

PROFESSIONAL BACKGROUND & TRAINING OF PHYSICAL THERAPY
DEPARTMENT CHAIRPERSONS

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PROFESSIONAL BACKGROUND AND TRAINING OF PHYSICAL THERAPY
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This study examined the professional background of physical therapy department chairpersons, as well as training received for the position, and its importance. Survey methodology was utilized and the return rate was 62%.

The average physical therapy department chairperson is a 52 years old female, tenured, associate professor with a doctorate degree. Chairpersons were on average, a clinician for 8 years prior to entering academia, had no intention of entering academia and thus took longer to achieve graduate degrees than other department chairpersons in the academy. Only twenty-six percent had a doctorate degree when entering academia. The majority had prior administrative experience, whether in the clinic or higher education. Most were internal candidates, and the largest percent of respondents were interested in a long-term career as a department chairperson.

Few received formal training from their institutions. Forty-three percent sought outside training opportunities. The majority received informal training from the previous department chairperson. No training or minimal training was received in all of the fifty areas listed on the survey. However, 27 of the 50 areas were rated moderately to highly important. When respondents were asked to identify the most important areas for training, twelve areas were

ranked above the rest. Leadership, institutional policies and procedures, promotion and tenure, team building and budgeting were the top five training areas.

It is recommended that physical therapy department chairpersons seek ongoing, internal and external training, with mentorship from other chairpersons. The areas most important to chairpersons should be addressed. Training could be provided at the institutional level, especially policies and procedures. However, local, regional or state consortiums could provide additional training. National training for issues related to the profession of physical therapy is available and efforts to make the training more effective should be considered.

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PREFACE

Although my doctoral work took longer than anticipated, the journey was fulfilling. I am glad I chose to obtain an EdD in Higher Education Administration. The curriculum and dissertation has served me well in many aspects. I now understand higher education much better than I did when I began as a faculty member back in 1999. This has helped me function better in discussions regarding higher education administration, assisted in my year as interim chairperson and will I am sure, assist in my future in higher education, wherever that may take me. I now am more confident in my writing ability and feel that I can contribute to the research.

I would never have made it this far without several people whom I would like to thank. My husband has to be first on the list. He put up with my moods and whining about needed to get work done and not having the time. He also was 'Mr. Mom' while I was taking classes, writing papers and working on my dissertation. With four young children at home, I would not have been able to succeed without Bill. My mom and dad also need to be recognized. They helped with the children, assisted with tuition loans when needed and always have had faith in my abilities. Although my children will not remember much about mommy being in school, sometime they are what got me through the tough times. My co-workers at Youngstown State University, in the department of physical therapy were also supportive. They provided advise and encouragement. A special thanks to Elaine Rubenstein for her assistance with my statistics, she gave me much needed advise and as always was so sweet. My dissertation committee needs to be recognized for their time in reading documents and discussing the research with me. My dissertation chair and advisor since the beginning of the program, Dr. Weidman has always been positive and supportive. Thank you all for your time, patience and faith in me.

1. INTRODUCTION

Academic department chairpersons are vital to institutions of higher education for continued existence and quality of academic departments (Dyer, B. G., & Miller, M., 1999; Smith, A. B., & Stewart, G. A., 1999). Department chairpersons, by virtue of their diverse responsibilities, ensure the cohesiveness between faculty, students, staff and upper administration. The administrative roles and responsibilities of a department vary from strategic plans, faculty evaluations, and budgeting, to day-to-day concerns such as work flow, staff issues, and class schedules. Faculty members are required to concentrate on teaching, scholarship and service. Thus, most faculty members would prefer not to be involved in administrative issues. Although some faculty members may prefer a higher education institution to have only experts and no leaders, this would not serve the institution well (Gmelch, W. H., 2002). Therefore, department chairpersons are necessary to perform the administrative tasks that faculty members choose not to be involved in and that are needed for the department to thrive. The department chairperson is also the predominant representative of the department at various levels within the institution (Carroll, J. B., 1991).

Upper administration in higher education depends on chairperson leadership, few faculty or upper administrators would argue the importance of academic department chairpersons. Unfortunately, the literature on effective chairpersons is largely descriptive with little differentiation for departmental or institutional variations. What is warranted, therefore, is a sound basis for preparing and supporting those who have accepted the roles and responsibilities of this position.

There are approximately 80,000 chairpersons in the United States (Seagren, A. T., Creswell, J. W., & Wheeler, D. W., 1993), almost 25% need replaced each year (Gmelch, W. H., 1991, Tucker, A., 1993). Physical Therapy academic departments are no different in this regard. Many physical therapy departments have a need for a department chairperson, as well as faculty (APTA, 2007¹).

Of the chairpersons being replaced annually, most serve for only six years (Tucker, A., 1993). Department chairpersons are usually faculty members that step into the position either willingly or because of a feeling of duty (Creswell, J. W., Wheeler, D. W., Seagren, A. T., Egly, N. J. & Beyer, K. D., 1990). The challenges facing new chairpersons are three-fold: 1) most department chairpersons do not have administrative experience or training (Dyer, B.G., & Miller, M., 1999; Gmelch, W. H., 2002; Gmelch, W. H., & Carroll, J. B., 1991; Hecht, I., Higgerson, M., Gmelch, W., & Tucker, A., 1999; Smith & Stewart, 1999; Tucker, A., 1993), 2) researchers have found that it takes at least three years to learn to be an effective department chairperson (Diamond, R. M., 1996; Tucker, A., 1984), and 3) for some department chairpersons who are taking their turn, their tenure as chairperson may be brief, expiring in three years or soon after. Three years spent learning the job suggests that quality and continuity in departmental administration can suffer, because any training offered usually begins after an individual has accepted the department chairperson position.

Identifying future department chairperson candidates to begin training and mentorship is not widely done. Based on the shortage of physical therapy faculty and chairpersons, this ability to identify a potential future candidate for the position would be advantageous to upper administration in charge of such departments. By understanding the typical professional

backgrounds of physical therapy department chairpersons it may assist upper level administrators in recognizing these individuals.

To the extent that chairpersons are unprepared for the position, theoretically sound and well-designed training programs for department chairpersons are vital to higher education institutions. Training programs for department chairpersons has been missing from institutions of higher education in the past. However, recently more and more institutions are realizing the importance and necessity of providing such training (Hecht, I., et al, 1999). It is unknown how much institutions offer; a one time session or continuous training. Topics offered in these training session(s) may or may not be those most needed by chairpersons. It is also unclear if the training session(s) are improving the abilities of the department chairpersons to function within their roles and responsibilities. Thus, higher education institutions may be struggling with how to provide the learning experiences for chairpersons. Research is needed into the content and process of training for department chairpersons and was the focus of this research study.

1.1. Problem Statement

Past research has defined roles and responsibilities of chairpersons, but these studies have tended not to identify characteristics and training of effective chairpersons (Dyer, B. G., & Miller, M., 1999). Research on department chairpersons needs to move from “fragmented listing of duties” to more focused and meaningful descriptions of roles (Carroll, J. B., & Gmelch, W. H., 1992). There is also a gap of knowledge in *how* to train department chairpersons, including work describing best practices and benchmarks in the areas of department chairperson excellence (Dyer, B. G., & Miller, M., 1999). The “academic leader is the least studied and most misunderstood management position” in the United States (Gmelch, W. H., 2002).

This study examined the professional backgrounds of department chairpersons in accredited physical therapy education in the United States and concentrated on current and suggested training approaches designed to enhance administrative performance. Physical therapy department chairpersons were chosen as the population to investigate for four reasons. The first reason was that physical therapy is the researcher's interest and background, clinically, academically and having served as an interim chairperson. The second reason was that most physical therapy chairpersons come from a clinical background into academia (Perry, W. L., 2002), which usually was not a goal after receiving their physical therapy degree. The third reason was that it seemed that physical therapy faculty members tend to assume the chairperson role in less time than in other disciplines. This means that a new physical therapy department chairperson has had less time in academia and less time to learn about higher education than their peer chairpersons. The fourth and last reason was that department chairpersons of physical therapy programs have not been the focus of many research studies and warrant investigation (Perry, W. L., 2002).

1.2. Research Questions

The following research questions indicate the exact topics under investigation.

1. What is the professional background of physical therapy department chairpersons?
2. What training have physical therapy department chairpersons received for the position of chairperson?
3. How important are various areas of training as perceived by physical therapy department chairpersons for carrying out their roles and responsibilities?

1.3. Definition of Terms

This study utilized the terms that are defined below:

Accredited Physical Therapy Program

A graduate program in a college or university, within the United States, that is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Active Teaching

Involves the learner in doing things and thinking about the things they are doing (Bonwell, C. & Eison, J, 1991).

Department Chairperson

Administrative head of an academic department who serves as the first-line manager within the organization's administrative hierarchy, and as a senior faculty colleague who represents the faculty's interest to the dean and higher administration (Rohrer, 1990).

Doctorate of Physical Therapy (DPT)

A postbaccalaureate degree conferred upon successful completion of a doctoral level (entry-level, clinical degree) physical therapy professional program, which is a generalist degree.

Entry-Level Physical Therapy Degree

The degree that allows a person to enter the profession of physical therapy by satisfying the requirements to take the national licensure exam.

Professional Background

A person's experience, training or education related to their occupation.

Role

A socially prescribed pattern of behavior usually determined by an individual status in a particular society (Merriam-Webster's Medical Dictionary, 2007).

Responsibility

A duty, obligation, or liability for which someone is responsible or accountable (Wiktionary Content Dictionary, 2007).

Training

To make proficient with specialized instruction and practice (The American Heritage® Dictionary of the English Language, Fourth Edition, 2007)

1.4. Abbreviations

This study also utilizes some abbreviations that are below:

AAR: Annual Accreditation Report

AASIG: Academic Administrators Special Interest Group

ACCE: Academic Coordinator of Clinical Education

CAPTE: Commission on Accreditation in Physical Therapy Education

CCCE: Center Coordinator of Clinical Education

DPT: Doctorate of Physical Therapy

PT: Physical Therapy

2. LITERATURE REVIEW

The position of academic department chairperson needs be discussed first to give the reader background information about this administrative position. This general information will lead into the following sections on professional backgrounds of department chairpersons, roles and responsibilities of chairpersons and training of department chairpersons.

2.1. Academic Department Chairperson

The position of department chairperson was developed in the late 1800s and early 1900s, primarily from external forces. (Dyer, B. G., & Miller, M., 1999; Vacik, S. M. & Miller, M. T., 1998). These external forces were changes that developed in business, industry and politics. Examples of these changes included the Reconstruction Period, Morrill legislation, vocational education and the shift from a society based on agriculture to more industry. The position of chairperson was still a novel concept until the turn of the century because prior to this time most institutions were not large enough to necessitate a chairperson (Seagren, A. T., et al., 1993). Compartmentalization of higher education evolved due to the demands for specialized education rather than general academic degrees (Vacik, S. M. & Miller, M. T., 1998). As industry demanded graduates from higher education in specialized fields, colleges and universities began to develop separate academic units (Dyer, B. G., & Miller, M., 1999). Federal legislation involving vocational education also had a major impact (Vacik, S. M. & Miller, M. T., 1998). Faculty members were required to perform a wider range of roles and responsibilities prior to this compartmentalization, more administrative duties in addition to teaching. However, faculty were then expected to concentrate on teaching and research that focused on their expertise.

Thus, someone was needed to perform the administrative roles and responsibilities of the department.

Chairpersons were selected by the faculty as the people who would protect the faculty's interests. Although a chairperson is still required to protect their department and faculty, their roles have changed over time (Seagren, A. T., et al., 1993). As institutions grew and more direct management was needed between the dean and departments, the chairperson was asked to assume a more administrative role (Seagren, A.T., et al., 1993). Thus the need for a person to oversee administration of each department was apparent. This, however, was the beginning of the conflict between faculty and/or administrative interests (Seagren, A. T., et al., 1993). Since chairpersons are between faculty and upper administration and decisions are required, satisfying both parties is usually not possible. This causes friction between the chairperson and either faculty and/or administrators.

Academic department chairpersons are the “glue that binds together students, faculty, curriculum, and college” (Lindholm, J., 1999). The success of an institution of higher education is a function of the success of the academic departments (Bennett, J. B., 1990). Thus, the chairperson position has evolved into one of the “most important and critical” positions on college campuses (Dyer, B.G., & Miller, M., 1999). Institutions can survive for a long time with an ineffective president but not with ineffective chairpersons (Peltason, J. W., 1984).

The chairperson is the one that establishes and maintains the department culture (Carroll, J. B., 1991). The chairperson is the only person delegated with the responsibility of department quality (Hecht, I., et al, 1999) and departments do the bulk of the work for which the institution exists (Weingartner, R. H., 1996). This equates to eighty percent of all administrative decisions

being made by departmental chairpersons, which demonstrates the position to be one of the most significant on college campuses (Gmelch, W.H., 1991; Roach, J. H., 1976).

Although an academic department chairperson is an important position it is not an easy position. Often the expectations of the chairperson are ill-defined (Bennett, J. B. & Figuli, D. J., 1993). This position is probably the most ambiguous role in higher education. Chairpersons are neither classified as faculty members nor administrators (Seagren, A. T., et al., 1993). The position is in conflict with the managerial and academic divisions of an institution (Gmelch, W. H., & Burns, J. S., 1993). The faculty who are concerned about the academic issues are not always cognizant nor appreciative of the managerial issues. Therefore a chairperson may make a decision that does not benefit the academic side due to restraints in a department budget. The chairperson is often the person caught between faculty and upper-level management, but yet makes key decisions on a daily basis (Dyer, B.G., & Miller, M., 1999). The dual roles of administrator and faculty member can be difficult. The chairperson is viewed by faculty as a faculty member, not a member of the central administration. However, central administration may view the chairperson as one of their own (Hecht, I., et al, 1999). This can present difficulties for chairpersons and many struggle with how to handle situations; from the academic or administrative perspective. If the term of the chairperson is short, such as a three-year term, the chairperson will view their job as temporary. It may then be hard to make difficult decisions during their tenure as chairperson, since a current faculty member may replace them as chairperson and could hold a decision against them.

Chairpersons must learn to balance loyalty between their discipline and the institution, develop conflict resolution skills and understand how to build effective teams (Lindholm, 1999). Chairpersons must be communicators, mediators and facilitators to face the “challenges and

conflicts of leading from the middle” (Lindholm, 1999). Because of the increased complexity and demands of academic department chairpersons there is a “great leadership crisis” (Gmelch, W.H., 1991). Enhanced and bolder leadership in higher education is essential (Gmelch, W. H., 2002).

Department chairpersons are required to implement a wider array of roles and responsibilities than ever before, which requires selecting the appropriate person for the job and giving them the support they need (Diamond, R.M., 1996). The position of department chairperson has become more complex over time. Selection of the person to fill this position in today’s world is not someone who just wishes to be the department chairperson, someone taking their turn as department chairperson or someone who feels that they have earned the position after years of service in the department. It is no longer a time in which being a department chairperson is a pre-retirement stopover or filling the position with a person who does not really want the job, but is taking their turn in a rotation of faculty (Diamond, R.M., 1996). Department chairpersons used to be senior faculty members with strong scholarly records, but now the typical chairperson is a young professor who is still working on developing their scholarly career and may be only an associate professor (Moxley, J. M. & Olson, G. A., 1990).

The criterion for selecting a department chairperson has not changed much over time, in most cases. The most prestigious scholar used to be selected for the chair position. This was during a time when the chairpersons’ roles were more simplistic. The chairperson position continues to be advertised at many institutions as someone with a good research history and teaching ability. Rarely does an advertisement list the skills that a good chairperson needs; conflict management, team building, and time management to name a few. Most institutions still

require chairpersons to have a extensive scholarly record, however some now seek individuals with leadership ability and knowledge of administrative issues.

Faculty members seek a “strong advocate, consensus builder, a budget wizard and a superb manager” (Hecht, I., et al, 1999). The upper administration seeks an individual who can implement institutional policies and procedures, has good communication skills and is a good manager. Institutions are also usually happy with recruiting internally to fill a chairperson position, only looking externally when no one internally wants the position (Hecht, et al, 1999). This occurs often when the university does not want to authorize a new position and often regardless of the management abilities of the faculty member soon to be chairperson. Today a chairperson require more skills and should be able to accomplish tasks through others, which most are unprepared (Diamond, R.M., 1996).

Some abilities that are required for an effective department chairperson include the “ability to transmit information in an open, honest and positive manner, take responsibility for mistakes, be unselfish with sharing success, and be diplomatic in handling sensitive issues” (Robinson, S., 1996). An important requirement is the ability to listen. For a chairperson to be effective the truth must be known. A chairperson should become skilled in “questioning, listening and evoking dissent to make effective changes” (Bowman, R. F., 2002). Chairpersons communicate department issues to the central administration and administration needs back to the department. Thus, the chairperson is the essential link between the two. The chairperson needs to be a good communicator to be effective in the position and for there to be trust between the faculty and the central administration (Hecht, I., et al, 1999). Good communication requires more than a forwarding of information. It requires the chairperson to interpret and present arguments for or against in the context of the department and institution, which could be in

conflict. A chairperson must be willing to delegate to others who have interest and ability, but still be in charge. They also need to be visible, positive, unstressed, nurturing and an accessible person (Robinson, S., 1996). The chairperson should be a person who is able to turn weaknesses into strengths at a later date and should assist faculty in utilizing their strengths and minimizing their weaknesses. They must create an environment for faculty to participate in problem solving and the solutions that result in change (Bowman, R. F., 2002). A chairperson needs to appreciate diversity and interdependence of faculty (Bowman, R. F., 2002). They cannot be afraid to solve problems and must enable faculty to solve problems as well (Bowman, R. F., 2002). Chairpersons are managers who work on policies, processes and paperwork, however they are also leaders. As a leader, they must focus on “organizational culture, vision, mission, engagement and adaptability” (Bowman, R. F., 2002).

The dean and department chairperson must be able to work together in a collaborative and collegial manner. Although there are differences in these two administrative roles there are also similarities that should be understood between the two parties. Deans and department chairpersons have the same basic goal and concerns for the “integrity and welfare” of the programs, although their type of responsibilities are different (Bennett, J. B., 1990). The dean has a wider responsibility that includes the entire college and must consider how it fits into the university’s mission and available resources. The department chairperson although has similar responsibilities has a narrower view, that of the department alone. The dean and department chairpersons are similar in that they both feel some role ambiguity (Bennett, J. B., 1990). These two parties can feel as though their futures depend on matters which they have no or little control and are unfairly blamed by others for those things they cannot control (Bennett, J. B., 1990).

There must be collaboration between the dean and their department chairpersons (Bennett, J. B., 1990). A dean must be willing to share knowledge and information with chairpersons. This is needed for chairpersons to participate in effective decision-making. Information should be shared not only about their department but others as well. Deans need to remember that communication with their department chairpersons can prove valuable in decision-making (Bennett, J. B., 1990). A dean must be able to trust the department chairperson's judgment and rely on them to do the right thing (Bennett, J. B., 1990). Communication with the dean can assist in securing funds. The chairperson and dean should meet and discuss the budget on a regular basis. The chairperson should provide the dean in advance with information, facts and figures regarding their department. This can help with optimal results during the actual budget request and allocation phases (Tucker, A., 1993). Deans should be aware of known or potential negative effects from delays in decisions (Tucker, A., 1993). It is necessary for the chairperson to understand the dean's priorities and how the department can fit within them (Kable, J., 1992).

A dean may be unable to fund departmental objectives at times due to the broader perspective that they possess of the needs of an entire college (Bennett, J. B., 1990). New programs or growth can require shifts in resources (Bennett, J. B., & Figuli, D. J., 1993). This broader picture is difficult for chairpersons to see or appreciate and even more difficult for faculty to understand. Good communication with the dean can assist with mutual understanding and avoiding negative feelings.

In summary, department chairpersons are important to higher education institutions. They protect faculty by advocating for their interests, as well as allow them to concentrate on faculty duties, rather than administrative responsibilities. The roles and responsibilities of

department chairpersons are critical to the operation of higher education institutions, and thus warrant more investigation. With the evolution of the position the scope and roles and responsibilities have changed over time and are often ill defined. Thus research that examines the level of training to assist in these roles and responsibilities and clarifies the scope of the position is advantageous to development of training programs. Since conflict is inherent in the position and various skills are required to manage an academic department, new chairpersons require an understanding and strategies to be effective. The proper selection of a new chairperson is essential and the motivation of each candidate should be understood.

The next session examines how individuals assume the position of academic department chairperson. Understanding professional backgrounds of chairpersons may allow for identification and training of potential chairpersons prior to their appointment.

2.2. Professional Backgrounds of Department Chairpersons

It is wise for a dean to always keep an eye out for a faculty member who would be a good department chairperson. It is known by many deans that “over time, good departments get better, while bad departments get worse” (Weingartner, R. H., 1996) and that at some point the dean may need to intercede by appointing a new chairperson. The central administration should get out of the way of a good department and prevent deterioration of a bad one (Weingartner, R. H., 1996). One of five faculty members, it has been said, are suited and capable of being an effective chairperson (McHenry, D. E., 1977). Most faculty members consider the shift to department chairperson at some point in their careers (Gmelch, W. H. & Parkay, F. W., 1999) and one third of all faculty serve in the position of chairperson at one point in their academic career (Seagren, A. T., et al., 1993). The majority of department chairpersons come from the

faculty ranks (Carroll, J. B., 1991). Thus, the department and dean should always be watchful for faculty who possess the potential to be good department chairperson.

Motivation of candidates for department chairperson should be understood. Individuals who desperately wish to be chairpersons, may not get the position just for that reason (Bennett, J. B., & Figuli, D. J., 1993, Creswell, J. W., et al, 1990). These individuals usually want to control the faculty and department, which can lead to confrontation and loss of a team attitude. Faculty members are accustomed to a certain amount of independence and do not take to someone who micromanages. Faculty are proud of their specialization, they are not easily led and become suspicious of interference (Bennett, J. B., & Figuli, D. J., 1993).

Some faculty have had good experiences in other leadership roles and feel that they would like to try the department chairperson position. Their hope is to be as efficient and successful as they were in their other leadership position.

For a faculty member who is unhappy with current administration of the department, they may want the job because they think they can do better. There are also faculty members who feel that they would be more successful as an administrator than as a scholar (Tucker, A. 1993). Many times the individual best suited for the chairperson position will not respond to the call for chairperson (Gmelch, W. H., 2004). This type of person many times is coerced or forced into the position. Many faculty like the autonomy and independence of their current position and don't wish to come under public scrutiny. Personal and professional lives are usually deemed more important (Gmelch, W. H., 2004). Becoming a chairperson, they feel will take away from their research, teaching and time with family and friends. Many chairpersons see themselves as scholars who are taking their turn and the position is viewed as temporary until such a time that they can return to a faculty position (Gmelch, W. H., 2004). For a few the position of

department chairperson may only be a stepping-stone to a higher-level administrative position. The most common entry point in academia for higher administrative positions is that of the department chairperson (Carroll, J. B., 1991). Some chairpersons openly admit intrinsic motivation; personal development, financial gain, chance to relocate and/or desire for more control (Carroll, J. B. & Gmelch, W. H., 1992). Thus, the motivation and desire to do well in the position of department chair are varied.

In some institutions chairpersons are appointed by upper administration while others maybe voted in by the department faculty. Some chairpersons serve a term, usually three or five years. Others obtain the position as a permanent one, until such a time that they step down, retire or are removed. Department chairpersons are promoted from within or hired through an external search process; usually a national search. This obviously depends on the skills and willingness of the internal candidates, also if an empty position exists. In some departments the chairperson position is rotated, with each faculty member taking their turn. This can present two major problems; too little time as chairperson to develop skills needed (Bennett, J. B., & Figuli, D. J., 1993) and difficulty of the chairperson to provide necessary feedback to faculty members. A chairperson who is taking their turn may hesitate to provide honest feedback to a faculty member who in a year or two will be preparing their annual performance review.

Carroll (1991) used a survey to examine the career paths of 564 department chairpersons. Those surveyed were from various disciplines within Carnegie Council Research I and II and Doctorate-Granting I and II institutions. He found that the average age of current department chairperson when achieving their: bachelors degree was 22 years, masters degree 25 years, doctorate degree 29 years, assistant professor 30 years, associate professor 35 years, tenure 35 years, full professor 39 years and chair position 46 years. The average time from when

chairpersons received their bachelors degree until assuming the position of department chairperson was 25 years. Females and males obtained their bachelors degrees at the same average age. Males showed a lower age at various steps in their careers except for the step to department chairperson. Women were more likely to become chairperson prior to full professor and more likely to have had previous administrative experience, such as an associate dean. However, less than 10% of chairpersons are female (Carroll, J. B., 1991). In Carroll's (1991) study, 48% were elected by faculty with approval from the dean, 37% were appointed by the dean, 4% were elected by the faculty, 2% were in a rotation within the department and 9% indicated other hiring methods. Those hired from outside of the institution comprised 20.5%.

Smith & Stewart (1999) surveyed all community college department chairpersons in the state of Texas. Many respondents (36%) often thought about returning to a faculty position and the majority would not recommend the position to someone else (Smith, A. B. & Stewart, G. A., 1999). Gmelch (1991), who surveyed 576 chairpersons, found that 60 percent of chairpersons still saw themselves as faculty and only 23 percent identified with administrators. Only 54 percent would serve as chairperson again (Gmelch, 1991). Thus, finding the right person to serve as chairperson can be a challenge, but retaining them may require additional effort.

Chairpersons have to endure multiple demands, long hours, and a change in perspective (Smith, A. B. & Stewart, G. A., 1999). Researchers have also examined sources of stress in the position of department chairperson (Gmelch, W.H., 1991; Gmelch, W. H., & Burns, J. S., 1993; Graham, S.W., Heiman, S., & Williams, R., 2003). Gmelch & Burns (1993) found that the top five stressors for department chairpersons are 1) too heavy a workload, 2) obtaining program/financial approval, 3) keeping current in their discipline, 4) complying with institutional rules, and 5) job interfering with personal time. Department chairpersons in the United States

often complain about the inability to stay current in their field of expertise and that they have little time for scholarly work. In a study by Wolverton, M., Gmelch, W. H., Wolverton, M. L., & Sarros, J. C. (1999) that compared United States and Australian chairpersons they found that the Australian chairpersons were almost twice as productive. They discovered that Australian chairpersons have department managers who attend to day-to day administrative roles and responsibilities. This allows the Australian chairpersons time to devote to their research. Sixty-five percent of department chairpersons, in the United States, return to faculty status after their term to protect their scholarly interests (Gmelch, 2004).

Gmelch (2004) states eight shifts that occur when a person transitions from a faculty member to a department chairperson: 1) solitary to social, 2) focused to fragmented, 3) autonomy to accountability, 4) manuscripts to memoranda, 5) private to public, 6) professing to persuading, 7) client to custodian, and 8) austerity to prosperity. From these eight transitions it is not hard to see why many faculty members would be unwilling to pursue the position of department chairperson or remain in the position.

Physical Therapy department chairpersons have received “little research attention” (Perry, W. L., 2002). Perry (2002) examined the importance of various roles and responsibilities of the chairperson by surveying faculty and chairpersons. The details of this particular study will be presented later. Perry (2002) found that physical therapy chairpersons tend to be predominantly female, between the ages of 40 and 49 and work full-time. He also found that 26% were full professors, 57% were associate professors and 17% were assistant professors. Only 73% had doctorate degrees, 26% had masters’ degrees and one person held a bachelors degree as the highest degree earned. The average years of experience in physical therapy education was 16.3 years.

The department chairperson position is important because of the direct influence they have on faculty, which at most institutions only comes from the chairperson. However, it is also the most underrated position, with a low level of integration within the organization and often neglected (Seagren, A. T., et al., 1993). It is disturbing that many individuals do not wish to serve as chairperson and/or are eager to return to a faculty position once a chairperson. The amount of work and stress of the department chairperson position can leave the department without the most appropriate person for the job. Most faculty members consider the position of department chairperson, but only one-third make the transition and retention is a problem. This research study will examine the reasons behind physical therapy department chairperson's acceptance of the position in addition to the professional backgrounds taken.

2.3. Roles and Responsibilities of Department Chairpersons

In becoming a department chairperson the individual soon realizes there are “drastic differences between the two roles of scholar and administrator” (Gmelch, W. H. & Parkay, F. W., 1999). Chairpersons are asked to fulfill multiple roles and are confronted with many challenges (Lindholm, 1999). The roles of academic chairpersons have been identified by several authors (Diamond, R.M., 1996; Bennett, J. B., & Figuli, D. J., 1993; Hecht, I., et al, 1999). The organization and effectiveness of a department is the main role of a chairperson (Seagren, A. T., et al., 1993). Professional development of faculty, service of students and budgeting are also key areas in the organization of a department (Vacik, S. M. & Miller, M. T., 1998).

The position of department chairperson has become more difficult, partly due to the increasing responsibility placed on chairpersons (Diamond, R.M., 1996). Tucker (1993)

identified 54 roles and responsibilities of department chairpersons in eight specific categories (see Table 1). He identified chairperson responsibilities in departmental governance, faculty recruitment and selection, student recruitment and selection, preparation of budgets, preparation of annual reports, and professional development. Many of these responsibilities, “with increased complexities of operating institutions of higher education, along with shrunken budgets”, have led deans and other university administrators to delegate more and more tasks to chairpersons (Tucker, 1993).

Table 1: Tucker’s 54 Responsibilities of Department Chairpersons

Departmental Governance	Faculty Affairs
Conduct department meetings	Recruit and select faculty members
Establish department committees	Assign faculty responsibilities, such as
Use committees effectively	teaching, research, committee work and,
Develop long-range department programs, plans and goals	so forth
Determine what services the department should provide to the university, community and state	Monitor faculty service contributions
Implement long-range department programs, plans, goals, and policies	Evaluate faculty performance
Prepare the department for accreditation and evaluation	Initiate promotion and tenure recommendations
Serve as advocate for the department	Participate in grievance hearings
Monitor library acquisitions	Make merit recommendations
Delegate some department administrative responsibilities to individuals and committees	Deal with unsatisfactory faculty and staff performance
Encourage faculty members to communicate ideas for improving the department	Initiate termination of a faculty member
	Keep faculty members informed of department, college and institutional plans, activities and expectations
	Maintain morale
	Reduce, resolve, and prevent conflict among faculty members
	Encourage faculty participation

Instruction	External Communication
Schedule classes	Communicate department needs to the dean and
Supervise off-campus programs	interact with upper-level administrators
Monitor dissertations, prospectuses, and programs of study for graduate students	Improve and maintain the department's image and reputation
Supervise, schedule, monitor, and grade department examinations	Coordinate activities with outside groups
Update department curriculum, courses and programs	Process department correspondence and requests for information
	Complete forms and surveys
	Initiate and maintain liaison with external agencies and institutions
Budget and Resources	Professional Development
Encourage faculty members to submit proposals for contracts and grants to government agencies and private foundations	Foster the development of each faculty member's special talents and interests
Prepare and propose department budgets	Foster good teaching in the department
Seek outside funding	Stimulate faculty research and publications
Administer the department budget	Promote affirmative action
Set priorities for use of travel funds	Encourage faculty members to participate in regional and national meetings
Prepare annual reports	Represent the department at meetings of learned and professional societies.

Office Management	Student Affairs
Manage department facilities and equipment, including maintenance and control of inventory	Recruit and select students Advise and counsel students Work with student government
Monitor building security and maintenance	
Supervise and evaluate the clerical and technical staff in the department	
Maintain essential department records, including student records	

Tucker (1993) also identified 28 possible roles that chairpersons assume at one point or another (see Table 2). Due to the number and variety of individuals that chairpersons interact with, chairpersons find it necessary to assume various roles. These roles are assumed to accomplish an objective as the chairperson interacts with an individual or group. Tucker's roles and responsibilities total 82.

Table 2: Tucker's 28 Roles of the Department Chairperson

Teacher	Representer	Decision Maker
Mentor	Communicator	Problem Solver
Researcher	Evaluator	Recommender
Leader	Motivator	Implementor
Planner	Supervisor	Facilitator
Manager	Coordinator	Entrepreneur
Advisor-counselor	Anticipator	Recruiter
Mediator-negotiator	Innovator	Peer-colleague
Delegator	Peacemaker	
Advocator	Organizer	

Carroll and Gmelch (1992) in a study to extend previous work in the area of department chairpersons' roles and responsibilities analyzed surveys from 539 chairpersons. One hundred Carnegie Council Research I and II, and Doctorate Granting I and II institutions were chosen. The chairpersons were asked in the survey "How effective is your performance in each chair duty?" Twenty-six roles and responsibilities were included in the study compiled from earlier research by McLaughlin, Montgomery and Malpass (1975) and Smart and Elton (1976). The chairperson rated their performance on a scale from 1 (low) to 5 (high). Carroll and Gmelch (1992) found that chairpersons fell into one of four categories based on factor analysis: leader, scholar, faculty developer and manager (see Table 3). Leaders indicated strengths in managing the curriculum, conducting meetings, communication with faculty, coordinating department activities, representing the department and planning college or committee work. Scholars indicated strengths in areas pertaining to their personal research agenda, mostly conducting

research and obtaining funding. The faculty developer indicated strengths in encouraging faculty development, leadership, and maintaining a positive work environment. Lastly, the manager indicated strengths in preparing budgets, managing staff, and maintaining records. There were no differences when considering personal factors such as age, gender, ethnicity or academic rank. Some individuals scored in the top quartile for each factor showing some strengths in each area.

Seagren et al (1993) identified roles that included internal administration, budget planning, personnel administration and communication, recruiting, evaluation, program development, decision making, organization, leadership ability, governance of department, teaching, faculty affairs, student affairs, professional development and motivator. Difficulties that chairpersons reported in this particular study, included quality control, diversity and gender issues, funding, faculty recruitment and retention, professional development, faculty workload, evaluation, minority students and faculty and ethics. A survey of Biology and English department chairpersons (n=384) was done by Patricia Hayward at Florida State University. She found that the majority of those chairpersons agreed that “the number and range of the chairperson’s responsibilities are increasing” (Moxley, J. M. & Olson, G. A., 1990).

Table 3: Carroll & Gmelch's Factor Analysis of Chair Effectiveness on Department Roles and responsibilities

Leader	Faculty Developer
Coordinates departmental activities with constituents	Encourage professional development efforts of faculty
Plan and evaluate curriculum development	Provide informal faculty leadership
Solicit ideas to improve the department	Encourage faculty research and publication
Represent the department at professional meetings	Recruit and select faculty
Inform faculty of department, college and university concerns	Develop and initiate long-range departmental goals
Plan and conduct department meetings	Maintain conducive work climate, including reducing conflicts
Participate in college and university committee work	Evaluate faculty performance
	Represent department to administration
Scholar	Manager
Obtain resources for personal research	Prepare and Propose budgets
Maintain research program and associated professional activities	Manage department resources
Remain current within academic disciplines	Assure the maintenance of accurate records
Obtain and manage external funds	Manage non-academic staff
Select and supervise graduate student	Assign teaching, research and other related duties to faculty

In a survey done by Perry (2002), 96 physical therapy department chairpersons and 538 physical therapy faculty responded to the perceived most and least important roles of the physical therapist department chairperson. The survey consisted of 45 typical roles that a department chairperson might perform. The chairpersons and faculty agreed that the most important roles included acting as a faculty advocate to higher administration, monitoring accreditation standards, evaluating faculty performance to determine raises and preparing the department budget (Perry, W. L., 2002). The least important roles included helping students register, monitoring building maintenance, scheduling classes and selecting new physical therapy students.

Department chairpersons are required to supervise personnel, both clerical and faculty, oversee daily operations, make key decisions and are responsible for students (Dyer, B. G., & Miller, M., 1999). A chairperson at times will take on many unwanted tasks and will end up doing clerical work. This adds to the already overloaded chairperson and can lead to a confused and disorganized department (Robinson, S., 1996).

What is missing from these studies and lists of roles and responsibilities are the key ingredients for leadership. Department chairpersons may understand their function, but need certain skills to perform their roles and responsibilities well. These include attributes such as time management, conflict management, and management of stress (Wolverton, M., et al., 1999).

In a survey done by Moxley & Olson (1990) of 174 Deans of Arts and Science colleges revealed that these Deans view the most important roles and responsibilities of a department chairperson to be administrative, with managing a departmental budget as the most essential. The deans surveyed believe that managerial skills are more important than a chairperson's scholarly achievements (Moxley, J. M. & Olson, G. A., 1990).

Many studies have been done to define roles and responsibilities of chairpersons. This research has led to laundry lists of roles and responsibilities that are performed. The roles in the studies range from 28-97 identified responsibilities. These lists of roles have been provided by chairpersons themselves, deans and faculty (Seagren, A. T., et al., 1993). Seagren et al (1993) ask the question, “Why is there disagreement and ambiguity of the roles?” Research now needs to move beyond identifying roles and responsibilities of the department chairperson. This study used lists of roles and responsibilities identified in earlier research, examined the training received, the training as perceived requirements and examined the role and responsibilities of physical therapy department chairpersons. The next section examines how department chairpersons are prepared for these multiple roles and responsibilities.

2.4. Training of Department Chairpersons

Researchers have studied the amount of preparation that is provided when a faculty member advances to the position of academic department chairperson. It is clear that higher education institutions do not practice what they preach (Freed, J. E. & Klugman, M. R., 1997). The majority of new chairpersons come to the position without prior administrative experience, without proper understanding of the roles and responsibilities and complexities of the job, and without awareness as to the transformation from faculty to chairperson (Bennett, J. B., 1990; Diamond, R. M., 1996; Dyer, B. G., & Miller, M., 1999; Fogg, P., 2001; Gmelch, W.H., 1991). Research has shown that preparation of department chairpersons is lacking (Kable, J., 1992; Gmelch, W.H., 1991; Dyer, B.G., & Miller, M., 1999). The position of chairperson is often a faculty member who takes on the challenge of the job with little or no formal training in higher education administration (Dyer, B.G., & Miller, M., 1999). New chairpersons have been trained in their discipline and research, but most have minimal management training (Gmelch, W. H.,

2002). Many chairpersons are not prepared to take on the roles and responsibilities at the time they shift from faculty member to chairperson (Hecht et al., 1999; Smith & Stewart, 1999).

It would be ideal for the knowledge and experiences from the preceding chairperson to be communicated to the new chairperson, but this is not always done or an available option. Ideally, an individual will have been a faculty member in the department and have been mentored by the department chairperson over an extended period before taking on the roles and responsibilities (Creswell, J. W., et al, 1990). The first year of a chairperson's term will define the person's leadership to the rest of the department (Gmelch, W. H. & Parkay, F. W., 1999). If training does not occur early within the first year, the chairperson may set precedence on matters that otherwise would not have occurred. This can be difficult to change at a later date. The socialization of a new chairperson during that first year is "intense, short and informal rather than planned" (Gmelch, W. H. & Parkay, F. W., 1999). As a new chairperson, information must be absorbed, self-assurance and a new role established, this must emerge with personal concerns and then one can become a true contributor (Gmelch, W. H. & Parkay, F. W., 1999). In a study of thirteen new chairpersons by Gmelch & Parkay (1999) all subjects revealed moderate to severe difficulty in making the transition.

A study done with the department chairpersons at Buffalo State College revealed that most chairpersons were unaware of the description of their roles and responsibilities as chairperson (Academic Leader, 2005). Few had opportunities to communicate with other chairpersons to assist with doing their job better. Leadership within departments was not being developed for a future pool of potential chairpersons. Chairpersons also indicated the need for resource information to assist them; that had not been provided by the institution.

In 1997, a consulting firm surveyed higher education institutions and found that 76% offered no training in employee termination, 65% offered no training in disability issues, and 47% offered no training in sexual-harassment issues (Fogg, P., 2001). Since chairpersons usually assume their position without any preparation, new chairpersons view the process as “mystical and often most intimidating” (Kable, J., 1992). Most new chairpersons “learn the ropes as they go along”, which makes the job stressful (Smith & Stewart, 1999). Experts in the area believe chairperson preparation should be mandatory (Moxley, J. M. & Olson, G. A., 1990; Gmelch, W. H., & Burns, J. S., 1993; Diamond, R.M., 1996). The transition to the chairperson must be complete otherwise the expertise needed to lead the department will not be present (Gmelch, W. H., 2002).

Rarely do institutions offer formal training for new or existing chairpersons. Most institutions of higher education have traditionally not offered an orientation or training to new department chairpersons (Fogg, P., 2001). However, more and more institutions are now providing training and orientation. Although this has improved over the last twenty years some department chairpersons still receive no preparation and many only receive a one-time orientation to the position (Bennett, J. B., 1990; Fogg, P., 2001). If training is offered, it is usually incomplete and limited in certain important areas such as, leadership training, conflict management, team building, and how to implement change. Usually training is for instruction on institution policies and procedures (Hecht, I., et al., 1999). This lack of training requires new chairpersons to rely on others for information and informal training (Dyer, B.G., & Miller, M., 1999).

Institutions need to provide formal training to new chairpersons (Diamond, R.M., 1996). However, there is a gap in knowledge as to how to train someone for the chairperson position

(Dyer, B.G., & Miller, M., 1999). Fogg (2001) feels that one orientation session is not enough, ongoing sessions are needed. Some feel that the department chairperson job is learned best by doing the job and any “training will only be somewhat artificial”. Others feel that the key for chairpersons is to learn how to negotiate with the dean (Fogg, P., 2001). It is interesting that many institutions treat their department chairperson as totally dependent or totally independent.

Institutions need to cultivate leadership in junior faculty by giving them leadership opportunities, displaying appropriate role models, and providing encouragement and guidance (Gmelch, W. H., 2002). Gmelch (2002) feels that three conditions are needed to develop academic leaders; understanding of their new roles and responsibilities, attainment of skills needed, and reflection to learn from past experiences. Usually training emphasizes how important department chairpersons are to the success of the institution. Most training covers “legal issues, budgeting, relationships with faculty members, promotion and tenure policies, faculty evaluations and strategies for conflict resolution” (Fogg, P., 2001). Training usually also consists of administrative procedures and some situational learning. What most training is missing is the mechanisms to attain the new skills needed and the importance of reflection upon one’s actions.

The training for chairpersons needs to have a more “holistic or systemic” approach (Seagren, A. T., et al., 1993). Experts call for a more structured and systematic leadership training method for chairpersons. This training would focus on generic skill development but also development within the context of the institution type. Training is most effective when using action-learning projects, reality-based case methods and mentoring to assist with leadership development (Lindholm, J., 1999).

Gillett-Karam suggests in chairpersons training expansion of the knowledge of the roles and roles and responsibilities of a department chairperson is needed, but also the need to broaden chairpersons' supervision and management skills. He suggests five areas; 1) leadership, 2) scholarship, 3) research and application, 4) teamwork and collaboration, and 5) skill development using teamwork to create and maintain effective learning-centered institutions.

Gmelch (2002) give several suggestions to improving training for department chairpersons. He feels formal training can be done in seminars and workshops, learning such things as communication skills, conflict resolution, negotiations, resource deployment. Time, training, commitment and expertise are needed to prepare academic leaders. However, development of a chairperson cannot be done in a weekend seminar. An effective method of training is to have managers with their supervisors attend together. On the job experience is crucial and should not be underestimated but cannot be the sole method of training. Reflection is necessary to develop leadership skills. A good leader understands their own beliefs and must be authentic in their style. Reflection allows for problem solving to take place in a broader context. Chairpersons need to reflect with peers and test their actions and thoughts within a group. A group of trusted peers can assist with development of leadership skills.

Gmelch (2004) states that training programs for chairpersons must include: “ conceptual understanding of the unique roles and responsibilities encompassed in academic leadership, the skills necessary to achieve the results through working with faculty, staff, students and other administrators, the practice of reflection to learn form the past experiences and perfect the art of leadership.” On the job training cannot be negated however to build upon basic skill training a chairperson must be able to receive feedback, coaching, then refine and perfect. Thus mentorship and reflection are important components. Leadership development is greatly assisted

when ideas and dilemmas can be shared with peers. If anything training provides chairpersons at an institution with the same vocabulary, which assists with better communication (Freed, J. E. & Klugman, M. R., 1997).

Some individuals in higher education feel that the need to increase chairperson training has arisen from the need for accountability, especially in public institutions and is related to how public funds are being utilized (Fogg, P., 2001). Thus there needs to be repeated opportunities for training, continued with the job experiences as areas of accountability change over time (Gmelch, W. H., 2002). Institutions to cultivate leaders cannot continue to foster experts in narrow fields. A leader needs to be a generalist and think outside of their expertise in leadership terms. As a generalist one can deal with the “diversity of problems and multitude of constituencies” while observing the institution with a broader scope (Gmelch, W. H., 2002).

In a study by Smith & Stewart (1999) of 59 community college chairpersons in Texas they found that only 10% received formal, ongoing training. This formal training was encouraged for 52% and only voluntary for 37%. Most chairpersons learned by informal, self-guided activities, or from previous experiences. This may have been from a previous role model, previous administrative roles and responsibilities, and/or reading books and journal articles. Most of the orientations were informal, not provided by the previous chairperson, disorderly, and not sequential. Most were surprised by the amount of paperwork, time that the position consumed and constant interruptions. Most new chairpersons were afraid to take risks, did not have the equipment or resources available to them to learn their job, but felt that others were willing to share their knowledge. The most utilized ways of learning the job were learning by doing and consulting a superior in the organization or peer. These community college chairpersons suggest ongoing formal training and development for chairpersons (Smith &

Stewart, 1999). It takes at least 2-3 years to master the position of chairperson, however leadership development continues for years to come (Gmelch, W. H., 2002).

Pettitt (1999) did a study focused on training for community college department chairpersons. He found that chairpersons identified several areas in which they felt they needed training. These included motivating faculty and staff, assessing and providing feedback to faculty, decision making concerning faculty retention and release, matching faculty goals to department and college goals, responding to a wider range of students, soliciting grants and outside funds. Pettitt (1999) feels that training should be situated in realistic contexts, which includes mentoring, action-learning projects, and reality-based case studies. Knowledge and skills is essential, but negotiating in an environment of competing forces requires further problem solving skills.

Although adequately training department chairpersons is noted by most as ideal, there is no denying that training costs money. A university must be willing to put forth the financial means to train chairpersons. Some experts feel that training should be mandatory however others feel that training can not force upon chairpersons, who are overworked and probably feel they do not have the time to commit to training. Faculty are recruited for their expertise in their field of study which is needed in an institution of higher education, however institutions fail to cultivate leadership in junior faculty (Gmelch, W. H., 2004). Faculty may witness years of a stressful chairperson and criticisms from the public and upper administrators. This persuades most faculty in having no interest in the position.

Training for the position of department chairperson is obviously supported by experts in chairperson research. The question that arises is, how do department chairpersons feel about training? How should the training be formatted and which topics presented to give the greatest

benefit to department chairpersons? In this study, training of physical therapy department chairpersons will be assessed in the context of the various roles and responsibilities. Chairpersons will then rate the amount of training needed in each area. This will give a more detailed view of the perceptions of department chairpersons and training programs offered.

2.5. Summary

There is a great leadership crisis in higher education, which includes department chairpersons (Gmelch, W. H., 2004). It is necessary to understand the career paths of department chairpersons and motivations for accepting the position. This will allow better insight but also assist in recruiting and training of department chairpersons. The understanding of the multiple roles and responsibilities is essential; however leadership skills cannot be ignored. Training of academic department chairpersons is important and requires further research to determine if training programs are being offered and how important chairpersons view training to fulfill their many roles and responsibilities. This research study surveyed physical therapy chairpersons, since research in this population is scarce, and validated various roles and responsibilities in this population.. How training was received was also examined. Is training offered in an orientation session or is training a continuous part of the life of a chairperson? It is also not understood how training and perceptions vary considering institution type and chairperson demographics, such as motivational reasons and years experience as chairperson. Preparation of the department chairperson is essential, this “requires time, training, commitment and expertise” (Gmelch, W. H., 2004). Thus understanding the professional backgrounds of chairpersons to begin identification of future chairpersons and beginning training would be adventitious Training will allow department chairpersons to do their job with more efficiency, thus decrease stress and increase time to remain current in their fields of study. Thus a clear understanding of present

training programs and the needs of chairpersons is required to assist institutions in designing their chairperson programs. This could lead good department chairpersons into remaining in the position longer, rather than just taking their turn. Thus, training that is meaningful to chairpersons needs to be provided.

3. METHODOLOGY

In this chapter the details of the study methodology are discussed. This includes the development of the survey instrument, use of web-based and paper survey methods, sample obtained for the study, equipment used, relationship of survey questions to the three research questions being examined and the data analysis plan.

3.1. Survey Instrument

Survey research methodology was utilized in this research study. A web-based survey, as well as an identical paper survey was used. By using both the web-based and paper surveys, the response rate was expected to be greater than using one method alone. Those individual subjects who were not comfortable with the internet and the electronic version, were given a chance to respond to the paper version. Thus those individuals comfortable and uncomfortable with the internet were accommodated.

Cover letters (Appendix A), as well as the survey (Appendix B) were developed by the researcher. This was necessary due to the lack of any available tool that would meet the researcher's needs. The survey was developed based on a review of the literature and previous research studies regarding career paths and training of academic department chairpersons. More specifically the roles and responsibilities were generated from Tucker's (1993) 54 responsibilities and 28 roles, Carroll and Gmelch's (1992) list of roles and responsibilities from previous research by McLaughlin, et al., (1975), Smart and Elton (1976), and the 45 roles used by Perry (2002). All lists of roles and responsibilities were compared and redundancies were eliminated. Some items were combined rather than left as separate roles and responsibilities.

Areas that were also roles and responsibilities of faculty members were eliminated; for example, personal scholarship, student advising, teaching, obtaining grants, etc. These are areas that should have been developed in the years that chairpersons served as faculty members. A few items such as conflict management, time management and stress management were added. These items were not within the lists of roles and responsibilities, however mentioned by many authors as necessities for training of department chairpersons.

This gave the researcher 50 possible training areas for the survey. These 50 roles and responsibilities were sorted into five categories; administrative affairs (15 items), Faculty Affairs (11 items), Student Affairs (6 items), Department Affairs (12 items) and Office Management (6 items). These 50 roles and responsibilities were presented in the survey, first to determine current training being offered and second to assess the suggested training perceptions of chairpersons.

Besides the roles and responsibilities to discern current and suggested training programs, other training questions and background questions comprised the survey. These additional questions were presented to give the researcher more detailed information about training and the professional background of physical therapy department chairpersons. Questions regarding training included; if formal training was offered, if it was mandatory or voluntary, if previous chairpersons acted as mentors, the format of the formal training, if outside training was sought, the approximate hours spent in training and the three most beneficial areas of training perceived by the chairpersons. These additional questions were included to cover areas found in the literature by experts' recommendations pertaining to training programs for chairpersons. The demographic questions were used to study professional backgrounds of physical therapy department chairpersons. These questions also allowed the researcher to define the sample of

chairpersons who completed the survey and if they were representative of the population, as well as determine if variations in perceptions and training varied with specific demographics. Questions regarding professional background included; gender, age, college degrees, areas of study, year degrees received, intent to enter academia, years as clinician, years in academia, years as chairperson at current and previous institutions, previous administrative experience, how they assumed the position, why they assumed the position, academic rank, tenure status, type of institution, and size of department.

The survey instrument consisted of 27 questions, (question 26 included the 50 training areas and some questions required multiple responses which made the maximum number of possible answers in the survey 137). The majority of the questions had a number of potential answers that preceded the question and were of the check-off type. Many questions also gave an “other” options where the respondent could write in an answer if an appropriate one was not listed. Only a few questions required a written, fill in short-answer. The survey should have only taken 15-20 minutes to complete.

The survey was pre-tested with a sample of five individuals. One subject was a current physical therapy chairperson, one was a previous physical therapy chairperson, and three were chairpersons in another health related field. The same methodology was used for the pre-testing as for the actual research study. Additionally, the subjects in the pre-testing were asked to give the researcher feedback about the survey (clarity of questions & likert scales), time needed to complete the survey, any major omissions on the survey in their view or other comments deemed helpful to the researcher. Data analysis was done and changes to the survey instrument were made if warranted.

3.2. Equipment

The web-based survey was created online using “FreeOnlineSurveys.com”. This was chosen by the researcher because of compatibility with the statistical software, the reasonable cost, ease of use and ability to use with an email address book. The paper version of the survey was developed using Microsoft Word. The software utilized for data analysis was the Statistical Package for the Social Sciences (SPSS), version 15.0 for Windows. This was chosen because of the researcher’s familiarity with the software, specific statistical analysis needs, ease of use, availability and common use.

3.3. Survey Sample

The study surveyed all chairpersons of accredited physical therapy programs in the United States (n=199), which was the entire population under study. This eliminated sampling and coverage errors. The survey was directed to the department chairperson of each program. The physical therapy programs were either masters of physical therapy (MPT) or doctorate of physical therapy (DPT) programs. There were 139 DPT programs and 70 MPT programs, accredited and developing in the United States. The total accredited and developing programs equaled 209, however in this study it was only appropriate to survey those department chairpersons in established, accredited programs (n=199). Of the accredited and developing PT programs 52.2% were at public institutions. The type of institutions that accredited and developing PT programs were housed in is noted in Table 4.

Table 4: Breakdown of Accredited and Developing PT Programs by Institution Type

Number of Programs	Institution Type
48	Doctoral/Research-Universities Extensive
34	Doctoral/Research-Universities Intensive
73	Universities Intensive-Master's I
6	Universities Intensive-Master's II
4	Baccalaureate-Liberal Arts
8	Baccalaureate-General
30	Specialized Medical
6	Specialized: Other Health

The sampling frame (Appendix C) was obtained, in August 2006, from the Commission on Accreditation of Physical Therapy Education (CAPTE) and the American Physical Therapy Association (APTA) via their websites (APTA, 2006). The programs were listed by state and only contained those programs that were accredited. The name of the institution, chairperson, mailing address and email address was used for the distribution of the surveys.

3.4. Institutional Review Board

Institutional Review Board (IRB) approval was sought through the University of Pittsburgh's exempt IRB process. Approval was given on March 27, 2006 (valid for three years) with IRB number 0603036. Any modification to the project was to be submitted via an 'exempt modification' form to the IRB. The IRB was also advised once the research had been completed.

3.5. Survey Administration

The first round of surveys was administered as a web-based survey. An email was sent to each department chairperson with the cover letter (see Appendix A) asking for participation in the study. The email message contained a link to the website housing the survey. By advancing from the cover letter to the survey each subject was giving their consent to participate in the study. The survey was then completed by participants and submitted. Once submitted, the survey was received by the researcher electronically and the responses were downloaded into the statistical software package, SPSS.

Individual surveys were not identifiable, however a report was generated from the survey software that allowed the research to determine which department chairpersons had completed the survey and which had not. A paper survey and cover letter (Appendix A & B) was then sent out six weeks after the initial web-based survey to those that had not yet responded. The survey was sent again in another six weeks to those who had not responded to the first two attempts. This third and final attempt was again an email with the link to the survey and a cover letter (Appendices A & B). This gave participants three chances to complete the survey.

Actual data entry by the researcher only occurred when paper surveys were received. To minimize data entry error, the researcher after entering the data double checked all entries. Those surveys received electronically were downloaded into SPSS which eliminated any data entry errors.

3.6. Data Analysis Plan

After the three attempts to recruit subject participation all survey data were entered into the statistical software package, the researcher began data analysis. All of the survey data was

analyzed using SPSS. Descriptive statistics were utilized. A breakdown of the survey questions that were used to answer each research question are presented in Table 5. Since the survey contained 27 questions (137 answers) a table format is used to display most of the findings. For further clarification the individual survey questions can be viewed with descriptions of the data analysis that was completed for each (see Table 6).

Table 5: Data Analysis Plan by Research Question

Research Question	Survey Question Number	Data Analysis
1. What are the professional backgrounds of physical therapy department chairpersons?	#1-17	Percentages and frequencies reported for survey questions #1, 3, 4, & 9-16. Ranges and means reported for survey questions #2, 5-8 & 17.
2. What training have physical therapy department chairpersons received for the position of chairperson?	#18-26	Percentages and frequencies reported for survey questions #18, 19, & 21-25. The range and mean reported for survey question #20. The mean and standard deviation done for each of the 50 training areas in #26. t-tests for 2 subgroup analysis for training received based on public vs. private institution..

Research Question	Survey Question Number	Data Analysis
<p>3. How important are various areas of training as perceived by physical therapy department chairpersons for carrying out their roles and responsibilities?</p>	#26 & 27	<p>The mean and standard deviation for each of the 50 training areas in #26.</p> <p>Percentage and frequencies reported for survey question #27.</p> <p>t-tests for 2 subgroup analysis and a one-way ANOVA (tukey post hoc, $p=.05$) for multiple subgroups for suggested training (question #26) to find if significance difference based on participants demographic information (i.e. experienced vs. novice chair, previous administrative experience, size of department, higher education adm. degree vs. other).</p>

Table 6: Data Analysis Plan by Survey Question

Survey Question	Research Question	Data Analysis
1. Please indicate your gender. <input type="radio"/> Female <input type="radio"/> Male	#1	Percentages and frequencies will be reported
2. Please indicate your age. _____years old	#1	Ranges and means will be reported
3. Please list the areas of study for each of your degrees as department chairperson and year received. Bachelors _____ Masters _____ Doctorate _____ Other _____	#1	Percentages and frequencies will be reported
4. After graduating from your entry-level physical therapy program, did you plan or intend to enter academia? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> was considering academia	#1	Percentages and frequencies will be reported
5. How many years did you work as a physical therapy clinician prior to entering academia? _____years	#1	Ranges and means will be reported

Survey Question	Research Question	Data Analysis
6. How many years have you been in academia? (full time faculty member & department chair, in current AND previous institutions) _____years	#1	Ranges and means will be reported
7. How many years have you been a department chair at current and previous institutions? _____ years	#1	Ranges and means will be reported
8. How many have you been the department chairperson at your current institution? _____years	#1	Ranges and means will be reported
9. Did you have previous administrative experience prior to accepting a chairperson position? (Clinical or Academic) <input type="radio"/> Yes <input type="radio"/> No	#1	Percentages and frequencies will be reported
10. Please indicate your previous administrative title(s). Clinical Administrative Title: _____ Academic Administrative Title: _____ Other or additional title(s): _____	#1	Percentages and frequencies will be reported

Survey Question	Research Question	Data Analysis
<p>11. How did you assume the position as Physical Therapy Department Chairperson at your current institution? Please choose the most accurate description.</p> <ul style="list-style-type: none"> ○ Appointed by the Dean, without input from faculty ○ Selected by the faculty, without input from the Dean ○ Selected by the faculty, approved by the Dean ○ Selected by the Dean, agreed upon by the faculty ○ Rotational appointment within department ○ Other: _____ 	#1	Percentages and frequencies will be reported
<p>12. Were you an:</p> <ul style="list-style-type: none"> ○ External candidate ○ Internal candidate ○ Other: _____ 	#1	Percentages and frequencies will be reported

Survey Question	Research Question	Data Analysis
<p>13. Which of the following best describes your reason for accepting the position of department chairperson?</p> <ul style="list-style-type: none"> ○ I wanted to try it out ○ I am taking turn in faculty rotation ○ I am interested in long-term career as chairperson ○ I am interested in advancing from department chairperson to higher administrative position ○ Other, please describe: _____ 	#1	Percentages and frequencies will be reported
<p>14. What is your current academic rank?</p> <ul style="list-style-type: none"> ○ Instructor ○ Assistant Professor ○ Associate Professor ○ Full Professor 	#1	Percentages and frequencies will be reported
<p>15. What is your current tenure status?</p> <ul style="list-style-type: none"> ○ Tenured ○ Non-tenured, but in tenure-track ○ Non tenure track position 	#1	Percentages and frequencies will be reported

Survey Question	Research Question	Data Analysis
<p>16. Please indicate the type of institution where you are currently employed at.</p> <ul style="list-style-type: none"> <input type="radio"/> Private four year college <input type="radio"/> Public four year college <input type="radio"/> Private research university <input type="radio"/> Public research university <input type="radio"/> Other: _____ 	#1	Percentages and frequencies will be reported
<p>17. Please indicate the size of your current physical therapy department.</p> <p># of full-time faculty _____</p> <p># of part-time faculty _____</p> <p># of entry-level students (all classes) _____</p>	#1	Ranges and means will be reported
<p>18. Did your institution offer formal training to prepare you for the position of department chairperson?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No 	#2	Percentages and frequencies will be reported

Survey Question	Research Question	Data Analysis
<p>19. If yes, was the training mandatory or voluntary?</p> <ul style="list-style-type: none"> ○ Mandatory ○ Voluntary, I participated ○ Voluntary, I did not participate 	#2	Percentages and frequencies will be reported
<p>20. Approximately how many hours of training were provided to you as a new chairperson at your institution? (if none enter a 0) _____ hours</p>	#2	Ranges and means will be reported
<p>21. In what format was the training at your institution?</p> <ul style="list-style-type: none"> ○ One time training session ○ One time training session with follow-up sessions ○ Sessions provided on a continuous basis ○ N/A, No training was offered or did not participate 	#2	Percentages and frequencies will be reported

Survey Question	Research Question	Data Analysis
<p>22. What format was used in training sessions? (check all that apply)</p> <ul style="list-style-type: none"> <input type="radio"/> Lecture <input type="radio"/> Discussion <input type="radio"/> Case studies <input type="radio"/> Mentorship (from other administrators, including chairpersons) <input type="radio"/> N/A 	#2	Percentages and frequencies will be reported
<p>23. Did you receive mentorship from the previous department chairperson before or after entering the position?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No 	#2	Percentages and frequencies will be reported
<p>24. Have you participated in department chairperson training outside of your institution?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No 	#2	Percentages and frequencies will be reported
<p>25. Please list the areas of training you have received outside of your institution _____</p>		Percentages and frequencies will be reported

Survey Question	Research Question	Data Analysis
<p>26. Please indicate for each area below the amount of training provided to you at your current institution and how important each is for training to be provided to new department chairpersons at your institution to prepare them to fulfill their roles and responsibilities.</p> <p>(50 areas are then listed in table format)</p>	#2 & 3	<p>The mean and standard deviation will be done for each of the 50 training areas</p> <p>t-tests for 2 subgroup analysis and a one-way ANOVA (tukey post hoc, $p=.05$) for multiple subgroups for suggested training to find if significance difference based on participants demographic information (i.e. experienced vs. novice chair, previous administrative experience, size of department, higher education adm degree vs. other).</p>
<p>27. List the three areas of training (using the 50 areas in question #21) which you think would be most beneficial to new department chairpersons (please list the most beneficial of the three first)</p> <p>1. _____</p> <p>2. _____ 3. _____</p>	#3	<p>Average weighted rank and frequencies will be reported</p>

4. RESULTS

The purpose of this study was to examine the professional background of department chairpersons in physical therapy education and determine current and suggested training approaches designed to enhance administrative performance. This study investigated the following research questions:

1. What are the professional background of physical therapy department chairpersons?
2. What training have physical therapy department chairpersons received for the position of chairperson?
3. How important are various areas of training as perceived by physical therapy department chairpersons for carrying out their roles and responsibilities?

This chapter is divided into 4 sections; (a) a description of survey response rates, (b) professional backgrounds of physical therapy department chairpersons (research question 1), (c) training received by physical therapy department chairpersons (research question 2); and (d) perceived importance of training for chairpersons (research question 3).

4.1. Survey Response Rates

The initial survey was emailed to all physical therapy department chairpersons of accredited physical therapy programs in the United States (n=199). One program returned an email stating that they currently did not have a chairperson and were being overseen by the nursing department chairperson until the position was filled. This reduced the sample size to 198 possible respondents.

During this first attempt, sixty-eight department chairpersons responded; 34% return rate. The second attempt, utilizing a paper survey, mailed to those individuals that did not respond to the web based survey resulted in an additional forty completed surveys. This brought the response rate up to 55%. The third and final attempt was in the form of an email with the link for the web-based survey as in the first attempt, again sent only to those who had yet to respond. The final attempt resulted in an additional fifteen surveys completed. This resulted in 123 surveys completed in total. The final response rate for the study was 62%.

4.2. Professional Backgrounds of Physical Therapy Department Chairpersons

The professional background section of the survey addressed demographic information to identify various characteristics of physical therapy department chairpersons. Gender, age, college degrees, intention to enter academia, years worked as clinician, years in academia, years as chair in current and other institution(s), previous administrative position(s), how they assumed the position as chair, reason for accepting the position, academic rank, type of institution and size of department were among the questions asked.

Of those who completed the survey 63% (n=77) were female and 37% (n=46) were male. The mean age of chairpersons was 53 with a range from 36 to 67 years of age (mode =50, median=54, SD=7). In 2004-2005, 55.7% of physical therapy department chairpersons were women and 44.3% men, with an average age of 52.5 years (American Physical Therapy Association, 2007¹).

All respondents obtained bachelor's degrees with sixteen individuals held two bachelor's degrees. The bachelor's degree in physical therapy was held by most (64%). Bachelor's degrees in biology were the second most prevalent (12%). Seven percent of respondents held a bachelor's in education. The remaining 17% had degrees in a variety of fields, however mostly

within the realm of the sciences, such as Psychology, Health Sciences, Kinesiology, and General Science. A few individuals had bachelor's degrees that were not related to physical therapy, such as, Foreign Language, English, Philosophy, Math, Sociology, Journalism, and Speech/Audiology.

Ninety-three percent of respondents held a master's degree. Physical therapy was again the most prevalent degree (46%). Twelve percent held a master's degree in Education, three individuals with Education Administration degrees. Physical Education and Exercise Science Master's degree was held by 10%, Biology or Anatomy 8% and Business degrees 7%. The remaining 17% of respondents held a Master's degree in areas such as; Health Administration, Health Science, Public Health, Kinesiology or Biomechanics and Psychology and Counseling.

Ninety-two percent of respondents held a doctorate's degree. The other eight percent either were enrolled in a doctoral program (n=7) or did not list a degree (n=3). Twenty-five percent had a doctorate's degree in Anatomy, Physiology or Biology. Education was the second most prevalent; 17% and 14% had a degree in Higher Education Administration. Physical Therapy, Rehabilitation or Movement Science doctorate degrees accounted for 9.5%. Four percent had a Doctorate of Physical Therapy (DPT); a clinical degree rather than a PhD. Five and a half percent held a doctorate's degree in Kinesiology or Biomechanics and 4% in Exercise Science. The remaining 13% held doctorates' degrees in Health and Science related fields (i.e. Epidemiology, Medicine, Public Health, Gerontology, etc.). Five individuals listed having obtained two doctorate degrees. In 2004-2005, 17.5% of physical therapy faculty were enrolled in doctoral study (American Physical Therapy Association, 2007¹).

One respondent did not hold any physical therapy degree. All other respondents had either a bachelor's degree in physical therapy, a master's degree in physical therapy or a certificate in physical therapy (n=9).

The average number of years that physical therapy department chairpersons took to obtain their master's degree after completing their bachelor's degree was 6.5 years. The average number of years after the master's degree to obtain their doctorate degree was 10 years. From the bachelor's degree to the doctorate degree took on average 16 years. See Table 7 for the statistics regarding numbers of years between academic degrees.

Table 7: Number of years between academic degrees

	Years between Bachelors & Masters degree	Years between Masters & Doctorate degree	Years Between Bachelors & Doctorate degree
Mean	6.54	10.14	15.93
Median	6.00	9.00	15.00
Mode	2.00	9.00	Multiple modes existed
SD	4.43	5.56	6.88
n	107	95	103

After graduating from a physical therapy program 63% (n=77) did not intend to enter academia. Only 16% (n=20) intended to enter academia and 21% (n=26) were considering academia.

The average amount of years working as a physical therapist in the clinic prior to entering academia was eight years with a range from 0-30 years (mode=5, median=5.5, SD=6). Five

individuals did not work as a physical therapy clinician before entering academia, with four additional individuals who worked for 12 months or less in the clinic. Thus, 7% had not worked as a clinician or for a year or less.

Twenty-one years in academia was the average of those responding to the survey with a range from 2-38 years (mode=22, median=19, SD=29). The time spent as a department chair ranged from 0-30 years with an average of eight years (mode=4, median=6, SD=7), six and a half of those years at their current institution (mode=4, & 5, median=5, SD=6). The average amount of time as a faculty member before moving into the chairperson position was 10.8 years. In 2004-2005, the average number of years in academia of chairpersons was 19.5 years, with 11.8 years at their current institution as a faculty member and chair (American Physical Therapy Association, 2007¹).

Of the 123 respondents, 87 (71%) had previous administrative experience, either clinical or academic. Fifty-four percent had an administrative position in the clinic. These positions were mainly either Director or Chief Physical Therapist or Clinical Coordinator of Clinical Education (CCCE). A few were supervisors of a division such as outpatient services or owners of private clinics. Thirty-nine percent of respondents have held an administrative position in academia besides department chairperson. Of those holding another administrative position in higher education, 45% were Academic Coordinators of Clinical Education (ACCE), 23% supervised a portion of the program, 21% were directors of a different department or Graduate school, others reported Interim Chair, Assistant Chair, Associate Dean and Interim Assistant Dean.

When asked how participants assumed the role of department chairperson at their current institution, 39% reported they were selected by the dean and agreed upon by faculty and 36%

were selected by faculty and approved by the dean. Twelve percent were appointed by the dean without input from the faculty, 2% were selected by the faculty without input from the dean and 1% (n=1) was in a rotational appointment within the department. Ten percent of participants checked “other”. Of these respondents six were appointed by the vice president of academic affairs/provost, seven were selected with partial or total input from a search committee, two were appointed by the president, four were recruited to found the program, one selected by president and dean, agreed by faculty, one volunteered, one was the only applicant for the position and one was an interim chairperson. The majority of respondents were internal candidates (69%) when appointed to the position of department chair.

Twenty-four percent (n=29) accepted the position because they were interested in a long-term career as a department chairperson. Eighteen percent chose the position to “try it out” and 2% were taking their turn in a faculty rotation. Fourteen percent were interested in advancing to a higher administrative position. A large number of respondents (42%) again chose “other”. Reasons given were: to make a change (n=12), there were no other options available (n=9), they were the best qualified (n=8) and they had the necessary skills required (n=6). Other less frequent responses included: wanting a challenge, wanting an administrative role, commitment for the program, to start the program, to help department achieve accreditation and talked into position by others.

The rank of Full Professor was held by 40% (n=50), Associate Professor 50% (n=61) and 10% (n=12) were Assistant Professors. In 2006, 39.4% of chairpersons were Full Professors, 51% Associate Professors and 8.7% Assistant Professors (American Physical Therapy Association, 2007¹). Seventy percent were tenured, 14% were on a tenure track, 15% held a non-tenured position and two respondents reported that there was no tenure at their institution.

As reported by the APTA in 2004, 63.1% were tenured, 18.4% were on a tenure track, 2.4% were not eligible for tenure and 16% did not have tenure-track (American Physical Therapy Association, 2007¹).

Respondents from private institutions equaled 52.6%, while 47.4% were from public institutions. Those employed in non-research oriented institutions totaled 63%, the remainders at research institutions. In 2006, 39% of all physical therapy programs were housed in research institutions and 48% in private institutions (American Physical Therapy Association, 2007¹).

The average number of full-time faculty, in the programs represented in this study, was ten faculty members (mode=7 & 8, median=9, SD=4). The range of full-time faculty members was 4 to 28. The programs had an average of seven part-time faculty members (mode=2, median=4, SD=9) with a range of 0-45. The APTA (2007¹) reported that the average program was 9.4 full-time and 1.5 part-time faculty members. The range of students was quite high; 17 to 560, with an average of 104 students. This appears to be due to the fact that some programs admit students as freshman into their graduate programs, while others do not admit students until their bachelor's degree is completed or almost completed. Although the data from the APTA (2007¹) were that the average number of students enrolled during 2006-2007 was 88.6. Based on the information acquired in this study, the typical physical therapy department chairperson is represented in Table 8.

Table 8: Typical Professional Background Characteristics of Physical Therapy Department Chairpersons

Characteristics of Professional Background	Typical Physical Therapy Department Chairperson
Age	52.5 years old
Gender	Female
Highest Degree	Doctorate
Intent to Enter Higher Education	No
# of years between Bachelors & Masters degrees	6.5 years
# of years between Masters & Doctorate degrees	10 years
Years as Clinician	8 years
Years in Academia	22 years
Years as Chair	8 years
Years as Chair at current Institution	6.5 years
Previous Administrative Experience	Yes (largely Clinical)
Reason for Assuming Position	Interested in long-term career as chair
Source	Internal Candidate
Academic Rank	Associate Professor
Tenure Status	Tenured

4.3. Training Received by Physical Therapy Department Chairpersons

After the section on the survey regarding professional backgrounds, chairpersons were asked to respond to the formal training received at their current institutions for the position of department chairperson. They were asked if they had received formal training, and if so was it mandatory or voluntary, how many hours of training they received, and in what format was the training. Participants were then asked if they received mentorship from the previous chairperson and if they sought training outside of their institution.

Only eighteen respondents (15%) had been offered formal training at their institution. Eighty-five percent (n=101) were not offered any formal training from their current institution. Of the eighteen who did receive formal training, 81% reported that the training was voluntary and they participated in the training. Nineteen percent reported the training was mandatory. No one reported that the training was voluntary and they did not participate. The amount of time spent in training of the eighteen who received it, ranged from approximately 6 hours to 50 hours. The average was 18 hours with a median time of 15 hours. Continuous training was provided to 37% of chairpersons. Twenty percent reported training being offered as a one time training session. Seven percent reported a one time training with follow up sessions, three percent were unsure. Thirty-three percent reported other formats for training, these included; on job mentoring with former chair or others, monthly meetings with chairs and provost, seminars and workshops, informal meetings with dean, training topics chosen by chair, sessions by human resources and other resources available on campus. The formats used in the formal training were reported as lecture and discussion, with only two people indicating formal mentorship and one person indicated utilizing case studies.

Although a majority did not have training offered to them at their institutions, fifty percent reported having been mentored by the previous department chairperson before or after entering the position. Likewise 43% participated in training outside of their institution. Thirty-five respondents obtained training at another university, or through a professional organization or conference. These included American Physical Therapy Association Academic Administrators Special Interest Group conferences (AASIG), Commission for Accreditation in Physical Therapy Education courses (CAPTE), American Council on Education conferences (ACE), Coalition for Allied Health Leadership conference, chairperson workshops, Covey Executive Leadership Coaching course, AAMC Women in Medicine course, and National Higher Education Administration conferences. A few individuals included networking and mentorship as outside training received. Three individuals report independent reading in the area of higher education administration. One person took a college course outside of a degree program to increase their knowledge base. The content obtained through these various methods and conferences were: personnel issues, leadership, conflict management, faculty evaluation, budget/financial management, accounting, strategic planning, curriculum development and assessment, faculty development, fund raising, legal issues, time management and negotiation skills.

Respondents were asked to indicate the amount of training that they have received at their institution in fifty areas broken down into five categories; administrative affairs, faculty affairs, student affairs, department affairs and office management. The results are contained in tables 9-13. The average training received in the majority of the fifty areas was between no training (rating of 1) and minimal training (rating of 2). Only three areas of training received were on average minimally received, these were roles and responsibilities of chair, faculty evaluation and promotion and tenure decisions. None of the areas were above minimal training received.

Table 9: Amount of Training Received in Administrative Affairs

Administrative Affairs	Mean	SD	n	No Training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
Roles & Responsibilities of Chair (h)	2.09	.808	113	25	45	26.5	3.5
Institutional Policies & Procedures (a)	1.97	.770	114	29	46	23	2
Budget Preparation (j)	1.82	.732	114	35	49	14	2
Communication with Faculty & Higher Administration (c)	1.75	.819	113	46	35	16	3
Strategic Planning (m)	1.74	.864	113	49	33	14	4
Legal Issues (i)	1.73	.824	113	48	33	16	3
Leadership Training (b)	1.70	.812	113	49	36	11.5	3.5
Budget Administration (k)	1.70	.693	113	42.5	46	10.5	1
Developing Long-Range Goals(l)	1.69	.803	113	49.5	34.5	13	3
Conflict Management/Resolution (d)	1.55	.756	113	60	26	13	1

Administrative Affairs	Mean	SD	n	No Training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
How to Implement Change (f)	1.52	.721	113	59	31	8	2
Team building (e)	1.48	.683	113	63	26.5	10.5	0
Negotiation Skills (g)	1.47	.708	113	64	25	10	1
Time Management (n)	1.39	.614	113	67	27.5	4.5	1
Stress Management (o)	1.34	.592	113	71.5	24	3.5	1

Table 10: Training Received in Faculty Affairs

Faculty Affairs	Mean	SD	n	No Training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
Promotion & Tenure Decisions (q)	2.12	.914	113	29.5	36.5	27	7
Faculty Evaluations (s)	2.03	.850	113	30	44	21	5
Faculty Recruitment (v)	1.69	.708	113	44	43	12	1
Assign Faculty Workloads (A)	1.68	.851	112	53.6	28.6	14.3	3.6
Match Faculty Goals to Department and College/University Goals (u)	1.65	.801	113	53	32	12	3
Assess/Provide Faculty Feedback (x)	1.62	.794	113	55	31	11.5	2.5
Assist Faculty in Career growth & development (z)	1.60	.785	113	57	28	13	2
Assign Teaching Duties (p)	1.55	.733	112	58	30	11	1
Faculty Termination (R)	1.54	.793	112	63.3	21.3	13.3	2

Faculty Affairs	Mean	SD	n	No Training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
Motivate Faculty and Staff (t)	1.48	.630	111	59.5	33.3	7.2	0
Faculty Retention (w)	1.48	.657	112	60	33	6	1
Reduce, resolve and prevent faculty conflict (y)	1.44	.667	113	65	27	7	1

Table 11: Training Received in Student Affairs

Student Affairs	Mean	SD	n	No Training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
Manage Complaints and Grievances of Students (G)	1.68	.786	111	48	39.5	9	3.5
Provide Counseling to Students (F)	1.59	.768	111	56	32	9	3
Student Recruitment (B)	1.58	.730	113	56	30	14	0
Alumni Support Advocate (C)	1.44	.695	112	66	26	6	2
Supervise Orientation Program for students (E)	1.42	.654	111	66	27	6	1
Identification of Textbooks (D)	1.29	.564	112	76	19	5	0

Table 12: Training Received in Department Affairs

Department Affairs	Mean	SD	n	No training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
Maintain Accreditation Standards (N)	1.88	.908	112	42	33	19.5	5.5
Preparation of Annual reports for Institution (O)	1.72	.762	112	45.5	37.5	16	1
Monitoring Academic Standards (J)	1.62	.774	112	55.5	28.5	15	1
Establish Department Policies (Q)	1.58	.743	112	54.5	35.5	7	3
Update Curriculum (K)	1.58	.779	112	58	28	12.5	2
Monitor Equipment & Facilities (P)	1.53	.671	112	57	33	10	0
Faculty Advocate to Higher Administration (H)	1.51	.747	112	61.5	28.5	7	3
Fundraising (R)	1.44	.681	113	65.5	25.5	8	1
Allocate Facilities (L)	1.44	.682	112	66	25	8	1

Department Affairs	Mean	SD	n	No training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
Conduct department meetings (I)	1.43	.681	112	67	24	8	1
Monitor Library Acquisitions (M)	1.39	.620	112	68	25	7	0

Table 13: Training Received in Office Management

Office Management	Mean	SD	n	No training (%)	Minimal Training (%)	Moderate Training (%)	Substantial Training (%)
Evaluate Staff (U)	1.67	.767	111	51	31	18	0
Maintain Student & Departmental Records (W)	1.59	.744	111	56	30.5	12.5	1
Supervise Non-Academic Staff (S)	1.51	.739	110	63.5	22	14.5	0
Reduce, resolve and prevent conflict among staff (V)	1.45	.657	111	64	27	9	0
Recruitment of staff (T)	1.43	.655	111	66	25	9	0
Delegation of office duties (X)	1.38	.650	109	72	19	9	0

Each of the five categories was then analyzed by determining the sum mean of all areas within each category. Table 14 shows that each category of training received was between no training and minimal training. All five categories were then analyzed by determining the sum mean of all the fifty areas together. Table 15 shows that the average training received in aggregate is 1.55, 1 being no training and 2 being minimal training.

Table 14: Amount of Training Received in Each Category

Training Area	Mean	Median	Mode	SD	n
Administrative Affairs	1.67	1.50	1.00	.557	114
Faculty Affairs	1.66	1.50	1.00	.618	114
Department Affairs	1.53	1.27	1.00	.587	113
Student Affairs	1.49	1.33	1.00	.577	113
Office Affairs	1.16	1.00	1.00	.743	111

Table 15: Overall Training Received

Mean	1.55
Median	1.40
Mode	Multiple modes exist
SD	.536
n	115

4.4. Perceived Importance of Training for Physical Therapy Department Chairpersons

The final section of the survey asked the respondents to again rate the fifty areas of training in the five categories. This rating was based on the importance of training in each area for a new department chairperson at their institution, to prepare them to fulfill their roles and responsibilities. Lastly, each respondent was asked to list the three areas of training which they thought would be most beneficial to new department chairpersons.

Tables 16 through 20 show the average rating of the fifty areas of training. Twenty-seven of the fifty training areas were on average rated between moderately and highly important. The remaining twenty-three areas were rated on average between low and moderately important. Six areas were rated below 2.5, which placed them the least important of all the areas, these were; supervise orientation program for students, identification of textbooks, allocation of facilities, monitoring equipment and facilities, monitoring library acquisitions, and recruitment of staff.

In tables 16 through 20, those individuals who reported that an area was not a role or responsibility for them as chairpersons is noted, however the mean and standard deviations were computed based on those who identified each area as a role or responsibility by choosing a level of importance. Thus the n in the parentheses is the n used for analysis.

Table 16: Importance of Training in Administrative Affairs

			n	N/A-Not a	No	Low	Moderate	High
Administrative Affairs	Mean	SD	(n)**	Role	Importance	Importance	Importance	Importance
				%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
Roles and Responsibilities of Chair (h)	3.36	.724	111	-----	2 (2)	9 (10)	40.5 (45)	48.5 (54)
Strategic Planning (m)	3.32	.703	111	-----	2 (2)	8 (9)	46 (51)	44 (49)
Budget Preparation (j)	3.24	.762	112	-----	2 (3)	14 (16)	42 (47)	42 (47)
Developing Long-Range Goals(l)	3.24	.690	111	-----	2 (2)	9 (10)	52 (58)	37 (41)
Leadership Training (b)	3.23	.735	111	-----	2 (2)	12 (14)	47 (52)	39 (43)

			n	N/A-Not a	No	Low	Moderate	High
Administrative Affairs	Mean	SD	(n)**	Role	Importance	Importance	Importance	Importance
				%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
How to Implement Change	3.23	.747	112	1	2	13	45	39
(f)			(111)	(1)	(2)	(15)	(50)	(44)
Budget Administration (k)	3.22	.732	112	-----	2.5	10	50	37.5
					(3)	(11)	(56)	(42)
Team building (e)	3.22	.756	112	-----	3	12	46	39
					(3)	(13)	(52)	(44)
Institutional Policies & Procedures (a)	3.22	.783	110	-----	3	13.5	42.5	41
					(3)	(15)	(47)	(45)
Conflict Management/Resolution (d)	3.21	.776	111	-----	3	13.5	44	39.5
					(3)	(15)	(49)	(44)
Negotiation Skills (g)	3.21	.791	111	1	2	17	39	41
			(110)	(1)	(2)	(19)	(43)	(46)

			n	N/A-Not a	No	Low	Moderate	High
Administrative Affairs	Mean	SD	(n)**	Role	Importance	Importance	Importance	Importance
				%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
Legal Issues (i)	3.15	.713	112	-----	1	16	50	33
					(1)	(18)	(56)	(37)
Communication with Faculty & Higher Administration (C)	3.06	.797	109	-----	4	17	48	31
					(4)	(19)	(52)	(34)
Time Management (n)	2.77	.960	111	-----	12	24	39	25
					(13)	(27)	(43)	(28)
Stress Management (o)	2.61	.961	112	1	11.5	33	36.5	18
			(111)	(1)	(13)	(37)	(41)	(20)

** (n) used in calculation of mean and standard deviation

Table 17: Importance of Training in Faculty Affairs

Faculty Affairs	Mean	SD	n	N/A-Not a Role %	No Importance %	Low Importance %	Moderate Importance %	High Importance %
				(n)	(n)	(n)	(n)	(n)
Faculty Evaluations (s)	3.46	.723	111	-----	3 (3)	5 (6)	35 (39)	57 (63)
Assess and Provide Faculty Feedback (x)	3.33	.791	110	-----	4 (4)	9 (10)	38 (42)	49 (54)
Assist Faculty in Career growth & development (z)	3.29	.782	110	-----	3 (3)	12 (13)	39 (43)	46 (51)
Reduce, resolve and prevent faculty conflict (y)	3.14	.819	111	-----	2.5 (3)	19 (21)	39.5 (44)	39 (43)
Faculty Recruitment (v)	3.04	.808	111	-----	4 (4)	20 (22)	46 (51)	30 (34)

				N/A-Not	No	Low	Moderate	High
Faculty Affairs	Mean	SD	n	a Role	Importance	Importance	Importance	Importance
				%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
Faculty Retention (w)	3.04	.812	110	-----	3.5	20	45.5	31
					(4)	(22)	(50)	(34)
Motivate Faculty and Staff (t)	3.04	.841	111	-----	5.5	17	46	31.5
					(6)	(19)	(51)	(35)
Faculty Termination (r)	3.03	.847	111	-----	4.5	21	42	32.5
					(5)	(23)	(47)	(32)
Promotion & Tenure Decisions	3.02	.884	111	-----	5	22	39	34
(q)					(6)	(24)	(43)	(38)
Match Faculty Goals to	3.01	.837	111	-----	4.5	21	44	30.5
Department and					(5)	(23)	(49)	(34)
College/University Goals (u)								

				N/A-Not a Role %	No Importance %	Low Importance %	Moderate Importance %	High Importance %
Faculty Affairs	Mean	SD	n	(n)	(n)	(n)	(n)	(n)
Assign Faculty Workloads (A)	2.90	.890	107	-----	8 (9)	20 (21)	46 (49)	26 (28)
Assign Teaching Duties (p)	2.67	.888	111	-----	10 (11)	31.5 (35)	40.5 (45)	18 (20)

Table 18 Importance of Training in Student Affairs

Student Affairs	Mean	SD	n (n)**	N/A-Not	No	Low	Moderate	High
				a Role % (n)	Importance % (n)	Importance % (n)	Importance % (n)	Importance % (n)
Manage Complaints and Grievances of Students (G)	3.14	.796	111	-----	4 (4)	14 (16)	46 (51)	36 (40)
Student Recruitment (B)	2.95	.956	109	-----	9 (10)	20 (22)	37 (40)	34 (37)
Provide Counseling to Students (F)	2.80	.923	111	-----	11 (12)	22 (24)	44 (49)	23 (26)
Alumni Support Advocate (C)	2.69	.859	111 (108)	3 (3)	8 (9)	31 (34)	41 (46)	17 (19)

				N/A-Not	No	Low	Moderate	High
Student Affairs	Mean	SD	n	a Role	Importance	Importance	Importance	Importance
			(n)**	%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
Supervise Orientation Program	2.27	.943	111	-----	24	34	32	10
for students (E)					(27)	(38)	(35)	(11)
Identification of textbooks (D)	2.03	.920	111	11	31	31	22	5
			(99)	(12)	(34)	(34)	(25)	(6)

** (n) used in calculation of mean and standard deviation

Table 19 Importance of Training in Department Affairs

Department Affairs	Mean	SD	n (n)**	N/A-Not	No	Low	Moderate	High
				a Role %	Importance %	Importance %	Importance %	Importance %
				(n)	(n)	(n)	(n)	(n)
Maintain Accreditation Standards (N)	3.48	.830	111	-----	4.5 (5)	8 (9)	22.5 (25)	65 (72)
Faculty Advocate to Higher Administration (H)	3.11	.894	110	-----	6 (6)	18 (20)	36 (40)	40 (44)
Preparation of Annual reports for Institution (O)	3.01	.833	110 (109)	1 (1)	6.5 (7)	14.5 (16)	50 (55)	28 (31)
Update Curriculum (K)	2.98	1.00	111	-----	12 (13)	15 (17)	36 (40)	37 (41)

				N/A-Not	No	Low	Moderate	High
Department Affairs	Mean	SD	n	a Role	Importance	Importance	Importance	Importance
			(n)**	%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
Monitoring Academic Standards (J)	2.90	.981	109	-----	12	17	39	31
					(13)	(19)	(43)	(34)
Fundraising (R)	2.70	.902	110	5	11	24	43	17
			(104)	(6)	(12)	(26)	(47)	(19)
Conduct department meetings (I)	2.68	.914	111	-----	13	24	45	18
					(24)	(27)	(50)	(20)
Establish Department Policies (Q)	2.63	.909	109	-----	12	30	40.5	17.5
					(13)	(33)	(44)	(19)
Allocate Facilities (L)	2.43	.923	110	-----	18	33	37	12
					(20)	(36)	(41)	(13)
Monitor Equipment & Facilities (P)	2.17	.889	111	5	24	37	28	6
			(106)	(5)	(27)	(41)	(31)	(7)

				N/A-Not	No	Low	Moderate	High
Department Affairs	Mean	SD	n	a Role	Importance	Importance	Importance	Importance
			(n)**	%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
Monitor Library Acquisitions	2.03	.841	111	-----	30.5	39.5	26	4
(M)					(34)	(44)	(29)	(4)

** (n) used in calculation of mean and standard deviation

Table 20 Importance of Training in Office Management

Office Management	Mean	SD	n (n)**	N/A-Not a Role %	No Importance %	Low Importance %	Moderate Importance %	High Importance %
				(n)	(n)	(n)	(n)	(n)
Maintain Student & Departmental Records (W)	2.87	.885	109 (106)	3 (3)	9 (10)	17 (19)	48 (52)	23 (25)
Evaluate Staff (U)	2.84	.915	109	-----	12 (13)	15 (16)	50 (55)	23 (25)
Reduce, resolve and prevent conflict among staff (V)	2.79	.883	110 (109)	1 (1)	9 (10)	23.5 (26)	45.5 (50)	21 (23)
Supervise Non-Academic Staff (S)	2.72	.858	110	-----	10 (11)	25 (27)	49 (54)	16 (18)

				N/A-Not	No	Low	Moderate	High
Office Management	Mean	SD	n	a Role	Importance	Importance	Importance	Importance
			(n)**	%	%	%	%	%
				(n)	(n)	(n)	(n)	(n)
Delegation of office duties (X)	2.51	.911	108	2.5	15	30.5	39	13
			(105)	(3)	(16)	(33)	(42)	(14)
Recruitment of staff (T)	2.45	.948	110	1	19	29	38	13
			(109)	(1)	(21)	(32)	(42)	(14)

** (n) used in calculation of mean and standard deviation

Each of the five categories was then analyzed by determining the sum mean of all areas within each category. Table 21 shows that training importance in the categories of administrative affairs and faculty affairs were slightly above moderate importance. Student affairs, department affairs and office management were between low and moderate importance. All five categories were then analyzed by determining the sum mean of all the fifty areas together. Table 22 shows that the average importance of training in aggregate is 2.99, just .01 below a 3.0, moderate importance.

Table 21: Importance of Training in Each Category

Importance of Training	Mean	Median	Mode	SD	n
Administrative Affairs	3.18	3.21	-----*	.566	123
Faculty Affairs	3.08	3.08	-----*	.624	111
Department Affairs	2.74	2.82	3.00	.652	111
Office Affairs	2.70	2.83	3.00	.748	110
Student Affairs	2.64	2.80	3.00	.680	111

*multiple modes exist

Table 22: Overall Importance of Training

Mean	2.99
Median	3.00
Mode	4.00
SD	.583
n	123

Each of the fifty areas was analyzed to determine if any significant differences existed between how a participant answered the question regarding importance of training and various demographics. Either independent samples t-tests or a one-way ANOVA with Tukey post hoc ($p=.05$) comparisons was performed. The demographics that were analyzed were; years as chairperson (novice versus experienced), size of department (based on total number of faculty), previous administrative experience and those with a degree in higher education administration (masters or doctorate degree). In Tables 23 through 26 the areas that showed a significant difference at the .05 level are listed. The full results can be found in Appendix D.

In Table 23, a quartile was done to allow for three somewhat equal groups as pertaining to the total number of faculty. The first quartile which represents forty departments contains less than twelve total faculty members. The second quartile contains 12-16 faculty members and the last quartile contains greater than sixteen faculty members. The only areas that there were significant differences were; assigning faculty workload which is more important for those with larger faculty, supervise orientation programs for students which is more important for those with fewer faculty and fundraising which is more important for those with more faculty.

Table 23: One-way ANOVA of # of Total Faculty vs. Importance of Training

Area of Training	Total # Faculty	n	M	SD	F	Significance
Assign Faculty Workloads (A)	<12	33	2.85	.834	3.315	.041
	12-16	34	2.65	.950		
	>16	32	3.19	.780		
Supervise Orientation Program for Students (E)	<12	34	2.59	.891	3.206	.045
	12-16	35	2.03	.857		
	>16	33	2.27	1.008		
Fundraising (R)	<12	31	2.68	.871	4.538	.013
	12-16	33	2.33	.816		
	>16	31	3.00	.966		

In Table 24, the only areas that there were significant differences were; stress management which is more important to those with previous administration experience, identification of textbooks which is more important to those with no previous administrative experience and monitoring library acquisitions which is more important to those with previous administrative experience.

Table 24: Independent Samples T-Test of Previous Administrative experience vs. Importance of Training

Area of Training	Administrative Experience	n	M	SD	F	Significance
Stress Management (o)	Yes	77	2.64	.857	4.093	.046
	No	33	2.58	1.062		
Identification of Textbooks (D)	Yes	69	1.96	.848	4.289	.041
	No	29	2.24	1.057		
Monitor Library Acquisitions (M)	Yes	77	2.04	.768	6.286	.014
	No	33	2.00	1.031		

In Table 25 a comparison was done to determine if there were any significant differences in responses based on those chairpersons that had less than three years experience in the position (novice) and those with three or greater years in the position (experienced). The only areas that there were significant differences were; leadership training which was more important to experienced chairs, providing counseling to students which was more important to experienced chairs and monitoring library acquisitions which was more important to novice chairs.

Table 25: Independent Samples T-Test of Novice vs. Experienced Chairs and Importance of Training

Area of Training	Chairperson Experience	n	M	SD	F	Significance
Leadership Training (b)	Novice	31	3.13	.957	8.956	.003
	Experienced	78	3.26	.633		
Providing Counseling to Students (F)	Novice	32	2.63	1.070	5.834	.017
	Experienced	77	2.86	.854		
Monitoring Library Acquisitions (M)	Novice	32	2.06	1.076	14.724	.000
	Experienced	77	2.01	.752		

In Table 26, the only areas where significant differences were found compared to whether the department chairperson had a degree in higher education administration or not were; conflict management/resolution, monitoring academic standards, monitoring equipment and facilities, and maintaining student and department records all of which were less important to the department chairperson with the degree in higher education administration, except for the area of monitoring academic standards.

Table 26: Independent Samples T-Test of High Education Administration degree and Importance of Training

Area of Training	Degree	n	M	SD	F	Significance
Conflict	Higher Ed	26	3.04	.662	4.674	.033
Management/ Resolution (d)	Other	79	3.27	.812		
Monitoring	Higher Ed	26	2.92	1.129	4.403	.038
Academic Standards(J)	Other	77	2.92	.900		
Monitoring	Higher Ed	26	1.88	.711	5.254	.024
Equipment & Facilities (P)	Other	75	2.27	.935		
Maintain Student & Dept. Records (W)	Higher Ed	26	2.77	1.032	4.360	.039
	Other	75	2.91	.808		

The last question on the survey asked the participants to list the three training areas that would be the most beneficial to a new department chairperson. They were asked to list the areas starting with the most beneficial first and then the second and third most beneficial training areas. Table 27 shows the average weighted ranks of the top three areas of training. Only the areas identified by 10% of more of respondents were ranked.

Leadership training and institutional policies and procedures were ranked as the top two most beneficial areas of training for new department chairpersons. This was followed by

promotion and tenure, team building, budgeting, faculty development, assigning workload, negotiation, strategic planning, faculty evaluation, accreditation and conflict management.

Table 27: Average Weighted Ranks of Areas of Training for New Chairpersons

Training Area	rank	n
Leadership Training	1.29	24
Institutional Policies & Procedures	1.64	11
Promotion & Tenure	1.73	11
Team Building	1.75	12
Budgeting	1.77	31
Faculty Development	1.82	22
Assign Faculty Workload	1.82	11
Negotiation	1.92	12
Strategic Planning	1.96	25
Faculty Evaluation	2.07	29
Accreditation	2.19	21
Conflict Management	2.42	26

4.5. Summary

This chapter presented the results of the study designed to determine the professional backgrounds and received and suggested training of physical therapy department chairpersons. Three research questions were asked and determined via a survey. Included in the results were

(a) description of survey response rates, (b) professional backgrounds of physical therapy department chairpersons (research question 1), (c) training received by physical therapy department chairpersons (research question 2); and (d) perceived importance of training for chairpersons (research question 3). Descriptive statistics were used. In Chapter 5 an interpretation of results is discussed, along with the limitations of the study, implications for future research, a discussion and conclusions.

5. DISCUSSION

Identification of potential department chairpersons can be adventitious to an institution. Locating someone who demonstrates the desire and various characteristics to be successful, then priming them for the position through mentorship and training would allow for a smoother transition into the position. Various authors agree that proper training, which includes certain topics, frequent training sessions and varied pedagogy of training, should be done to enhance the performance and retention of department chairpersons (Dyer, B.G., & Miller, M., 1999; Gmelch, W. H., 2002; Gmelch, W. H., & Carroll, J. B., 1991; Hecht, I., Higginson, M., Gmelch, W., & Tucker, A., 1999; Smith & Stewart, 1999; Tucker, A., 1993).

There currently is a shortage of physical therapy faculty, as well as many openings for department chairpersons in PT departments. The APTA (2007¹) reported in their 2004-2005 AAR report, that 130 faculty vacancies existed, with 85 projected vacancies and another 62 new positions just opening. The turnover rate for faculty during the 2004-2005 academic year was 13.2% (APTA, 2007¹). It may seem that 277 vacancies are not excessive, but when there are only 199 accredited programs in the United States, it equates to 1.4 FTEs per program. These vacancies can be quite substantial, especially considering that the average program only has 9-10 FTEs (APTA, 2007¹). Thus, for this researcher professional backgrounds and training of PT department chairpersons was an important topic to investigate for the profession. To further stress the importance of this topic, the Academic Administrators Special Interest Group in the fall of 2006 discussed professional backgrounds and training of future department chairpersons at their annual meeting.

This research study examined the professional backgrounds of physical therapy department chairpersons, as well as the training received, and perceptions of training required to

fulfill their roles and responsibilities. Survey research via web-based and paper surveys was completed. The results as a whole, showed some similarities in professional backgrounds, a lack of training provided and the perception that training is important in almost all the 50 training areas presented. This chapter includes (a) an interpretation of the results, (b) limitations of the study, (c) implications for future research, (d) a discussion, and (e) conclusions.

5.1. Interpretation of Results

The purpose of this study was to examine the professional backgrounds of department chairpersons in accredited physical therapy education in the United States, as well as to investigate current and suggested training approaches designed to enhance administrative performance. Three research questions were posed. The following is the interpretation of results regarding the three research questions; 1) what are the professional backgrounds of physical therapy department chairpersons?, 2) what training have physical therapy department chairpersons received for the position of chairperson?, and 3) how important are various areas of training as perceived by physical therapy department chairpersons for carrying out their roles and responsibilities?

The section of the survey that dealt with professional backgrounds had two purposes; 1) to identify the respondents' demographics to ensure the sample was representative of the population and 2) to gain information about the professional backgrounds of PT department chairpersons. Based on the information from the APTA fact sheet for 2005-2006 (APTA, 2007¹), the sample obtained for this study was representative of the population. Those demographics that were included in this study and reported by the APTA are as follows: age, gender, years in academia, academic rank, tenure status, and institution type where employed. In

addition, a study by Perry in 2002 also displayed similar demographics of physical therapy department chairpersons. Table 29 compares the data from these three sources.

Table 28: Comparisons of Demographic Information

	Current Study	APTA Fact Sheet Data (2007 ¹)	Perry (2002)
Mean Age	53 years old	52.5 years old	48% between 40 & 49 yr. 41% between 50 & 59 yr.
Gender	Female 63% Male 37%	Female 55.7% Male 44.3%	Female 68% Male 32%
Mean years in academia	21 years	19.5 years	16.3 years
Academic Rank	Full Professor 40% Associate Professor 50% Assistant Professor 10%	Full Professor 39.4% Associate Professor 51% Assistant Professor 8.7%	Full Professor 26% Associate Professor 57% Assistant Professor 17%
Tenure Status	Tenured 70% Tenure-track 14% Non-tenured 15% Tenure not available 1%	Tenured 63.1% Tenure-track 18.4% Non-tenured 2.4% Tenure not available 16%	Not reported
Institution Type	Private 52.6% Public 47.4% Research 27% Non-research 73%	Private 48% Public 52% Research 39% Non-research 61%	Not reported

The study by Perry was published in 2002, the APTA fact sheet was data compiled during the 2005-2006 academic year and this study collected data during the 2006-2007 academic year. As seen in table 29, mean age, mean years in academia, percent at full professor and percent of those with tenure has increased over time. This may represent PT chairpersons that are committed to the position and longevity is being seen. This would further validate the finding that 24% of respondents in this study indicated that they choose the position of chairperson as a long term career choice.

In the study done by Carroll in 1991, only 10 % of the 564 chairpersons surveyed, from various disciplines, were female. However, females have historically dominated the field of physical therapy. Currently, there are 65.3% women and 34.7% men in the profession based on demographics of those that belong to the American Physical Therapy Association (APTA, 2007²). The percentage of women and men PT department chairpersons is representative of the profession as a whole.

The discrepancy in tenure status, non-tenured and tenure not available, is related to an error in the survey. Respondents were only given the choices of; 'tenured', 'non-tenured' and 'tenure-track'. Thus, those who do not have tenure available to them probably chose 'non-tenured', especially on the web based survey because they were unable to write in an answer. However, a few individuals wrote in "tenure not available at institution" on their paper survey. The Annual Accreditation Report (AAR) from the APTA gave the additional choice, 'tenure not available', thus contributing to this difference in data.

Additional information regarding professional backgrounds of PT department chairpersons included; college degrees obtained, intention to enter academia, years worked as

clinician, years as chair in current and other institution(s), previous administrative position(s), assumption of the chair position, reason for accepting the position, and size of department.

Ninety-two percent of PT chairpersons had doctorate degrees. However, only 26% had their doctorate degrees upon entering academia. Thus, the majority of respondents, while working as full time faculty members were seeking their terminal degrees. If an individual is identified as a potential candidate for the department chairperson position when entering academia, but does not already possess a doctorate degree, and they show a major interest, some thought should go into the type of doctorate degree pursued. Maybe it would be wise for them to consider a doctorate degree in the area of higher education administration.

The majority of bachelors and masters degrees were within the field of physical therapy. However, this will change in the future since a PT degree is only available through graduate study. Currently 87% of programs, 174 of the 199 programs, offer an entry-level doctorate degree without any other entry-level degree offered (APTA.org, 2006). Additionally, part of the APTA's "Vision 2020" is that all PT programs will be at a doctorate level by the year 2020 (APTA, 2005²), which from the number of DPT (Doctorate of Physical Therapy) programs currently will not take until 2020. Thus, PT department chairpersons in the future will not have bachelor's degrees in PT. Nor will the majority have master's degrees since PT programs admit students after their bachelor's degree into DPT programs. They will have a non-physical therapy bachelor's degree and a DPT. If teaching in higher education is decided upon, they will then most likely pursue a terminal degree (PhD, EdD, DSc, etc.). Although PT programs can have faculty with a DPT, the majority must have an academic doctorate rather than a clinical doctorate for accreditation purposes (CAPTE, 2002). It has taken physical therapy department chairpersons longer time to obtain their masters and doctorate degrees when compared to other

chairpersons in academia (see Table 30). In the future it should not take them longer between bachelors and DPT degrees. Most programs from freshman year to DPT graduation is six or seven years. However, time until obtaining their terminal academic degrees will probably continue to take longer than chairpersons in other departments.

Table 29: Comparison of Degree Completion

	Current Study	Carroll (1991)
Years between Bachelor's & Master's degree	6.54	3.01
Years between Master's & Doctorate degree	10.14	4.56
Years between Bachelor's & Doctorate degree	15.93	7.57

Most respondents did not have the intention to enter academia at the time they completed their entry-level physical therapy education, this is probably why time between degrees is greater. The majority planned on a career as a clinician, so it would be difficult to identify potential future department chairperson during their entry-level education, or faculty members for that matter. Ninety-three percent worked as PT clinicians for a year or more (average 8 years). This combined with the fact that most academic doctorate degrees were obtained during the time they worked as a faculty member, it appears that most do not make the decision to transition into higher education until after a career as a clinician. For others who considered academia during their entry-level education, expanding their knowledge of the profession by

working as a clinician prior to seeking out additional degrees and a faculty position was probably wise. PT students admire faculty members who are able to bring experience from the clinic to the classroom. A few respondents did plan to enter academia, these individuals took a shorter time to receive doctorate degrees and were clinicians a short time or not at all. Two respondents obtained their PT degrees after their doctorate degrees and one person did not possess a PT degree. Most in the future will continue to seek a career as a clinician initially, thus the continued increased in time to obtain terminal degrees.

Most had previous administrative positions, mostly clinical management positions however many were ACCEs prior to assuming the chairperson position. The ACCE position is an administrative position, in higher education, that requires some similar roles as those that department chairpersons possess. ACCEs are required to be extremely organized, be cognizant of legal issues, have good communication and conflict management skills. ACCEs are usually caught between a student and their clinical instructor during situations of conflict or failing of a clinical education experience. Thus they are required to use conflict management and mediator skills to maintain a working relationship with the clinical instructor as well as the student. This is similar to the department chairperson that must have the same skills when caught between the upper administration and faculty. It may be that those ACCEs that excel within their positions are identified by themselves or others to have good potential to excel in the position as chairperson. Also, ACCEs tend to be non-research oriented compared with other fellow faculty and to move up in the department, the chairperson position is a logical step.

The same can be said for those with a clinical management position prior to the transition into higher education. The clinical manager most likely dealt with issues regarding budgeting, conflict management, staffing, evaluation and promotion, etc. Some respondents owned their

own private practice prior to entering academia. Although there are distinct differences between a health care organization or private clinic and a university or college, many skills would have some overlap and carryover into the academic world.

Most respondents were internal candidates (69%), which maybe due to the difficulty in finding outside candidates or not having an open full time equivalent position in the department. Someone in the current faculty is then either selected, offers to take the position or is talked into the chairperson position. However, in Carroll's Study in 1991, 79.5% of department chairpersons were internal candidates. The reason that PT internal candidates for chairperson may be lower, could be due to the vacancies in PT programs. If no one internally is suited for the position, most programs have a vacancy and could advertise for a new department chairperson.

The majority were appointed with dean and faculty input, although some were appointed by faculty with dean approval and others appointed by dean with faculty approval. This is probably due to the need of the dean and faculty being those that will work the closest with the new chairperson and need for them to get along. If either party is not satisfied with the choice of the new chairperson, this could set up the chairperson for a potential failure. Table 31 shows that comparison of how chairpersons assume the position in this study to Carroll's study in 1991.

Table 30: Comparison of Assumption of Chairperson Position

	Current Study	Carroll (1991)
Elected by faculty, approved by dean	36%	48 %
Appointed by Dean	51%	37%
Elected by Faculty	2%	4%
Rotation within department	1%	2%
Other	10%	9%

Many respondents assumed the position as a long term career choice (24%) with only a few taking a turn in a rotation or having been talked into taking the position. This is good for the department and profession as a whole. This seems to be demonstrated in the progression of demographics, increasing age, greater years in academia, increased number with tenure, and more at full professor, as mentioned earlier in this section. The department chairperson position being a career choice for many may also be the reason why many feel training is important and have sought out opportunities for growth in this administrative position.

PT department chairpersons in this study were on average 44.5 years old (SD=6.96) when assuming the position. This is true if they had been department chairperson since taking the position. Based on the age reported and number of years as a department chair, mean age when assuming the position was calculated. In a study by Carroll (1991), he found that the average age of department chairpersons when entering the position was 46.28 years. Likewise, taking the age of each respondent and the number of years in academia (in any position), the average age of PT department chairpersons was 33.7 years old (SD=6.59) when entering academia. The average was 10.8 years in academia prior to accepting the position of department chairperson.

However, for some it was as little as two years. Although PT department chairperson on average are 2 years younger when taking on the position compared to the chairpersons in Carroll's study, as shown earlier PT chairpersons take longer to obtain their degrees and have probably been in higher education for fewer years due to a previous career as a PT clinician.

The sample of PT department chairpersons in this study were from departments with, on average, 10 full-time and 7 part-time faculty members. The APTA (2007¹) reported the average was 9.4 full-time and 1.5 part-time faculty members. The reason the part-time faculty number is rising is due to the transition of many programs to a doctorate level. This necessitates an increase in the number of courses offered and the need for more faculty to fulfill elevated total workload in the department. This should continue to be tracked by the APTA to ensure that part-time faculty increases do not become excessive and result in a decrease in the quality of the education provided. The average number of students per program was 104 students, which is higher than the 88.6 students per program reported by the APTA in 2007. This maybe due to an error by the researcher, the question on the survey should have asked by those currently enrolled in the PT professional phase of the program. Some programs reported only graduate students active in the PT curriculum, where others reported undergrads, enrolled as freshman, along with graduate students. However, a few years back enrollment in all PT program across the United States was low (APTA, 2005¹), an increase currently, maybe a renewed interest in the profession.

The next area of study results to consider, is the training received by PT department chairpersons. Only 15% were offered formal training. Based on the past literature suggesting that more and more institutions were offering training (Hecht, I., et al, 1999) this result was surprising. Obviously institutions still have a room to improve in this area. All of those who were offered training took advantage of it, even if not mandatory. This seems to demonstrate

that training was important to PT chairpersons. The training time ranged between 6 and 50 hours, with only a small number of chairpersons having continuous training available to them. Most training was done as lecture and discussion. This again is not representative of the literature that suggests using various methods in training sessions (Fogg, P., 2001; Gmelch, W. H., 2002; Lindholm, J., 1999; Pettitt, J. M., 1999). This is another area that institutions can strive to improve upon.

Fifty percent of PT chairpersons were informally mentored by the previous chairperson. This can be a useful in chairperson training, however the majority of respondents only received mentorship and it is unclear how much. Additional training by the institution without any bias would serve chairpersons well. However, if this is the only training provided future department chairpersons, they should take advantage of it, and appear to have done just that.

Due to the lack of training offered by institutions, 43% sought outside training, again demonstrating a sense that knowledge is being sought by PT department chairpersons. However outside training can be somewhat superficial because based on the type of institution issues can be handled quite differently.

The average amount of training received in the majority of the fifty areas was 1.55, midway between no training (rating of 1) and minimal training (rating of 2). Only three areas of training received were on average minimally received, these were roles and responsibilities of chair, faculty evaluation and promotion and tenure decisions. It would be interesting to examine exactly what information was gained in these three areas of training. Maybe it is only minimally received due to training only covering job duties, position description, and time lines with policies and procedures regarding evaluation, promotion and tenure decisions. It appears that the majority of training for most PT department chairpersons came from mentorship of the previous

chairperson. This is probably not the best method of training, especially when done in isolation. Biases and inherited notions can be passed on to the new chairperson. None of the areas were above minimal training received, again demonstrating a lack of preparing these department chairpersons. When training opportunities are offered at an institution, sessions are typically open to all department chairpersons. Thus, it can probably be assumed that other department chairpersons would answer similarly.

The survey verified the roles and responsibilities of PT department chairpersons. Only a few individuals indicated for a few areas that an area was neither a role nor responsibilities. Missing from this survey was the ability for respondents to add to the list of 50 areas provided. So the list provided on the survey may not be all inclusive, however of the 50 areas, there seems to be agreement that they are roles and responsibilities of PT department chairpersons.

The final questions on the survey dealt with perceived need for training in the 50 areas to assist PT department chairpersons in fulfilling their expected roles and responsibilities. Twenty-seven of the fifty training areas were on average rated between moderately and highly important. The remaining twenty-three areas were rated on average between low and moderately important. Six areas were rated below 2.5, which places them the least important of all the areas, these were: supervise orientation program for students, identification of textbooks (which was probably a duty done as a faculty member), allocation of facilities (many PT programs have specified program classrooms and space), monitoring equipment and facilities, monitoring library acquisitions, and recruitment of staff. Training importance in the categories of administrative affairs and faculty affairs were slightly above moderate importance. Student affairs, department affairs and office management were between low and moderate importance.

The average importance of training in aggregate was 2.99, just .01 below a 3.0, moderate importance.

When comparing the average importance of training, to the average training received (1.55=between no training and minimal training) it is obvious that PT department chairpersons have not received the amount of training from their institution that they deem necessary for fulfilling their roles and responsibilities. This again maybe the reason so many have sought outside training. Many were trained solely via mentorship from the previous department chairperson, which it appears was not adequate. It is unknown if other departments tend to use mentorship as the primary mode of training, however the department chairperson position is not that much different than in other disciplines. Thus, again, it can be assumed that other department chairpersons would agree with the PT department chairpersons' perceptions of importance of training.

The ANOVA and t-test statistical analyses were used to determine based on size of department, previous administrative experience, experience as a department chairperson and a degree in higher education administration resulted in differences of perception of importance of each of the 50 training areas. Only a few areas showed any statistical significance. Those with larger departments felt assigning faculty workload and fundraising were more important. This is probably due to the workload being more difficult to assign with a large number of faculty. Also department budgets many times do not increase after hiring additional faculty. Those with larger faculties may require fundraising to supplement the department. Those with larger departments did not feel that supervising the orientation program for students was as important as those with smaller departments.

PT department chairpersons that had previous administrative experience felt that stress management training is important. This may be due to their past experiences and realization that it would be very helpful to new chairpersons. They also felt that monitoring library acquisitions was important, but not identification of textbooks. Experienced chairpersons on average rated the need for leadership training and providing counseling to students as important. Again, this maybe based on their experience and difficulties in these areas. They however, did not feel monitoring library acquisitions was important. Those with a degree in the area of higher education administration scored the importance of conflict management/resolution, monitoring equipment and facilities, and maintaining student/department records lower than those with other degrees. This could be due to the education they received in their programs that they felt more prepared. It is unclear as to the exact reason these few training items showed statistically differences with these specific demographics and is an area that should be researched in more depth.

Lastly, when asked to identify the most important areas of training, PT department chairpersons identified twelve top training areas. These could probably be the most important areas for the majority of department chairpersons, however, faculty development and accreditation maybe higher on the list for PT department chairpersons. Accreditation is required for graduates of PT programs to take the national licensure examination, which is needed to practice in the profession. Faculty development is one area within accreditation standards that must be met.

PT faculty are not in abundance, most have not planned to go into academia, they come to the university from clinical backgrounds and many have not completed terminal degrees. Thus, faculty development in the areas of teaching, scholarship and service are paramount to the

retention and growth of PT faculty. The department chairperson is probably identified as the person whom this responsibility is largely, if not solely, designated to provide. Without faculty who demonstrate good teaching skills, a scholarly agenda and record, and proof of service, the program would not be able to meet the standards of accreditation.

Accreditation is essential to the survival of a PT program. A full self study and site visit is done every 10 years to determine the status of a program. Annual reports as well as potential progress reports are done in the interim. A PT department chairperson may be judged on their ability to lead a department based on their ability to secure continued full accreditation. Tied into accreditation, is faculty development. All PT faculty must have a scholarly agenda and provide evidence of scholarly works (CAPTE, 2004). If this is not the case, accreditation standards maybe deemed inadequate for a program.

5.2. Limitations of the Study

Based on the methodology used, information gained with data collection and data analysis, limitations of the study were identified. Limitations of the study included 1) the bias of the researcher, 2) generalizability of results, and 3) instrumentation and methodology.

The bias of any research cannot be negated. This researcher having held the position of an Interim Department Chairperson of a Physical Therapy Department had preconceived ideas regarding the possible results of the study. This was compounded by the literature review and previous coursework in the researcher's doctoral study. The research bias was minimized as much as possible by utilizing quantitative data analysis methods.

Generalizability of this study is somewhat limited due to the return rate and population chosen. The return rate for this study was 62%; this represented 123 department chairpersons of the 198 surveyed. All 123 respondents did not answer the entire survey, some left certain

questions blank and it is not known why. However, the demographics of the 123 who chose to return the survey resemble the demographics of the population, based on published statistics from the American Physical Therapy Association. Physical therapy department chairpersons were selected by the researcher which precludes wide generalizability to other department chairpersons. Physical therapy is a graduate program of study only and within Allied Health Professions. Thus, department chairpersons in undergraduate programs and not within a health-related field may have answered the survey questions in a very different manner.

The survey utilized in this study was developed by the researcher and if the study was repeated some changes would be made. The researcher would allow for more space to indicate multiple degrees. Surprisingly many respondents held multiple bachelors and masters degrees. An option for “Tenure not available at institution” or “other” would be added. Several wrote in on the paper survey that tenure was non-existent at their institution and those filling out the web-survey were forced into choosing an answer given or leaving the question blank. The Carnegie Classification for institution type would be used. Many wrote in answers in the “other” space and allowed for too much variation in answers.

When asking the size of the department, specifically the number of students, the researcher would be clear that only those enrolled in the entry-level (professional phase) of the program should be counted, thus graduate students only. Some institutions admit students as freshman. Counting those students distorts the number of students currently taking classes within PT programs.

More questions should have been asked regarding mentorship from the previous chairperson since most reported this was their main training received. Regarding outside training received, the revised survey would ask where training was received, by whom and what

information was gained. Respondents varied in the information that they gave regarding this question.

A Likert scale was used regarding the 50 training areas with a choice of not applicable given. The respondents were also given the choice not to respond to any question they did not want to answer. On the paper survey they could skip a question and on the web-based survey they could proceed to the next question without giving an answer to the previous question. However, one limitation to the survey was that the respondents were unable to state why they chose a particular answer, chose not to answer, or answer differently from the answers provided. Thus, some respondents may have felt the need to qualify their answers and were not given the opportunity, at least on the web-based survey. Some respondents on the paper survey did write qualifiers in the margins.

The paper surveys were entered by the researcher and although double checked could have resulted in data entry errors. The web-based surveys were downloaded directly into the data analysis software preventing data entry errors. The researcher would use both paper and web-based survey methods again, because the return rate greatly increased after using both, versus using the web-based survey one time alone.

The respondents who answered “not applicable” were eliminated from data analysis to prevent data inflation or deflation. However, on many questions this then resulted in a decreased response rate for that particular question.

The overall return rate could have resulted in a decreased or increased significance found between groups. Also, some groups contained an unequal size of subjects that may have altered the results, versus having equal groups. The same data analysis software would be used again.

Lastly, the web-based survey software did not allow for identical presentation of questions as the paper survey; although all the individual questions were identical.

5.3. Implications of Future Research

This research study was implemented to determine professional backgrounds of PT department chairpersons, the training they received after accepting the position and the perceived importance of various content areas of training for success in the position. Although many questions were answered, many new questions have been raised and could be the foundation for future research.

Research in the future should delve into more details regarding training in the various 50 areas listed in the survey. The specific information gained in each of the areas of training would allow the researcher to define how chairpersons determined the rating on the likert scale. It may be that chairpersons feel they have only received minimal training in an area because they are only trained in the policies and procedures of the institution pertaining to, for example, faculty evaluations. If they are only taught the paperwork required, timelines for completion, union rules for evaluation of faculty and how the paperwork is routed afterwards, they are only receiving precursory training. Thus, by interviews, case studies or more detailed surveys, information regarding what information is gained in each area of training would add to the significance of the research.

Since mentorship from the previous chairperson appears to be the only training that many PT department chairpersons receive, it would be advantageous to research this area more closely. How long was the previous chairperson in the position? Did they also gain their training from the previous chairperson? Is there a bias when trained by the previous chairperson and is incorrect information being passed down? There are probably some advantages to training from

the previous chairperson. However, disadvantages probably exist as well. Training should not come from one source and certain training should come directly from the party most intimate with the content. Thus, some training should be provided by human resources, the union leadership, the dean, the provost office, and budget office.

Exactly when training is done is also not clear. The first year of a chairperson's term will define their role in the position (Gmelch, W. H. & Parkay, F. W., 1999). Is training begun prior to the official start of the position, during the first six months or drawn out over the first few years? Essential and basic training should occur prior or just after acceptance of the position, with continuous training thereafter.

Since professional backgrounds were examined with the intent to locate and train future chairpersons, more research in this area is warranted. It would be of value to determine how many programs are attempting to identify potential future chairpersons and what are the outcomes? In depth case studies or longitudinal studies would help illustrate whether this type of practice is ultimately beneficial to an institution and department.

PT department chairpersons perceived training as important and many sought outside training due to the lack of or need for additional training. This research study did not ask chairpersons if they have to choose between professional development of content areas pertaining to physical therapy, versus department chairperson training, due to limited funds. It may be difficult for some department chairpersons to obtain the training needed for both the administrative and academic sides of their position. Department chairpersons have noted the difficulty maintaining a scholarly agenda (Gmelch, W. H., & Burns, J. S., 1993) and fulfill the administrative needs of the department. Thus, training for the administrative side may be chosen over scholarly or professional development content needs.

Perry (2002) did a study with the purpose of determining the most important roles and responsibilities of PT department chairpersons as noted by PT chairpersons and faculty. However, it is still unknown what characteristics constitute an effective physical therapy department chairperson. Along with this is the need to determine the best training methods for a department chairperson to be effective. Lastly, does training with mentorship increase the longevity in the position and decrease stress of PT department chairpersons? This would further reiterate to institutions and department chairperson the necessity of training.

5.4. Discussion

Using the professional background findings as guidelines for identifying potential future PT department chairpersons would assist with early training, mentoring and a smoother transition into the position. This would be a possibility, especially since most are internal candidates when accepting the position. Someone already with training, such as a faculty member with a degree in higher education administration or administrative experience may be a wise choice. Many PT department chairpersons have served as an ACCE. The ACCE position has many parallels to the department chairperson position and could make the transition somewhat easier. Holding a previous clinical management position also seems to be common. Finding a candidate for chairperson who also has an interest in the position as long-term career choice would be advantageous. Beneficial is also the person who has been in academia several years. Although this maybe over simplifying, a generalization based on current career demographics and will not fit all potentially excellent candidates, the information regarding current professional backgrounds could be useful to search committees in locating potential candidates. Although this research has identified professional backgrounds of PT department chairperson, the quality of those chairpersons has not been determined. Thus, again using this

professional background information for selection of chairpersons should not negate any typical procedures or thorough examination of all candidates for the position.

PT department chairpersons did not intend to enter academia, took longer to obtain masters and doctorate degrees, and were in academia shorter than most chairpersons prior to accepting the position. Thus, training for PT department chairperson is critical. Department chairperson training, from an institutional standpoint is still not the norm. Previous chairpersons appear to be helping with orientation and mentorship, but formal training by colleges and universities is still lacking. Many are seeking training outside of their institution, some specialized training that pertains only to the area of PT, and other more universal training.

A future training model can begin to be developed based on these preliminary data and the literature. The lack of training received, along with the desire for training can be perceived as the catalyst for a change. Using the areas most important to chairpersons, areas that are general in nature and would relate to most chairpersons could be provided by an institution. Areas such as leadership, budgeting, strategic planning, conflict management, communication skills, etc. These should be provided by the area within the institution that is responsible or that can provide the best, most accurate information. Thus, budgeting training should be provided by the chief financial officer's office. Information regarding union issues should be provided by union officials. Training sessions by human resources, the general counsel and the chief academic officer should occur. Each teaching more than just the policies and procedures; information should extend into process, decision making, legalities and other implications of various actions taken by a department chairperson.

An area such as leadership may not be formally taught by a particular office or person, but someone within the organization who has the ability to train in this area could develop a

program. Thus the work of providing a training program on a campus to department chairpersons could contain a group of individuals or offices. However, this would probably be best managed by one person or office. The training then comes from the source with the most up to date information and can also relay upcoming changes. Training sessions could be on an ongoing basis, annually for the basic information, and as needed for new information or changes that occur. Department chairpersons should also be able to repeat training in an area they deem necessary. Training at the beginning of a chairperson's term may not seem as relevant as it maybe a year or so into a term.

Areas of training that are specific to a discipline cannot be provided by an institution and should be sought out externally. Such as accreditation for a particular discipline, although information can be gained from the previous chairperson, again it will be most beneficial coming from the direct source. Another area would be those topics specific to the profession, for example the transition of the profession to a doctoring profession.

Alternative delivery systems used in training department chairpersons could be regionally, state or nationally based. Universities regionally could provide training as a consortium. This also could possibly be done on a state-wide basis. National programs for department chairperson training could be helpful as well. Specifically for PT chairpersons, a regional or state consortium could potentially develop and provide training needed. Although the APTA AASIG has attempted to provide training on a national basis, many have identified problems with the content and delivery of training. This could be re-structured, however may be difficult because of the large number of participants.

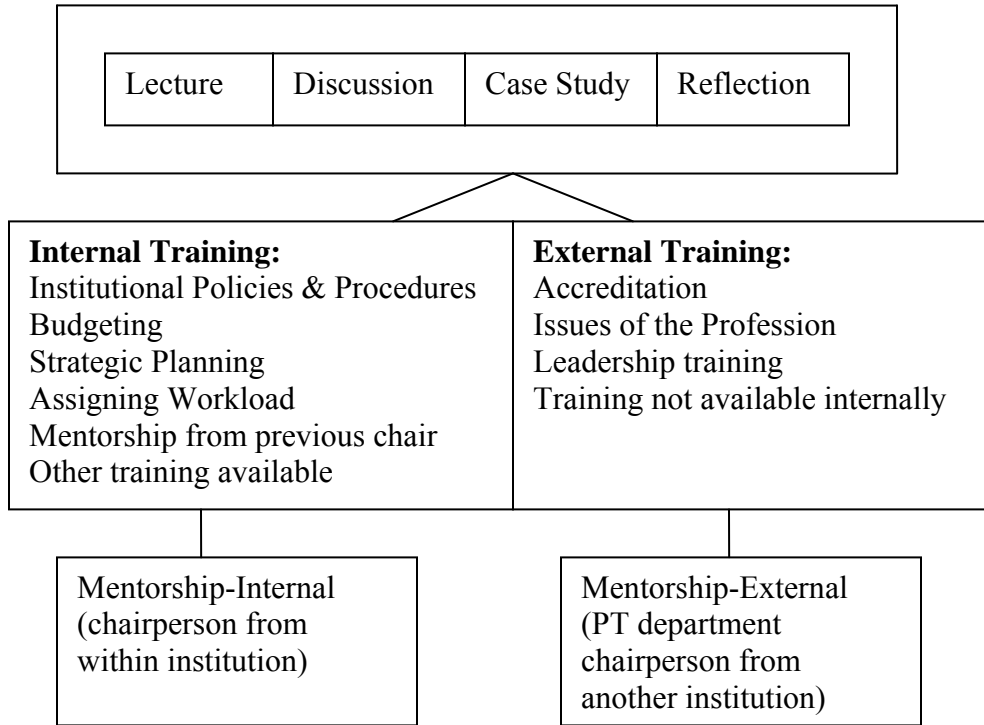
Although mentorship from the previous chairperson can be most helpful and should not be negated, other mentors, training from the institution and outside agencies/groups will provide

a well-rounded department chairperson. Mentorship from another chairperson from within the institution could assist with knowledge regarding politics, resources, and policies and procedures. This mentor could also be available to listen and give advice. A mentorship with another PT department chairperson could also provide information specific to issues in PT programs. Having a combination of mentors could greatly benefit a department chairperson.

Various pedagogy is also recommended (Fogg, P., 2001; Gmelch, W. H., 2002; Lindholm, J., 1999; Pettitt, J. M., 1999). and should be incorporated into the training. Such as, mentorship from other department chairpersons within the institution, mentorship from another PT chairperson, case studies, readings, discussion, lecture and reflection. Active learning is not a new concept and should be applied to chairperson training. Information given via lecture has been given a retention rate of approximately 5% (Silberman, M., 1998). In a study by Pollio (1984) student in a lecture based classroom were inattentive 40% of the time. McKenchie (1986) found that 70% retention occurs during the first ten minutes of class and only 20% of information is retained from the last ten minutes of class. Whereas active learning techniques such as discussion, practice by doing and teaching others, has a higher retention rate; of 50-90% (Silberman, M., 1998).

Figure 1 is the beginning of a model of training for PT department chairpersons. It takes into account internal and external training both utilizing various teaching/learning mechanisms. Mentorship internally and externally is also included.

Figure 1: Emerging PT Department Chairperson Training Model



5.5. Conclusions

More research in the area of professional backgrounds of department chairpersons and training programs is needed. From this research study and many other studies it seems the lack of training has been validated. Characteristics of good department chairpersons should now be researched along with professional backgrounds. Training programs already in existence could also be evaluated by participants and researchers to further develop an ideal model for training. Data collection should continue as changes in the PT profession occur. Using professional background data and watching for candidates for department chairperson can be done to allow for early training and smoother transitions into the position. Institutions can design or re-design

training programs that are varied in method of teaching, contains areas identified as high priorities by chairpersons and be offered on a continuous basis. Lastly, chairpersons should seek external training for topics not provided by the institution and topics that pertain to the profession of physical therapy.

APPENDIX A

Cover Letter for Web-Based Survey (1st Attempt)

Date

Dear _____, (Physical Therapy Department Chairperson)

This letter is to ask for your participation in a survey that examines professional backgrounds and training programs for department chairpersons in physical therapy programs. You are being asked to fill out the survey as a department chairperson in a physical therapy program. I am an Assistant Professor in the Physical Therapy program at Youngstown State University and a doctoral student at the University of Pittsburgh in the Higher Education Administration program. I have also recently served as an interim chairperson.

Numerous research studies have been done in developing lists of roles and responsibilities of department chairpersons. However, little research has examined how department chairpersons are prepared for their roles and responsibilities or what specifically is perceived as needed training areas. Also little research has been done on professional backgrounds of department chairperson, which could assist in recruitment, training and mentorship for future department chairpersons.

This research utilizes a survey research method. There will be no identifiers associated with any individual survey, so all responses will be anonymous. However, the researcher will be able to track who has completed the survey. This will be used to send follow-up paper versions of the survey. There are no risks to participation and the benefit will be to add to the profession's knowledge base. You will be giving your consent to participate by submitting a completed survey and you have the right to refuse to participate. If you are not the current chairperson, please forward this email to them or contact the researcher. Also if you feel it is inappropriate to fill out this survey for whatever reason, please notify the researcher.

This study was approved by the University of Pittsburgh Institutional Review Board on March 27, 2006 (IRB # 0603036).

Please click here to begin the survey [survey].

Please contact me with any questions you may have at smgiuffre@ysu.edu or 330-941-3227.

Thank You,
Suzanne M. Giuffre M.S., P.T., P.C.S., EdD(C)
Doctoral Candidate
Assistant Professor

Cover Letter for Paper Survey (2nd Attempt)



Youngstown
STATE UNIVERSITY

Date

Dear _____ (Physical Therapy Department Chairperson)

This letter is to ask for your participation in a survey that examines professional backgrounds and training programs for department chairpersons in physical therapy programs. You are being asked to fill out the survey as a department chairperson in a physical therapy program. I am an Assistant Professor in the Physical Therapy program at Youngstown State University and a doctoral student at the University of Pittsburgh in the Higher Education Administration program. I have also recently served as an interim chairperson.

Numerous research studies have been done in developing lists of roles and responsibilities of department chairpersons. However, little research has examined how department chairpersons are prepared for their roles and responsibilities or what specifically is perceived as needed training areas. Also little research has been done on professional backgrounds of department chairperson, which could assist in recruitment, training and mentorship for future department chairpersons.

This research utilizes a survey research method. You were previously contacted via an email and asked to fill out a web-based version. Since you have yet to respond I thought you may prefer to fill out a paper version. There will be no identifiers associated with any results, so all responses will be anonymous. However, the researcher will be able to track who has completed the survey. This will be used only to send a follow up reminder. There are no risks to participation and the benefit will be to add to the profession's knowledge base. You will be giving your consent to participate by submitting a completed survey and you have the right to refuse to participate. If you are not the current chairperson, please forward this to them or contact the researcher. Also if you feel it is inappropriate to fill out this survey for whatever reason, please notify the researcher.

This study was approved by the University of Pittsburgh Institutional Review Board on March 27, 2006 (IRB # 0603036).

Please contact me with any questions you may have at sngiuffre@ysu.edu or 330-941-3227.

Thank You,

Suzanne M. Giuffre M.S., P.T., P.C.S., EdD(C)
Doctoral Candidate
Assistant Professor

Cover Letter for Web-Based Survey (3rd Attempt)

Date _____

Dear _____ (Physical Therapy Department Chairperson),

This letter is to ask for your participation in a survey that examines professional backgrounds and training programs for department chairpersons in physical therapy programs. You are being asked to fill out the survey as a department chairperson in a physical therapy program. I am an Assistant Professor in the Physical Therapy program at Youngstown State University and a doctoral student at the University of Pittsburgh in the Higher Education Administration program. I have also recently served as an interim chairperson.

Numerous research studies have been done in developing lists of roles and responsibilities of department chairpersons. However, little research has examined how department chairpersons are prepared for their roles and responsibilities or what specifically is perceived as needed training areas. Also little research has been done on professional backgrounds of department chairperson, which could assist in recruitment, training and mentorship for future department chairpersons.

This research utilizes a web-based survey research method. You were previously contacted via email and the US mail to fill out the survey. Since you have yet to respond I thought I would give you a third and final reminder. The survey can be completed via an electronic version at www.ysu.edu/~smgiuffre. There will be no identifiers associated with any individual survey, so all responses will be anonymous. However, the researcher will be able to track who has completed the survey. There are no risks to participation and the benefit will be to add to the profession's knowledge base. You will be giving your consent to participate by submitting a completed survey and you have the right to refuse to participate.

This study was approved by the University of Pittsburgh Institutional Review Board on March 27, 2006 (IRB # 0603036).

Please contact me with any questions you may have at smgiuffre@ysu.edu or 330-941-3227.

Thank You,

Suzanne M. Giuffre M.S., P.T., P.C.S., EdD(C)
Doctoral Candidate
Assistant Professor

APPENDIX B

Survey Instrument

Physical Therapy Department Chairperson Professional background & Training Survey

This survey has been designed to gather information from physical therapy department chairpersons on three issues: 1) determine professional backgrounds of physical therapy department chairpersons, 2) training received to become a chairperson and 3) suggested training areas for physical therapy chairpersons. The survey is confidential and participation is voluntary. The survey should take approximately 15 minutes to complete.

Chairperson Professional background Questions

- 1. Please indicate your gender.
 Female Male
- 2. Please indicate your age
_____ years old
- 3. Please list the areas of study for each of your degrees as department chairperson and year received.

Area of Study	Year Received
Bachelors _____	_____
Masters _____	_____
Doctorate _____	_____
Other _____	_____

- 4. After graduating from your entry-level physical therapy program, did you plan or intend to enter academia?
 Yes No was considering academia
- 5. How many years did you work as a physical therapy clinician prior to entering academia?
_____ years

6. How many years have you been in academia? (full time faculty member & department chair, in current and previous institutions)
_____years

7. How many years have you been a department chair at **current AND previous** institutions?
_____years

8. How many years have you been the department chairperson at your **current** institution?
_____years

9. Did you have previous administrative experience **prior** to accepting a chairperson position? (Clinical or Academic)
 Yes
 No (if no, skip to question #11)

10. Please indicate your previous administrative title(s).

Clinical Administrative Title _____

Academic Administrative Title _____

Other or additional title(s) _____

11. How did you assume the position as Physical Therapy Department Chairperson at your **current** institution? Please choose the most accurate description.

- Appointed by the Dean, without input from faculty
- Selected by the faculty, without input from the Dean
- Selected by the faculty, approved by the Dean
- Selected by the Dean, agreed upon by the faculty
- Rotational appointment within department
- Other: _____

12. You were an:
- External candidate
 - Internal candidate
 - Other: _____
13. Which of the following **best describes** your reason for accepting the position of department chairperson?
- I wanted to try it out
 - I am taking turn in faculty rotation
 - I am interested in long-term career as chairperson
 - I am interested in advancing from department chairperson to higher administrative position
 - Other, please describe: _____
14. What is your current academic rank?
- Instructor
 - Assistant Professor
 - Associate Professor
 - Full Professor
15. What is your current tenure status?
- Tenured
 - Non-tenured, but in tenure-track position
 - Non tenure track position
16. Please indicate the type of institution where you are currently employed at.
- Private four year college
 - Public four year college
 - Private research university
 - Public research university
 - Other: _____

17. Please indicate the size of your current physical therapy department.

of full-time faculty _____

of part-time faculty _____

of entry-level students (all classes) _____

Department Chairperson Training Questions

18. Did your institution offer formal training to prepare you for the position of department chairperson?

- Yes
- No (if no, skip to question #23)

19. If yes, was the training mandatory or voluntary?

- Mandatory
- Voluntary, I participated
- Voluntary, I did not participate

20. Approximately how many hours of training were provided to you as a new chairperson at your institution?

_____ hours

21. In what format was the training at your institution?

- One time training session
- One time training session with follow-up sessions
- Training provided on a continuous basis
- Unsure, did not participate
- Other: _____

22. What format was used in training sessions? (**check all that apply**)

- Lecture
- Discussion
- Case studies
- Mentorship (from other administrators, including chairpersons)
- Other: _____

23. Did you receive mentorship from the **previous** department chairperson before or after entering the position?

- Yes
- No

24. Have you participated in department chairperson training **outside** of your institution? (if yes, in what areas)

- Yes
- No (if no, skip to question #26)

25. Please list the areas of training you have received **outside** of your institution.

Training Received and Suggested Training of Physical Therapy Department Chairpersons

26. Please indicate for each area below the amount of training provided to you at your current institution and how important each is for training to be provided to new department chairpersons at your institution to prepare them to fulfill their roles and responsibilities.

	Training Received 1=No training provided 2=Minimal amount of training provided 3=Moderate amount of training provided 4=Substantial amount of training provided				Suggested Training 0=Not Applicable (Not a Role or Responsibility) 1=No importance/No Training Needed 2=Low Importance 3=Moderate Importance 4=High Importance				
Administrative Affairs	1	2	3	4	0	1	2	3	4
a). Institutional Policies & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b). Leadership Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c). Communication with Faculty & Higher Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d). Conflict Management/Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e). Team building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f). How to Implement Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g). Negotiation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h). Roles and Responsibilities of Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i). Legal Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j). Budget Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k). Budget Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l). Developing Long-Range Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m). Strategic Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n). Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o). Stress Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Training Received 1=No training provided 2=Minimal amount of training provided 3=Moderate amount of training provided 4=Substantial amount of training provided				Suggested Training 0=Not Applicable (Not a Role or Responsibility) 1=No importance/No Training Needed 2=Low Importance 3=Moderate Importance 4=High Importance				
Faculty Affairs	1	2	3	4	0	1	2	3	4
p). Assign Teaching Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q). Promotion & Tenure Decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r). Faculty Termination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s). Faculty Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t). Motivate Faculty and Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u). Match Faculty Goals to Department and College/University Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v). Faculty Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w). Faculty Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x). Assess and Provide Faculty Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y). Reduce, resolve and prevent faculty conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z). Assist Faculty in Career growth & development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A). Assign Faculty Workloads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Affairs	1	2	3	4	0	1	2	3	4
B). Student Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C). Alumni Support Advocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D). Identification of Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E). Supervise Orientation Program for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F). Provide Counseling to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G). Manage Complaints and Grievances of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Training Received 1=No training provided 2=Minimal amount of training provided 3=Moderate amount of training provided 4=Substantial amount of training provided				Suggested Training 0=Not Applicable (Not a Role or Responsibility) 1=No importance/No Training Needed 2=Low Importance 3=Moderate Importance 4=High Importance				
Department Affairs	1	2	3	4	0	1	2	3	4
H). Faculty Advocate to Higher Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I). Conduct department meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J). Monitoring Academic Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K). Update Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L). Allocate Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M). Monitor Library Acquisitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N). Maintain Accreditation Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O). Preparation of Annual reports for Institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P). Monitor Equipment & Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q). Establish Department Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R). Fundraising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Management	1	2	3	4	0	1	2	3	4
S). Supervise Non-Academic Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T). Recruitment of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U). Evaluate Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V). Reduce, resolve and prevent conflict among staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W). Maintain Student & Departmental Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X). Delegation of office duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. List the three areas of training (using the 50 areas in question #21) which you think would be most beneficial to new department chairpersons (please list the most beneficial of the three first)

1. _____ 2. _____ 3. _____

APPENDIX C
Accredited Physical Therapy Programs in the United States

CAPTE Accredited Physical Therapist Education Programs

The following notice is provided as a public service by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) consistent with a web listing protocol recommended by the Association of Specialized and Professional Accreditors (ASPA).

This section of the APTA website contains the only official web directory of schools and programs accredited in the field of physical therapy by CAPTE. This directory is updated at least weekly. Schools, programs, degrees and other information are listed here only after satisfactory completion of the CAPTE accreditation process. CAPTE and APTA are not responsible for the accuracy or timeliness of any accredited status representations on any other website.

KEY

- (A1) Program has multiple admission dates
- (A2) Program admits students at the freshman level
- (A4) Program requires Bachelor's degree for admission
- (A5) The majority of courses are offered by distance
- (A6) Program is designed for PTAs to become PTs
- (A7) The program accepts credit for military experience
- (D1) Program culminates in AA or AS degree

- (D2) Program culminates in AAS degree
- (D3) Program culminates in Bachelor's Degree
- (D4) Program culminates in combined Bachelor's/Master's degrees
- (D5) Program culminates in Master's degree
- (D6) Program culminates in Doctoral degree
- (D7) Degree is obtained from affiliating college/university
- (D8) Program offers certificate
- (E1) Program is offered at multiple sites
- (E2) Program is offered in multiple formats
- (E3) Program has accredited expansion programs
- (E4) Program is expansion of accredited program
- (E5) Institution offers both PT and PTA programs
- (F1) Program is offered in full-time day format
- (F2) Program is offered in full-time evening format
- (F3) Program is offered in weekend format
- (F4) Program is offered in part-time day format
- (F5) Program is offered in part-time evening format
- (F6) Program is offered in a language other than English
- (PR) Private Institution
- (PU) Public Institution

Alabama

1. Alabama State University (A4, D6, F1, PU)
2. The University of Alabama at Birmingham (A4, D6, F1, PU)
3. University of South Alabama (A4, D6, F1, PU)

Arizona

4. AT Still University of Health Sciences (A4, D6, F1, PR)
5. Northern Arizona University (A4, D6, F1, PU)

Arkansas

6. Arkansas State University (A4, D5, E5, F1, PU)
7. University of Central Arkansas (A4, D6, F1, PU)

California

8. Azusa Pacific University (A4, D6, F1, PR)
9. California State University, Fresno (A4, D5, F1, PU)
10. California State University, Long Beach (A4, D5, F1, PU)
11. California State University, Northridge (A4, D5, F1, PU)
12. California State University, Sacramento (A4, D5, F1, PU)
13. Chapman University (A4, D6, F1, PR)
14. Loma Linda University (A6, D5, D6, E5, F1, PR)
15. Mount St Mary's College (A4, D6, F1, PR)

16. Samuel Merritt College (A4, D6, F1, PR)
17. University of California, San Francisco/San Francisco State University (A4, D5, F1, PU)
18. University of Southern California (A4, D6, F1, PR)
19. University of St Augustine for Health Sciences (A1, A4, D6, E4, F1, PR)
20. University of the Pacific (A4, D6, F1, PR)
21. Western University of Health Sciences (A4, D6, F1, PR)

Colorado

22. Regis University (A4, D6, F1, PR)
23. University of Colorado at Denver and Health Sciences Center (A4, D6, F1, PU)

Connecticut

24. Quinnipiac University (A2, D6, F1, PR)
25. Sacred Heart University (A1, A2, A4, D6, F1, PR)
26. University of Connecticut (A4, D6, F1, PU)
27. University of Hartford (D6, F1, PR)

Delaware

28. University of Delaware (A4, D6, F1, PU)

District of Columbia

29. Howard University (D5, F1, PR)
30. The George Washington University (A4, D6, F1, PR)

Florida

31. Florida Agricultural and Mechanical University (A4, D5, F1, PU)
32. Florida Gulf Coast University (A4, D5, F1, PU)
33. Florida International University (A4, D6, F1, PU)
34. Nova Southeastern University (D6, E3, F1, F4, PR)
35. University of Central Florida (A4, D6, F1, PU)
36. University of Florida (A4, D6, F1, PU)
37. University of Miami (A4, D6, F1, PR)
38. University of North Florida (A4, D6, F1, PU)
39. University of South Florida (A4, D6, F1, PU)
40. University of St Augustine for Health Sciences (A1, A4, A5, D6, E2, E3, F1, F4, PR)

Georgia

41. Armstrong Atlantic State University in Consortium with Medical College of Georgia and North Georgia College and State University (D6, D7, F1, PU)
42. Emory University (A4, D6, F1, PR)
43. Georgia State University (A4, D6, F1, PU)
44. Medical College of Georgia in Consortium with Armstrong Atlantic State University and North Georgia College and State University (A4, D6, F1, PU)
45. North Georgia College and State University in Consortium with Medical College of Georgia and Armstrong Atlantic State University (A4, D6, D7, F1, PU)

Idaho

46. Idaho State University (A4, D6, E5, F1, PU)

Illinois

47. Bradley University (A4, D6, F1, PR)

48. Governors State University (A4, D6, F1, PU)

49. Midwestern University (A4, D6, F1, PR)

50. Northern Illinois University (D5, F1, PU)

51. Northwestern University (A4, D6, F1, PR)

52. Rosalind Franklin University of Medicine and Science (A4, D6, F1, PR)

53. The University of Illinois at Chicago (A4, D6, PU)

Indiana

54. Indiana University (A4, D6, F1, PU)

55. University of Evansville (A2, D6, E5, F1, PR)

56. University of Indianapolis (A4, D6, E5, F1, PR)

Iowa

57. Clarke College (D6, F1, PR)

58. Des Moines University - Osteopathic Medical Center (A4, D6, F1, PR)

59. St Ambrose University (D6, F1, PR)

60. The University of Iowa (A4, D6, F1, PU)

Kansas

61. University of Kansas Medical Center (A4, D6, F1, PU)

62. Wichita State University (A4, D6, F1, PU)

Kentucky

63. Bellarmine University (D6, F1, PR)

64. University of Kentucky (D6, E1, E3, F1, PU)

Louisiana

65. Louisiana State University Health Sciences Center in New Orleans (A4, D6, F1, PU)

66. Louisiana State University Health Sciences Center in Shreveport (A4, D6, F1, PU)

Maine

67. Husson College (A1, A2, D6, PR)

68. University of New England (A4, D6, F1, PR)

Maryland

69. University of Maryland - Baltimore (A4, D6, F1, PU)

70. University of Maryland - Eastern Shore (A4, D6, F1, PU)

Massachusetts

71. American International College (A2, D6, F1, PR)

72. Boston University (A2, A4, D6, F1, PR)

73. MGH Institute of Health Professions (A4, D6, F1, PR)

74. Northeastern University (A2, D6, F1, PR)

- 75. Simmons College (D6, F1, PR)
- 76. Springfield College (A2, D6, F1, PR)
- 77. University of Massachusetts Lowell (A4, D6, F1, PU)

Michigan

- 78. Andrews University (D6, F1, PR)
- 79. Central Michigan University (A4, D6, F1, PU)
- 80. Grand Valley State University (A4, D6, F1, PU)
- 81. Oakland University (A4, D6, F1, PU)
- 82. University of Michigan - Flint (A4, D6, F1, F4, PU)
- 83. Wayne State University (D6, F1, PU)

Minnesota

- 84. College of St Catherine (A2, A4, D6, E5, F1, PR)
- 85. College of St Scholastica (D6, F1, PR)
- 86. Mayo School of Health Sciences (A4, D6, F1, PR)
- 87. University of Minnesota (A4, D6, F1, PU)

Mississippi

- 88. University of Mississippi at the Medical Center (A4, D6, F1, PU)

Missouri

- 89. Maryville University of Saint Louis (A2, D6, F1, PR)
- 90. Missouri State University (A4, D5, F1, PU)

- 91. Rockhurst University (A4, D6, F1, PR)
- 92. Saint Louis University (A1, A2, D6, F1, PR)
- 93. Southwest Baptist University (A1, A4, D6, F1, PR)
- 94. University of Missouri-Columbia (D6, F1, PU)
- 95. Washington University of St Louis (A4, D6, F1, PR)

Montana

- 96. The University of Montana - Missoula (A4, D6, F1, PU)

Nebraska

- 97. Creighton University (D6, F1, PR)
- 98. University of Nebraska Medical Center (D6, F1, PU)

Nevada

- 99. University of Nevada, Las Vegas (A4, D6, F1, PU)

New Hampshire

- 100. Franklin Pierce University (D6, F2, PR)

New Jersey

- 101. Rutgers, The State University of New Jersey, Graduate School Camden and University of Medicine & Dentistry of New Jersey (A4, D6, F1, PU)
- 102. Seton Hall University (D6, PR)
- 103. The Richard Stockton College of New Jersey (D6, F1, PU)
- 104. University of Medicine & Dentistry of New Jersey (D6, F1, PU)

New Mexico

105. University of New Mexico (A4, D5, F1, PU)

New York

106. Clarkson University (A2, A4, D6, F1, PR)

107. College of Staten Island/The Graduate Center (CUNY) (A4, D6, F1, PU)

108. Columbia University (A4, D6, F1, PR)

109. D'Youville College (A4, D6, F1, PR)

110. Daemen College (A2, D6, F1, PR)

111. Dominican College of Blauvelt (A1, D6, F3, PR)

112. Hunter College/The Graduate Center (CUNY) (A4, D6, F1, PU)

113. Ithaca College (A2, D6, F1, PR)

114. Long Island University - Brooklyn Campus (A4, D6, F1, PR)

115. Mercy College (D6, E5, F3, PR)

116. Nazareth College of Rochester (A2, D6, F1, PR)

117. New York Institute of Technology (A2, A4, D6, F1, PR)

118. New York Medical College (A4, D6, F1, PR)

119. New York University (A4, D6, F1, PR)

120. State University of New York Downstate Medical Center (A2, D6, F1, F4, PU)

121. State University of New York Upstate Medical University (A4, D6, F1, PU)

122. Stony Brook University (A4, D6, F1, PU)

- 123. The Sage Colleges (A2, A4, D6, F1, PR)
- 124. Touro College (A2, D6, E1, E3, E5, F1, PR)
- 125. University at Buffalo, State University of New York (D6, F1, PU)
- 126. Utica College (A2, D6, F1, PR)

North Carolina

- 127. Duke University (A4, D6, F1, PR)
- 128. East Carolina University (A4, D6, F1, PU)
- 129. Elon University (A4, D6, F1, PR)
- 130. The University of North Carolina at Chapel Hill (A4, D6, F1, PU)
- 131. Western Carolina University (A4, D5, F1, PU)
- 132. Winston-Salem State University (A4, D5, F1, PU)

North Dakota

- 133. University of Mary (D6, F1, PR)
- 134. University of North Dakota (D6, F1, PU)

Ohio

- 135. Cleveland State University (A4, D5, F1, PU)
- 136. College of Mount St Joseph (A4, D6, F1, PR)
- 137. Ohio University (A4, D6, F1, PU)
- 138. The Ohio State University (A4, D5, D6, F1, PU)
- 139. The University of Findlay (A1, A2, A4, A6, D5, E3, F3, PR)

140. University of Cincinnati (A1, A4, D6, E5, F1, PU)

141. University of Dayton (A4, D6, F1, PR)

142. University of Toledo (D6, D7, F1, PU)

143. Walsh University (A4, D6, F1, PR)

144. Youngstown State University (D5, F1, PU)

Oklahoma

145. Langston University (D6, PU)

146. University of Oklahoma Health Sciences Center (D5, E3, F1, PU)

Oregon

147. Pacific University (A4, D6, F1, PR)

Pennsylvania

148. Arcadia University (A4, D6, F1, PR)

149. Chatham University (A4, D6, F1, PR)

150. College Misericordia (A2, D6, F1, PR)

151. Drexel University (A2, A4, D6, F1, PR)

152. Duquesne University (A2, D6, F1, PR)

153. Gannon University (A4, D6, F1, PR)

154. Lebanon Valley College (A2, D6, F1, PR)

155. Neumann College (A4, D6, F3, PR)

156. Saint Francis University (A2, D6, F1, PR)

157. Slippery Rock University of Pennsylvania (A4, D6, F1, PU)

158. Temple University (A4, D6, F1, PU)

159. Thomas Jefferson University (D5, D6, F1, PR)

160. University of Pittsburgh (A4, D6, F1, PU)

161. University of Scranton (D6, F1, PR)

162. University of the Sciences in Philadelphia (A2, D6, F1, PR)

163. Widener University (A4, D6, F1, PR)

Rhode Island

164. University of Rhode Island (A4, D6, F1, PU)

South Carolina

165. Medical University of South Carolina (A4, D6, F1, PU)

166. University of South Carolina - Columbia (A4, D6, F1, PU)

South Dakota

167. University of South Dakota (A4, D6, PU)

Tennessee

168. Belmont University (A4, D6, F1, PR)

169. East Tennessee State University (A4, D6, F1, PU)

170. Tennessee State University (A4, D6, F1, PU)

171. The University of Tennessee at Chattanooga (D6, F1, PU)

172. The University of Tennessee Health Science Center (A4, D6, F1, PU)

Texas

- 173. Angelo State University (A4, D5, F1, PU)
- 174. Hardin-Simmons University (A4, D6, F1, PR)
- 175. Texas State University-San Marcos (A4, D5, F1, PU)
- 176. Texas Tech University Health Sciences Center (D5, E1, E3, F1, PU)
- 177. Texas Woman's University (A4, D6, E1, E3, F1, PU)
- 178. The University of Texas Health Science Center at San Antonio (D5, F1, PU)
- 179. The University of Texas Medical Branch at Galveston (A4, D5, F1, PU)
- 180. University of Texas at El Paso (D5, F1, PU)
- 181. University of Texas Southwestern Medical Center at Dallas (A4, D6, F1, PU)
- 182. US Army-Baylor University (A4, D6, D7, F1, PU)

Utah

- 183. University of Utah (A4, D6, F1, PU)

Vermont

- 184. University of Vermont (A2, A4, D6, F1, PU)

Virginia

- 185. Hampton University (A4, D6, F1, PR)
- 186. Marymount University (A4, D6, F1, PR)
- 187. Old Dominion University (A4, D6, F1, PU)
- 188. Shenandoah University (A4, D6, F1, PR)

189. Virginia Commonwealth University (A4, D6, F1, PU)

Washington

190. Eastern Washington University (A4, D6, F1, PU)

191. University of Puget Sound (A4, D6, PR)

192. University of Washington (A4, D6, F1, PU)

West Virginia

193. West Virginia University (A4, D6, F1, PU)

194. Wheeling Jesuit University (A4, D6, F1, PR)

Wisconsin

195. Carroll College (A1, A2, D6, F1, PR)

196. Concordia University Wisconsin (A4, D6, F1, PR)

197. Marquette University (A2, D6, F1, PR)

198. University of Wisconsin-LaCrosse (A4, D6, F1, PU)

199. University of Wisconsin-Madison (A4, D6, F1, PU)

APPENDIX D

Complete Results for t-tests and one-way ANOVA Analyses

Table 31: One-way ANOVA of # of Total Faculty vs. Importance of Training (all 50 areas)

Area of Training	Total # Faculty	n	M	SD	F	Significance
Institutional Policies & Procedures (a)	<12	36	3.11	.785	.377	.715
	12-16	33	3.24	.830		
	>16	32	3.25	.762		
Leadership Training (b)	<12	34	3.18	.673	.051	.950
	12-16	34	3.24	.654		
	>16	34	3.21	.914		
Communication with Faculty & Higher Administration (c)	<12	34	3.12	.729	.202	.818
	12-16	32	3.03	.740		
	>16	34	3.00	.888		
Conflict Management/Resolution (d)	<12	33	3.15	.755	.040	.961
	12-16	35	3.17	.891		
	>16	34	3.21	.729		
Team building (e)	<12	34	3.32	.535	1.77	.175
	12-16	35	3.00	.939		
	>16	34	3.26	.751		

Area of Training	Total # Faculty	n	M	SD	F	Significance
How to Implement Change (f)	<12	34	3.18	.716	.654	.522
	12-16	34	3.12	.844		
	>16	34	3.32	.727		
Negotiation Skills (g)	<12	34	3.15	.784	1.83	.166
	12-16	34	3.00	.888		
	>16	33	3.36	.653		
Roles and Responsibilities of Chair (h)	<12	34	3.38	.697	1.44	.243
	12-16	35	3.17	.822		
	>16	33	3.45	.617		
Legal Issues (i)	<12	34	3.24	.741	1.63	.202
	12-16	35	2.94	.725		
	>16	34	3.18	.673		
Budget Preparation (j)	<12	34	3.35	.646	1.32	.272
	12-16	35	3.06	.838		
	>16	34	3.21	.770		
Budget Administration (k)	<12	34	3.32	.638	1.98	.144
	12-16	35	3.00	.840		
	>16	34	3.26	.666		
Developing Long-Range Goals (l)	<12	34	3.44	.561	2.74	.070
	12-16	34	3.06	.776		
	>16	34	3.18	.716		

Area of Training	Total #	n	M	SD	F	Significance
	Faculty					
Strategic Planning (m)	<12	34	3.50	.615	2.05	.135
	12-16	35	3.17	.747		
	>16	33	3.24	.751		
Time Management (n)	<12	34	2.97	.969	1.78	.174
	12-16	34	2.53	.992		
	>16	34	2.74	.931		
Stress Management (o)	<12	34	2.71	.906	.661	.519
	12-16	35	2.46	.886		
	>16	33	2.55	.938		
Assign Teaching Duties (p)	<12	34	2.74	.864	1.64	.200
	12-16	35	2.46	.950		
	>16	33	2.82	.769		
Promotion & Tenure Decisions (q)	<12	34	3.00	.816	.488	.615
	12-16	35	2.91	.951		
	>16	33	3.12	.820		
Faculty Termination (r)	<12	34	3.03	.834	.169	.845
	12-16	35	2.94	.968		
	>16	33	3.06	.788		
Faculty Evaluations (s)	<12	34	3.50	.707	1.77	.176
	12-16	35	3.26	.817		
	>16	33	3.58	.663		

Area of Training	Total # Faculty	n	M	SD	F	Significance
Motivate Faculty and Staff (t)	<12	34	2.97	.870	.870	.422
	12-16	35	2.89	.932		
	>16	33	3.15	.712		
Match Faculty Goals to Department and College/University Goals (u)	<12	34	2.97	.904	2.02	.138
	12-16	35	2.77	.877		
	>16	33	3.18	.727		
Faculty Recruitment (v)	<12	34	3.00	.888	.717	.491
	12-16	35	2.89	.796		
	>16	33	3.12	.740		
Faculty Retention (w)	<12	33	3.18	.846	1.43	.245
	12-16	35	2.86	.810		
	>16	33	3.06	.747		
Assess and Provide Faculty Feedback (x)	<12	34	3.38	.779	.440	.646
	12-16	35	3.20	.833		
	>16	32	3.28	.813		
Reduce, resolve and prevent faculty conflict (y)	<12	34	3.12	.844	.010	.990
	12-16	35	3.11	.867		
	>16	33	3.09	.765		

Area of Training	Total # Faculty	n	M	SD	F	Significance
Assist Faculty in Career growth & development (z)	<12	33	3.33	.777	1.03	.362
	12-16	35	3.11	.832		
	>16	33	3.36	.742		
Assign Faculty Workloads (A)	<12	33	2.85	.834	3.32	.041
	12-16	34	2.65	.950		
	>16	32	3.19	.780		
Student Recruitment (B)	<12	34	3.06	.983	1.52	.224
	12-16	33	2.70	1.05		
	>16	33	3.06	.899		
Alumni Support Advocate (C)	<12	34	2.65	.884	.917	.403
	12-16	32	2.56	.914		
	>16	33	2.85	.834		
Identification of Textbooks (D)	<12	34	2.15	.892	.413	.663
	12-16	25	2.04	.935		
	>16	32	1.94	.982		
Supervise Orientation Program for students (E)	<12	34	2.59	.892	3.21	.045
	12-16	35	2.03	.857		
	>16	33	2.27	1.01		
Provide Counseling to Students (F)	<12	34	3.03	.937	2.78	.067
	12-16	35	2.51	.887		
	>16	33	2.85	.939		

Area of Training	Total # Faculty	n	M	SD	F	Significance
Manage Complaints and Grievances of Students (G)	<12	34	3.24	.781	2.86	.062
	12-16	35	2.86	.772		
	>16	33	3.27	.839		
Faculty Advocate to Higher Administration (H)	<12	34	3.21	.845	.584	.560
	12-16	34	2.97	.937		
	>16	33	3.06	.933		
Conduct department meetings (I)	<12	34	2.74	1.02	.626	.537
	12-16	35	2.60	.847		
	>16	33	2.85	.870		
Monitoring Academic Standards (J)	<12	34	3.06	.983	1.86	.161
	12-16	33	2.67	.957		
	>16	33	3.06	.933		
Update Curriculum (K)	<12	34	3.09	.965	.698	.500
	12-16	35	2.83	1.10		
	>16	33	3.06	.933		
Allocate Facilities (L)	<12	34	2.38	.922	1.14	.325
	12-16	34	2.26	.963		
	>16	33	2.61	.933		
Monitor Library Acquisitions (M)	<12	34	2.00	.853	.251	.778
	12-16	35	1.91	.887		
	>16	33	2.06	.827		

Area of Training	Total # Faculty	n	M	SD	F	Significance
Maintain Accreditation Standards (N)	<12	34	3.56	.786	.312	.733
	12-16	35	3.40	.812		
	>16	33	3.45	.938		
Preparation of Annual reports for Institution (O)	<12	34	3.00	.888	.384	.682
	12-16	35	2.89	.832		
	>16	33	3.06	.788		
Monitor Equipment & Facilities (P)	<12	32	2.28	.851	1.24	.294
	12-16	32	1.94	.878		
	>16	33	2.12	.893		
Establish Department Policies (Q)	<12	33	2.64	.895	1.05	.355
	12-16	35	2.40	.881		
	>16	33	2.70	.918		
Fundraising (R)	<12	31	2.68	.871	4.54	.013
	12-16	33	2.33	.816		
	>16	31	3.00	.966		
Supervise Non-Academic Staff (S)	<12	34	2.91	.933	1.50	.228
	12-16	35	2.63	.731		
	>16	33	2.58	.902		
Recruitment of staff (T)	<12	33	2.67	.957	1.51	.225
	12-16	35	2.37	.910		
	>16	33	2.27	1.01		

Area of Training	Total # Faculty	n	M	SD	F	Significance
Evaluate Staff (U)	<12	34	3.06	1.04	2.07	.132
	12-16	35	2.83	.785		
	>16	32	2.59	.946		
Reduce, resolve and prevent conflict among staff (V)	<12	33	2.85	.906	.804	.450
	12-16	35	2.63	.877		
	>16	33	2.88	.893		
Maintain Student & Departmental Records (W)	<12	32	2.97	.861	.196	.822
	12-16	33	2.85	.834		
	>16	33	2.85	.972		
Delegation of office duties (X)	<12	32	2.72	.958	1.20	.304
	12-16	32	2.44	.914		
	>16	33	2.39	.864		

Table 32: Independent Samples T-Test of Previous Administrative Experience vs. Importance of Training (all 50 areas)

Area of Training	Administrative Experience	n	M	SD	F	Significance
Institutional Policies & Procedures (a)	Yes	76	3.20	.766	.461	.499
	No	33	3.30	.810		
Leadership Training (b)	Yes	77	3.25	.728	.212	.646
	No	33	3.15	.755		
Communication with Faculty & Higher Administration (c)	Yes	76	3.13	.789	1.50	.223
	No	32	2.97	.740		
Conflict Management/Resolution (d)	Yes	77	3.23	.793	.930	.337
	No	33	3.15	.755		
Team building (e)	Yes	78	3.24	.776	1.82	.180
	No	33	3.15	.712		
How to Implement Change (f)	Yes	77	3.25	.746	.124	.725
	No	33	3.18	.769		
Negotiation Skills (g)	Yes	76	3.20	.783	.023	.880
	No	33	3.21	.820		

Area of Training	Administrative Experience		n	M	SD	F	Significance
	Yes	No					
Roles and Responsibilities of Chair (h)	Yes	No	77	3.40	.730	.661	.418
Legal Issues (i)	Yes	No	78	3.15	.757	2.58	.111
Budget Preparation (j)	Yes	No	78	3.28	.771	.441	.508
Budget Administration (k)	Yes	No	78	3.27	.715	.003	.957
Developing Long-Range Goals (l)	Yes	No	77	3.29	.686	1.26	.264
Strategic Planning (m)	Yes	No	77	3.34	.700	.141	.708
Time Management (n)	Yes	No	77	2.81	.932	1.22	.273
Stress Management (o)	Yes	No	77	2.64	.857	4.09	.046
Assign Teaching Duties (p)	Yes	No	77	2.69	.877	.538	.465
Promotion & Tenure Decisions (q)	Yes	No	77	3.08	.870	.367	.546

Area of Training	Administrative		n	M	SD	F	Significance
	Experience						
Faculty Termination (r)	Yes		77	3.12	.827	.485	.488
	No		33	2.82	.882		
Faculty Evaluations (s)	Yes		77	3.48	.718	.047	.829
	No		33	3.39	.747		
Motivate Faculty and Staff (t)	Yes		77	3.04	.880	1.83	.179
	No		33	3.00	.750		
Match Faculty Goals to Department and College/University Goals (u)	Yes		77	3.00	.858	.089	.766
	No		33	3.03	.810		
Faculty Recruitment (v)	Yes		77	3.08	.807	.007	.935
	No		33	2.97	.810		
Faculty Retention (w)	Yes		76	3.13	.806	.008	.930
	No		33	2.85	.795		
Assess and Provide Faculty Feedback (x)	Yes		76	3.36	.761	.452	.503
	No		33	3.27	.876		
Reduce, resolve and prevent faculty conflict (y)	Yes		77	3.18	.807	.061	.806
	No		33	3.06	.864		
Assist Faculty in Career growth & development (z)	Yes		76	3.30	.766	.278	.599
	No		33	3.24	.830		

Area of Training	Administrative		n	M	SD	F	Significance
	Experience						
Assign Faculty Workloads	Yes		74	2.91	.863	1.75	.189
(A)	No		32	2.88	.976		
Student Recruitment (B)	Yes		76	2.89	1.00	3.47	.065
	No		32	3.13	.833		
Alumni Support Advocate	Yes		75	2.65	.846	.005	.943
(C)	No		32	2.78	.906		
Identification of Textbooks	Yes		69	1.96	.848	4.29	.041
(D)	No		29	2.24	1.06		
Supervise Orientation	Yes		77	2.19	.889	2.38	.126
Program for students (E)	No		33	2.48	1.03		
Provide Counseling to	Yes		77	2.78	.898	.678	.412
Students (F)	No		33	2.85	1.00		
Manage Complaints and	Yes		77	3.13	.801	.409	.524
Grievances of Students (G)	No		33	3.15	.795		
Faculty Advocate to Higher	Yes		76	3.14	.890	.225	.636
Administration (H)	No		33	3.00	.901		
Conduct department	Yes		77	2.69	.907	.014	.907
meetings (I)	No		33	2.73	.911		
Monitoring Academic	Yes		76	2.93	.914	1.74	.190
Standards (J)	No		32	2.88	1.10		

Area of Training	Administrative		n	M	SD	F	Significance
	Experience						
Update Curriculum (K)	Yes		77	3.00	1.00	.231	.632
	No		33	2.97	1.02		
Allocate Facilities (L)	Yes		77	2.48	.926	.011	.915
	No		32	2.31	.931		
Monitor Library Acquisitions (M)	Yes		77	2.04	.768	6.29	.014
	No		33	2.00	1.03		
Maintain Accreditation Standards (N)	Yes		77	3.55	.770	1.15	.286
	No		33	3.36	.929		
Preparation of Annual reports for Institution (O)	Yes		77	3.03	.794	1.23	.269
	No		32	2.97	.933		
Monitor Equipment & Facilities (P)	Yes		73	2.14	.839	3.06	.083
	No		32	2.25	1.02		
Establish Department Policies (Q)	Yes		75	2.63	.941	.893	.347
	No		33	2.67	.854		
Fundraising (R)	Yes		71	2.66	.877	.293	.589
	No		32	2.78	.975		
Supervise Non-Academic Staff (S)	Yes		76	2.67	.839	.007	.934
	No		33	2.85	.906		
Recruitment of staff (T)	Yes		75	2.45	.934	.336	.563
	No		33	2.45	1.00		

Area of Training	Administrative Experience		n	M	SD	F	Significance
	Yes	No					
Evaluate Staff (U)	Yes		75	2.79	.963	3.20	.076
	No		33	2.97	.810		
Reduce, resolve and prevent conflict among staff (V)	Yes		75	2.77	.894	.167	.684
	No		33	2.82	.882		
Maintain Student & Departmental Records (W)	Yes		73	2.86	.855	.024	.878
	No		32	2.94	.914		
Delegation of office duties (X)	Yes		73	2.49	.884	.275	.601
	No		31	2.61	.955		

Table 33: Independent Samples T-Test of Novice vs. Experienced Chairs and Importance of Training (all 50 areas)

Area of Training	Chairperson Experience	n	M	SD	F	Significance
Institutional Policies & Procedures (a)	Novice	34	3.21	.729	.201	.654
	Experienced	75	3.24	.803		
Leadership Training (b)	Novice	31	3.13	.957	8.96	.003
	Experienced	78	3.26	.633		
Communication with Faculty & Higher Administration (c)	Novice	29	3.10	.817	.200	.655
	Experienced	78	3.08	.769		
Conflict Management/Resolution (d)	Novice	32	3.19	.896	1.44	.233
	Experienced	77	3.21	.732		
Team building (e)	Novice	32	3.22	.832	.125	.725
	Experienced	78	3.22	.732		
How to Implement Change (f)	Novice	31	3.19	.873	.711	.401
	Experienced	78	3.24	.706		
Negotiation Skills (g)	Novice	31	3.29	.783	.038	.846
	Experienced	77	3.18	.790		

Area of Training	Chairperson	n	M	SD	F	Significance
	Experience					
Roles and Responsibilities of Chair (h)	Novice	32	3.38	.793	.016	.898
	Experienced	77	3.38	.689		
Legal Issues (i)	Novice	32	3.22	.792	1.14	.289
	Experienced	78	3.13	.691		
Budget Preparation (j)	Novice	32	3.13	.833	.183	.670
	Experienced	78	3.27	.733		
Budget Administration (k)	Novice	32	3.19	.859	1.36	.246
	Experienced	78	3.23	.682		
Developing Long-Range Goals (l)	Novice	32	3.06	.840	.459	.500
	Experienced	77	3.30	.608		
Strategic Planning (m)	Novice	31	3.13	.846	.398	.529
	Experienced	78	3.38	.629		
Time Management (n)	Novice	31	2.74	1.06	1.53	.220
	Experienced	78	2.79	.931		
Stress Management (o)	Novice	32	2.63	.976	.042	.837
	Experienced	77	2.61	.905		
Assign Teaching Duties (p)	Novice	32	2.69	.998	2.08	.152
	Experienced	77	2.68	.850		
Promotion & Tenure Decisions (q)	Novice	32	3.16	.920	.439	.509
	Experienced	77	2.94	.864		

Area of Training	Chairperson Experience	n	M	SD	F	Significance
Faculty Termination (r)	Novice	32	3.00	.880	.041	.840
	Experienced	77	3.04	.850		
Faculty Evaluations (s)	Novice	32	3.44	.840	.834	.363
	Experienced	77	3.45	.680		
Motivate Faculty and Staff (t)	Novice	32	2.88	.907	.008	.931
	Experienced	77	3.08	.807		
Match Faculty Goals to Department and College/University Goals (u)	Novice	32	2.91	.995	2.21	.140
	Experienced	77	3.05	.776		
Faculty Recruitment (v)	Novice	32	3.06	.948	1.81	.182
	Experienced	77	3.04	.751		
Faculty Retention (w)	Novice	32	3.09	.928	1.01	.317
	Experienced	76	3.03	.765		
Assess and Provide Faculty Feedback (x)	Novice	32	3.25	.880	.407	.525
	Experienced	76	3.36	.761		
Reduce, resolve and prevent faculty conflict (y)	Novice	32	3.09	.893	.047	.829
	Experienced	77	3.16	.796		
Assist Faculty in Career growth & development (z)	Novice	31	3.23	.845	.018	.893
	Experienced	77	3.31	.765		

Area of Training	Chairperson Experience	n	M	SD	F	Significance
Assign Faculty Workloads (A)	Novice	31	2.94	.929	.000	.999
	Experienced	75	2.88	.885		
Student Recruitment (B)	Novice	30	2.73	1.02	1.27	.262
	Experienced	77	3.05	.930		
Alumni Support Advocate (C)	Novice	30	2.73	.868	.002	.966
	Experienced	76	2.68	.867		
Identification of Textbooks (D)	Novice	27	2.22	1.01	1.79	.184
	Experienced	70	1.97	.884		
Supervise Orientation Program for students (E)	Novice	32	2.31	.896	.696	.406
	Experienced	77	2.27	.968		
Provide Counseling to Students (F)	Novice	32	2.63	1.07	5.83	.017
	Experienced	77	2.86	.854		
Manage Complaints and Grievances of Students (G)	Novice	32	3.00	.880	.078	.780
	Experienced	77	3.18	.756		
Faculty Advocate to Higher Administration (H)	Novice	31	3.06	.964	.013	.909
	Experienced	77	3.12	.873		
Conduct department meetings (I)	Novice	32	2.72	.924	.000	.998
	Experienced	77	2.70	.904		
Monitoring Academic Standards (J)	Novice	32	2.91	.963	1.96	.659
	Experienced	75	2.93	.977		

Area of Training	Chairperson	n	M	SD	F	Significance
	Experience					
Update Curriculum (K)	Novice	32	3.00	.916	2.16	.145
	Experienced	77	2.99	1.05		
Allocate Facilities (L)	Novice	32	2.38	1.04	2.56	.112
	Experienced	76	2.46	.886		
Monitor Library	Novice	32	2.06	1.08	14.72	.000
Acquisitions (M)	Experienced	77	2.01	.752		
Maintain Accreditation	Novice	32	3.41	.875	.309	.579
Standards (N)	Experienced	77	3.52	.805		
Preparation of Annual reports for Institution (O)	Novice	32	3.13	.833	.075	.784
	Experienced	76	2.97	.832		
Monitor Equipment & Facilities (P)	Novice	30	2.10	.845	.820	.367
	Experienced	74	2.20	.921		
Establish Department Policies (Q)	Novice	32	2.59	.979	.708	.402
	Experienced	76	2.66	.888		
Fundraising (R)	Novice	28	2.68	.983	.811	.370
	Experienced	74	2.69	.875		
Supervise Non-Academic Staff (S)	Novice	32	2.84	.767	3.35	.070
	Experienced	76	2.66	.888		
Recruitment of staff (T)	Novice	32	2.63	.907	1.01	.316
	Experienced	75	2.39	.971		

Area of Training	Chairperson Experience	n	M	SD	F	Significance
Evaluate Staff (U)	Novice	32	2.97	.933	.732	.394
	Experienced	75	2.79	.920		
Reduce, resolve and prevent conflict among staff (V)	Novice	32	2.81	.965	.028	.867
	Experienced	75	2.79	.859		
Maintain Student & Departmental Records (W)	Novice	31	2.74	.965	1.88	.173
	Experienced	73	2.96	.824		
Delegation of office duties (X)	Novice	31	2.52	.890	.119	.730
	Experienced	72	2.54	.918		

Table 34: Independent Samples T-Test of High Education Administration degree and Importance of Training (all 50 area)

Area of Training	Degree	n	M	SD	F	Significance
Institutional Policies & Procedures (a)	Higher Ed	26	3.08	.688	2.53	.115
	Other	78	3.29	.775		
Leadership Training (b)	Higher Ed	26	3.19	.749	.025	.875
	Other	79	3.23	.750		
Communication with Faculty & Higher Administration (c)	Higher Ed	26	3.12	.653	1.42	.235
	Other	77	3.09	.814		
Conflict Management/Resolution (d)	Higher Ed	26	3.04	.662	4.67	.033
	Other	79	3.27	.812		
Team building (e)	Higher Ed	26	3.27	.724	.013	.908
	Other	80	3.21	.791		
How to Implement Change (f)	Higher Ed	26	3.23	.710	.203	.653
	Other	79	3.24	.772		
Negotiation Skills (g)	Higher Ed	26	3.19	.694	1.55	.216
	Other	78	3.24	.809		
Roles and Responsibilities of Chair (h)	Higher Ed	26	3.50	.707	.017	.898
	Other	79	3.35	.717		

Area of Training	Degree	n	M	SD	F	Significance
Legal Issues (i)	Higher Ed	26	3.15	.675	.508	.478
	Other	80	3.19	.731		
Budget Preparation (j)	Higher Ed	26	3.38	.752	.201	.655
	Other	80	3.18	.776		
Budget Administration (k)	Higher Ed	26	3.35	.689	.119	.731
	Other	80	3.19	.748		
Developing Long-Range Goals (l)	Higher Ed	26	3.15	.613	1.63	.204
	Other	79	3.24	.720		
Strategic Planning (m)	Higher Ed	26	3.27	.667	.255	.615
	Other	79	3.32	.726		
Time Management (n)	Higher Ed	26	2.69	.838	1.21	.275
	Other	79	2.80	.992		
Stress Management (o)	Higher Ed	25	2.52	.770	2.78	.098
	Other	80	2.65	.969		
Assign Teaching Duties (p)	Higher Ed	26	2.58	.945	.614	.435
	Other	79	2.75	.854		
Promotion & Tenure Decisions (q)	Higher Ed	26	3.08	.935	.037	.849
	Other	79	2.96	.884		
Faculty Termination (r)	Higher Ed	26	2.96	.824	.133	.716
	Other	79	3.03	.862		
Faculty Evaluations (s)	Higher Ed	26	3.46	.761	.000	.989
	Other	79	3.43	.728		

Area of Training	Degree	n	M	SD	F	Significance
Motivate Faculty and Staff	Higher Ed	26	2.88	.993	2.44	.122
(t)	Other	79	3.05	.799		
Match Faculty Goals to	Higher Ed	26	3.00	.894	.005	.942
Department and	Other	79	3.01	.840		
College/University Goals						
(u)						
Faculty Recruitment (v)	Higher Ed	26	2.88	.909	1.22	.272
	Other	79	3.10	.761		
Faculty Retention (w)	Higher Ed	25	2.96	.841	.069	.793
	Other	79	3.08	.797		
Assess and Provide Faculty	Higher Ed	26	3.31	.928	.939	.335
Feedback (x)	Other	78	3.33	.767		
Reduce, resolve and	Higher Ed	26	3.12	.816	.606	.438
prevent faculty conflict (y)	Other	79	3.14	.843		
Assist Faculty in Career	Higher Ed	25	3.32	.802	.002	.961
growth & development (z)	Other	79	3.28	.783		
Assign Faculty Workloads	Higher Ed	25	2.84	.987	1.20	.276
(A)	Other	78	2.94	.858		
Student Recruitment (B)	Higher Ed	26	3.12	.993	.448	.505
	Other	77	2.91	.948		
Alumni Support Advocate	Higher Ed	25	2.56	.768	.263	.609
(C)	Other	77	2.77	.887		

Area of Training	Degree	n	M	SD	F	Significance
Identification of Textbooks	Higher Ed	23	1.91	.949	.290	.592
(D)	Other	71	2.10	.913		
Supervise Orientation	Higher Ed	26	2.27	1.00	.240	.625
Program for students (E)	Other	79	2.29	.936		
Provide Counseling to	Higher Ed	26	2.81	.939	.058	.810
Students (F)	Other	79	2.75	.926		
Manage Complaints and	Higher Ed	26	3.00	.849	.015	.904
Grievances of Students (G)	Other	79	3.15	.786		
Faculty Advocate to Higher	Higher Ed	26	3.23	.863	.002	.968
Administration (H)	Other	78	3.04	.918		
Conduct department	Higher Ed	26	2.85	.967	.015	.904
meetings (I)	Other	79	2.67	.888		
Monitoring Academic	Higher Ed	26	2.92	1.13	4.40	.038
Standards (J)	Other	77	2.92	.900		
Update Curriculum (K)	Higher Ed	26	3.08	.935	.259	.612
	Other	79	2.95	1.01		
Allocate Facilities (L)	Higher Ed	26	2.46	.948	.004	.948
	Other	78	2.42	.933		
Monitor Library	Higher Ed	26	1.96	.774	.742	.391
Acquisitions (M)	Other	79	2.06	.882		
Maintain Accreditation	Higher Ed	26	3.65	.745	2.55	.113
Standards (N)	Other	79	3.42	.856		

Area of Training	Degree	n	M	SD	F	Significance
Preparation of Annual reports for Institution (O)	Higher Ed	26	3.19	.749	.021	.886
	Other	78	2.97	.837		
Monitor Equipment & Facilities (P)	Higher Ed	26	1.88	.711	5.25	.024
	Other	75	2.27	.935		
Establish Department Policies (Q)	Higher Ed	26	2.54	.905	.036	.850
	Other	79	2.65	.920		
Fundraising (R)	Higher Ed	24	2.71	.859	.223	.638
	Other	74	2.69	.920		
Supervise Non-Academic Staff (S)	Higher Ed	26	2.65	.977	2.32	.131
	Other	78	2.76	.809		
Recruitment of staff (T)	Higher Ed	26	2.35	.977	.009	.924
	Other	77	2.51	.955		
Evaluate Staff (U)	Higher Ed	25	2.80	.957	.007	.935
	Other	78	2.86	.936		
Reduce, resolve and prevent conflict among staff (V)	Higher Ed	26	2.81	.895	.143	.706
	Other	77	2.82	.899		
Maintain Student & Departmental Records (W)	Higher Ed	26	2.77	1.03	4.36	.039
	Other	75	2.91	.808		
Delegation of office duties (X)	Higher Ed	26	2.54	.948	.059	.809
	Other	73	2.53	.899		

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