66 _a	0.76	1,992	4.44 _b	0.93	4,229	4.35 _c	1.00	5,275	4.28 _d	1.05	5,356	4.03 _e	1.12	4,280	<.001	.048
8. Communicates relevant information to appropriate constituencies.	4.38 _a	0.93	1,955	4.16 _b	1.06	4,145	4.07 _c	1.10	5,072	4.00 _d	1.13	5,030	3.61 _e	1.25	3,675	<.001	.037
9. Seeks opinions of others before establishing policies or procedures.	4.33 _a	0.97	1,928	4.06 _b	1.13	4,068	3.89 _c	1.21	4,799	3.74 _d	1.27	4,409	3.29 _e	1.38	2,925	<.001	.057
10. Earns the trust and respect of those who come in contact with him/her.	4.45 _a	0.95	1,975	4.19 _b	1.12	4,232	4.10 _c	1.16	5,248	4.04 _d	1.17	5,280	3.72 _e	1.28	3,793	<.001	.029

Note. Means within same row are significantly different ($\alpha = .05$) if they have different subscripts, using the Tukey HSD post-hoc test. The *p*-values indicate significance levels for omnibus *F*-test comparing differences between categories of meaningful contact. The partial η^2 indicates the proportion of variance that meaningful contact with the administrator explains in respondent ratings of each behavior.

SD = Standard deviation. Personnel responded to all items on a 1 (Definite Weakness) to 5 (Definite Strength) scale.

Table 32

Descriptive Statistics and ANOVA Results for Ratings of 18 Personal Characteristics by Meaningful Contact with the Administrator (disaggregated data)

	How often do you have meaningful contact with this administrator?															Omnibus Test	
	Daily			At least once /week			1-3 times/month			1-3 times/term			Less than once/term				
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>p</i>	η_p^2
11. Indecisive vs. Decisive	6.01 _a	1.49	1,965	5.82 _b	1.54	4,178	5.77 _b	1.55	5,106	5.74 _b	1.60	4,868	5.44 _c	1.80	3,100	< .001	.011
12. Disorganized vs. Organized	5.93 _a	1.55	1,985	5.85 _{ab}	1.57	4,164	5.87 _{ab}	1.52	5,053	5.81 _b	1.60	4,838	5.56 _c	1.76	2,950	< .001	.006
13. Remote vs. Approachable	5.90 _a	1.72	1,983	5.63 _b	1.81	4,265	5.48 _c	1.87	5,342	5.34 _d	1.92	5,443	4.49 _e	2.11	4,002	< .001	.05
14. Untruthful vs. Honest	6.31 _a	1.60	1,973	6.15 _b	1.62	4,188	6.08 _b	1.67	5,145	5.91 _c	1.79	4,970	5.50 _d	1.98	3,080	< .001	.022
15. Unfair vs. Fair	6.16 _a	1.42	1,974	5.92 _b	1.51	4,171	5.77 _c	1.64	5,069	5.66 _d	1.68	4,813	5.12 _e	1.83	2,972	< .001	.032
16. Autocratic vs. Democratic	5.63 _a	1.64	1,885	5.14 _b	1.80	4,033	5.00 _c	1.87	4,873	4.86 _d	1.92	4,587	4.24 _e	2.02	2,930	< .001	.038
17. Unfeeling vs. Caring	6.20 _a	1.50	1,985	5.98 _b	1.59	4,226	5.84 _c	1.65	5,181	5.70 _d	1.74	5,124	5.16 _e	1.98	3,375	< .001	.033
18. Manipulative vs. Straightforward	6.14 _a	1.36	1,972	5.75 _b	1.62	4,178	5.70 _b	1.65	5,137	5.61 _c	1.68	4,934	5.14 _d	1.82	2,988	< .001	.025
19. Inconsistent vs. Consistent	5.98 _a	1.62	1,968	5.81 _b	1.67	4,174	5.79 _b	1.65	5,057	5.69 _c	1.74	4,815	5.31 _d	1.92	2,996	< .001	.015
20. Lethargic vs. Vigorous	6.07 _a	1.28	1,933	5.90 _b	1.33	4,155	5.83 _c	1.33	5,171	5.74 _d	1.39	5,115	5.40 _e	1.59	3,460	< .001	.019
21. Ambiguous vs. Clear	5.80 _a	1.47	1,979	5.56 _b	1.55	4,229	5.49 _{bc}	1.60	5,255	5.45 _c	1.62	5,227	5.07 _d	1.76	3,489	< .001	.015
22. Self-Centered vs. Institution-centered	6.23 _a	1.31	1,962	5.95 _b	1.50	4,196	5.85 _c	1.57	5,193	5.79 _c	1.58	5,101	5.49 _d	1.73	3,503	< .001	.016
23. Insensitive vs. Understanding	6.31 _a	1.31	1,986	6.01 _b	1.45	4,230	5.87 _c	1.55	5,212	5.75 _d	1.62	5,120	5.18 _e	1.93	3,214	< .001	.040
24. Opinionated vs. Receptive to ideas	6.02 _a	1.55	1,978	5.70 _b	1.74	4,223	5.57 _c	1.80	5,199	5.50 _c	1.84	5,105	4.93 _d	2.04	3,226	< .001	.028
25. Untrustworthy vs. Trustworthy	6.44 _a	1.34	1,973	6.24 _b	1.44	4,171	6.11 _c	1.53	5,117	5.96 _d	1.63	4,937	5.51 _e	1.89	3,117	< .001	.033
26. Passive vs. Active	6.04 _a	1.37	1,967	5.86 _b	1.46	4,204	5.76 _c	1.49	5,205	5.69 _c	1.50	5,179	5.31 _d	1.73	3,545	< .001	.019
27. Aloof vs. Warm	5.89 _a	1.43	1,967	5.60 _b	1.57	4,226	5.48 _c	1.63	5,278	5.35 _d	1.68	5,318	4.73 _e	1.93	3,736	< .001	.039
28. Erratic vs. Predictable	5.90 _a	1.44	1,935	5.76 _b	1.46	4,076	5.75 _b	1.40	4,951	5.73 _b	1.44	4,592	5.44 _c	1.63	2,767	< .001	.010

Note. Means within same row are significantly different ($\alpha = .05$) if they have different subscripts, using the Tukey HSD post-hoc test. The *p*-values indicate significance levels for omnibus *F*-test comparing differences between categories of meaningful contact. The partial η^2 indicates the proportion of variance that meaningful contact with the administrator explains in respondent ratings of each personal characteristic.

SD = Standard deviation. Personnel responded on a 1 to 7 semantic differential scale.

Comparisons of Summary Judgments by Rater Perspectives:

We also examined whether respondents’ summary judgments varied by the rater’s perspectives. ANOVAs were computed on disaggregated personnel ratings to determine whether the two summary judgments (dependent variables) varied by the respondent’s position, principal type of contact with the administrator, frequency of contact with the administrator, and length of service at the institution (independent variables). We conducted linear mixed-model ANOVAs, using administrator ID as a random variable. The general pattern of results was the same regardless of the ANOVA procedure employed. Because of the number of statistical tests conducted, Type I error rate was set at .01 for all analyses.

Table 33 presents descriptive statistics and post-hoc tests for the results of the ANOVAs performed on overall summary judgments by respondents’ principal affiliation with the institution (Item 34). The largest effect due to position was found on Item 29, “What kind of job is this administrator doing?” [$F(3,21159) = 227.24, p < .001, \eta_p^2 = .031$]. On the five-point scale, faculty rated administrators approximately one-half point lower than did students and .36 lower than did administrative staff and associates. There was also a significant effect on overall confidence in the administrator (Item 30), $F(3,20866) = 219.94, p < .001, \eta_p^2 = .031$. Faculty reported lower confidence compared to students, administrative staff, and associates. Students rated administrators higher than all others on both items.

Table 33
Means, Standard Deviations, and Post-Hoc Test Results for Personnel Ratings of Summary Judgments by Respondents’ Position

Overall Impression	What is the principal way you are affiliated with this institution?											
	Faculty Member			Student			Administrative Staff			Meaningful Contacts		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
29. What kind of job is this administrator doing?	3.46 _a	1.14	11,263	4.03 _b	0.93	591	3.82 _c	1.01	4,233	3.82 _c	0.94	5,076
30. Does this administrator have your confidence?	3.31 _a	0.98	11,054	3.67 _b	0.70	576	3.57 _c	0.79	4,153	3.64 _{bc}	0.70	5,087

Note. Means with different subscripts within rows significantly differ (Tukey HSD, $\alpha = .01$).
SD = Standard deviation.
Personnel responded on a 1 (Poor) to 5 (Superb) scale for Item 29.
Personnel responded on a 1 (Definitely No) to 4 (Definitely Yes) scale for Item 30.

Table 34 presents the results of respondents’ summary judgments by their principal type of contact with the administrator (Item 35). First, there was a significant effect of type of contact on respondents’ impressions of the kind of job the administrator was doing (Item 29), $F(3,19053) = 160.71, p < .001, \eta_p^2 = .025$. Colleagues gave the highest ratings, followed by subordinates, both of whom gave higher ratings than did clients and those with informal relationships. A smaller significant effect was found for the rater’s overall confidence in the administrator (Item 30), $F(3,18842) = 81.25, p < .001, \eta_p^2 = .013$; colleagues reported higher confidence than all others. Subordinates also reported more confidence than did clients and those with informal relationships.

Table 34

Means, Standard Deviations, and Post-Hoc Test Results for Personnel Ratings of Summary Judgments by Respondents' Principal Type of Contact with the Administrator

Overall Impression	What is the principal type of contact you have with this administrator?											
	Colleague			Subordinate			Client			Informal		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
29. What kind of job is this administrator doing?	3.96 _a	0.96	3,780	3.79 _b	1.08	5,697	3.57 _c	1.08	4,647	3.54 _c	0.97	4,933
30. Does this administrator have your confidence?	3.69 _a	0.69	3,783	3.53 _b	0.84	5,630	3.43 _c	0.90	4,596	3.44 _c	0.83	4,837

Note. Means with different subscripts within rows significantly differ (Tukey HSD, $\alpha = .01$). SD = Standard deviation.

Personnel responded on a 1 (Poor)-to-5 (Superb) scale for Item 29.

Personnel responded on a 1 (Definitely Note)-to-4 (Definitely Yes) scale for Item 30.

Table 35 presents results for overall impressions by the frequency of meaningful contact the respondent had with the administrator (Item 36). This variable explained 6.3% of the variance in respondents' ratings of the kind of job the administrator was doing (Item 29), $F(4,20770) = 348.86, p < .001, \eta_p^2 = .063$. Figure 2 shows the linear relationship between the frequency of contact and overall impressions of the administrator. Respondents who reported daily contact with the administrator rated him/her, on average, almost a full point higher than did those whose contact was less than once per term. The effect of this rater perspective on overall confidence in the administrator (Item 30) was slightly smaller, $F(4,20496) = 228.37, p < .001, \eta_p^2 = .043$; but it followed the same trend.

Table 35

Means, Standard Deviations, and Post-Hoc Test Results for Personnel Ratings of Summary Judgments by Respondents' Meaningful Contact with the Administrator

Overall Impression	Meaningful Contact with Administrator														
	Daily			At least once/week			1-3 times/month			1-3 times/term			Less than once/term		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
29. What kind of job is this administrator doing?	4.15 _a	0.89	1,986	3.87 _b	1.01	4,236	3.72 _c	1.04	5,222	3.60 _d	1.03	5,299	3.23 _e	1.04	4,032
30. Does this administrator have your confidence?	3.78 _a	0.58	1,967	3.60 _b	0.76	4,207	3.53 _c	0.82	5,200	3.46 _d	0.86	5,208	3.17 _e	0.99	3,919

Note. Means with different subscripts within rows significantly differ (Tukey HSD, $\alpha = .01$).

SD = Standard deviation.

Personnel responded on a 1 (Poor)-to-5 (Superb) scale for Item 29.

Personnel responded on a 1 (Definitely Note)-to-4 (Definitely Yes) scale for Item 30.

Figure 2

Personnel Ratings of What Kind of Job the Administrator is doing by Frequency of Meaningful Contact with the Administrator

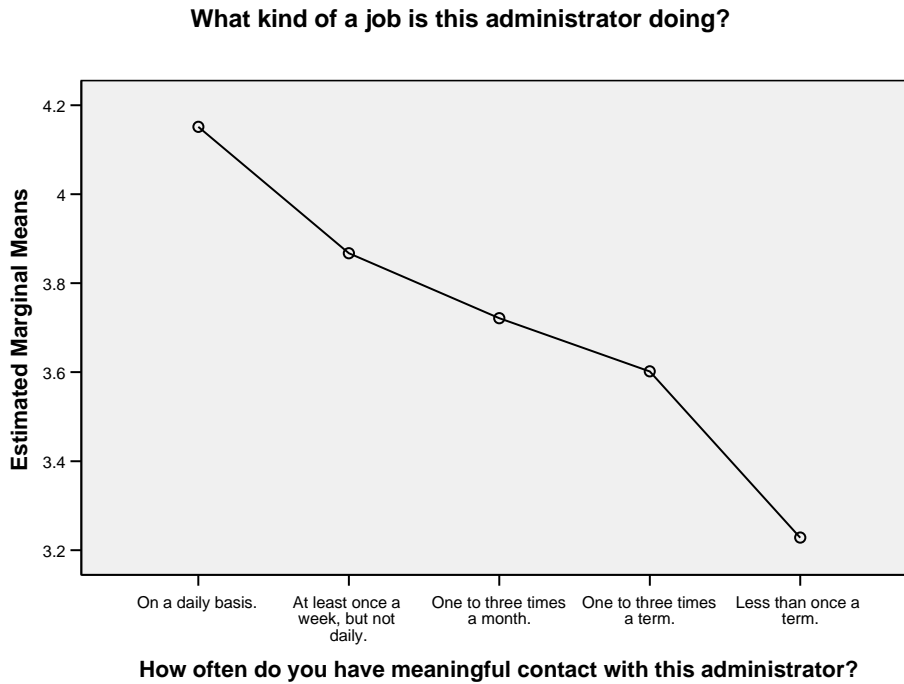


Table 36 presents the results of raters’ overall impressions by how long they had been at the institution (Item 37). Length of service at the institution had a declining linear effect on ratings of overall impressions. Those serving more than 5 years rated the administrator about a half point lower on Item 29 than did those serving in their first year, $F(3,20745) = 82.85, p < .001, \eta_p^2 = .012$. The same trend was observed on Item 30, $F(3,20420) = 83.70, p < .001, \eta_p^2 = .012$.

Table 36
Means, Standard Deviations, and Post-Hoc Test Results for Personnel Ratings of Overall Impressions by Respondents’ Length of Time at the Institution

Overall Impression	Respondent Length of Time at Institution											
	First Year			1-2 years			3-5 years			More than 5 years		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
29. What kind of job is this administrator doing?	3.98 _a	0.84	978	3.85 _b	0.97	1,719	3.73 _c	1.02	3,726	3.57 _d	1.11	14,326
30. Does this administrator have your confidence?	3.75 _a	0.56	935	3.62 _b	0.74	1690	3.53 _c	0.81	3636	3.40 _d	.93	14,163

Note. Means with different subscripts within rows significantly differ (Tukey HSD, $\alpha = .01$).
SD = Standard deviation.
Personnel responded on a 1 (Poor) to 5 (Superb) scale for Item 29.
Personnel responded on a 1 (Definitely No) to 4 (Definitely Yes) scale for Item 30.

Differences in Ratings of Overall Impressions between Raters Responding to, and those omitting Responses to, Rater Perspective Questions:

As indicated in Table 6, a fairly high percentage of individuals chose not to respond to questions about the rater’s perspective (Items 34 to 37). Non-respondents ranged from 14% to 25% per item. When the number of non-respondents (i.e., missing values) totaled across Items 34 to 37 ($M = .70$, $SD = 1.19$, $MIN = 0$, $MAX = 4$) was correlated with the overall response rate to the survey, the relationship was slightly negative, $r = -.11$. Thus, administrators with low overall response rates to the survey had more non-responses to rater perspective questions.

To examine whether non-respondents to Items 34 to 37 provided different overall impressions than respondents, participants were divided into three groups: 1) those who responded to no rater perspective questions (Group 1), those who responded to at least one question (Group 2), and those who responded to all four questions (Group 3). ANOVAs were then performed to compare the three groups on the two overall impression items. The ANOVAs were significant for both Item 29, $F(2,24080) = 1033.53$, $p < .001$, $\eta_p^2 = .079$; and Item 30, $F(2,23653) = 1078.50$, $p < .001$, $\eta_p^2 = .084$. For both items, the pattern of mean ratings was Group 3 > Group 2 > Group 1 (see Table 37). This suggests that individuals who elected not to respond to questions about their perspectives tended to have lower overall impressions of the administrator than did those who responded. Those who gave lower impressions of the administrator may have been reluctant to provide any information that might have led to their identity. Alternatively, those who revealed their perspectives may have been inclined to respond more positively than if they knew their responses would be completely anonymous.

Table 37

Means, Standard Deviations, and Post-Hoc Test Results for Personnel Ratings of Overall Impressions by the Number of Rater Perspective Questions Completed

Overall Impression	Number of Demographic Items Personnel Completed									η_p^2
	No Items Completed			Responded to at Least 1 But Not All Items			Responded to All Items			
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	
29. What kind of job is this administrator doing?	2.91 _a	1.08	1,246	3.13 _b	1.12	5,934	3.76 _c	1.02	16,903	.079
30. Does this administrator have your confidence?	2.77 _a	1.07	1,193	3.03 _b	1.06	5,702	3.56 _c	0.80	16,761	.084

Note. Means and standard deviations were computed from disaggregated database.
 Means with different subscripts within rows significantly differ (Tukey HSD, $\alpha = .01$).
 SD = Standard deviation.
 Personnel responded on a 1 (Poor) to 5 (Superb) scale for Item 29.
 Personnel responded on a 1 (Definitely Note) to 4 (Definitely Yes) scale for Item 30.

Additional Investigation of Rater Perspective Items:

Sections II and III of the initial IDEA Feedback for Administrators Report showed “atypical subgroups” whose average ratings are at least .5 higher or lower than that for all respondents. To better understand the frequency of atypical subgroups, an analysis was conducted to determine (1) how frequently each demographic subgroup in Items 34 to 37 had n greater than or equal to 5 respondents, and (2) of those, how many times the subgroup mean differed at least |.5| from the grand mean for a particular administrator. This was done for Items 1 to 30. Table 38 summarizes the results of those

analyses. The unweighted mean proportion of times a difference of $|\ .5|$ occurred across all subgroups was .20. Clearly, some subgroup means differed by a magnitude of $|\ .5|$ more frequently than did others.

Table 38

Frequency and Proportion of Times Rater Perspective Subgroups Differed from Administrator's Mean by Magnitude of $|\ .5|$

Item/Subgroup	Number of times 5 or more cases in subgroup	Mean number of times differences $\geq \ .5 $	Proportion of time differences $\geq \ .5 $
Item 34-Principle affiliation with institution			
1.Faculty	361	38.13	.11
2.Student	39	7.7	.20
3.Administrator's staff	311	50.03	.16
4.Meaningful contacts but don't report	346	54.67	.16
Item 35-Principle type of contact with administrator			
1.Work on mutual responsibilities	299	60.07	.20
2.Work under his/her supervision	422	65.23	.15
3. Administrator provides services to me	283	50.67	.18
4. Primarily informal interactions	254	53.7	.21
Item 36-Frequency of meaningful contact with administrator			
1.Daily	149	30.63	.21
2.At least once a week, but not daily	384	79.77	.21
3.One to three times a month	358	60.8	.17
4.One to three times a term	287	53.97	.19
5.Less than once a term	181	52.93	.29
Item 37-Length of time at institution			
1.First year	73	28.23	.39
2.One to two years	133	42.6	.32
3.Three to five years	274	63.4	.23
4. More than five years	598	33	.06

Summary:

Administrators received the highest ratings on administrative roles, interpersonal characteristics, and confidence when, at the time of appointment, they were expected to maintain the status quo rather than to make major changes. The same was true when, at the time of appointment, administrators perceived the unit's reputation in terms of effectiveness to be positive or neutral. These extraneous factors should, therefore, be considered when interpreting findings from the Administrator Report. Consequently, items associated with those factors remain on the AIF-R. Other characteristics of the administrator—years at the institution, years in the position, years in the position at any institution, number of professionals in the unit, and number of support staff—were only negligibly related to administrative roles, leadership style, and interpersonal characteristics. These very low correlations offer evidence of consistency in interpretations across several administrator demographics.

Some elements of the rater's perspective were related to ratings of administrative roles, personal characteristics, and overall summary judgments. The more frequently raters had contact with their administrator, the more likely they were to rate her or him positively on a number of characteristics. Many factors could have contributed to these relationships. Perhaps raters having more frequent contact were more affected by social desirability and therefore gave higher ratings. Alternatively, those in frequent contact may have experienced a more balanced view of their administrator than would those having minimal contact. Administrators might be more likely to establish meaningful relationships with the people they interact with regularly. Consequently, those in frequent contact might have been less affected by chance negative encounters, rumors, and innuendos.

Other elements of the rater's perspective that were related to ratings of the administrator included principal affiliation with the institution, type of contact with the administrator, and length of time at the institution. Given the number of variables associated with elements of the rater's perspective, and the concern with social desirability, only one of four items was retained in the IA-R: principal affiliation with the institution.

Although we have offered substantial evidence to support the validity of the items and subscales in the IA, we recognize that changes in item wordings in the IA-R could affect the relationships reported in this section. Given the consistency in inter-item relationships, we consider it unlikely, however, that the validity of the instruments would be greatly compromised by the slight modifications made in item wordings (mostly changes in verb form). However, the ultimate test of an evaluation instrument's validity is in its use. To make valid use of the IDEA Feedback for Administrators system more achievable, the user is encouraged to carefully read the instructions on survey administration and The IDEA Feedback for Administrators Report-Revised.

RELIABILITY AND STANDARD ERRORS OF MEASUREMENT

Reliability refers to consistency in measurements. Of particular concern to users is the question of how consistently personnel within the same unit rate the administrator's performance. Also, does this consistency vary, depending on the item or subscale? Does it vary by the number of raters in the unit? Errors of measurement remind users that all scores contain some amount of "wobble," unexplained variance, or error. Any interpretations of scores provided in the IDEA Feedback for Administrators Report-Revised should therefore consider the imperfect nature of any measure.

Estimates of Item Split-Half Reliabilities and Standard Errors of Measurement on Ratings of Administrative Roles

Evidence of reliability can come from relationships among items within the same instrument administered on a single occasion (i.e., internal consistency coefficients). One estimate of internal consistency is found in the split-half method, which, in this case, correlates the scores of subgroups of raters. We began by selecting administrators for whom the number of raters equaled 12 or more. For administrators with more than 12 raters, 12 were randomly selected. We then performed 1,000 random splits ($n = 6$ each) on each administrator's sample of raters and assigned splits to Groups A or B. We computed means on each item for Groups A and B by each split (1,000 means on each item for each

group). We then correlated the means of Group A and B for each item and computed the mean r for each item. The Spearman-Brown prophecy formula⁴ was then used to estimate the reliability of the average respondent ratings of administrators with 8, 12, 16, and 20 raters. Standard errors of measurement (SEM) were then calculated⁵. Results are presented in Table 39.

The reliability (r) coefficients in Table 39 are moderately high, especially when the number of raters is at least 16. Aggregating the individual ratings into Groups A and B restricted the variability in the ratings, which affected the size of the coefficients.⁶ The limited variability also affected the standard errors of measurement.⁷ However, the standard errors of measurement indicate that, in most instances, the average personnel ratings were dependable.

Table 39
Estimates of Split-Half Reliabilities and Standard Errors of Measurement for Personnel Ratings of Administrative Roles (N = 732)

Administrative Roles	Number of Raters							
	8		12		16		20	
	r	SEM	r	SEM	r	SEM	r	SEM
1. Communicates and displays a visionary plan for the future.	.58	.36	.65	.33	.71	.30	.75	.28
2. Establishes sound priorities.	.56	.36	.64	.33	.69	.30	.73	.28
3. Displays knowledge/expertise required for this position.	.62	.31	.70	.28	.75	.25	.78	.24
4. Makes wise decisions, judgments, and recommendations.	.62	.35	.69	.31	.74	.29	.78	.27
5. Initiates actions that anticipate problems or resolves them.	.52	.40	.60	.37	.65	.34	.69	.32
6. Is an effective "team" member.	.62	.39	.70	.35	.75	.32	.78	.29
7. Contributes positively to this institution's image and reputation.	.63	.31	.71	.28	.75	.25	.79	.23
8. Communicates relevant information to appropriate constituencies.	.57	.37	.65	.33	.70	.31	.74	.29
9. Seeks opinions of others before establishing policies or procedures.	.60	.41	.67	.37	.72	.34	.76	.32
10. Earns the trust and respect of those who come in contact with him/her.	.65	.38	.72	.33	.77	.30	.80	.28

Note: SEM = Standard error of measurement.

Estimates of Item Split-Half Reliabilities and Standard Errors of Measurement on Ratings of Personal Characteristics

⁴ $r_{nx} = \frac{n \times r_x}{1 + (n - 1)r_x}$ where r_x is the reliability of a rating employing x raters and r_{nx} is the reliability of a rating that has nx raters. For example, if computing the reliability of ratings when personnel averaged 16, $n = 2$, or twice those averaging 8 personnel.

⁵ $s.d.[\sqrt{(1-r_{xx})}]$

⁶ Correlation coefficients are substantially affected by the variability in the item responses being correlated.

⁷ The standard error of measurement provides a meaningful way of interpreting the reliability of each item. An administrator's "true score," or average, on an item could theoretically be obtained if an item were administered to the same group of personnel an infinite number of times. The standard error of measurement tells us the chances are about 2 in 3 that an administrator's true score average rating on an item falls within the range of ± 1 standard error around the obtained average rating.

Respondents used a 7-point semantic differential scale to rate their administrator on 18 personal characteristics (Items 11 to 28). The direction of the scale varied: For half the items a “1” was associated with a positive characteristic; for the other half a “1” was associated with a negative characteristic. Prior to computing reliabilities, we therefore re-coded the data so that higher values for each personal characteristic represented more positive evaluations of the administrator. Estimates of split-half reliabilities and standard errors of measurement for personnel ratings were then computed. The split-half reliability coefficients presented in Table 40 are moderate, which is to be expected given the limited variability in the ratings after individual ratings were aggregated and randomly assigned into Groups A and B. The standard errors of measurement indicate that, in most instances, the average personnel ratings were dependable when considering the scale ranges from 1 to 7.

Table 40
Estimates of Split-Half Reliabilities and Standard Errors of Measurement for Personnel Ratings of Personal Characteristics (N = 732)

Personal Characteristics	Number of Raters							
	8		12		16		20	
	<i>r</i>	<i>SEM</i>	<i>r</i>	<i>SEM</i>	<i>r</i>	<i>SEM</i>	<i>r</i>	<i>SEM</i>
11. Indecisive vs. Decisive	.32	.54	.38	.51	.43	.49	.47	.48
12. Disorganized vs. Organized	.42	.57	.49	.53	.54	.50	.59	.48
13. Remote vs. Approachable	.53	.59	.61	.54	.66	.50	.70	.47
14. Untruthful vs. Honest	.39	.54	.46	.51	.51	.48	.55	.46
15. Unfair vs. Fair	.52	.53	.60	.49	.65	.45	.69	.43
16. Autocratic vs. Democratic	.57	.65	.65	.58	.70	.54	.74	.50
17. Unfeeling vs. Caring	.45	.54	.53	.50	.58	.47	.63	.45
18. Manipulative vs. Straightforward	.51	.57	.59	.52	.64	.49	.68	.46
19. Inconsistent vs. Consistent	.38	.58	.44	.55	.50	.52	.54	.50
20. Lethargic vs. Vigorous	.53	.45	.60	.41	.66	.38	.70	.36
21. Ambiguous vs. Clear	.45	.55	.53	.51	.59	.48	.63	.46
22. Self-centered vs. Institution-centered	.54	.52	.61	.48	.67	.44	.71	.41
23. Insensitive vs. Understanding	.52	.52	.60	.47	.65	.44	.69	.41
24. Opinionated vs. Receptive to ideas	.55	.57	.63	.52	.68	.48	.72	.45
25. Untrustworthy vs. Trustworthy	.49	.53	.57	.49	.62	.46	.67	.43
26. Passive vs. Active	.49	.50	.57	.46	.63	.43	.67	.40
27. Aloof vs. Warm	.60	.54	.68	.49	.73	.45	.77	.41
28. Predictable vs. Erratic	.37	.53	.44	.50	.49	.48	.54	.46

Note: SEM = Standard error of measurement.

Estimates of Item Split-Half Reliabilities and Standard Errors of Measurement on Overall Summary Judgments

The reliability coefficients in Table 41 show moderately high consistency among raters for both overall summary judgment measures, especially when the number of total raters exceeds 15. The *r-values* were somewhat higher for Item 29, which would be expected given the greater variability in that item’s five-point scale compared to Item 30’s four-point scale. The small standard errors evidence the dependability of both measures.

Table 41

Estimates of Split-Half Reliabilities and Standard Errors of Measurement for Overall Summary Judgments (N = 732)

Summary Judgments	Number of Raters							
	8		12		16		20	
	<i>r</i>	<i>SEM</i>	<i>r</i>	<i>SEM</i>	<i>r</i>	<i>SEM</i>	<i>r</i>	<i>SEM</i>
29. What kind of job is this administrator doing?	.67	.34	.74	.30	.78	.27	.82	.25
30. Does this administrator have your confidence?	.61	.27	.69	.24	.74	.22	.77	.20

Note: SEM = Standard error of measurement.

Internal Consistency of Scales

The Cronbach *alpha* (α) coefficient provides another estimate of internal consistency by computing the average inter-correlation among items. High values are desirable. One would expect, for example, that items loading on the same factor should be highly inter-correlated. Although the Administrators Report reports neither factor composite scores nor scale scores, we provide internal consistency coefficients here to offer evidence of the internal consistency of the various dimensions of the IA-R.

We began by computing Cronbach α and item-total statistics on the 10-item scale for Administrative roles. The internal consistency of the total scale was high, Cronbach's $\alpha = .98$, *SEM* = .08. Table 42 presents item-total statistics.

Table 42

Internal Consistency Coefficients (Cronbach α) and Item-Total Statistics for Administrator Role Scale (N = 732)

Items	Item-Total Statistics	
	Item-total <i>r</i>	α if item deleted
1. Communicates and displays a visionary plan for the future.	.85	.98
2. Establishes sound priorities.	.93	.98
3. Displays knowledge/expertise required for this position.	.88	.98
4. Makes wise decisions, judgments, and recommendations.	.96	.98
5. Initiates actions that anticipate problems or resolves them before they become major concerns.	.93	.98
6. Is an effective "team" member.	.94	.98
7. Contributes positively to this institution's image and reputation.	.90	.98
8. Communicates relevant information to appropriate constituencies.	.92	.98
9. Seeks opinions of others before establishing policies or procedures that affect them.	.89	.98
10. Earns the trust and respect of those who come in contact with him/her.	.95	.98

Next, we computed internal consistency coefficients for the two scales that comprised the administrator’s personal characteristics. Both Personal Characteristics ($\alpha = .96$, $SEM = .15$) and Leadership Style ($\alpha = .91$, $SEM = .18$) had high internal consistency. Table 43 contains item-total statistics for these scales.

Table 43

Internal Consistency Coefficients (Cronbach α) and Item-Total Statistics for Interpersonal Characteristics and Leadership Style Scales (N = 732)

Items	Item-Total Statistics	
	Item-total r	α if item deleted
Personal Characteristics		
16. Autocratic vs. Democratic	.88	.96
23. Insensitive vs. Understanding	.92	.96
24. Opinionated vs. Receptive to ideas	.88	.96
15. Unfair vs. Fair	.91	.96
13. Remote vs. Approachable	.80	.96
18. Manipulative vs. Straightforward	.87	.96
25. Untrustworthy vs. Trustworthy	.86	.96
22. Self-centered vs. Institution-centered	.81	.96
Leadership Style		
11. Indecisive vs. Decisive	.82	.88
12. Disorganized vs. Organized	.76	.89
26. Passive vs. Active	.66	.91
21. Ambiguous vs. Clear	.83	.88
19. Inconsistent vs. Consistent	.79	.88

Estimates of Item Stability

Stability—the consistency of a measure across time—is another important indicant of reliability. To examine the stability of the personnel ratings of the administrator, results for 125 administrators who participated in the IDEA Feedback for Administrators system on at least two different occasions were analyzed. If an administrator participated more than twice, the participation closest in time to that of the first occasion was used. The time between ratings were submitted varied by administrator. Table 44 shows the Pearson r “test-retest” correlations for all items on the IA. For items retained in the IA-R (IA-R item numbers indicated in parentheses), coefficients ranged from .58 to .75, with a median $r = .67$. This indicates that moderately strong stability existed between performance ratings of the same administrators. One would not expect extremely high test-retest correlations because changes should occur in behaviors and ratings. Some administrators most likely made more improvements than others. They might, therefore, have changed their ordinal positions across time, which would have reduced the magnitudes of the correlations.

Table 44

Pearson r Correlations between Personnel Ratings of the Same Administrator on Two Different Occasions (N = 125)

IA Item (IA-R item number)	Pearson r
1. Communicates and displays a visionary plan for the future. (1)	.70
2. Establishes sound priorities. (2)	.61
3. Displays knowledge/expertise required for this position. (3)	.58
4. Makes wide decisions, judgments, and recommendations. (4)	.59
5. Initiates actions that anticipate problems or resolves them. (5)	.60
6. Is an effective "team" member. (6)	.67
7. Contributes positively to this institution's image and reputation. (7)	.70
8. Communicates relevant information to appropriate constituencies. (8)	.66
9. Seeks opinions of others before establishing policies or procedures. (9)	.71
10. Earns the trust and respect of those who come in contact with him/her. (10)	.70
11. Indecisive vs. Decisive (11)	.66
12. Disorganized vs. Organized (12)	.73
13. Remote vs. Approachable (13)	.63
14. Untruthful vs. Honest	.66
15. Unfair vs. Fair (14)	.63
16. Autocratic vs. Democratic (15)	.67
17. Unfeeling vs. Caring	.73
18. Manipulative vs. Straightforward (16)	.71
19. Inconsistent vs. Consistent (17)	.64
20. Lethargic vs. Vigorous	.62
21. Ambiguous vs. Clear (18)	.57
22. Self-centered vs. Institution-centered (19)	.68
23. Insensitive vs. Understanding (20)	.75
24. Opinionated vs. Receptive to ideas (21)	.74
25. Untrustworthy vs. Trustworthy (22)	.72
26. Passive vs. Active (23)	.65
27. Aloof vs. Warm	.76
28. Erratic vs. Predictable	.64
29. What kind of a job is this administrator doing?	.69
30. Confidence in administrator	.53

Summary

Three sources of evidence were provided regarding the reliability of personnel ratings of the administrator. First, the split-half method showed that responses to individual IA items have acceptable reliability, especially when the number of raters exceeds 15. Similarly, standard errors of measurement supported the dependability of individual items, especially as the number of raters increases. Second, Cronbach α coefficients were high for the Administrative roles, Interpersonal Characteristics, and Leadership Style scales. Third, test-retest correlation coefficients revealed that personnel ratings had good stability across time.

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

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Appendix A: Administrator Information Form (AIF) and Impressions of Administrator (IA)



Administrator Name: **Sample Administrator**
 Administrator's Title
 _IDEA University



IMPRESSIONS OF ADMINISTRATORS

Results from this survey will be used both to assist in appraising professional functioning and to suggest how that functioning could be improved. Therefore, it will be helpful if you can identify both strengths and weaknesses.

To encourage your honesty and objectivity, you are asked not to identify yourself. Results of the survey will be summarized for all respondents and for various groups, but not for individuals. Individual identity will be protected as group analyses will be reported only for groups where there are at least five respondents. However, your responses to open-ended questions will be provided verbatim to the administrator. Thus, you will want to avoid comments that would reveal your identity.

Strengths and Weaknesses

To what degree do each of the following constitute a “strength” or “weakness” of the administrator? Mark the circle which best corresponds to your judgment, using the following scale:

- 1 = Definite Weakness
- 2 = More a Weakness than a Strength
- 3 = In Between
- 4 = More a Strength than a Weakness
- 5 = Definite Strength
- CJ = Cannot Judge

- | | 1 | 2 | 3 | 4 | 5 | CJ | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Communicates and displays a visionary plan for the future. |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Establishes sound priorities. |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Displays knowledge/expertise required for this position. |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Makes wise decisions, judgments, and recommendations. |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Initiates actions that anticipate problems or resolves them before they become major concerns. |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Is an effective “team” member. |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Contributes positively to the institution's image and reputation. |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Communicates relevant information to appropriate constituencies. |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Seeks opinions of others before establishing policies or procedures that affect them. |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Earns the trust and respect of those who come in contact with him/her. |

The Administrator's Personal Characteristics

In this section, please describe the administrator's personal attributes by marking the appropriate number on each scale. Mark "Cannot Judge" (CJ) if you have little or no basis for making a rating.

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | CJ | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Decisive (1) vs. Indecisive (7) |
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Organized (1) vs. Disorganized (7) |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Remote (1) vs. Approachable (7) |
| 14. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Honest (1) vs. Untruthful (7) |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Unfair (1) vs. Fair (7) |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Autocratic (1) vs. Democratic (7) |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Caring (1) vs. Unfeeling (7) |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Manipulative (1) vs. Straightforward (7) |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Consistent (1) vs. Inconsistent (7) |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Lethargic (1) vs. Vigorous (7) |
| 21. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Ambiguous (1) vs. Clear (7) |
| 22. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Self-centered (1) vs. Institution-centered (7) |
| 23. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Understanding (1) vs. Insensitive (7) |
| 24. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Receptive to ideas (1) vs. Opinionated (7) |
| 25. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Trustworthy (1) vs. Untrustworthy (7) |
| 26. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Passive (1) vs. Active (7) |
| 27. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Aloof (1) vs. Warm (7) |
| 28. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Predictable (1) vs. Erratic (7) |

Overall Impressions

29. What kind of a job is this administrator doing?
- Poor
 - Mediocre
 - Good
 - Excellent
 - Superb
 - Can't judge
30. Does this administrator have your confidence?
- Definitely not
 - No, but I have reservations about this.
 - Yes, but I have reservations about this.
 - Definitely yes.
 - I have formed no stable opinion.

Open-ended Comments

31. What are this administrator's main assets?

32. What reservations do you have about this person as an administrator?

33. What changes (e.g., in priorities, style, organization, policy) would do most to improve this administrator's effectiveness?

Rater Perspective

34. What is the principal way that you are affiliated with this institution?

- I am a faculty member.
- I am a student.
- I am a member of this administrator's staff.
- I have meaningful contacts with this administrator but don't report to this person.
- I choose to omit my response to this question.

35. What is the principal type of contact you have with this administrator?

- We work together on mutual responsibilities or assignments.
- My work requires his/her supervision, approval, or judgment.
- This administrator provides services that I want or need.
- Our contact consists primarily of informal interaction.
- I choose to omit my response to this question.

36. How often do you have meaningful contact with this administrator?

- On a daily basis
- At least once a week, but not daily
- One to three times a month
- One to three times a term
- Less than once a term
- I choose to omit my response to this question

37. How long have you been at this institution?

- This is my first year
- One to two years
- Three to five years
- More than five years
- I choose to omit my response to this question

Submit

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



Administrator Name: **Sample Administrator**
Administrator's Title
_IDEA University



ADMINISTRATOR INFORMATION FORM (AIF)

Please complete the following survey to the best of your knowledge. The information submitted on this form is used for research purposes only. Your answers will remain confidential and do not affect the results.

General Information

1. Number of years at institution
2. Number of years in this position at this institution
3. Number of years in this position at any institution

Please mark only one response for the following questions.

4. When you first assumed this position, what was the general campus reputation of your unit in terms of **importance/influence**?
 - positive
 - neutral
 - negative
 - NA/new unit
 - don't know
5. When you first assumed this position, what was the general campus reputation of your unit in terms of **effectiveness**?
 - positive
 - neutral
 - negative
 - NA/new unit
 - don't know
6. When you first assumed this position, you were expected to:
 - make major changes in the unit's activities and/or the way they were conducted
 - primarily maintain established services and procedures
 - other
7. Before you assumed this position, turnover of personnel in the unit had been:
 - higher than most units
 - about average
 - lower than most units
 - don't know
 - I'd prefer not to respond

8. Since you have been in this position, personnel turnover has:
- increased
 - remained constant
 - decreased
 - don't know
 - I'd prefer not to respond
9. Since you have been in this position, financial support for the unit, relative to that for other units at the institution, has:
- increased
 - remained constant
 - decreased
 - don't know
 - I'd prefer not to respond
10. Since you have been in this position, the workload of the unit has:
- increased
 - remained constant
 - decreased
 - don't know
 - I'd prefer not to respond
11. Including interim leadership, approximately how many individuals, including yourself, have occupied your position during the past ten years?
-
12. Number of people in this unit (omitting students) classified as professionals?
-
13. Number of people in this unit (omitting students) classified as support staff?
-

Submit

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

Appendix B: Revised Administrator Information Form (AIF-R) and Impressions of Administrator (IA-R)



Administrator Name: **Sample Administrator**
 Administrator's Title
 _IDEA University



IMPRESSIONS OF ADMINISTRATORS

Results from this survey will be used to assist in appraising professional performance and to suggest how performance could be improved. Either purpose will be best served if you reflect on the administrator's overall performance and provide a fair and honest representation of the administrator. Therefore, your responses should identify both strengths and weaknesses.

To encourage your honesty and objectivity, you are asked not to identify yourself. Results of the survey will be summarized for all respondents, but not for individuals. Do realize, however, that your responses to open-ended questions will be provided verbatim to the administrator. Thus, you should avoid comments that could reveal your identity.

Completing this survey takes approximately 20 minutes, so please allow sufficient time to provide thoughtful, fair, and honest responses.

I. The Administrator's Roles

The list below describes roles that administrators perform. Please rate the administrator on each of the roles by selecting the number that best represents your judgment of how well he/she performed over the past year as an administrator. Select the number which best corresponds to your judgment, using the scale below. Select "Cannot Judge" (CJ) if you have little or no basis for making a rating.

- 1 = Definite Weakness
- 2 = More a Weakness than a Strength
- 3 = In Between
- 4 = More a Strength than a Weakness
- 5 = Definite Strength
- CJ = Cannot Judge

- | | 1 | 2 | 3 | 4 | 5 | CJ | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Communicating a visionary plan for the future |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Establishing sound priorities |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Displaying knowledge/expertise required for this position |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Making wise decisions, judgments, and recommendations |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Initiating actions that anticipate problems or resolving them before they become major concerns |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Being an effective team member |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Contributing positively to the institution's image |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Communicating relevant information to appropriate constituencies |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Seeking opinions of others before establishing policies or procedures that affect them |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Earning the trust and respect of others |

Part II. The Administrator's Personal Characteristics.

This section includes 15 pairs of adjectives describing the administrator's personal characteristics that have been recognized as important to performance. One adjective is anchored with a "1" and the other with a "7." For each pair, select the number that best describes the administrator along the continuum. If each of the adjectives is equally descriptive, select the middle score (4). Select "Cannot Judge" (CJ) if you have little or no basis for making a decision.

	1	2	3	4	5	6	7		CJ
11. Indecisive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Decisive	<input type="radio"/>
12. Disorganized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Organized	<input type="radio"/>
13. Remote	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Approachable	<input type="radio"/>
14. Unfair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fair	<input type="radio"/>
15. Autocratic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Democratic	<input type="radio"/>
16. Manipulative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Straightforward	<input type="radio"/>
17. Inconsistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistent	<input type="radio"/>
18. Ambiguous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear	<input type="radio"/>
19. Self-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Institution-centered	<input type="radio"/>
20. Insensitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding	<input type="radio"/>
21. Opinionated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Receptive to ideas	<input type="radio"/>
22. Untrustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Trustworthy	<input type="radio"/>
23. Unimaginative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Innovative	<input type="radio"/>
24. Rigid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Flexible	<input type="radio"/>
25. Impractical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Practical	<input type="radio"/>

Part III. Overall Impressions.

Please select your response to the following questions.

26. Overall, this administrator has provided excellent leadership.

- Strongly Disagree
- Disagree
- In Between
- Agree
- Strongly Agree
- Cannot Judge

27. I have confidence in the administrator's ability to provide future leadership in this position.

- Strongly Disagree
- Disagree
- In Between
- Agree
- Strongly Agree
- Cannot Judge

Part IV. Open-ended Comments.

Responses to open-ended questions are provided verbatim to the administrator. You should, therefore, avoid comments that could reveal your identity.

28. What are this administrator's main strengths?

29. How might this administrator improve his or her performance?

30. What are the most important challenges facing this administrator?

Part V. Rater Perspective [Optional Item]

Please select only one response for the following question. Demographic subgroup results are reported to the administrator only if there are at least 5 individuals responding from a specific category.

31. What is the principal way that you are affiliated with this institution?

- Faculty member.
- Student.
- Administrator's staff.
- Professional colleague/associate
- I choose to omit my response to this question.

Submit

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

23. Unimaginative Innovative
24. Rigid Flexible
25. Impractical Practical

Part III. Your Position.

Please select only one response for the following questions about your unit when you first assumed this position.

26. When you first assumed this position, what was the general campus reputation of your unit in terms of **importance/influence**?
- positive
 - neutral
 - negative
 - not applicable/new unit
 - don't know
27. When you first assumed this position, what was the general campus reputation of your unit in terms of **organizational effectiveness**?
- positive
 - neutral
 - negative
 - not applicable/new unit
 - don't know
28. When you first assumed this position, you were expected to:
- make major changes in the unit's activities and/or the way they were conducted
 - primarily maintain established services and procedures
 - other

Part IV. General Information.

29. Including this year, number of years at this institution ____.
30. Including this year, number of years in this position at this institution ____
31. Number of years in this position at any *other* institution ____
32. Including interim leadership, approximately how many individuals, including yourself, have occupied your position during the past 10 years? ____
33. Number of people in this unit (omitting students) who report directly or indirectly to you? ____
34. Of those, how many people report directly to you? ____

Submit

Appendix C: Focus Group Themes

Overall Comments

- The instrument is “objectifying the subjective”; More comprehensive picture than the student ratings; Like the balance; could be longer, but then wouldn’t use it; Shows where can improve if want to; Can show those that evaluate – provides some good information; Can show the boss that giving good input
- Neutral to positive of overall form; useful associations; relationship between results and work needs to be extrapolated; need to follow the cautions
- Because the survey comes from a third party, it is credible; use one instrument for administrators so it is consistent; reports are difficult to decipher; need something more narrative about what that means for you.
- Neutral to positive of overall system; thinking of collective faculty – some of what you do is confidential and faculty don’t see everything
- Value added; need consistent metric to build personal profile; chair form is by far superior;
- This is one piece that is useful, but need to bring in other pieces
- Need option to add additional questions

Role of IDEA with Improvement Process

- National campaign for improvement of HE leader
- Links to materials – papers
- Use research to plan program to develop – administrator wannabe training
- Best practices
- Training to understand what report telling you
- Grow in sophistication of use
- Like Educause – Develop a process model for [IT] leaders
- Could users sign up for different levels of use? For example, Executive User – 3 visits, access to tools, ramp up services as institution needed, help identify strengths, Partner with Gallop University Worldwide conferences
- Longitudinal look – value added – are they benefitting from usage? Chart some things
- Training – how administrative team make use of IDEA over time

Impressions of Administrator Survey

General

Strengths & Weaknesses

- Nebulous item – makes “wise” decisions. More measurable language/items. Consider “sound” instead of wise; or are decisions consistent with mission of the university
- Doesn’t talk about measureable outcomes – meeting strategic goals, data collection, data driven decisions
- “In Between – provided with no information (some disagreement about usefulness of anchor)
- Cannot Judge – add /No Opinion – not enough information to make a judgment
- Dept. Chair form is superior due to ability to define “weight” the importance of job elements
- Ability to include audience specific questions
- Ability to select from a set of pre-defined questions

Personal Characteristics

Which of these are key? Trustworthy

Overall Impressions

- Job as administrator needs global, big picture item
- 29/30 – what is purpose? (29. What kind of job is administrator doing? 30. Does this administrator have your confidence?)
- Response options to 29 are more slanted to the positive. Why don't we use a 1=negative to 5=positive scale, because meaning of words change every year. Always baggage with how words are used.
- Excellent is better than Superb. Option – Poor, Mediocre, Adequate, Good, Excellent, Can't Judge
- Ask about "effectiveness" instead of "job" (in a "profession" so sensitive to the word "job").
- 30 is an important question
- Discussion about using a numerical scale instead of categories for responses. But, sometimes numbers aren't helpful and this seems like one of those areas.
- "reservations" is passive and wordy

Comments

- Instead of assets use strengths
- 32. Reservations – don't like; aren't they also what you'd like to see them improve?
- 32 and 33 are redundant - like 33 better – more constructive.
- Reverse order 33 then 31
- Group comments by respondent so they know how many & what group of questions came from same person

Rater Perspective

- 34. Institution Affiliation: Instead of "I am a member of this administrator's staff" try "I report to this administrator." (issue – hard for chairs or deans to respond to this item if survey is for a Provost)
- 37. Three "to" five years
- The smaller the institution, the more descriptive of the person when in combination

Information Form

- Information Form not linked to survey – How important is this to the job?
- Even though the instructions say "research purposes" it is not clear – they wondered why these results are not reported and how is it used. (Be more clear)
- 3. "in the unit" – what does this mean? Some units need high turnover to develop staff (IT units).
- Items 3, 4, 7 all relate to turnover – what is the relationship of turnover to quality? Stability?
- What about questions related to creating a strategic plan? Implementing? What about an outcome assessment question? Example – Of your major (strategic) goals for the year, how many (what %) were met?
- 5. – based on competitive approach; what if all units have increased (or decreased)?
- 8. Does this include faculty? Administrators? Number of people completing the survey?

Self-rating

- This is how I perceive myself – would be interesting but not useful.
- Or – This is how I think "they" perceive me
- Need to ask – would your superior find it useful?

Report

General Comments

- Useful, but not easily perceptible – if dirt simple might not be useful
- Need to get layout expert to help design (p. 2 font too big; p. 3 make easier)
- Like the atypical subgroup – consider how to highlight outliers
- Raw data report is missing, maybe provide distribution

- Explore norming – harder to do, but might be useful on qualities
- Explore demographics – director/associate dean, etc.
- Chart – longitudinal
- Charting on individual reports with narrative describing
- Simplify, consider narrative description
- Don't know how to interpret atypical groups.
- Dashboard where automatically marked
- Refer to material on our website
- Adjust instructions/form for small departments/units. Anonymity is an issue but find a way to do it so relevant and usable
- Report raw data with small groups, even if no subgroups
- Some tables difficult to see
- Online reporting increases ability to use color

Section I. Overall effectiveness

Section II. Strengths and Weaknesses in Performing Administrative roles

- Loves this section – on personal report she was seen as “autocratic.” This is not how she sees self, but comes through to some. Saw that chairs don't know her. Was a trigger to change.
- Reflects perceptions – right or wrong – need to be aware in order to change.
- Could add pairings for respondents
- Access a list of characteristics from a database [ABG: or add space for respondents to add/list additional characteristics]
- This is the “zingable” section.
- As evaluator (supervisor) – confirming and helpful. When evaluate other people and may know why if someone does get “zinged” – but still see as honest.
- Some items are key
- Recommendation for interpretation were helpful to some (average 4.0 or percent “strength” exceeding 75); others want those statements substantiated – who says so, and what standard is being used?
- Subgroup codes – hard to link to actual item (e.g., client) because don't have survey instrument to compare.
- “subordinate” is industrial language

Section III. Administrative Style/Personal Characteristics

Other comments:

- Develop and provide best practices
- Different levels of access and provide longitudinal component (history and temporal trends)

Appendix D: EASE

EVALUATION OF ADMINISTRATIVE STYLE AND EFFECTIVENESS

KANSAS STATE UNIVERSITY
Planning and Evaluation Services

Administrator: _____ Institution: _____ Date: _____

Both to improve personnel recommendations and to provide a basis for improving administrative practices, you are requested to answer the questions on this form as honestly and objectively as possible. You need not sign your name, since only group results will be compiled. Your participation will be most helpful if you identify both strengths and weaknesses.

I. Rater Characteristics

A. How is your work related to that of this administrator?

- | | |
|--|--|
| <input type="checkbox"/> I report directly to this person. | <input type="checkbox"/> I use the services provided by this person. |
| <input type="checkbox"/> I report to someone who reports to this person. | <input type="checkbox"/> I work as a colleague with this person. |
| <input type="checkbox"/> I and this administrator report to the same person. | <input type="checkbox"/> Other _____ |

B. How often do you have meaningful contact with this administrator?

- | | |
|---|---|
| <input type="checkbox"/> On a daily basis. | <input type="checkbox"/> One to three times a term. |
| <input type="checkbox"/> At least once a week, but not daily. | <input type="checkbox"/> Less than once a term. |
| <input type="checkbox"/> One to three times a month. | |

C. How long have you been at this institution in your present department/unit?

- | | |
|---|--|
| <input type="checkbox"/> This is my first year. | <input type="checkbox"/> Three to five years. |
| <input type="checkbox"/> One or two years. | <input type="checkbox"/> More than five years. |

II. Attributes of the Administrator

For the attributes listed below, circle the number which best describes the administrator. Use "1" or "2" if the first word or phrase is most descriptive; use "4" or "5" if the second word is most descriptive; use "3" if the administrator displays both attributes about equally. "CJ" indicates that you can't judge this attribute.

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Friendly (1 or 2) vs. Unfriendly (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 2. Organized (1 or 2) vs. Disorganized (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 3. Accepting (1 or 2) vs. Rejecting (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 4. Planful (1 or 2) vs. Undirected (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 5. Dedicated to institution (1 or 2) vs. Dedicated to self (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| | | | | | | |
| 6. Energetic (1 or 2) vs. Lethargic (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 7. Flexible (1 or 2) vs. Rigid (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 8. Sensitive to others (1 or 2) vs. Insensitive to others (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 9. Open to ideas (1 or 2) vs. Close-minded (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 10. Democratic (1 or 2) vs. Autocratic (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| | | | | | | |
| 11. Structured (1 or 2) vs. Ambiguous (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 12. Motivating (1 or 2) vs. Discouraging (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 13. Strong (1 or 2) vs. Weak (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 14. Realistic (1 or 2) vs. Unrealistic (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |
| 15. Sophisticated (1 or 2) vs. Naive (4 or 5) | 1 | 2 | 3 | 4 | 5 | CJ |

(OVER, PLEASE)

III. Strengths and Weaknesses

To what degree do each of the following constitute a "strength" or a "weakness" of the administrator? Use the following scale to make your ratings:

- 1 = Definite weakness
- 2 = More a weakness than a strength
- 3 = In between
- 4 = More a strength than a weakness
- 5 = Definite strength
- CJ = Cannot judge

16. Communicates and displays a visionary and futuristic plan. . . .	1	2	3	4	5	CJ
17. Has developed sound priorities	1	2	3	4	5	CJ
18. Displays knowledge/expertise related to work assignments. . . .	1	2	3	4	5	CJ
19. Makes wise decisions.	1	2	3	4	5	CJ
20. Initiates actions which resolve problems in a timely manner . . .	1	2	3	4	5	CJ
21. Offers sound advice.	1	2	3	4	5	CJ
22. Contributes positively to the institution's image and reputation.	1	2	3	4	5	CJ
23. Informs me about matters which affect me and/or my work. . . .	1	2	3	4	5	CJ
24. Seeks opinions of others before suggesting policies or procedures which affect them	1	2	3	4	5	CJ

IV. Overall Ratings

- 25. Overall, how effective do you think this administrator is?
 Exceptional *Very good* *Good* *Satisfactory* *Needs improvement*
- 26. Does this administrator have your confidence?
 Always *Usually* *Half the time* *Less than half the time*

V. Additional Observations

In this section, you are invited to make additional observations and suggestions for improvement. Written responses will be typed before being sent to the administrator so that handwriting cannot be used to identify the rater. Use additional pages as needed.

27. What are this administrator's main strengths?

28. What reservations do you have about this person as an administrator?

29. What changes (in priorities, style, organization, policy) do you feel would improve this administrator's effectiveness?

30. Other comments?

Thank you. Please return the completed form in the self-addressed envelope provided.

Appendix E: Sample Revised Report

William McKinley

Assistant Dean
IDEA University
08-31-2012

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Respondent Information

Number asked to participate:	240
Number responding:	230
Response rate:	95 %

Subgroup	Number Responding
Students	30
Deans	15
Other	25
Faculty	150
Omit	10

1. Report Overview

This report summarizes results from feedback provided through the IDEA Feedback for Administrators survey. Insight into your strengths and possible areas for improvement can guide your leadership development. The value of the feedback will be greatly enhanced if you set aside specific time for careful review and reflection and, if possible, have follow-up conversations with a trusted colleague.

The report begins with a quick snapshot of your overall effectiveness based on respondents' answers to two questions: whether you have provided excellent leadership in the past and whether respondents have confidence in your ability to provide excellent leadership in the future.

The next section highlights your areas of strength related to administrative roles, leadership style, and personal characteristics. These should provide insight into perceptions of your overall effectiveness as well as provide a foundation for your professional development plan.

The report then provides respondent feedback about your performance on ten administrative roles. The data are displayed to show averages as well as percentages of respondents who rated you high or low for each of the administrative roles. Also, your self-ratings are compared to the respondents' average ratings for each of the administrative roles.

Next, the report provides respondent feedback on your leadership style and personal characteristics. As previously, the data are displayed to show averages as well as percentages of respondents who rated you high or low for each of the leadership style and personal characteristic identifiers. The data also compare your self-rating to the respondents' average ratings for each of the areas.

The report concludes with more detailed arrays of the data.

Summarized feedback for any customized questions that were added are provided in a separate report. Also provided separately are typed verbatim responses made to open-ended questions.

Some Thoughts on Using This Report

In each of the following sections, some guiding questions and suggestions are provided to facilitate your personal reflection. Focus on what you do well and on what is most effective. Build on those strengths as you identify areas to improve.

2. Overall Effectiveness

Your overall effectiveness was assessed by asking respondents to respond to two statements:

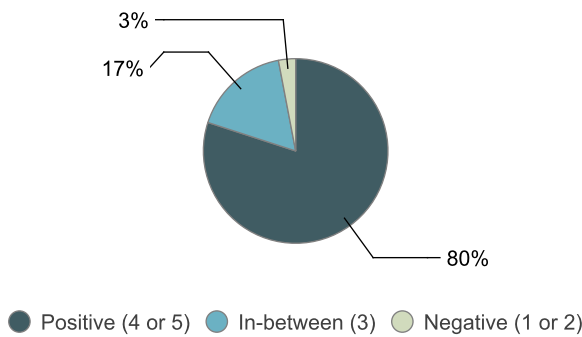
- Overall, this administrator has provided excellent leadership.
- I have confidence in the administrator's ability to provide future leadership in this position.

Most administrators want to be told they are doing well, are good leaders, and that their colleagues have confidence in their future leadership. But, as administrators, it is also likely that there will always be some who view your work negatively. While we encourage you not to make too much out of small differences or a small number of negative responses, the key is recognizing when the negative impressions are pervasive enough that it could make it difficult to accomplish your responsibilities. The snapshot below shows you at a glance the percent of all respondents that rated you positively and negatively on each statement. Respondent feedback for the entire group, and for appropriate subgroups, is then displayed.

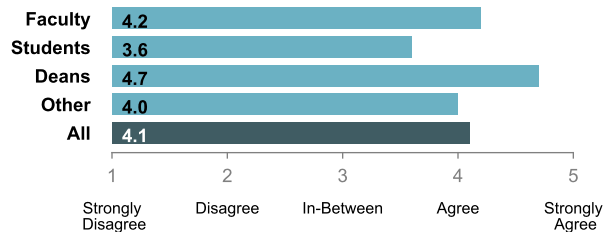
Performance to Date and Confidence in Future Leadership

Overall, this administrator has provided excellent leadership.

Percent providing positive and negative ratings

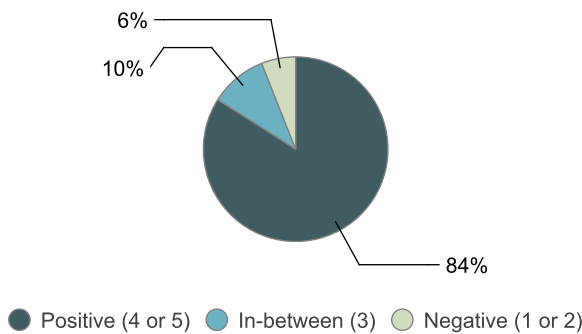


Average Rating

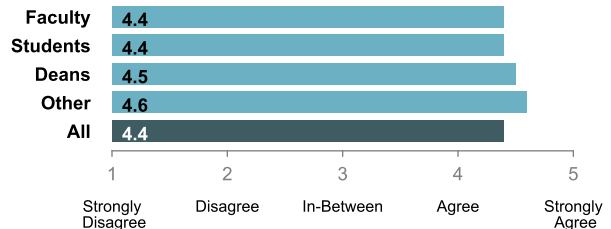


I have confidence in the administrator's ability to provide future leadership in this position.

Percent providing positive and negative ratings



Average Rating



The following sections of this report provide more detail about the specific traits of your leadership style and personal characteristics that likely influenced the ratings that you received on these "Overall Effectiveness" items.

3. Reviewing Your Strengths

Respondents provided feedback about their impressions of your performance of key administrative roles, leadership style, and personal characteristics. For administrative roles, specific areas of strength are suggested when at least 70% of respondents rated you positively (giving ratings of 4 or 5). For leadership style and personal characteristics, strengths are suggested when at least 60% rated you positively (providing ratings of 6 or 7). Following is a summary of areas where you were rated most positively.

Ideally, one would want to be rated "Good" or "Outstanding" in all of the areas surveyed regarding your job performance, but in reality such ratings are seldom the case. If several items appear below, you should take pride in those areas where your colleagues rated you positively and have confidence in you as an administrator. If, however, no items, or just a few appear in this "Reviewing Your Strengths" section, you should consider how to improve in the areas in which you were not given high ratings as detailed in Sections 4 and 5 that follow.

Administrative Roles

4. Making wise decisions, judgments, and recommendations (81% positive)
10. Earning the trust and respect of others (76% positive)
1. Communicating a visionary plan for the future (75% positive)
2. Establishing sound priorities (75% positive)
7. Contributing positively to the institution's image (73% positive)
5. Initiating actions that anticipate problems or resolving them before they become major concerns (71% positive)
8. Communicating relevant information to appropriate constituencies (71% positive)
9. Seeking opinions of others before establishing policies or procedures that affect them (70% positive)

Leadership Style

23. Innovative (77% positive)
11. Decisive (69% positive)
12. Organized (61% positive)

Personal Characteristics

14. Fair (71% positive)
22. Trustworthy (69% positive)
16. Straightforward (61% positive)
19. Institution-centered (61% positive)

4. Deeper Reflection: Administrative Roles

Along with your own self-ratings, perceptions of your performance of 10 key administrative roles were provided by your respondents using the same 5-point scale you used when you rated yourself. The display on the following pages shows how your self-ratings compare to the average ratings of all respondents. And, if enough individuals were included, how your self-ratings compare to those for subgroups is presented. In addition, the percent rating you positively and negatively on each role is provided.

As you review the results, be sure to consider the contexts of your day-to-day work life (the daily interactions, the short and long-term projects in which you and your colleagues are involved, and so on). The questions below will help guide your personal reflection.

What percent of respondents rated you positively (gave you a 4 or 5) or negatively (gave you a 1 or 2) on each of the roles?

Administrators need to set their own standards for what is considered to be acceptable positive or undesirable negative ratings. In general, if 70% or more of your respondents provided a positive rating, then that particular role can be considered a strength. While you build on your strengths (listed first on pages 5 and 6, indicated by the overall percent positive ratings), you might focus improvement efforts on those roles where fewer than half (50%) of the respondents rated your performance positively or where more than 30% rated your performance negatively.

Are perceptions generally consistent among all subgroups or are some unique?

Understanding if there is a group that views your performance differently can provide insight into how your work and interactions may be impacting individuals differently. If you find a higher percentage of negative responses from one subgroup on a particular role - or multiple roles - you might review situations and experiences with that particular subgroup to help identify specific causes for that low rating.

It is also important to assess whether unique subgroup responses are due to a single recent event or represent an ongoing issue. For example, if you received a high percentage of negative ratings for the descriptor Anticipates Problems from a particular subgroup, you may recall a situation close to the time the survey was administered where you acknowledge failing to anticipate and address an issue. This obviously is less of a concern than negative ratings that occur due to more general behavioral patterns.

Administrative roles that likely merit the most careful review are those where you both received a high percentage of negative ratings and rated yourself markedly higher than did the respondents. If you cannot identify specific situations or experiences that may have led to negative ratings or to a markedly inflated rating on your part, you might seek the counsel of a trusted colleague.

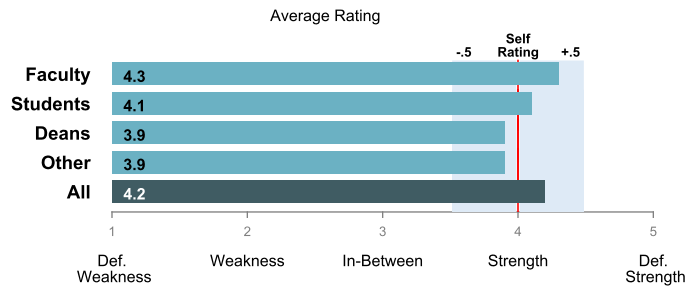
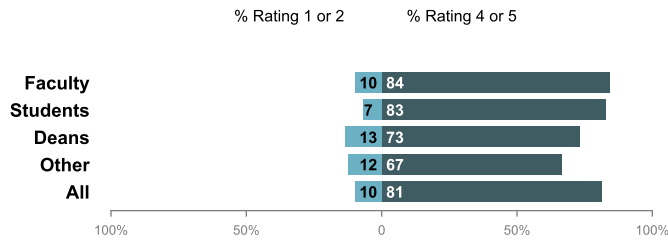
How similar is your self-rating to the average of all respondents and to the averages of your subgroups?

From a practical perspective, respondent ratings that were over one-half point (.5) lower than your self-rating (to the left of the shaded area), indicate those roles where your own sense of your strengths is inflated compared to what the respondents think. These may be areas to examine further to try to understand why these different perceptions exist. Ratings to the right of the shaded area indicate characteristics in which the average respondent rating was at least one-half point higher than your self-rating. In such cases, you may be underestimating your performance compared to what your respondents think.

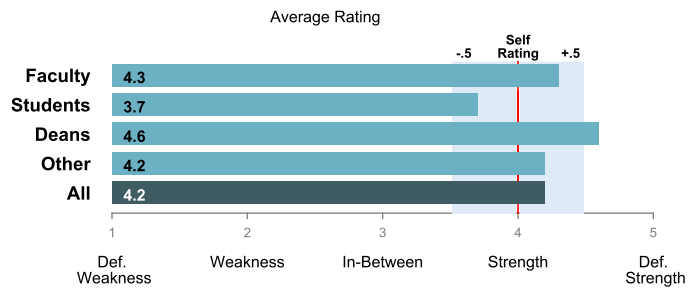
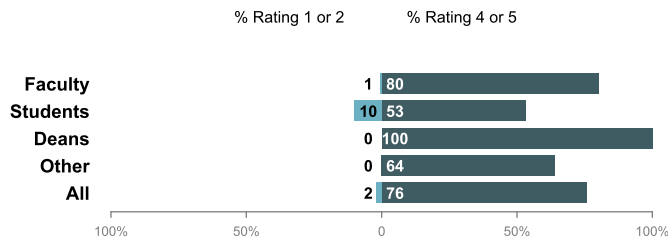
In some cases the difference in perception may not be of great concern. For example, if you gave yourself a rating of 5 on an administrative role and the average for respondents was 4.3, you are still being viewed positively by those who rated you. In contrast, if you gave yourself a self-rating of 4 and the average for respondents (or a subgroup of respondents) was 3.0, there is greater reason to explore why those differences in perception exist.

Administrative Roles

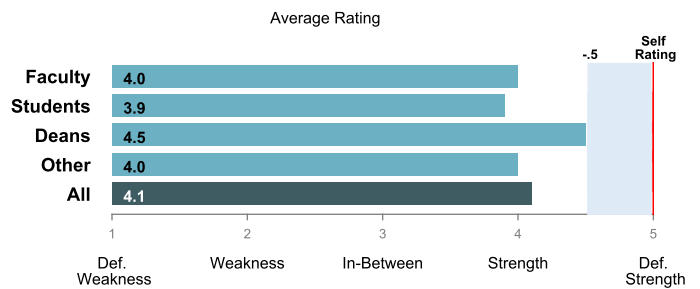
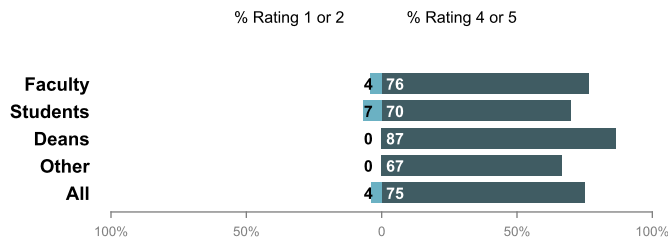
4. Making wise decisions, judgments, and recommendations



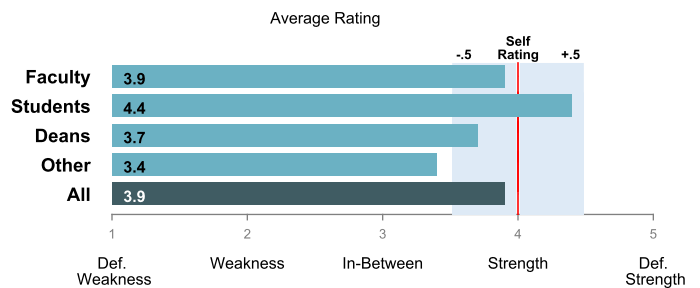
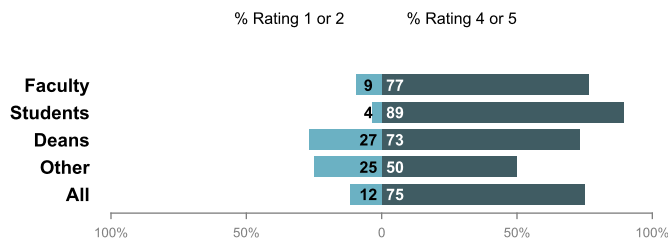
10. Earning the trust and respect of others



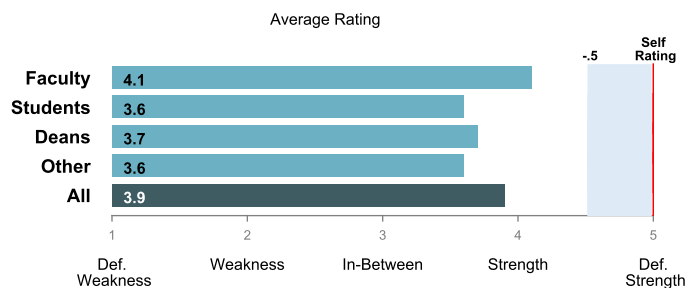
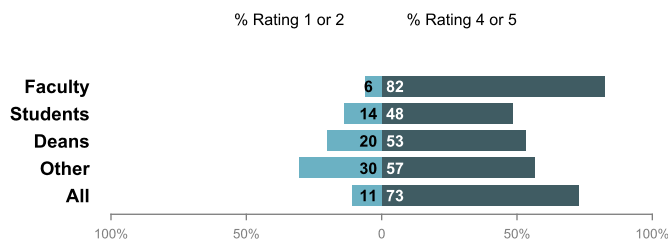
1. Communicating a visionary plan for the future



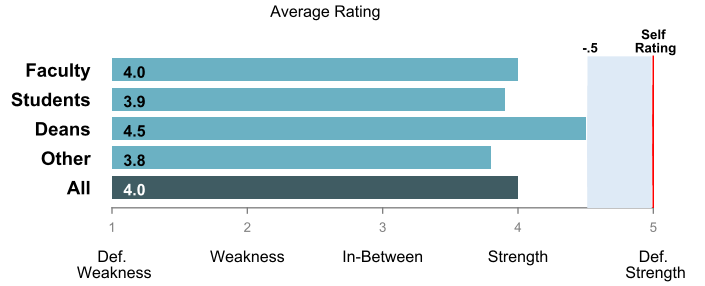
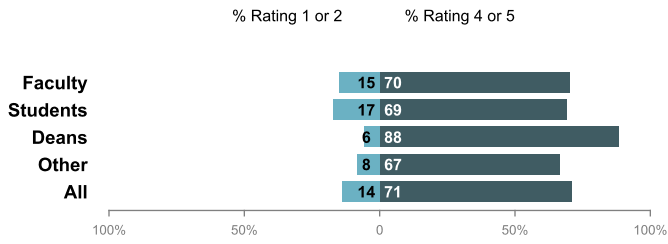
2. Establishing sound priorities



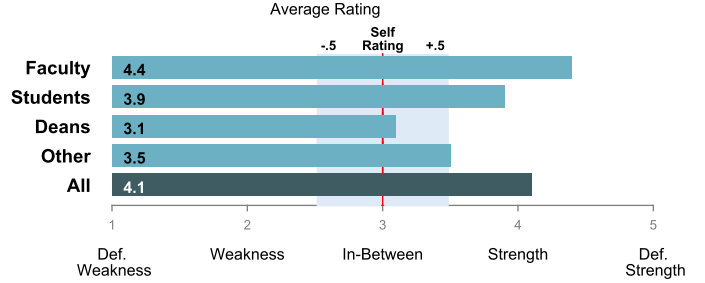
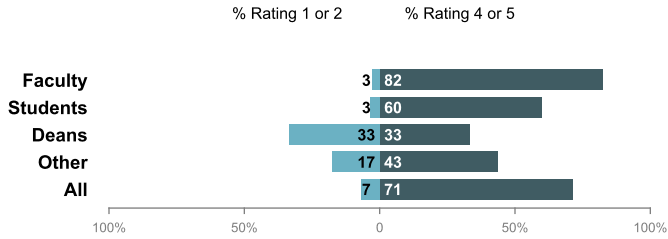
7. Contributing positively to the institution's image



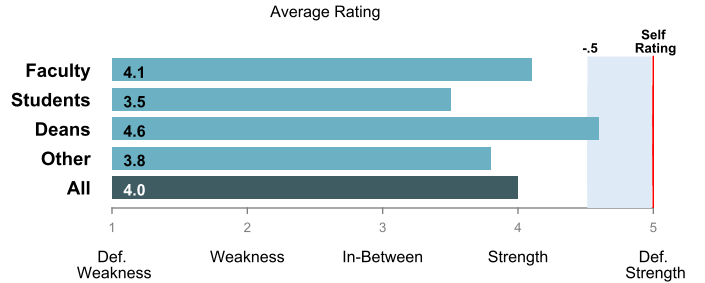
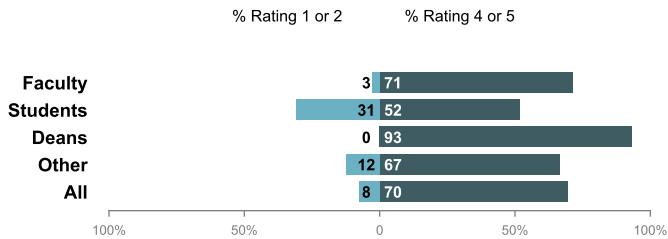
5. Initiating actions that anticipate problems or resolving them before they become major concerns



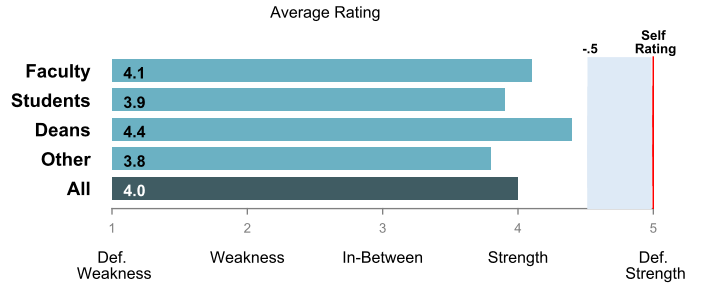
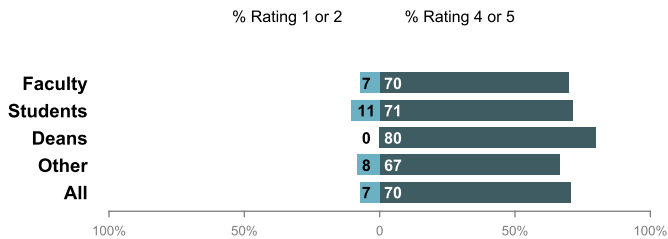
8. Communicating relevant information to appropriate constituencies



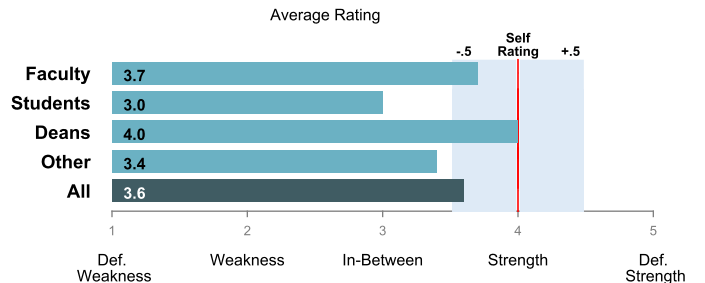
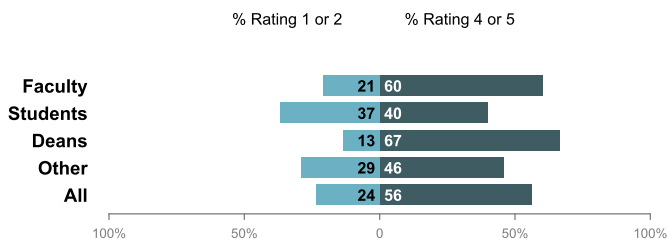
3. Displaying knowledge/expertise required for this position



9. Seeking opinions of others before establishing policies or procedures that affect them



6. Being an effective team member



5. Deeper Reflection: Your Leadership Style and Personal Characteristics

Respondents rated you on the same 15 descriptors and same 7-point scale on which you rated yourself when you filled out the Administrator Information Form (AIF). Seven of the items generally indicate a particular leadership style while eight generally speak to respondent assessments of your personal characteristics.

This report always assigns a 7 to the typically more desirable end of the spectrum for each trait so that ratings of 6 or 7 are generally preferred over low ratings of 1 or 2. For example, you and the respondents rated your Decisiveness on a scale where "Indecisive" was a 1 and where "Decisive" was a 7. While high ratings (6 or 7) are generally preferred to low ratings (1 or 2), some effective administrators develop unique styles that depart markedly from this expectation. Results in this section should be considered within the context of the effectiveness ratings reported in earlier sections of this report and within the context of your administrative role.

The following displays show results for Leadership Style and Personal Characteristics, respectively.

What percent of respondents rated you positively (gave you a 6 or 7) or negatively (gave you a 1 or 2) on each of the styles/characteristics?

In general, if 60% or more of your respondents provided a positive rating, then that particular characteristic can be considered a strength. Build on your strengths (listed in order of highest percent with overall positive ratings on pages 8-10). If 20% or more of respondents overall, or as part of a sub-group, rated a role negatively, then that area might be a focus of improvement.

Are perceptions generally consistent among all subgroups or are some unique?

In some cases the difference in perception may not be of great concern. In other cases, if you find a higher percentage of negative responses from one subgroup, you might review situations and experiences with that particular subgroup to help identify specific causes for a low rating. You may need to consider some specific strategies to address unique perceptions.

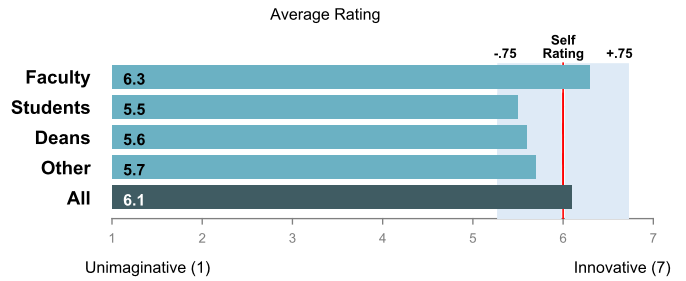
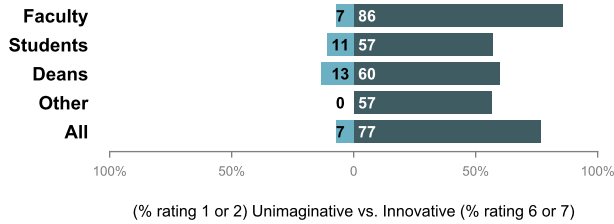
Areas in which you both received a high percentage of negative ratings and rated yourself markedly higher than did the respondents will warrant more careful reflection. If you cannot identify specific situations or experiences that may have led to negative ratings or to a markedly inflated rating on your part, you might seek the counsel of a trusted colleague.

How similar is your self-rating to the average of all respondents and to the average of your subgroups?

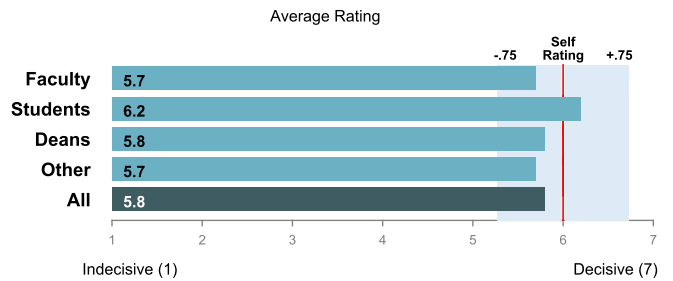
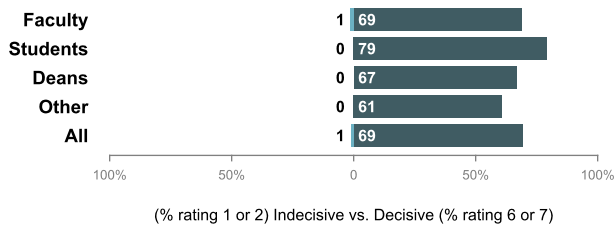
From a practical perspective, respondent ratings that were over three-quarters of a point (.75) lower than your self-rating (to the left of the shaded area), indicate those styles or characteristics about which your own sense of your strengths is inflated compared to what the respondents think. This may be an area to examine further to better understand why these different perceptions exist. Ratings to the right of the shaded area indicate characteristics in which the average respondent rating was higher than your self-rating. In such cases, you may be underestimating your styles or characteristics compared to how others perceive them.

Leadership Styles

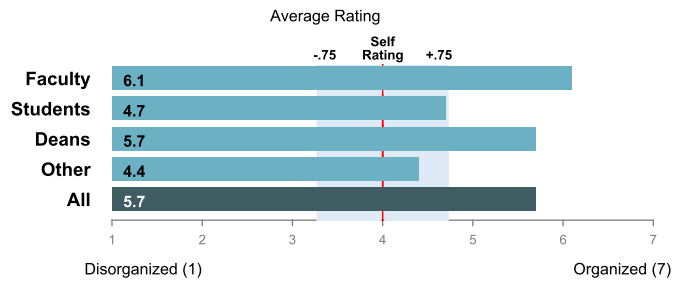
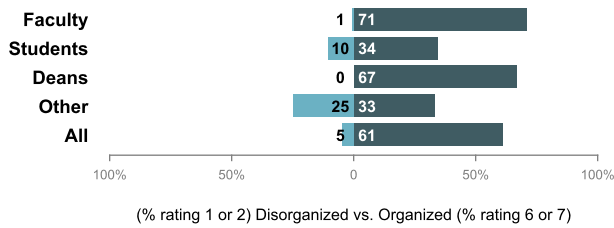
23. Unimaginative vs. Innovative



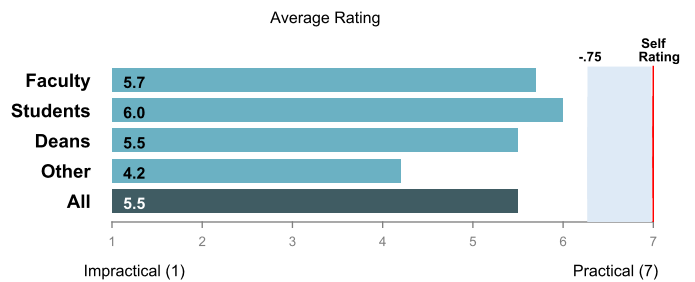
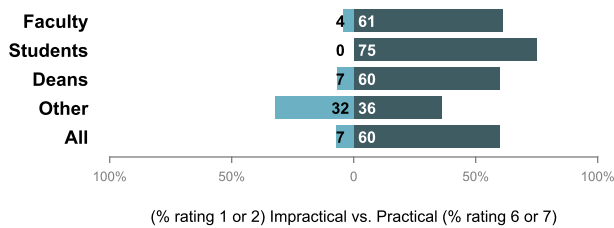
11. Indecisive vs. Decisive



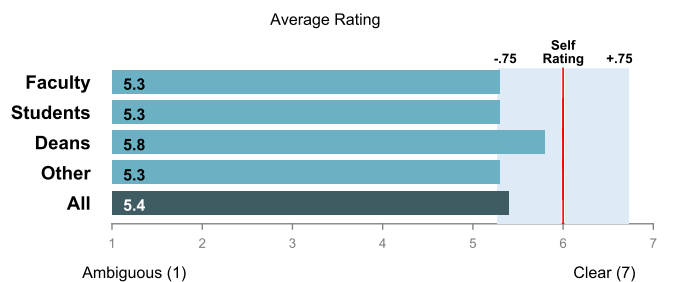
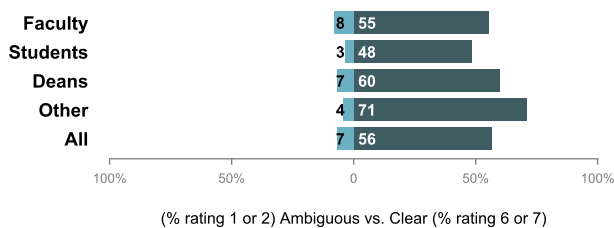
12. Disorganized vs. Organized



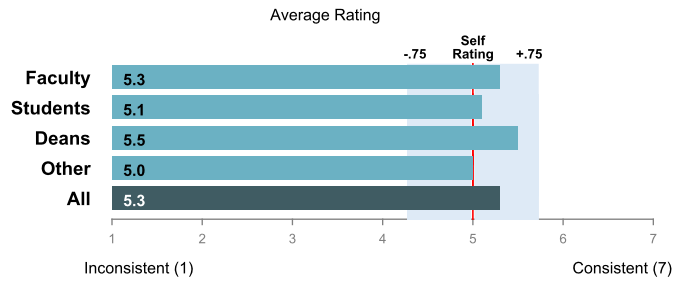
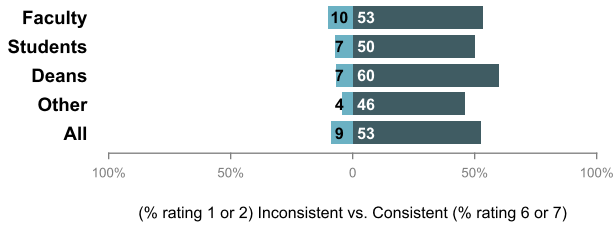
25. Impractical vs. Practical



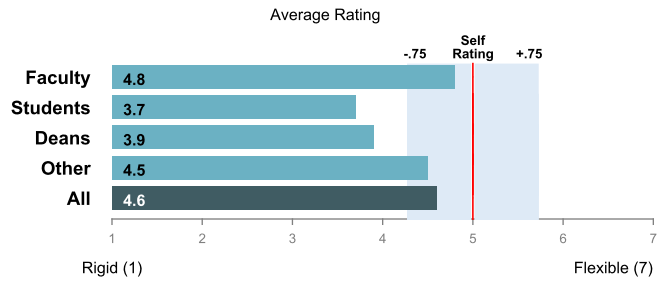
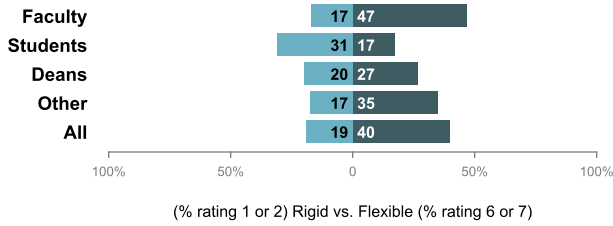
18. Ambiguous vs. Clear



17. Inconsistent vs. Consistent

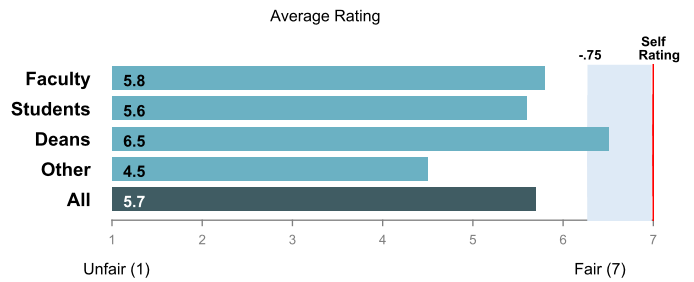
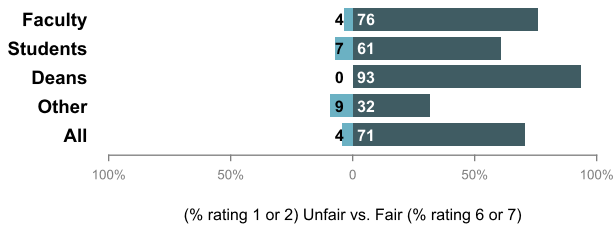


24. Rigid vs. Flexible

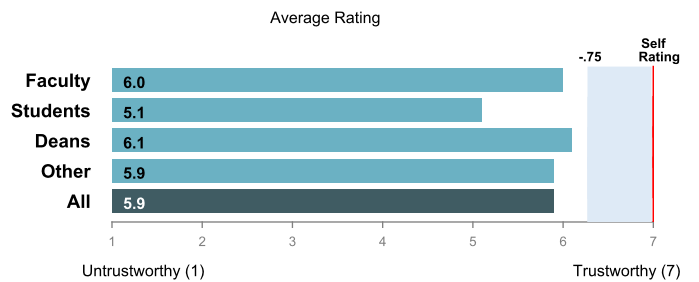
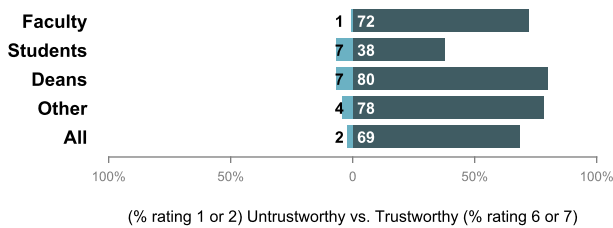


Personal Characteristics

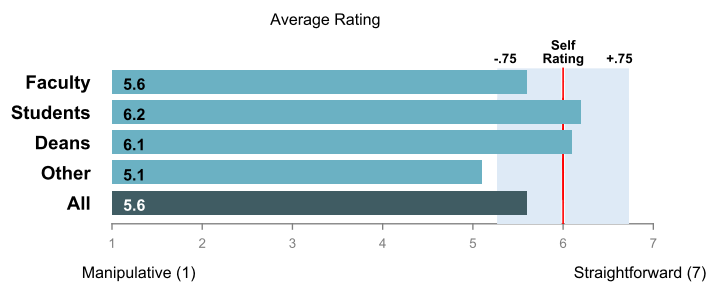
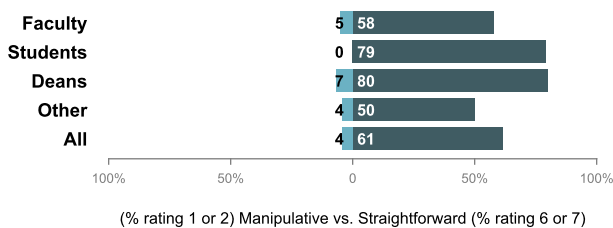
14. Unfair vs. Fair



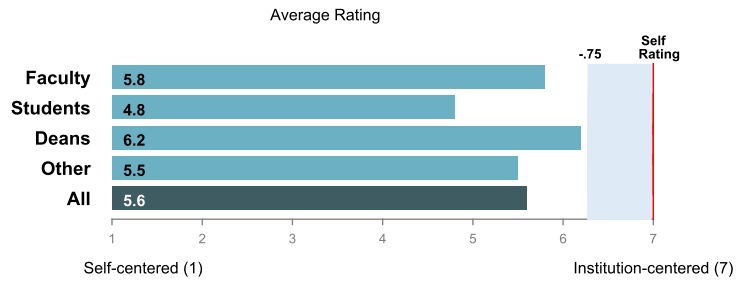
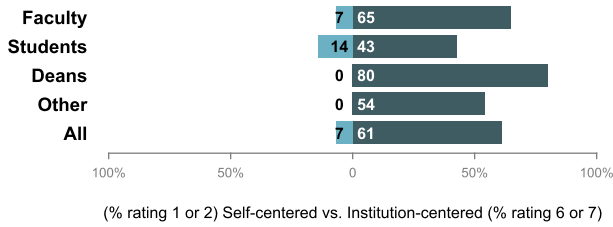
22. Untrustworthy vs. Trustworthy



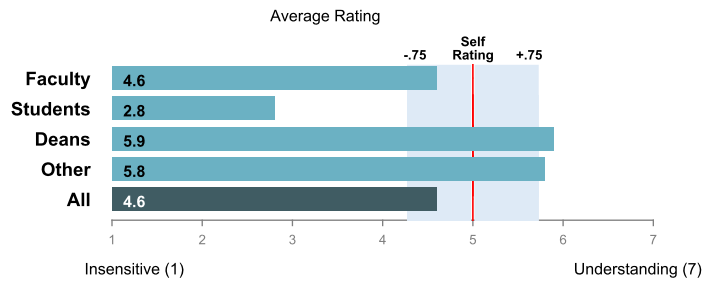
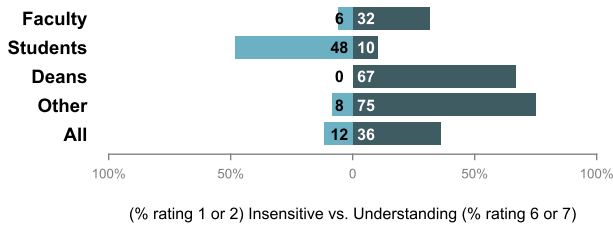
16. Manipulative vs. Straightforward



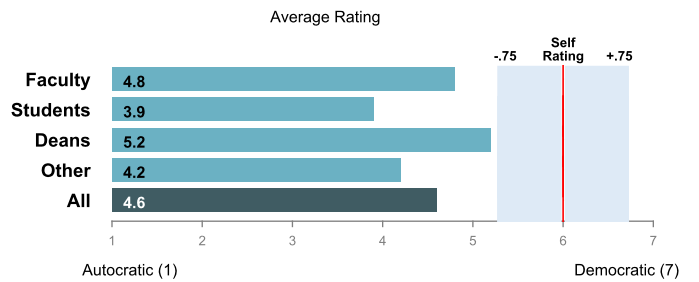
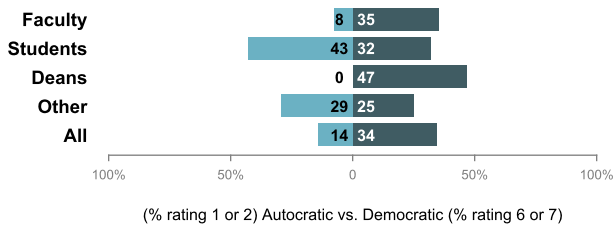
19. Self-centered vs. Institution-centered



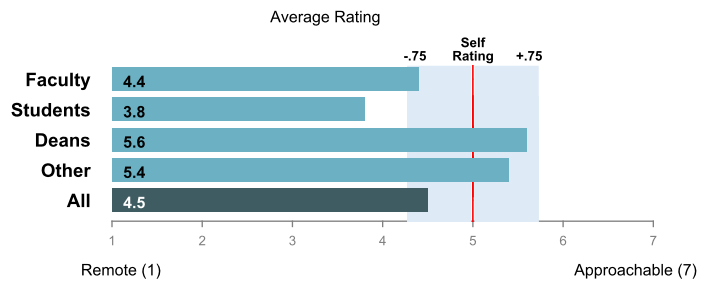
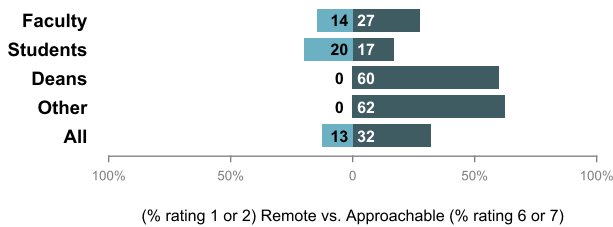
20. Inensitive vs. Understanding



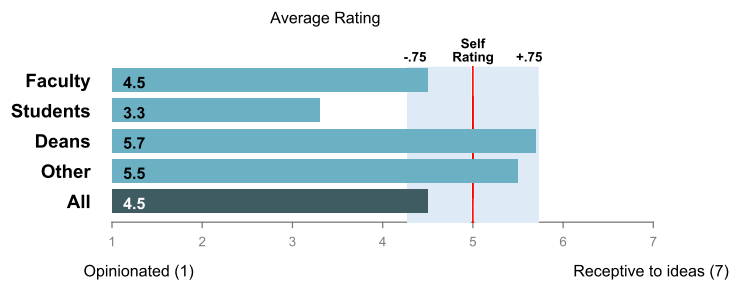
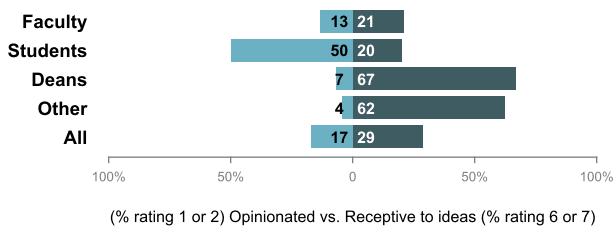
15. Autocratic vs. Democratic



13. Remote vs. Approachable



21. Opinionated vs. Receptive to ideas



6. Response Details

The data provided in this section of the report allow you to be even more precise in understanding your feedback.

Administrative Roles	Number responding					CJ/ Omit	Mean	s.d.	Self- Rating
	1	2	3	4	5				
Key: 1=Definite Weakness 2=More Weakness than Strength 3=In Between 4=More Strength than Weakness 5=Definite Strength									
1. Communicating a visionary plan for the future	2	6	45	85	75	8	4.1	0.9	5
2. Establishing sound priorities	4	21	29	98	64	4	3.9	1.0	4
3. Displaying knowledge/expertise required for this position	0	16	48	65	82	9	4.0	1.0	5
4. Making wise decisions, judgments, and recommendations	3	18	19	73	100	7	4.2	1.0	4
5. Initiating actions that anticipate problems or resolving ...	2	28	33	54	101	4	4.0	1.1	5
6. Being an effective team member	6	44	43	64	55	8	3.6	1.2	4
7. Contributing positively to the institution's image	0	23	35	93	63	6	3.9	0.9	5
8. Communicating relevant information to appropriate ...	0	14	46	44	105	11	4.1	1.0	3
9. Seeking opinions of others before establishing policies or ...	0	15	45	61	82	17	4.0	1.0	5
10. Earning the trust and respect of others	0	4	47	54	107	8	4.2	0.9	4

Leadership Styles	Number responding							CJ/ Omit	Mean	s.d.	Self- Rating
	1	2	3	4	5	6	7				
11. (1) Indecisive / (7) Decisive	0	2	10	20	32	80	65	11	5.8	1.2	6
12. (1) Disorganized / (7) Organized	0	10	10	29	32	34	94	11	5.7	1.5	4
17. (1) Inconsistent / (7) Consistent	1	18	13	28	42	58	55	5	5.3	1.6	5
18. (1) Ambiguous / (7) Clear	1	13	12	42	23	52	66	11	5.4	1.6	6
23. (1) Unimaginative / (7) Innovative	2	13	5	10	18	33	126	13	6.1	1.5	6
24. (1) Rigid / (7) Flexible	15	25	27	33	25	35	48	12	4.6	2.0	5
25. (1) Impractical / (7) Practical	0	15	14	27	29	43	84	8	5.5	1.6	7

Personal Characteristics	Number responding							CJ/ Omit	Mean	s.d.	Self- Rating
	1	2	3	4	5	6	7				
13. (1) Remote / (7) Approachable	7	20	32	53	34	37	32	5	4.5	1.7	5
14. (1) Unfair / (7) Fair	3	6	9	35	8	62	84	13	5.7	1.5	7
15. (1) Autocratic / (7) Democratic	3	27	25	49	35	30	43	8	4.6	1.7	6
16. (1) Manipulative / (7) Straightforward	1	8	15	31	26	35	94	10	5.6	1.6	6
19. (1) Self-centered / (7) Institution-centered	1	13	13	26	29	36	92	15	5.6	1.6	7
20. (1) Insensitive / (7) Understanding	7	18	33	52	28	38	40	4	4.6	1.7	5
21. (1) Opinionated / (7) Receptive to ideas	5	31	19	26	71	42	19	7	4.5	1.6	5
22. (1) Untrustworthy / (7) Trustworthy	1	4	6	30	26	52	95	6	5.9	1.3	7

Overall Effectiveness	Number responding					CJ/ Omit	Mean	s.d.
	1	2	3	4	5			
Key: 1=Definite Weakness 2=More Weakness than Strength 3=In Between 4=More Strength than Weakness 5=Definite Strength								
26. Overall, this administrator has provided excellent leadership.	0	6	36	88	77	13	4.1	0.8
27. I have confidence in the administrator's ability to provide ...	0	13	19	43	130	15	4.4	0.9